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Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. The boy can ____________ on his friend to help him.
2. She ____________ into the dark room.
3. The man helped ____________ people from danger.
4. The friends sang the song together ____________ in tune.
5. The girl was not ____________ to try something new.
6. Do not tell anyone the ____________.
7. The mouse looked around ____________ for the cat.
8. We watched the soccer players’ quick ____________. 
A. Say the name of each picture. Circle the word that has the same vowel sound as the picture name. Write the word on the line.

1. six fun ___________

2. lot wag ___________

B. Read each word. Write the base word.

3. mats ___________

4. bags ___________

5. kisses ___________

6. fans ___________
Read the passage. Use the visualize strategy to picture in your mind what is happening in the story.

**A Bicycle Built for Two**

It was a beautiful fall day. The sun was shining. The leaves were red and gold and orange. Squirrel wanted to go for a bike ride, but his bike was broken.

“I can’t fix this by myself,” thought Squirrel. “I will need some help.”

Squirrel went to see Fox. “Will you help me fix my bike?” Squirrel asked.

“I’d like to help, but I am too busy cooking soup,” said Fox.

So Squirrel continued on. He saw Bear and asked for help.

“I’m too busy right now washing clothes. Maybe I can help next week,” Bear said.
Squirrel shook his head. He wanted to fix his bike and take a ride today. Just then, Rabbit came along and asked Squirrel why he looked so sad. Squirrel explained the problem. “You are probably too busy to help me,” sighed Squirrel.

Rabbit looked over the bike. He turned a wire here. He oiled a wheel there. “Now let’s give it a try,” Rabbit said.

The two friends climbed on the bike. They rode for a long time through the woods, enjoying the beautiful day.
A. Reread the passage and answer the questions.

1. Why was Fox too busy to help Squirrel fix his bike?

2. Why was Bear too busy to help Squirrel fix his bike?

3. Why were Squirrel and Rabbit both able to ride the bike?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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<th>Words Read</th>
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<tr>
<td>Second Read</td>
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</tr>
</tbody>
</table>
Read the selection. Complete the Key Details chart.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
</table>

Name _____________________________
Writing Traits: Ideas

A. Read the draft model. Use the questions that follow the draft to help you add details that describe the event.

Draft Model

Ronnie and Kevin went on a picnic. When the friends got there, they set out all the food on a blanket. Then it started to rain. The two friends quickly put everything back into the basket. They went home.

1. Where did the two friends go on their picnic?
2. What did they pack for their picnic?
3. How did the friends get home?

B. Now revise the draft by adding details that clearly describe what happened at the picnic.
Thanks, Friend!

“Planting a garden is hard work,” says Mouse. “It takes me a long time to dig each hole.” “I can help!” says Mole. Mole digs the holes quickly. Mouse plants the seeds.

Answer the questions about the text.

1. How do you know this text is fantasy?

2. Why is it easy for Mole to dig the holes?

3. Why does Mole dig so many holes?
To figure out new words, look at word parts. A root word may have the ending -s, -es, -ed, or -ing. The endings -s, -es, and -ing mean the action is happening now. The ending -ed means the action happened in the past.

Write the meaning of each underlined word. Circle whether the action is happening now or in the past.

1. “Will you help me fix my bike?” Squirrel asked.
   Meaning: ____________________________
   now       past

2. “I’d like to help, but I am too busy cooking soup,” said Fox.
   Meaning: ____________________________
   now       past

3. “I’m too busy right now washing clothes.”
   Meaning: ____________________________
   now       past

4. Squirrel explained the problem.
   Meaning: ____________________________
   now       past

5. Rabbit looked over the bike.
   Meaning: ____________________________
   now       past
Reread “A Bicycle Built for Two.” Write about how the author used key details to help you understand the story.

1. In the beginning the author wrote the key detail ____________

__________________________________________________________________________.

2. In the middle the author wrote the key detail ____________

__________________________________________________________________________.

The author uses these details to show readers ____________

__________________________________________________________________________.

3. In the end the author wrote the key detail ____________

__________________________________________________________________________.

4. Then ___________________________________________________________________
A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. was asked to come somewhere  
   - a. language
2. give part of something  
   - b. plead
3. the words people speak  
   - c. fair
4. runs quickly  
   - d. invited
5. moved to one side  
   - e. share
6. a way of life  
   - f. culture
7. beg  
   - g. aside
8. honest  
   - h. scurries

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. 
   _____________________________
Listen to each short vowel sound as you say the words *bed*, *top*, and *sun*.

**A. Write the words in the box in the correct list below.**

| went | job | tub | tell | not | hut |

1. What words have the short *e* sound, as in *bed*?

2. What words have the short *o* sound, as in *top*?

3. What words have the short *u* sound, as in *sun*?

The endings *-s* or *-es* can be added to a verb to show action that is taking place now.

**B. Add *-s* or *-es* to the end of each word. Write the new word.**

4. pass ____________

5. yell ____________

6. tag ____________

7. mix ____________
Read the passage. Use the visualize strategy to picture in your mind what is happening in the story.

**The Food Festival**

Van and his family went to the local food festival. Van’s eyes opened wide. He was amazed at how this quiet street had been changed. On each side, food booths were set up showing colorful flags. He knew a few. There was Mexico and there was China. Van followed his mom, dad, and sister down the street.

Mom stopped at the first booth. People were selling Greek salad there. Van’s family shared a big plate of salad.

Then they walked to the Chinese booth. They had the beef noodle soup.
The next stop was the Indian booth for spicy curry. At the Mexican booth, they all had tamales.

At last, the family reached the end of the street. Everyone was full. “Which food did you like the best?” asked Dad.

A. Reread the passage and answer the questions.

1. Who were the characters in the story?


2. Where did the story take place?


3. What event took place at the beginning of the story?


B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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</table>
Read the selection. Complete the Character, Setting, Events chart.

<table>
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<th>Setting</th>
<th>Events</th>
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</tbody>
</table>

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A. Read the draft model. Use the questions that follow the draft to help you write a strong beginning for the story.

Draft Model

She went to the store to get some milk. It was a long walk. When she got there she was upset. She forgot her money. The store owner was very kind. He said she could take the milk and bring the money later.

1. Who is the character in the story?

2. Where does the story take place?

3. What information will make readers want to continue reading?

B. Now revise the draft by adding a strong beginning that grabs the reader’s attention and tells the character and setting.
Two Kinds of Football

Tim and Victor agreed to play football with their families. Tim said, “I brought a football.” Victor said, “I brought a soccer ball. Soccer is called football in many countries.” They learned to play two kinds of football.

Answer the questions about the text.

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

2. What happens at the beginning of the story?

3. What happens in the middle?

4. What happens at the end?
To figure out a new word, separate the root word from the ending. The endings -s, -es, and -ing mean the action is happening now. The ending -ed means the action happened in the past.

A. Read each sentence. Look at each underlined word. Draw a line between the root word and the ending.

1. Van’s eyes opened wide.
2. Food booths were set up showing colorful flags.
3. People were selling Greek salad there.

B. Underline the verb in each sentence. Then change each verb so that it tells about action happening now. Write the new word.

4. Mom stopped at the first booth.
   ____________
5. At last, the family reached the end of the street.
   ____________
Reread “The Food Festival.” Write about how the author used details to develop realistic characters and events in the story.

1. In “The Food Festival,” the characters are ______________________
   ______________________
   ______________________
   ______________________.

2. The author included details, such as ______________________
   ______________________
   ______________________
   ______________________ to make the characters seem realistic.

3. Story events, such as ______________________
   ______________________
   ______________________
   ______________________ are realistic because ______________________
   ______________________
   ______________________
   ______________________.

4. The author included these events to show ______________________
   ______________________
   ______________________
   ______________________.
A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. look at quickly  
   a. proper

2. not the same  
   b. friendship

3. correct  
   c. decide

4. looks at for a long time  
   d. trade

5. make up your mind  
   e. glance

6. being pals  
   f. different

7. give one thing for another  
   g. relationship

8. a connection with someone  
   h. stares

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ____________________________________________
Two letters can be blended together, such as *cl*, *dr*, *sk*, *sl*, and *st*. Listen to the beginning sounds in *slip* and the ending sounds in *best*.

A. Look at the picture. Write the missing blend for each word.

1. _______ ick  
2. ma _______

3. _______ ock  
4. _______ ed

5. ca _______  
6. _______ ess

When two consonants come between two vowels, you divide the word between the two consonants to find the syllables.

B. Divide each word into syllables. Write the syllables on the lines provided.

7. velvet _______ _______  
8. contest _______ _______

9. picnic _______ _______  
10. sudden _______ _______
Read the passage. Ask and answer questions as you read to check your understanding.

A Pet of His Own

Jeff lived with his family and their three pets. His sister Kim had a bird. His brother Rick had two mice. Jeff wanted a pet of his own. “May I get a snake?” he asked his parents. He was polite because he knew good manners were important.

“A snake will eat my bird,” shrieked Kim loudly. Her yell upset her bird. The bird started to chirp.

Jeff had another idea. “May I get a cat?” he asked politely.

“A cat will eat my bird,” cried Kim.

“And a cat will eat my mice,” said Rick.
Jeff was stumped by his pet problem and didn’t know how to solve it. He wanted a pet that was different and unique. There was already one bird and two mice. He couldn’t get a snake or a cat. What kind of pet wouldn’t disturb or upset the others?

Then one day Jeff saw an ad for a rabbit. This pet was different. This pet could get along with the others.

Jeff’s parents got him the rabbit. He was so thrilled to have a pet of his own that he shouted for joy.
A. Reread the passage and answer the questions.

1. Who were the characters in the story?

______________________________

______________________________

2. Where did the story take place?

______________________________

______________________________

3. What event took place at the end of the story?

______________________________

______________________________

B. Work with a partner. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Fill out the chart.

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Read the selection. Complete the Character, Setting, Events chart.

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<th>Character</th>
<th>Setting</th>
<th>Events</th>
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</table>
A. Read the draft model. Use the questions that follow the draft to help you use more precise words.

**Draft Model**

My kitten is a good size for my family’s small apartment. She can sleep on my lap. She has nice fur. My kitten likes to be outside and so do I.

1. What size is the kitten?

2. What color is the kitten’s fur? How does it feel?

3. What does the kitten like to do outside?

B. Now revise the draft by replacing general words with more precise, interesting words about the kitten.
The Perfect Reading Partner

Reading was not easy for Lizzie. One day, her cat Gumbo jumped in her lap while she was reading. Lizzie read aloud to Gumbo. She did not make one mistake. Gumbo was a great listener!

Answer the questions about the text.

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

2. What happens at the beginning of the story?

3. What happens in the middle?

4. What happens at the end?
Read each sentence. Then circle the meaning of the word in bold print that makes sense. Underline the context clues.

1. “A snake will eat my bird,” **shrieked** Kim loudly.
   - yelled
   - whispered

2. Jeff was **stumped** by his pet problem and didn’t know how to solve it.
   - happy
   - confused

3. He wanted a pet that was different and **unique**.
   - the same
   - not like others

4. What kind of pet wouldn’t **disturb** or upset the others?
   - bother
   - enjoy

5. He was so **thrilled** to have a pet of his own that he shouted for joy.
   - angry
   - excited
Reread “A Pet of His Own.” Write about how the author used character, setting, events. Use the words and picture to complete the sentences.

1. In the beginning of the story, the author tells us that the main character ________________________________________________________________
   _________________________________
   _________________________________
   _________________________________.

2. In the middle of the story, ________________________________________________________________
   _________________________________
   _________________________________
   _________________________________.

3. At the end of the story, ________________________________________________________________
   _________________________________
   _________________________________
   _________________________________.

4. The author organized the events in this order to show __________
   _________________________________
   _________________________________
   _________________________________.
Choose the word that makes sense in each blank. Then write the word on the line.

1. An animal living in the __________ is different than a pet.
2. Dogs are not __________ in the park.
3. A cat that has __________ from its yard might get lost.
4. The girl takes good __________ of her pet hamster.
5. The children were __________ about getting a new pet.
6. A pet’s __________ include water, food, and exercise.
7. Our cat keeps her kittens __________ from danger.
8. Pets live with people, but animals in the jungle __________ free.
The letter \( a \) can stand for the short \( a \) sound you hear in \textit{can}. The long \( a \) sound you hear in \textit{cane} can be spelled \( a\_e \).

**A. Circle one short \( a \) word and one long \( a \) word in each sentence. Write each word in the correct list below.**

1. The ducks swam in the lake.

2. We wave to the man on the bus.

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<th>long ( a )</th>
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The ending \textit{-ing} can be added to a verb to show that an action is happening right now. The ending \textit{-ed} can be added to a verb to show action that has already happened.

**B. Add \textit{-ed} and \textit{-ing} to the end of each word. Write the two new words.**

7. fix

8. pack

9. play

10. lock
Read the passage. Ask and answer questions as you read to check your understanding.

A Fire Dog

Wilshire is a fire dog. He lives in the city. When Wilshire first came to the fire station, he was just three months old. He lived at the fire station day and night. Fifty firefighters lived and worked there, too. They took care of Wilshire. They fed the young dog. They gave him water to drink.

The firefighters hired a dog trainer. The trainer gave Wilshire lessons. He helped Wilshire learn to live in the fire station. He showed Wilshire where he could go. He showed Wilshire where he was not allowed to go.

Then it was time for exercise. Wilshire didn’t even have to go outside. He was trained to run on a treadmill inside the station.
Soon Wilshire became close pals with one firefighter. Now Wilshire and the firefighter spend a shift at the fire station together. Then the firefighter takes Wilshire home. This gives Wilshire a break from the busy station. He also has fun meeting and playing with other dogs.

Wilshire got even more training. Now he can do fire safety tricks. He visits schools and shows children how to “Stop, Drop, and Roll.” All that work keeps Wilshire very busy!
A. Reread the passage and answer the questions.

1. How did the firefighters take care of Wilshire?

________________________________________________________________________

________________________________________________________________________

2. Why did the firefighter take Wilshire home?

________________________________________________________________________

________________________________________________________________________

3. What does a Dalmatian look like?

________________________________________________________________________

________________________________________________________________________

B. Work with a partner. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Fill out the chart.

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</table>
Read the selection. Complete the Key Details chart.

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<th>Detail</th>
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<th>Detail</th>
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Name ____________________________________________
A. Read the draft model. Use the questions that follow the draft to help you think about how to use sequence words.

**Draft Model**

Here’s how to give a dog a bath. Fill the tub with warm water. Get the dog in the tub and wash her with soap. Rinse her with plenty of fresh water. Dry the dog with a towel.

1. To give a dog a bath, what do you do first?

2. What do you do next? Then what?

3. What is the last thing you do?

B. Now revise the draft by adding sequence words such as *first, next, then,* and *last* to help readers understand the order of ideas.
The Foster Pet

Amy’s family has a foster pet. They feed and play with Rocky and take him to the vet. They train him to follow commands. When Rocky gets bigger, another family will give him a lasting home.

Answer the questions about the selection.

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

2. What is one way that Amy trains Rocky? How did you find this information?

3. What does the text help you learn about a foster pet?
To figure out a new word, separate the **root word** from the ending. The endings **-s**, **-es**, and **-ing** mean the action is happening now. The ending **-ed** means the action happened in the past.

Read each sentence. Look at each underlined word. Draw a line between the root word and the ending. Then write the meaning of the word.

1. He **lives** in the city.

2. Fifty firefighters lived and **worked** there, too

3. He **helped** Wilshire learn to live in the fire station.

4. Then the firefighter **takes** Wilshire home.

5. He also has fun **meeting** and playing with other dogs.
Write About Reading: Write an Analysis

Name ________________________________

Reread “A Fire Dog.” Think about how the author used key details. Use the words and photo to complete the sentences.

1. This selection is about ________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. The author includes details about ________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. The photo shows ________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

4. The details and picture help me understand ________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
A. Choose the word that makes sense for each clue. Write the word on the line.

1. pay money to buy something ________________
2. looks at something closely to make sure it is okay ________________
3. people who buy things ________________
4. equipment used to make or fix things ________________
5. small jobs around the house ________________
6. how much you have to pay for something ________________
7. work people do to earn money ________________
8. to decide on one thing rather than another ________________

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ________________
The letter \textit{i} can stand for the short \textit{i} sound you hear in \textit{fit}. The long \textit{i} sound you hear in \textit{fine} can be spelled \textit{i\_e}.

A. Read each word. Circle the words with the short \textit{i} sound. Underline the words with the long \textit{i} sound.

pipe  did  tip  five  hike  fin  side  pick

A possessive noun ends with an apostrophe ('') and an \textit{s} to show who owns something.

B. Rewrite each phrase using a possessive noun.

1. the kite that belongs to the girl

2. the job that belongs to Mom

3. the dish that belongs to the cat

4. the ball that belongs to the dog
Family Business

Families may start up a business. The family members all pitch in to make it work. Then the business is passed down through the family. Here’s one family business that has been around for 95 years.

In 1916, two families started a new business. They opened a coffee company. They roasted the coffee beans by hand. There were no cars then. They used horses and wagons to deliver the coffee.

The coffee business grew. More family members came to work for the company. In 1918, the company was able to buy its first truck.
In the 1940s, sons of the owners joined the business. The company grew. It sold coffee to restaurants. The company soon needed a bigger office. By the 1990s, the third generation was working for the company. The company started selling its coffee in new places. They sold coffee food stores. They made ads for TV. In 2007, they opened an online store. These family members worked hard. They made their business a success. Now they can pass it on to the next generation.
A. Reread the passage and answer the questions.

1. What happened in 1916?

2. What happened in the 1940s?

3. What happened in 2007?

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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<td>Second Read</td>
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</table>
Read the selection. Complete the Key Details chart.
A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different types and lengths.

**Draft Model**

I like to help my family get chores done. It makes our house clean. It also gives us free time together. That’s what I love best.

1. Where could you add a question?

2. Where could you add an exclamation?

3. Which sentences could you make longer? Which sentences could you make shorter?

B. Now revise the draft by writing some questions or exclamations and by writing some long sentences and some short sentences.
Family Pizza Shop

Some families own a pizza shop. Everyone helps out. The adults make the food and help customers. The kids can help clean tables and windows after school.

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<thead>
<tr>
<th>Adults’ Jobs</th>
<th>Kids’ Jobs</th>
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<tbody>
<tr>
<td>make food</td>
<td>clean tables</td>
</tr>
<tr>
<td>help customers</td>
<td>clean windows</td>
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</table>

1. How can you tell this is an informational text?

2. What does the chart show?

3. What are the adults’ jobs in a pizza shop?
To figure out new words, look at word parts. A root word may have the ending \(-s\), \(-es\), or \(-ed\). The endings \(-s\) and \(-es\) mean a noun is plural. The ending \(-ed\) means an action happened in the past.

Read each sentence. Circle the ending of the underlined word. Use what you know about root words and endings to write the meaning of each underlined word.

1. **Families** may start up a business.

2. Here’s one family business that has been around for 95 **years**.

3. In 1916, two families **started** a new business.

4. In the 1940s, sons of the owners **joined** the business.

5. It sold coffee to **restaurants**.
Reread “Family Business.” Write about how the author uses key details. Use the words and chart to complete the sentences.

1. In “Family Business,” one key detail that the author includes is ____________________________
   ____________________________
   ____________________________

2. Another key detail that the author includes is ____________________________
   ____________________________
   ____________________________

3. The author includes a chart that shows ____________________________
   ____________________________
   ____________________________

4. It helps me understand ____________________________
   ____________________________
   ____________________________
Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. My sister is excited and ___________ to learn about polar bears.

2. The quiet ___________ ended when birds began to chirp.

3. Desert animals must ___________ to hot, dry weather.

4. The air feels cool in the dark ___________ under the trees.

5. The eagle has the ___________ to fly where it wants.

6. A rainforest has a warm, wet ___________.

7. The air outside felt ___________ and clean.

8. A wild animal will run away if it feels a ___________ of danger.
Name ____________________________________________

The letter *o* can stand for the short *o* sound you hear in *not*. The long *o* sound you hear in *note* can be spelled *o_e*.

A. Read each word. Circle the words with the short *o* sound. Underline the words with the long *o* sound.

box  nose  rope  lock  pot  cone  dog  home

Before adding *-ed* or *-ing* to some verbs with short vowels, double the final consonant. Before adding *-ed* or *-ing* to some verbs with long vowels ending in *e*, drop the final *e*.

B. Add *-ed* and *-ing* to the end of each verb. Write the two new words.

1. save  _____________  _____________
2. trip  _____________  _____________
3. hug  _____________  _____________
4. joke  _____________  _____________
Read the passage. Use the make predictions strategy to predict what will happen in the story.

Looking for Animals

Ms. Lee takes her class to the woods for a hike. She tells her students to look for woodland animals. All the children carry notebooks. They plan to sketch and take notes about the animals they will see.

The group sets off down the path. High above, birds sing in the trees. One boy points to what he thinks is a robin. The others disagree. They say it is just a leaf.

The children hear hooting. It is unlike the other sounds. They look up but are unable to see anything. An owl looks down at them. Its brown feathers blend in with the leaves. The children can not see the owl.
The children pass by a small pond. A deer is drinking there, but it stands still as the group walks by. Its brown coat makes it seem to disappear into the woods. The deer slips away unseen.

One girl looks down at the uneven path. She sees what look like small lumps of dirt. Then she stops watching. The lumps jump away. No one has seen the tiny toads that blend in with the ground.

The hike is over. The class retraces their steps back to the bus. The driver unlocks the door. Maybe the class can return another day to look for more animals!
A. Reread the passage and answer the questions.

1. What happened at the beginning of the story?

____________________________________________________________________________________

____________________________________________________________________________________

2. What happened in the middle of the story?

____________________________________________________________________________________

____________________________________________________________________________________

3. What happened at the end of the story?

____________________________________________________________________________________

____________________________________________________________________________________

B. Work with a partner. Read the passage aloud. Pay attention to where you pause as you read. Stop after one minute. Fill out the chart.

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</table>
Read the selection. Complete the Character, Setting, Plot chart.

Character

Setting

Plot
A. Read the draft model. Use the questions that follow the draft to help you add descriptive details.

Draft Model

Meg and Tom go to the beach. They swim in the water. Meg sees birds flying in the sky. Tom finds shells on the beach. Then they see a crab near the water!

1. What kind of beach is this? What kind of day is it?

2. What details can tell more about the birds, shells, and crab that Meg and Tom see?

3. What details might tell how Meg and Tom feel about their day at the beach?

B. Now revise the draft by adding descriptive details that help readers learn more about the setting and characters.
Surviving the Winter

In the summer, Jerry saw a family of chipmunks in his yard. What would they do in the cold winter? Jerry looked up chipmunk habits and learned they would hibernate all winter.

Answer the questions about the text.

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

2. How does Jerry find out information about chipmunk habits?

3. How does Jerry know the chipmunks will survive the cold winter?
To figure out a new word, look for a **prefix**, or word part at the beginning of the word.

The prefix **re-** means “again.”

The prefix **un-** means “not.”

The prefix **dis-** means “opposite of.”

Read each sentence. Underline the word that has a prefix. Then write the word and its meaning.

1. The others disagree.

2. They look up but are unable to see anything.

3. Its brown coat makes it seem to disappear into the woods.

4. The deer slips away unseen.

5. The class retraces their steps back to the bus.
Reread “Looking for Animals.” Think about how the author used details to support the genre of the story. Use the words and picture to complete the sentences.

1. The story is realistic fiction because the author wrote about

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. I know it is realistic fiction because the characters ____________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. The author included realistic events such as ____________

________________________________________________________________________

________________________________________________________________________

to help support the genre.
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

There are some ____________ that teach _____________. This is one of those tales. Lion was very _____________ of cherries. He said, “I _____________ that cherries are the best food!”

When Lion heard that Hippo had lots of _____________ food, he went over to take a look. Seeing all of Hippos's food made him want to _____________. On the table was a bowl of the biggest cherries he had ever seen. “That’s _____________!” thought Lion. He made a plan to _____________ the cherries. Then he ran home with them. At home, Lion bit into a cherry. They were wax! The cherries had not been worth taking after all.
The letter "u" can stand for the short "u" sound you hear in *cut*. The long "u" sound you hear in *cute* can be spelled *u.*

A. Choose the word from the box that names each picture. Write it on the line.

| mule | tub | cub | flute |

1. 
2. 
3. 
4. 

Vowel consonant *e* syllables often have the long sound of the vowel.

B. Divide each word into syllables. Write each syllable.

5. pancake 
6. excuse
Read the passage. Use the make predictions strategy to predict what will happen in the story.

**Fox Gets Help**

One day, Fox was walking in the woods. High in a tree, he saw a nice bunch of grapes. “Those will make a healthful snack,” Fox thought. He jumped up to get the grapes.

Fox nearly reached the grapes, but he could not jump high enough. He really wanted those grapes. So Fox made a plan. He got a ladder and leaned it on the tree. He should be able to reach the grapes easily.
The wind began blowing strongly. As Fox stepped up to the ladder, the wind blew it down on the ground. This happened over and over again. Fox sighed loudly. He was about to give up. Then Turtle crept up slowly.

Turtle had an idea that was helpful. He would hold the ladder tightly while Fox climbed up. Fox went up the ladder and picked the bunch of grapes.

When Fox was safely back on the ground, he shared the grapes with Turtle. Fox was thankful for his friend’s help. Sometimes it takes a friend to help you reach a goal.
A. Reread the passage and answer the questions.

1. What was the problem in the story?

2. What steps did Fox take to solve the problem?

3. What was Fox’s solution to the problem?

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

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</table>
Read the selection. Complete the Problem and Solution chart.

Problem

Steps to Solution

Solution
A. Read the draft model. Use the questions that follow the draft to help you add supporting details.

Draft Model

Every day a shepherd boy thought he saw a wolf. “Wolf!” he cried. The villagers came running. They felt sorry for the boy.

1. How does the shepherd boy feel?

2. What is he thinking about when he thinks he sees a wolf?

3. What details could explain more about the actions of the shepherd boy and the villagers?

B. Now revise the draft by adding supporting details that explain your ideas about how the shepherd boy and the villagers act, think, and feel.
The Fox and the Grapes

One day the fox saw a bunch of grapes high in a tree. He could not reach the grapes. The fox walked away. “Those grapes must be sour,” he said. It is easy to dislike something you cannot get.

Answer the questions about the text.

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

2. What happens at the beginning of the fable?

3. What happens at the end of the fable?

4. What lesson does the fable teach?
Name ____________________________________________

To figure out a new word, look for a suffix, or word part added to the end of the word.
The suffix **-ful** means “full of.”
The suffix **-ly** means “in a way that is.”

**Read each sentence. Underline the word that has a suffix. Then write the word and its meaning.**

1. “Those will make a healthful snack,” Fox thought.
   __________________________________________________

2. He should be able to reach the grapes easily.
   __________________________________________________

3. The wind began blowing strongly.
   __________________________________________________

4. Turtle had an idea that was helpful.
   __________________________________________________

5. When Fox was safely back on the ground, he shared the grapes with Turtle.
   __________________________________________________
Reread “Fox Gets Help.” Think about how the author used problem and solution. Use the words and picture to help you complete the sentences below.

1. The problem that the author presents in the story is that _______.

2. The solution that the author presents is that _____________.

3. The author presents a problem and solution to teach the lesson that _______________.
A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. the outdoor world
   a. habitat

2. takes a quick look
   b. escape

3. the natural place where an animal lives
   c. spies

4. get away
   d. buried

5. cannot stay still
   e. peeks

6. a long trip
   f. nature

7. covered up in the ground
   g. journey

8. watches and sees something
   h. restless

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ________________________________
The c in cent stands for the /s/ sound. It is soft c. The g in germ stands for the /j/ sound. It is soft g.

A. Read each word in the box. Then write the words that belong in each list.

- space
- range
- trace
- cage
- badge
- ice

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<th>Soft g</th>
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A prefix is a word part added to the beginning of a word to make a new word.
- The prefix re- means “again.”
- The prefixes un- and dis- mean “not” or “opposite of.”

B. Read each word. Write its meaning.

7. dislike ___________  
8. reuse ___________  
9. unkind ___________  
10. redo ___________
Read the passage. Use the make predictions strategy to predict what you will learn.

Two Kinds of Tundra

The Arctic Tundra

Dr. Jones went to the Arctic tundra. It was very cold with no trees. There were grasses and flowers. Dr. Jones was hopeful that he would see animals. He made a careful study of what he found.

In the sky, Dr. Jones saw playful ravens and gulls. On the ground, he saw gray wolves and Arctic hares. He knew that many of these animals had extra fat. This was useful. It kept the animals warm during the cold winter. Some of the animals slept while others went south.
The next trip Dr. Jones took was to the alpine tundra. He was greatly interested in comparing the two places. This tundra did not have trees, either. The alpine plants were almost like the Arctic plants. The animals were clearly different, though.

Dr. Jones saw birds such as jays and grouse. He saw sheep and elk. He knew that some of these animals also had extra fat. It kept them warm. Some of these animals slept through the winter. Others went south.
A. Reread the passage and answer the questions.

1. What is the main topic of the passage?

2. What is a key detail about the Arctic tundra?

3. What is a key detail about the alpine tundra?

B. Work with a partner. Read the passage aloud. Pay attention to how you group words together as you read. Stop after one minute. Fill out the chart.

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Read the selection. Complete the Main Topic and Key Details chart.

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Name __________________________________________

A. Read the draft model. Use the questions that follow the draft to help you add sequence words.

**Draft Model**

I saw a white tiger when I visited the zoo last summer. It was a very hot day, and the white tiger was panting. He splashed around in a lake that surrounded his pen. Caretakers threw him giant ice cubes. He licked and ate the cubes that contained fruit. He moved to a shady area of his pen.

1. What does the white tiger do first? What does he do next?

2. What event happens last?

3. What words can you add to make the writing easier to understand?

B. Now revise the draft by adding sequence words such as *first, next, then,* and *last* to help readers understand the order of events.
In the Cave

The scientist enters the cave. It is cold and dim. She spies *shrimp* and *cave beetles*. These animals never leave the cave. Then she sees a *snail*. It may leave the cave at times.

<table>
<thead>
<tr>
<th>Cave Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="shrimp.png" alt="Shrimp" /></td>
</tr>
<tr>
<td><img src="cave-beetle.png" alt="Cave Beetle" /></td>
</tr>
<tr>
<td><img src="snail.png" alt="Snail" /></td>
</tr>
</tbody>
</table>

Always live in caves: cave shrimp, cave beetle, and cave fish.

Sometimes live in caves: snail, spider, and worm.

Answer the questions about the text.

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

2. What happens after the scientist sees shrimp and cave beetles?

3. Why are *shrimp*, *cave beetles*, and *snail* in bold print?

4. What information can you get from the chart?
To figure out a new word, look for a **suffix**, or word part added to the end of the word.

The suffix **-ful** means “full of.”

The suffix **-ly** means “in a way that is.”

**A. Underline the word that has a suffix in each sentence. Then write the word and its meaning.**

1. Dr. Jones was hopeful that he would see animals.

   ____________________________________________________________________________

2. He made a careful study of what he found.

   ____________________________________________________________________________

3. He was greatly interested in comparing the two places.

   ____________________________________________________________________________

**B. Write a word that means the same as the group of words. Your new word will end in **-ful** or **-ly**.**

4. full of play

   ________________

5. in way that is clear

   ________________
Reread “Two Kinds of Tundra.” Think about how the author used main topic and key details. Use the words and picture to help you complete the sentences below.

1. The main topic is ____________________________________________
   ____________________________________________
   ____________________________________________.

2. The author describes Arctic and alpine tundras to explain
   ____________________________________________
   ____________________________________________.

3. In the section “The Arctic Tundra,” the author includes the key
detail ____________________________________________
   ____________________________________________
   ____________________________________________.

4. In the section “The Alpine Tundra,” the author includes the key
detail ____________________________________________
   ____________________________________________
   ____________________________________________.
Choose the word that makes sense in each blank. Then write the word on the line.

1. A baby chick is ________________ with soft feathers.
2. Some ________________ look a lot like their parents.
3. Whales are ________________ sea animals.
4. A cat will ________________ itself to stay clean.
5. A horse is a ________________ because it feeds its babies milk.
6. A fox's ________________ coat helps to keep it warm.
7. Some baby animals need to be cared for by an ________________.
8. Animals need food and water to stay ________________.
A consonant digraph is two consonants together that stand for only one sound.

A suffix is a word part added to the end of a word to make a new word.
• The suffix -ful means “full of.”
• The suffix -less means “without.”

B. Read each word. Write its meaning.

3. helpless
4. careful
5. thankful
6. useless
Read the passage. Use the reread strategy to make sure you understand the information.

**Opossums**

An adult opossum is about the size of a big cat. When the mother gives birth, she may have seven or more babies. She has a pouch like a kangaroo.

Each baby opossum is the size of a honeybee. At first, they stay inside the mother’s pouch. After about two months, the babies leave the mother’s pouch. They are still small. The mother can carry the babies on her back. The baby opossums grow quickly. Soon the young animals are on their own.
An adult opossum has long gray fur on its body. Its face is white. It has black ears. The opossum has a pointed snout with a pink nose. Its tail and feet are pink, too. It has a mouth full of fifty sharp teeth.

An opossum has a very useful tail. This tail is almost a foot long with very little hair. An opossum can use this tail to grab onto things. Its tail helps it hold onto tree branches. On each hind foot, an opossum has a thumb. These thumbs help it grab onto things, too.

These animals are known for “playing possum.” When rattled by a predator, they lie still and don’t move at all until the threat goes away.
A. Reread the passage and answer the questions.

1. What is the main topic of the passage?

2. What is a key detail about an adult opossum?

3. What is a key detail about a baby opossum?

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

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</table>
Read the selection. Complete the Main Topic and Key Details chart.

<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
</table>

Name ________________________________
A. Read the draft model. Use the questions that follow the draft to help you add linking words.

Draft Model

A puppy is the name for a baby dog. A puppy is much smaller than its parent. It is the same shape as its parent. It has fur like its parent. It cannot do many things for itself.

1. What are some ways you can connect the ideas in the draft?
2. How is a puppy different from its parent?
3. How is a puppy the same as its parent?

B. Now revise the draft by adding and replacing words to connect ideas with linking words, such as and, so, also, but, or however.
Leopards and Their Cubs

Leopard cubs are born with their eyes closed. Their fur is longer and thicker than their parents’ fur. It is grayer, too. The cubs’ spots are not easy to see.

Answer the questions about the text.

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

2. What information can you learn from looking at the diagram?

3. What information can you learn by reading the labels?
Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Figure out the meaning of the word in bold print. Put a checkmark in the box before the meaning that matches its use in the sentence.

1. The mother can carry the babies on her back.
   - the part of the body opposite the front
   - to move away from something

2. The opossum has a pointed snout with a pink nose.
   - having a sharp end
   - showed where something is

3. Soon the young animals are on their own.
   - to have or hold as property
   - for or by oneself

4. When rattled by a predator, they lie still and don’t move at all until the threat goes away.
   - made upset or disturbed
   - made noise
Reread “Opossums.” Write your opinion about how the author used details to support the main topic of the text. Use the words and picture to help you complete the sentences below.

1. The author wrote this text to tell about ____________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. I think the most important details are ____________________________

   ________________________________________________________________ and

   ________________________________________________________________

   ________________________________________________________________

3. The text feature is important because ____________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. The crow has black ______.

2. The bird is able to fly by ______ its wings.

3. The children ______ by following the classroom rules.

4. I ______ myself by writing in a journal.

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

5. ____________
Three letters can be blended together such as **scr, spl, spr, str, shr**, and **thr**. Listen to the beginning sounds in **scrap** and **split**.

**A. Look at the picture. Write the missing blend for each word.**

1. _____one
2. _____ash
3. _____ub
4. _____ing
5. _____ap
6. _____ub

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

**B. Circle each compound word. Write the two smaller words that make it up.**

7. beaches bedspread
8. wishbone wonder
9. springtime spotted
Read the poem. Use the reread strategy to check your understanding.

A Tortoise

You will find that a tortoise is a mild fellow,
10 It lives a life that’s calm and mellow.

18 A tortoise can live for quite a long span,
27 In fact it may even live longer than a man.

37 You’ll never find a tortoise at sea,
44 It lives on land—that’s where it should be.

53 Would a tortoise be able to win a race?
62 Not since it moves at such a slow pace.

71 It has four stumpy legs and four tortoise feet.
80 For a snack, plants are its favorite of treat.
Some creatures have feathers and some have hair,
But what does our friend tortoise wear?
A tortoise wears a hard outer shell,
That always works to serve it well.
When a tortoise doesn’t know where to hide,
It just pulls its head and four limbs inside.
Even though a tortoise may be shy,
It can walk around with its head held high.
For a tortoise is a marvel of the animal pack,
It carries its home right on its back.
A. Reread the passage and answer the questions.

1. How long can a tortoise live?
   
   
   

2. Where does a tortoise live?
   
   
   

3. How does a tortoise use its shell?
   
   
   

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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<td>Second Read</td>
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</tbody>
</table>
Read the selection. Complete the Key Details chart.

| Detail | Detail | Detail |
Writing Traits: Word Choice

Name

A. Read the draft model. Use the questions that follow the draft to help you think about what precise words you can add.

Draft Model

I went outside one night.
Something moved, so I turned on the light.
It was a little toad,
Hopping across the road.

1. What kind of night is it?

2. What does the toad look like?

3. How does the toad move?

B. Now revise the draft by adding precise words to give readers a clearer picture about the night and the toad.
The Robin

A robin gathers twigs and fluff,
And sticks and string and other stuff.
She chooses things she likes the best,
And weaves them in to build her nest.

Answer the questions about the text.

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

2. How many beats do you hear in each line?

3. Why do you think the poet uses rhythm?
Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read the lines from the poem. Circle the meaning of the word in bold print.

1. You’ll never find a tortoise at sea,  
   It lives on **land**—that’s where it should be.  
   the ground to come down from above

2. A tortoise wears a hard outer shell,  
   That always works to serve it **well**.  
   in a good way a hole in the ground that stores water

3. It has four stumpy legs and four tortoise **feet**.  
   measurements of 12 inches parts of the body

4. When a tortoise doesn’t know where to hide,  
   It just pulls its head and four **limbs** inside.  
   tree branches legs

5. For a tortoise is a marvel of the animal **pack**,  
   It carries its home right on its back.  
   to put things in a suitcase a group of animals
Reread “A Tortoise.” Write an analysis of how the author used word choice to tell about tortoises. Use the words and picture to help you complete the sentences below.

1. The author wrote this poem to tell about ____________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________.

2. The words __________________ and __________________ rhyme. The poet uses rhyme to __________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________.

3. The poet helped me understand _______________________
   _______________________________________________________
   _______________________________________________________
   by using the words ________________________________
   _______________________________________________________.

Name ____________________________
A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. how heavy something is  
   a. speed
2. showed something is true  
   b. amazing
3. very surprising  
   c. weight
4. how fast something moves  
   d. force
5. not false  
   e. proved
6. things you can see and touch  
   f. measure
7. a push or a pull  
   g. objects
8. find the size of something  
   h. true

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. _______________________________________________
The letters *a, ai, ay, ea, ei, eigh*, and *ey* can stand for the long *a* sound. Listen to the vowel sound as you say the words *apron, pail, day, great, eight*, and *they*.

A. Read each row of words. Circle the long *a* word and write it on the line. Then underline the letters that spell the long *a* sound.

1. bike  jump  stay  
2. camp  nail  green  
3. weigh  mean  lock  
4. shell  prey  huge  
5. rein  rope  pick  
6. float  break  last  
7. snap  pump  baby  

A **contraction** is a short way of writing two words. An apostrophe stands for the missing letters.

B. Write the contraction for each pair of words.

8. they have  
9. she is  
10. we are  
11. you will  

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

**Roller Coaster Science**

Riding a roller coaster can feel like flying. The cars race up and down the track. They go around corners at a high speed. Do you know how a roller coaster works?

**The Ride Begins**

A long chain runs under the first uphill track. A motor moves this chain in a loop. It’s like the moving belt at the store checkout. The roller coaster cars grip onto the chain. The chain pulls the roller coaster train up to the top of the hill.

**Moving Along the Track**

The train reaches the top of the hill. The chain is unhooked. **Gravity** takes the train down the track. Gravity is a **force** that pulls objects toward the center of the earth.
As the train moves down the track, it speeds up. It goes faster and faster. This speed helps move the train up the next hill. Then it all happens again.

The Ride Ends

When the ride is over, the roller coaster train must stop. There are brakes built into the track. These brakes stop the motion of the train. The roller coaster ends at the same position it started.

That is the science of a roller coaster. Think about these forces the next time you take a ride!
A. Reread the passage and answer the questions.

1. What is the topic of this passage?

2. What is one fact that the author includes about the topic?

3. What is the author’s purpose for writing this passage?

B. Work with a partner. Read the passage aloud. Pay attention to how your voice rises and falls. Stop after one minute. Fill out the chart.

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<tr>
<td>Second Read</td>
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</tr>
</tbody>
</table>
Read the selection. Complete the Author’s Purpose chart.

Clue  

Clue  

Author’s Purpose
A. Read the draft model. Use the questions that follow the draft to add words that tell the order of the ideas.

Draft Model

You use the force of push and pull. When you throw the ball to a player, you use the force of push. When you try to take the ball from a player, you use the force of pull.

1. What words can you add to the first sentence to make it clearer?

2. What words can you add to the second sentence to make it clearer?

3. Does the order of ideas make sense?

B. Now revise the draft by adding words. Check that the order of ideas makes sense.
How a Yo-Yo Works

Let a yo-yo go and it spins down as the string unwind. It keeps spinning at the end of the string. With a quick tug, the string rewind and the yo-yo climbs back up.

Answer the questions about the text.

1. How do you know this is informational text?

2. Why are the words unwind and rewind in bold print?

3. What can you learn from the diagram?
Vocabulary Strategy: **Similes**

A **simile** compares two unlike things. It uses the word *like* or *as* to make the comparison.

**Read the sentences. Then answer the questions.**

1. Riding a roller coaster can feel like flying.
   What two things does the author compare?
   ________________________________

   What does the simile mean?
   ________________________________

2. A motor moves this chain in a loop. It is like the moving belt at the store checkout.
   What two things does the author compare?
   ________________________________

   What does the simile mean?
   ________________________________

3. The roller coaster’s sound is as loud as thunder.
   What two things does the author compare?
   ________________________________

   What does the simile mean?
   ________________________________
Reread “Roller Coaster Science.” Write about the author’s purpose. Use the words and diagram to complete the sentences.

1. In ________________________________,
   the author wrote about ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________.

2. The author wrote this selection to ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________.

3. The text feature the author used is a ________________________________.
   It helps the reader to ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________.
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

The sky got dark when ____________ came. Max ____________ that the end of the day was boring.

“Let’s take a walk outside,” said Mom. “The stars and ____________ can light our way.”

They walked down the street. Max was surprised and ____________ to see an owl fly by. They passed the house of a _____________. There was a light shining in each window.

Max and Mom returned home. “What did you think of our night ____________?” asked Mom.

“I really ____________ it,” said Max. I never ____________ that night could be exciting!”
The letters \( i, y, igh, \) and \( ie \) can stand for the long \( i \) sound. Listen to the vowel sound as you say the words *kind, why, might*, and *skies*.

A. Write the words in the box in the correct list below.

<table>
<thead>
<tr>
<th>cry</th>
<th>light</th>
<th>wild</th>
<th>tie</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
<td>lie</td>
<td>dry</td>
<td>mind</td>
<td>try</td>
</tr>
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</table>

1. words with the long \( i \) sound, as in *find*
   
   _______    _______

2. words with the long \( i \) sound, as in *fly*
   
   _______    _______    _______

3. words with the long \( i \) sound, as in *bright*
   
   _______    _______    _______

4. words with the long \( i \) sound, as in *pie*
   
   _______    _______

B. Draw a line to divide each word into syllables.

5. pony

6. table

7. spider

8. music
Comprehension and Fluency

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

A Shooting Star

Carla’s family got to the park in the late afternoon. The sun was shining in the blue sky. There was not a cloud anywhere.

Carla and her sister Rosa were excited. It was their first camping trip. They ran around the campsite. They saw lots of big evergreen trees. A chipmunk ran on a branch overhead.

Mama said, “Let’s get things set up. Then we can go for a hike.”

Papa added, “We should have enough time to hike before nightfall.”

After the tents were set up, the family hiked. Daylight was fading as they returned to the campsite.

“Look! There are fireflies here,” said Carla.
Everyone looked up to watch the fireflies. Just then, they saw a shooting star cross the dark night sky.

“What is that?” Rosa asked.

“It’s a shooting star. Some people say you can wish on a shooting star and your wish will come true,” said Papa.

Carla and Rosa quickly made wishes.

Mama explained, “Some people call it a shooting star. It’s not a star, though. It’s really just some dust flying toward the earth. It heats up and glows. That’s what we see.”

“No matter what we call it, I hope our wishes come true!” said Carla.
A. Reread the passage and answer the questions.

1. What happens first in the story?

2. What happens after it gets dark?

3. What happens last?

B. Work with a partner. Read the passage aloud. Pay attention to how your voice rises and falls. Stop after one minute. Fill out the chart.

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<tr>
<td>Second Read</td>
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</tbody>
</table>
Read the selection. Complete the Sequence chart.

First

Next

Then

Last
A. Read the draft model. Use the questions that follow the draft to help you add words to connect ideas.

Draft Model

James and Dad were camping. The moonlight was bright. It shone on their tent. He saw the Big Dipper. The night was so dark. James dreamed he took a rocket ship so he could see more stars.

1. Which sentence already has a linking word in it?

2. What sentences can be combined to connect ideas?

3. What are some words you can use to show how the ideas are connected?

B. Now revise the draft by adding and replacing words to connect ideas with linking words, such as and, so, but, or because.
Shapes in the Sky

One day, two friends named the cloud shapes they saw.

“Look at all the clouds in the sky. That one looks like a lion,” said Grace.

“That cloud looks like a train,” Marco said.

Answer the questions about the text.

1. How do you know this text is fiction?

2. What is dialogue?

3. What words does Grace say?

4. What words does Marco say?
A compound word is a word made of two smaller words.

A. Read each sentence. Write the compound word. Draw a line between the two smaller words.

1. There was not a cloud anywhere. ______________
2. They ran around the campsite. ______________
3. They saw lots of big evergreen trees. ______________
4. There are fireflies here. ______________

B. Write the meaning of each compound word.

5. afternoon
   ______________

6. daylight
   ______________

7. everyone
   ______________

8. nightfall
   ______________
Reread “A Shooting Star.” Write about how the author used sequence and illustrations to tell a story. Use the words and picture to complete the sentences.

1. At the beginning of the story, the author wrote that ____________

2. In the middle, the author used an illustration to show ____________

3. At the end of the story, the author has Mama say that ____________

Name ____________________________________________
Choose the word that makes sense in each blank. Then write the word on the line.

1. The road passes through many small towns and ____________.
2. We saw a sheep farm in the ____________.
3. She felt ____________ when everyone left the house.
4. May I please ____________ your pencil?
5. The boy has a good ____________ for his art project.
6. They use the bridge to get ____________ the stream.
7. I know the ____________ to this math problem.
8. The teacher ____________ that students do their best.
The letters o, oa, ow, and oe can stand for the long o sound. Listen to the vowel sound as you say the words so, road, low, and woe.

A. Read each word in the box. Circle the words with the long o sound. Then underline the letter or letters that spell the long o sound.

drop coat told mow book
most grow loop Joe lost
toast pond show toe float

A contraction is a short way of writing two words. An apostrophe stands for the missing letters.

B. Write the two words that make up each contraction.

1. isn’t _____________ 2. didn’t _____________
3. won’t _____________ 4. aren’t _____________
Read the passage. Ask and answer questions as you read to check your understanding.

**Helping Out in the Community**

Doug Long has been riding bikes for a long time. When he was 16, he took a solo bike trip. He rode his bike alone across the United States. That’s a big journey for a young man!

Now when Doug rides, it may be with a group of children. Doug works with a volunteer group. The group sets up bike rides for city kids. It gives the children time to appreciate and enjoy the world around them. Doug helps them explore nature.

Doug brings his own bike and helmet for a bike trip. The children get bikes to ride and helmets to wear. Then they go to a park or a nature area.
On one trip, the children saw a caterpillar. They weren’t sure if it was safe to touch it. Doug picked it up. He showed it to the children. Once they were certain it was harmless, they all took turns holding it.

Between bike trips, the children can learn how to fix bikes. They can work at a bike workshop. This earns them points. They can use the points to get a bike of their own.

Doug Long likes to ride his bike. And he likes to help out. He has made his community a better place.
Comprehension: Author’s Purpose and Fluency

Name ________________________________

A. Reread the passage and answer the questions.

1. What did the author want you to know about Doug Long when Doug was 16?

________________________________________________________________________

________________________________________________________________________

2. What did the author want you to know about Doug’s work with a volunteer group?

________________________________________________________________________

________________________________________________________________________

3. What is the author’s purpose for writing this passage?

________________________________________________________________________

________________________________________________________________________

B. Work with a partner. Read the passage aloud. Pay attention to how you show feelings with your voice. Stop after one minute. Fill out the chart.

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</tbody>
</table>
Read the selection. Complete the Author’s Purpose chart.

Clue

Clue

Author’s Purpose
A. Read the draft model. Use the questions that follow the draft to help you add opinion words and phrases.

**Draft Model**

Last week my family went to the park. There was trash on the ground. We told friends and neighbors. We all helped clean it up. Now the park is nicer.

I. How do you think the writer feels about seeing trash at the park?

2. Why does everyone help clean up the trash?

3. How does everyone feel once the park is cleaned up?

B. Now revise the draft by adding opinion words and phrases to show how the writer feels about the topic.
Sara Krause lives in Austin, Texas. The mayor asked her for ideas to improve bike safety. Now Sara and many other people have helped make Austin a friendly city for bikes.

**A Friendly City for Bikes**

*Sara Krause was the leader of the bike safety group in Austin.*

**Answer the questions about the text.**

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

   ____________________________________________________________

   ____________________________________________________________

2. How has Sara Krause helped out in Austin?

   ____________________________________________________________

   ____________________________________________________________

3. Why does the author include a photo?

   ____________________________________________________________

4. What information can you learn from the caption?

   ____________________________________________________________
A. Read each pair of sentences. Find the two words that are synonyms. Circle the synonyms and then write them on the lines.

1. When he was 16, he took a solo bike trip.
   He rode his bike alone across the United States.
   __________________________  __________________________

2. When he was 16, he took a solo bike trip.
   That’s a big journey for a young man!
   __________________________  __________________________

3. Now when Doug rides, it may be with a group of children.
   The group sets up bike rides for city kids.
   __________________________  __________________________

B. Read the sentences. Write a word to answer each question.

They weren’t sure if it was safe to touch it.
Once they were certain it was harmless, they all took turns holding it.

4. Which word in the second sentence is a synonym for sure?
   __________________________

5. Which word in the second sentence is a synonym for safe?
   __________________________
Reread “Helping Out in the Community.” Write about the author’s purpose. Use the words and chart to complete the sentences.

1. In ________________________________, the author wrote about ________________________________

2. The author chose to write about Doug Long because ________________________________

3. The author included the photo and caption to help the reader ________________________________
A. Use what you know about the definitions to choose the word that makes sense for each clue. Write the word on the line.

1. a sign of danger to come ______________________

2. something that happens ______________________

3. injury or harm that happens to something ______________________

4. what it is like outside at a certain time and place ______________________

5. to stop something from happening ______________________

6. not safe ______________________

7. rough or unpleasant ______________________

8. to break something so it can’t be used ______________________

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ______________________
The letters e, ee, ea, ie, y, ey, and e_e can stand for the long e sound. Listen to the vowel sound as you say the words me, see, leap, field, happy, money, and eve.

A. Read each row of words. Circle the long e word and write it on the line. Then underline the letters that spell the long e sound.

1. must leaf sleigh
2. chief track vase
3. bee rest home
4. they drum pony
5. steak we block
6. keys spend wise

Add -s to form the plural of most nouns.
If a word ends in a consonant plus y, change the y to i and add -es to form the plural.

B. Write each word to make it plural.

7. puppy
8. clock
9. baby
10. nest
Read the passage. Ask and answer questions as you read to check your understanding.

**Ice Hotels**

How would you like to stay in an ice hotel? There really are such places in cold climates.

**What Is an Ice Hotel?**

An ice hotel is like a big **igloo**. The walls are made of snow and ice. The furniture and art are made of ice, too.

**How Is an Ice Hotel Built?**

In some cold places, people build ice hotels. They wait until winter because summer is too warm. Builders choose a spot near a frozen river. Workers cut many ice blocks to build walls. They use **snice** to keep the blocks from coming apart. This is a mix of snow and ice that holds everything together.

When they are done with the outside walls, workers move to the inside. They carve furniture from blocks of ice. They carve works of art, too. All this work takes time. A large ice hotel can take five to six weeks to build.
Staying in an Ice Hotel

People must bundle up to stay in an ice hotel. The temperature inside must stay below freezing. If it gets above freezing, the ice could melt.

People sleep in thick sleeping bags on ice beds. They sit on ice chairs. They even drink from ice glasses.

What Happens to an Ice Hotel?

An ice hotel only stands while it is cold. Once spring comes, the hotel melts. The water returns to the river. Then builders must wait until winter when the water freezes to build the next ice hotel.
A. Reread the passage and answer the questions.

1. What is one key detail from the passage?

________________________________________________________________________

________________________________________________________________________

2. What is another key detail from the passage?

________________________________________________________________________

________________________________________________________________________

3. What is the main idea of the passage?

________________________________________________________________________

________________________________________________________________________

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

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<tr>
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<tr>
<td>Second Read</td>
<td>–</td>
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<td>=</td>
</tr>
</tbody>
</table>
Read the selection. Complete the Main Idea and Key Details chart.

Main Idea

Detail

Detail

Detail
A. Read the draft model. Use the questions that follow the draft to help you add a strong conclusion.

Draft Model
A weather forecaster tells people about the weather in the area. She tells how hot or cold it is. She can also warn about bad weather.

1. What is the topic of the writing?

2. What is the main idea?

3. What information could you include in a conclusion sentence?

B. Now revise the draft by adding a strong conclusion to sum up the writing and tell the main idea.
Drought

A drought is a long period of dry weather. Little or no rain falls during a drought. Without water, farmers’ crops stop growing. The water supply for people gets low, too.

<table>
<thead>
<tr>
<th>What to Do in a Drought</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use only the water you need.</td>
</tr>
<tr>
<td>2. Make sure there are no leaky faucets.</td>
</tr>
<tr>
<td>3. Take shorter showers.</td>
</tr>
<tr>
<td>4. Water outdoor plants and lawns when it is cold.</td>
</tr>
</tbody>
</table>

Answer the questions about the text.

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

2. Why are the words drought and water supply in bold print?

3. What can you learn from the sidebar?
Antonyms are words that have opposite meanings.

A. Read each pair of sentences. Find the two words that are antonyms. Circle the antonyms and then write them on the lines.

1. They use snice to keep the blocks from coming apart.
   This is a mix of snow and ice that holds everything together.
   __________________________  __________________________

2. The workers finish the outside walls.
   Then they move to the inside.
   __________________________  __________________________

3. The shelf above the bed is made of ice.
   There is more ice below the bed.
   __________________________  __________________________

4. Once spring comes, the hotel melts.
   Then builders must wait until winter when the water freezes to build the next ice hotel.
   __________________________  __________________________
Reread “Ice Hotels.” Write your opinion about how the author used details to support the main idea of the text. Use the words and picture to help you complete the sentences below.

1. The author wrote this text to ____________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________.

2. I think the most important details are _________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________.

3. These details are important because ______________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________.
Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. A swimmer kicks with strong leg _____________________.
2. My sister listens to country _____________________.
3. The band played my favorite song at the _________________.
4. I use a dictionary if I don’t ____________________ a word.
5. Pianos are ____________________ that have keys.
6. He taps the ____________________ of the song on his drum.
7. The rusty wheel made squeaking ____________________ as it turned.
8. The crowd ____________________ for their favorite team.
Name ________________________________________________________________

The letters *u_e, ew, ue*, and *u* can stand for the long *u* sound. Listen to the vowel sound as you say the words *use, mew, hue*, and *menu*.

A. Read each word in the box. Circle the words with the long *u* sound. Then underline the letter or letters that spell the long *u* sound.

<table>
<thead>
<tr>
<th>fuel</th>
<th>mule</th>
<th>just</th>
<th>few</th>
<th>bunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>cues</td>
<td>unit</td>
<td>jump</td>
<td>trunk</td>
<td>fumes</td>
</tr>
<tr>
<td>lucky</td>
<td>music</td>
<td>cube</td>
<td>pew</td>
<td>huge</td>
</tr>
</tbody>
</table>

The ending **-er** is added to an adjective to compare two nouns. The ending **-est** is added to an adjective to compare more than two nouns.

B. Write each word and ending to make a new word. Write it on the lines.

1. strong + est  
   ____________________

2. few + er  
   ____________________

3. kind + er  
   ____________________

4. slow + est  
   ____________________
Read the passage. Ask and answer questions as you read to check your understanding.

**Making Music**

There are different ways to make music. Let’s learn about some musical instruments. You might find some of these in your school music group.

**Piano**

A piano is a musical instrument that has 88 keys. To play the piano, you press keys on the keyboard. This action moves wooden hammers. The hammers then hit steel strings. The strings vibrate and make sound. When the strings stop moving, the sound is discontinued.

**Violin**

A violin is in the string family of instruments. It is a hollow wooden box. It has four strings running from top to bottom. To play the violin, you pull the bow across the strings. Or you can pluck the strings with a finger. When the strings vibrate, they make sound.
A flute is a woodwind instrument. It is a narrow tube with finger holes. To make a sound on the flute, you blow across an oval hole near the end. Sound bounces off the edge of the hole and through the tube. To change notes, cover and uncover the finger holes.

A trumpet is a brass instrument. It is a long, metal tube with a loop. One end is shaped like a bell. It has an uneven number of valves, three. To play the trumpet, you buzz your lips into the mouthpiece. Move the valves to change the notes.

Now let’s review the instruments we read about. Which would you like to play? No one can disagree. There is a whole world of music to be made!
A. Reread the passage and answer the questions.

1. What is one key detail that is included in the passage?

   __________________________________________

   __________________________________________

2. What is another key detail that is included in the passage?

   __________________________________________

   __________________________________________

3. What is the main idea of the passage?

   __________________________________________

   __________________________________________

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

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<td>–</td>
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</tr>
</tbody>
</table>
Read the selection. Complete the Main Idea and Key Details chart.

Name ________________________________

Main Idea

Detail

Detail

Detail
Name

A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

The musician gets her fiddle. She gets ready to play. She tunes up the fiddle. She sets up her sheet music. She plays a lively song.

1. Which sentences could you make longer?

2. Which sentences could you combine?

3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Warm Up to Sing

Many singers warm up their voice before they sing. This stretches out their muscles. Humming is one way to warm up. Blowing air through the lips is another way. Singing the musical scales warms up the voice, too.

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Humming</th>
<th>Lips</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
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<td></td>
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<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

Answer the questions about the text.

1. How do you know this is expository text?

__________________________________________________________

__________________________________________________________

2. What information can you learn from the bar graph?

__________________________________________________________

__________________________________________________________

3. How much time do singers spend singing scales?

__________________________________________________________

__________________________________________________________
To figure out a new word, look for a **prefix**, or word part, at the beginning of the word.

The prefix *re-* means “again.”
The prefix *un-* means “not.”
The prefix *dis-* means “opposite of.”

Read each sentence. Underline the word that has a prefix. Then write the word and its meaning.

1. When the strings stop moving, the sound is discontinued.

2. You cover and uncover the finger holes using the keys.

3. It has an uneven number of valves, three.

4. Now let’s review the instruments we read about.

5. No one can disagree.
Reread “Making Music.” Write about how the author used details to support the main idea of the text. Use the words and picture to help you complete the sentences below.

1. The author wrote this text to __________________________

2. I think the most important details are __________________________ and __________________________

3. These details are important because __________________________
Choose the word from the box that makes sense in each blank. Then write the word on the line.

1. This high area of the country is the mountain ________________.

2. A ________________ of wildflowers fills the meadow.

3. Our class had a ________________ party at the end of the year.

4. The weather is different in the winter and summer ________________.

5. The empty house gave us an ________________ feeling.

6. The gardener digs down through ________________ of sand and dirt.

7. It is not too hot or cold in a ________________ climate.

8. Where is the ________________ of your town on the map?
Silent Letters \(wr,\ kn,\ gn,\ mb,\ sc\) /Prefixes/Suffixes

In some letter pairs, one of the letters is silent.

In \(wr\), the \(w\) is silent as in \textit{wrong}.
In \(kn\), the \(k\) is silent as in \textit{know}.
In \(gn\), the \(g\) is silent as in \textit{gnat}.

A. Choose two words from the box that have the same silent letter as each of the words below. Write the words on the line.

\begin{center}
\begin{tabular}{cccccc}
wrap & gnu & knife & wrist & knock & gnome \\
\end{tabular}
\end{center}

1. write \underline{__________} \underline{__________}
2. knot \underline{__________} \underline{__________}
3. gnaw \underline{__________} \underline{__________}

- The prefix \textit{re-} means “again.”
- The prefixes \textit{un-} and \textit{dis-} mean “not” or “opposite of.”
- The suffix \textit{-ful} means “full of”, \textit{-less} means “without.”

B. Read each word. Write its meaning.

4. playful \underline{__________}
5. unsafe \underline{__________}
6. resend \underline{__________}
7. dishonest \underline{__________}
8. sleepless \underline{__________}
Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

**In a Redwood Forest**

A forest is a large area of land covered by trees growing close together. There are different kinds of forests. Some have hardwoods. These forests have trees that lose their leaves each year. Some forests have evergreen trees with needles. One of the most amazing kinds of forests is the redwood forest.

52 **What Is a Redwood Tree?**

57 In a redwood forest, you will find some of the tallest trees in the world. A redwood tree can grow over 300 feet tall. That’s as tall as a 35-story skyscraper, a building found in big cities.

95 Redwoods are some of the oldest trees in the world. A redwood tree can live to be 2,000 years old. One reason is these trees can survive fire. Their thick bark keeps them from burning.
Redwood forests are not found everywhere. California is the only place where they grow in nature. Redwoods need a wet climate to grow. The coast of California is a good spot.

There is fog almost every day. The fog keeps the soil moist. It also helps the redwood trees get water. They soak up water from the fog right into their leaves.

In the past, people cut down many redwood trees. These big trees would have disappeared. Now most of them are protected in parks. They can’t be destroyed anymore. People can visit the parks to see these special forests.
A. Reread the passage and answer the questions.

1. How are some forests different from others?

______________________________________________________________________________

______________________________________________________________________________

2. How is a redwood tree like a 35-story skyscraper?

______________________________________________________________________________

______________________________________________________________________________

3. How was the past different for redwood trees than today?

______________________________________________________________________________

______________________________________________________________________________

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

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</table>
Read the selection. Complete the Compare and Contrast chart.
A. Read the draft model. Use the questions that follow the draft to help you think about the topic and ideas connected to it.

**Draft Model**

Some animals here in New Mexico are different from those in Alaska. We don’t have moose or caribou, but we do have black bears and elk. The temperature is very hot in the summer. The weather in the winter can be much cooler.

1. What is the topic of the writing?

2. Which ideas connect to the topic?

3. Which ideas do not tell about the topic?

B. Now revise the draft by deleting sentences that do not connect to the topic. Add a new sentence that does connect to the topic.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Oasis of Mara

The Oasis of Mara is a place with water in the dry Mojave Desert. The water comes from underground. Plants can grow there. Native Americans once lived there.

Answer the questions about the text.

1. How do you know this is expository text?

2. What is the Oasis of Mara?

3. What does the map show you?
A compound word is a word made of two smaller words.

Read each sentence. Write the compound word and draw a line between the two smaller words. Then write the meaning of the compound word.

1. Some have hardwoods. _____________

2. Some forests have evergreen trees with needles. _____________

3. One of the most amazing kinds of forest is the redwood forest. _____________

4. That’s as tall as a 35-story skyscraper. _____________

5. These forests are not found everywhere. _____________
Reread “In a Redwood Forest.” Write about how the author used text features.

1. This story is expository because the author wrote about _____________.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________.

2. I know it is expository because the author included text features, such as _____________.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________.

3. These text features help readers because _____________.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________.
A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. something that is nearby  
   a. properties

2. land with water all around it  
   b. active

3. burst loudly with a lot of force  
   c. steep

4. having a very sharp slope  
   d. island

5. something that is moving  
   e. local

6. the traits of something  
   f. earth

7. the ground or land we walk on  
   g. solid

8. hard and firm  
   h. explode

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.
r-Controlled Vowels *er, ir, ur, or*/Inflectional Endings

Name __________________________________________

The letters *er, ir, ur, and or* can stand for the same sound. You can hear the sound as you say the words *fern, third, burn,* and *world.*

A. Circle the word that has the vowel sound spelled *er, ir, ur,* or *or.* Write the two letters that make the vowel sound on the line.

1. cuts curve race ____________
2. her rub ring ____________
3. rise worse wrap ____________
4. string wrist first ____________

Before adding -s, -es, -ed, or -ing to some verbs with short vowels, double the final consonant.

Before adding -s, -es, -ed, or -ing to some verbs with long vowels ending in *e,* drop the final *e.*

Before adding -s, -es, -ed, or -ing to some verbs ending in *y,* change *y* to *i.*

B. Write each word with the ending shown.

5. race + ed = ________________ 6. keep + s = ________________
7. hurry + es = ________________ 8. trip + ing = ________________
Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

**Tsunamis**

**What Is a Tsunami?**

4 You may have seen big waves at the beach. Now imagine waves that reach a height of over 100 feet tall!

14 Tsunamis are a set of ocean waves that rush over land.

25 The waves look like giant walls of water.

44 Tsunamis have different causes. One event is an undersea earthquake that causes the ocean floor to move and shake. Other causes are underwater landslides or volcanoes. These strong actions build tsunami waves.

52 The waves head for shore, the land along the ocean.

68 When the tsunami waves start, they may be just one foot high. They extend, or reach, deep down into the ocean.
The waves travel toward shore. The waves can move up to 500 miles per hour. That’s as fast as a jet plane.

As the waves reach shallow water near land, they slow down. They start to squeeze together. This pushes them higher. Then the big waves hit the shore.

**Damage from a Tsunami**

Tsunamis cause lots of damage and harm. They can hurt people. They can smash houses and knock down trees. They can cause flooding. They can make drinking water unsafe.

**Tsunami Warnings**

There are systems in place to warn, or tell, people about tsunamis. People find out the big waves are coming. Then they move to higher ground to stay safe from the tsunamis.
A. Reread the passage and answer the questions.

1. What three things can cause a tsunami?

2. What is the effect when the waves get to shallow water near the land?

3. What happens when people get a tsunami warning?

B. Work with a partner. Read the passage aloud. Pay attention to where you pause and how you group words together. Stop after one minute. Fill out the chart.

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<td></td>
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<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the selection. Complete the Cause and Effect chart.
A. Read the draft model. Use the questions that follow the draft to help you add time-order words.

**Draft Model**

Some beaches have steep cliffs of rock. Waves crash into the rock. Tiny pieces of rock wash away. The top of the cliff can fall into the sea.

1. What happens first in the process of beach erosion, or washing away? What happens next?

2. What event happens last?

3. What time-order words can you add to make the order of events more clear?

B. Now revise the draft by adding time-order words such as *first, next, after, and last* to help readers understand the order of events.
Avalanche

An avalanche is a snow slide. High on a mountain, a big chunk of snow breaks loose. This snow slides down the slope, moving fast. It piles up at the bottom of the mountain.

Answer the questions about the text.

1. How do you know this is expository text?

2. Why are the words avalanche, chunk, and slope in bold print?

3. What is the cause of an avalanche?

4. What is the effect of an avalanche?
Read each sentence. Write the meaning of the word in bold print. Underline the context clues in the sentence that helped you.

1. **Tsunamis** are a set of ocean waves that rush over land.

2. One event is an undersea **earthquake** that causes the ocean floor to move and shake.

3. They **extend**, or reach, deep down into the ocean.

4. The waves head for **shore**, the land along the ocean.

5. Tsunamis cause lots of **damage** and harm.
Reread “Tsunamis.” Write about how the author uses cause and effect.

1. In “Tsunamis,” the author uses cause and effect to explain _____________________________________________.

2. One cause of a tsunami is _________________________________________________________________.

3. Some effects of tsunamis are _____________________________________________________________.

4. The author’s use of cause and effect helped me understand ___________________________________________.

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Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

My family ________________ around the country. We see different ________________ and celebrations wherever we go.

We visited a town that is ________________ by farms. In summer the people gather in a shared space, or ________________ area for a harvest fair.

We also visited a city that has many ________________ in the streets. The marching clowns are my ________________ part. Each clown wears a funny ________________.

I ________________ what we will see next!
The letters *or*, *ore*, and *oar* can make the same sound. You can hear the sound in the words *short*, *chore*, and *soar*.

The letters *ar* can stand for the sound you hear in the word *arm*.

A. Read the words in the box. Circle the letters that stand for the vowel sound. Then write each word below the picture with the same vowel sound.

| park  | roar  | scarf | yard | score | north |

1. ____________________  4. ____________________
2. ____________________  5. ____________________
3. ____________________  6. ____________________

Some nouns change their spelling to name more than one, as in *man* and *men*.

B. Write the plural form for each word.

7. tooth  ____________________  8. child  ____________________
Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the story.

**Giving Thanks Two Times**

It was a cool November day. The dim sun hung like a nickel in the sky. My friend Riku and I were walking home from school. I hugged my arms when I felt a breeze as sharp as a knife.

That day at school, we had studied Thanksgiving. We learned that the early settlers celebrated their first harvest at this very time of year. They had a big feast to give thanks for all they had.

“My dad bought a turkey as big as a pillow. Are you having a big turkey for Thanksgiving?” I asked Riku.

He grinned wide as he answered. “Yes, we’re having a turkey. And we’re having rice, too!”
Riku explained that his family was celebrating Labor Day Thanksgiving. It was a holiday in Japan, where his family had lived. He told me that this holiday was a harvest celebration, just like American Thanksgiving.

“Both holidays are in November, too!” I exclaimed.

Riku told me that last year he missed American Thanksgiving. He had spent Labor Day Thanksgiving in Japan. He was visiting his grandparents. He saw parades. There were displays of fruits and vegetables, like colorful rainbows.

“That was to give thanks for good crops,” explained Riku.

“You’re lucky,” I said. “You get to have two Thanksgivings.”

Riku said, “Why don’t you visit my family for Labor Day Thanksgiving? Then you can have two Thanksgivings also!”
A. Reread the passage and answer the questions.

1. How are Thanksgiving and Labor Day Thanksgiving alike?

2. How are Thanksgiving and Labor Day Thanksgiving different?

3. How do the narrator and Riku celebrate their holidays in the same way?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

<table>
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Read the selection. Complete the Compare and Contrast chart.

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A. Read the draft model. Use the questions that follow the draft to help you add words, descriptions, and punctuation to show the writer’s feelings.

**Draft Model**

Dear Frank,

Last week I went to a Cinco de Mayo celebration. There was music and dancing. Bands played Mexican music. People wore costumes. There was even Mexican food.

Your friend,

Maxine

I. How does the writer feel about the celebration?

2. What words might describe the music, dancing, and costumes?

3. Where can you add punctuation to show how the writer feels?

B. Now revise the draft by adding words, descriptions, and punctuation to show how the writer feels about the Cinco de Mayo celebration.
Going to School

My name is Alba. I go to school in Mexico. I study six subjects, including Spanish and English. At lunchtime, I buy food at the school store and eat outside with my friends.

Answer the questions about the text.

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

________________________________________________________________________

________________________________________________________________________

2. Who is telling the story? How do you know?

________________________________________________________________________

________________________________________________________________________

3. What is one realistic event that Alba tells about?

________________________________________________________________________

________________________________________________________________________
A simile compares two unlike things. It uses the word *like* or *as* to make the comparison.

Read the sentences. Then answer the questions.

1. The dim sun hung like a nickel in the sky.
   - What two things does the author compare? ________________________________
   - What does the simile mean? ________________________________

2. My dad bought a turkey as big as a pillow.
   - What two things does the author compare? ________________________________
   - What does the simile mean? ________________________________

3. There were displays of fruits and vegetables, like colorful rainbows.
   - What two things does the author compare? ________________________________
   - What does the simile mean? ________________________________
Reread “Giving Thanks Two Times.” Complete the sentences by writing about how the author used comparing and contrasting. Use text evidence.

1. In “Giving Thanks Two Times,” the author compares and contrasts ____________________________
   ____________________________
   ____________________________
   ____________________________

2. They are different because ____________________________
   ____________________________
   ____________________________
   ____________________________

3. They are alike because ____________________________
   ____________________________
   ____________________________
   ____________________________

4. The author’s use of compare and contrast in this story helped me understand ____________________________
   ____________________________
   ____________________________
   ____________________________
Write the word on the line that makes sense.

1. There are ___________________________ of books to read at the library.

2. The girl had to ___________________________ to class when the bell rang.

3. The team is proud of their ___________________________ in the game.

4. Can you name the ___________________________ between a frog and a toad?

5. The man used his ___________________________ to make the right choice.

6. The student felt ___________________________ about not telling the truth.

7. The fans ___________________________ loudly at the game.

8. She likes to ___________________________ about her smart puppy.
The letters *eer*, *ere*, and *ear* can stand for the same sound. Listen to the sound as you say the words *steer*, *here*, and *clear*.

**A. Read each word. Circle the words that rhyme with the first word.**

1. year fern mere spear jeer
2. peer perk cheer near fear
3. here dear herd veer ear

**An abbreviation is a short way to write a word. It begins with a capital letter and ends with a period.**

**B. Read each sentence. Write the underlined name on the line, using the correct abbreviation.**

1. Mister Flint is a teacher.                     
2. The school is on North Street.               
3. My friend lives on Turner Avenue.           
4. Doctor Lopez cares for pets.                

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Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

**Coyote Brings Fire**

**Narrator:** Long ago, people did not have fire. Coyote decided to bring it to them.

15 (Coyote speaks to Squirrel, Chipmunk, and Frog.)

**Coyote:** I know where we can get fire. The Fire Beings have it at their camp. I have a workable plan to take the fire. Will you help?

33 **Squirrel:** We’ll all help you if you just tell us what to do.

46 **Coyote:** Follow me very quietly.

68 (The animals sneak up to the Fire Beings’ camp. Coyote grabs a stick of fire and runs.)

Chipmunk:** Look out, Coyote! The Fire Beings are chasing you. Run quickly!

93 **Frog:** The Fire Beings touched the end of Coyote’s tail! Now the fur there is white.
113 **Squirrel:** Coyote, toss the fire to me and I’ll catch it.

124 (Coyote tosses the fire to Squirrel.)

130 **Coyote:** Oh, Squirrel, you caught the fire with your tail. The heat of the fire has curled your tail up over your back.

153 **Chipmunk:** Squirrel, toss the fire here to me.

161 (Squirrel tosses the fire to Chipmunk.)

167 **Coyote:** Watch out, Chipmunk, a Fire Being is right behind you.

176 **Frog:** The Fire Being scratched Chipmunk’s back. Look at the three stripes on his back. Throw the fire to me, Chipmunk!

178 (Chipmunk tosses the fire to Frog. Frog is caught by a Fire Being, but gets away. The fire being still holds Frog’s tail.)

222 **Squirrel:** Frog, you have lost your tail!

229 **Coyote:** Here comes another Fire Being. Frog, toss the fire onto Wood.

241 **Narrator:** Now Wood had fire. Coyote showed the people a useful skill. He rubbed two sticks together to make fire. From that day on, the people had fire.
A. Reread the passage and answer the questions.

1. What does Coyote want to do for people?

2. How do Coyote and the animals get fire?

3. What is the theme of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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Read the selection. Complete the Theme chart.
A. Read the draft model. Use the questions that follow the draft to help you add details about the characters’ experiences and thoughts.

**Draft Model**

Sun and Moon were friends. They were nice to each other. Every day they had fun and did things together.

1. What might Sun and Moon think about being friends?

2. How might Sun and Moon be nice to each other?

3. What kind of fun might they have together? What are some things they might do?

B. Now revise the draft by adding details that tell about what Sun and Moon are like.
Bear’s Stumpy Tail

Fox: Bear, drop your tail in this hole in the ice. You can catch fish that way.

(Bear sits to put his tail in the ice.)

Bear: My tail is cold. I’m getting up now.

(Bear gets up. His tail snaps off. Now he has a stumpy tail.)

Answer the questions about the text.

1. How do you know this is a drama?

2. Why does Bear drop his tail into the hole in the ice?

3. What lesson does Bear learn about Fox?
A root word is a word to which other word parts are added.

Read each sentence. Circle the root word in the word in bold print. Then write the meaning of the word in bold print.

1. I have a workable plan to take the fire.

2. Follow me very quietly.

3. The Fire Being scratched Chipmunk’s back.

4. The Fire Being still holds Frog’s tail.

5. Coyote showed the people a useful skill.
Reread “Coyote Brings Fire.” Write about how the author uses what the characters say and do to share the theme of the story.

1. In “Coyote Brings Fire,” the main characters are __________________________
   ________________________________________________________________
   ________________________________________________________________.

2. Coyote wants to ___________________________ because __________________________,
   so he __________________________.

3. He does this with __________________________
   ________________________________________________________________.

4. The characters’ words and actions are important to the author’s main message because __________________________
   ________________________________________________________________
   ________________________________________________________________.

5. The theme of the story is __________________________
   ________________________________________________________________.
A. Choose the word that makes sense for each clue. Write the word on the line.

1. to give a strong feeling of enjoyment _____________
2. not inside a building ________________
3. very light in color ________________
4. small amounts of liquid ________________

B. Complete each sentence with a word from the box above.

5. We play ________________ when the weather is nice.
6. I spilled some ________________ of paint on the floor.
7. The sky was ________________ blue in the early morning.
8. Squirrels playing outside the window will ________________ our cat for hours.

C. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ________________
Name ____________________________________________

The letters are, air, ear, and ere can stand for the vowel sound you hear in air.

A. Read each row of words. Circle the word that has the same vowel sound as in care. Write the word on the line. Then underline the letters that spell the vowel sound.

1. peek  paint  pear  _____________
2. where  wheel  when  _____________
3. date  dare  dance  _____________
4. chore  chair  chase  _____________
5. hair  here  hard  _____________
6. bark  bean  bear  _____________

When a vowel or a pair of vowels is followed by the letter r, it changes the vowel sound. The vowels and the r stay in the same syllable.

B. Read each word. Draw a line between the syllables.

7. haircut  8. airport
9. turkey  10. perfect
Read the poem. Use the visualize strategy to form pictures in your mind about what happens in the poem.

The First Skate

The temperature has been below freezing for days.
08 The pond is frozen now,
13 The ice is as smooth as glass.
20 I can ice skate outdoors
25 For the first time this winter.
31 I put on my skates and lace them up tight.
41 Then I step onto the ice and push off.
50 Right foot, left foot, right foot, left foot,
58 I glide over the ice like a bird.
66 I spin in a circle and start over again.
I look up,
Overhead, the sky curves like a blue bowl.
I look down,
Below the ice, frozen bubbles look like crystal beads.
As I skate, the cool breeze feels like cold fingers on my face,
My cheeks turn as red as apples.
I’m warm inside, though,
It feels like a fire glowing,
As I skate round and round the pond.
I keep telling myself, “One more time,”
Until at last it is the last time and I step off the ice,
Land-bound once again.
A. Reread the passage and answer the questions.

1. What was the setting of the poem?

2. What did the girl do?

3. What is the theme of the poem?

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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Read the selection. Complete the Theme chart.

Clue

Clue

Clue

Theme
A. Read the draft model. Use the questions that follow the draft to help you think about what sensory words you can add.

**Draft Model**

A butterfly flies by.
Its wings are like bright jewels.
It stops at a flower.

1. How does the butterfly move?
2. How do its wings look?
3. What does the flower look like? How does it smell?

B. Now revise the draft by adding sensory words about the butterfly and the flower.
A Rainy Day

The rain is pouring, pouring down,
It’s so boring to stay inside.
The rain is dripping, dripping slowly.
Is it going to rain all day?
The rain is stopping, stopping now.
I can go outside and have some fun!

Answer the questions about the text.

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

________________________________________________________________________

2. What words does the poet repeat in the poem?

________________________________________________________________________

3. Why do you think the poet uses repetition?

________________________________________________________________________
A simile compares two different things using the word like or as.

Read the lines from the poem. Answer the questions. Then explain what each simile means.

1. The ice is as smooth as glass.
   What two things does the author compare?
   _____________________________________________________________
   Meaning: ____________________________________________________

2. Overhead, the sky curves like a blue bowl.
   What two things does the author compare?
   _____________________________________________________________
   Meaning: ____________________________________________________

3. Below the ice, frozen bubbles look like crystal beads.
   What two things does the author compare?
   _____________________________________________________________
   Meaning: ____________________________________________________

4. My cheeks turn as red as apples.
   What two things does the author compare?
   _____________________________________________________________
   Meaning: ____________________________________________________
Reread “The First Skate.” Complete the sentences by writing your opinion about the poet’s word choices. Use text evidence to support your opinion.

1. In “The First Skate,” the author uses words, such as
   __________________________________________________________________________
   to help me understand __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. I like the words __________________________________________________________________________,
   because they help me picture __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. I think the poet does a good job of expressing how he or she feels about __________________________________________________________________________,
   because __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
A. Choose the word that makes sense for each clue. Write the word on the line.

1. offered to do something ______________
2. important things that people are talking about ______________
3. choices given by people to elect someone ______________
4. decided on something ______________
5. a duty to do something ______________
6. things you say you will do ______________
7. a person who has won a contest ______________
8. the things the law says you can do or have ______________

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Two letters blended together can stand for one vowel sound. The letters *ou* and *ow* can stand for the vowel sound in *south* and *down*.

**A. Read the words. Circle the word that has a different vowel sound. Write the word on the line and circle the letters that spell the vowel sound.**

1. cloud  you  group  ____________
2. blue  round  fruit  ____________
3. slow  throw  cow  ____________
4. pull  shout  push  ____________
5. crown  snow  road  ____________

Some nouns have special plural forms. They change their spelling to name more than one.

**B. Write the plural form for each word.**

6. mouse  ____________
7. child  ____________
8. foot  ____________
9. man  ____________
Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

One day, my friend Cora and I saw a homemade sign posted on our street. The sign had a photo of a kitten and the words, LOST KITTEN. Please call Sally at 555-0505 if you find my kitten, Boots.

“Sally is our neighbor, Pam. She just got a new kitten and now her pet is missing. It’s too bad there’s nothing we can do,” Cora said sadly.

I spoke up. “It’s not hopeless. There is something we can do! We can ask our neighbors to help look for Boots.”

We asked my dad to help with our neighborhood search plan. First, we went and talked to Sally.

Sally explained what had happened, “I was careless enough to leave the back door open. Boots slipped out and ran off. And I haven’t seen him since.”

“Don’t worry,” I said. “We have a plan to help. Come with us.”
We all went to Mrs. Lowe’s house. After Mrs. Lowe heard our plan, she said, “I think that’s a wonderful idea. It’s very thoughtful of you to help Sally find Boots. I’ll be happy to help with the search.” She joined our group.

At each house on the street, the answer was the same. Each neighbor would gladly help search for Boots. Dad divided up the neighborhood streets and told each group where to look.

Cora and I were calling loudly, “Boots!” Suddenly we heard a soft mewing sound near our feet. There was Boots, crouching under a bush. I held out my hand and softly called Boots’s name. He came right to me and I scooped up the tiny kitten.

When we returned Boots to Sally, she was very thankful. She hugged her kitten tightly as she said, “The neighborhood search plan worked. Thank you, everyone!”
A. Reread the passage and answer the questions.

1. How does Cora feel about the missing kitten?

2. What clues help you understand Cora’s point of view?

3. At the end of the story, what clues help you understand Sally’s point of view?

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

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Read the selection.
Complete the Point of View chart.

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A. Read the draft model. Use the questions that follow the draft to help you think about descriptive details you can add.

Draft Model

Our class helped at the park. We planted a lot of things. I used a shovel to dig holes for trees. Other kids helped, too. The park looked great at the end of the day.

1. What kind of class is helping in the park?

2. What does the park look like?

3. What details might describe the kinds of things the class planted? What details might tell how the park looks at the end of the day?

B. Now revise the draft by adding descriptive details that help readers learn more about the characters, setting, and events.
Reading Volunteers

My name is Derek. The children in my second-grade class know how to read. Every Friday, we visit Ms. Snow’s first-grade class. I pair up with Jack and help him practice reading. It feels good to help others.

Answer the questions about the text.

1. How can you tell that this text is realistic fiction?

2. Who is telling the story? How do you know?

3. How does Derek feel about helping Jack learn to read? Why do you think so?
A. Underline the suffix in the word in bold print. Then write the word and its meaning.

1. “It’s too bad there’s nothing we can do,” Cora said **sadly**.

2. I was **careless** enough to leave the back door open.

3. It’s very **thoughtful** of you to help Sally find Boots.

B. Write a word that means the same as the group of words. Your new word will end in **-ful** or **-less**.

4. without thought

5. full of thanks
Reread “The Lost Kitten.” Write about how the author used point of view. Use the words and picture to help you complete the sentences below.

1. At the beginning of the story, the main characters ______________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

2. Cora’s point of view is that ______________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

3. The narrator’s point of view is that ______________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

4. The author uses different points of view to show that ______________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________
Choose the word that makes sense in each blank. Then write the word on the line.

1. The book club members talk and _____________ with each other when they meet.
2. The singers _______________ the people at the show.
3. My friend ______________ us with his funny jokes.
4. The firefighters work together, or ______________, to put out the fire.
5. When there is a long line at lunch, you must be ______________.
6. It is easy to relax in a ______________ place.
7. Can you ______________ the drawing you made?
8. You can write a good story when you use your ______________.
Two letters blended together can stand for one vowel sound. The letters *oy* and *oi* can stand for the vowel sound in *boy* and *foil*.

A. Read each sentence. Circle the word with the vowel sound you hear in *boy*. Write the word on the line and circle the letters that spell the vowel sound.

1. The girl plays with a toy truck. _____________
2. We’ll plant seeds in the soil and watch them grow. _____________
3. Dad will boil eggs in a pot on the stove. _____________
4. The baby giggles with joy when she is tickled. _____________

When a word ends in *-le*, the consonant before it plus the letters *le* form the last syllable. This sound in an end syllable can also be spelled *-al* or *-el*.

B. Read each word. Draw a line between the syllables. Write each syllable on the line.

1. needle _______________ _______________
2. bagel _______________ _______________
3. local _______________ _______________
4. puzzle _______________ _______________
Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

Mr. Webb’s class was going to put on a play for the school. They chose to act out *Henny Penny*.

“There are six actors in this play,” said Mr. Webb.

“We’ll need painters for the sets. We’ll need helpers with the lights and music. There will be a job for everyone.”

The next day, the class read the play together. Luz said, “I’m going to play the part of Henny Penny. That’s the most important part.”

“No, I want to play that part,” said Jade.

“I think I would be the best Henny Penny,” chimed in Stacy.

Before the talk could get out of hand, Mr. Webb spoke up. “We have to be fair. We will have a try-out and I will be the judge.”
Mr. Webb explained that children who wanted to act in the play should practice the lines. Then Mr. Webb would decide who was best for each part.

The class agreed that this was fair. They knew if they all pulled together, they could put on a great play.

Luz made up her mind that she wanted to play Henny Penny. She practiced her lines over and over. She knew the lines by heart.

At the try-out, three children read the part of Henny Penny. Other children tried out for the rest of the parts. Mr. Webb clapped for each child. Then he said, “Luz, you will play Henny Penny. Here is a list of the other parts and jobs for all.”

The class worked hard on their play. Everyone at school said it was a big hit!
A. Reread the passage and answer the questions.

1. What is Luz’s point of view about who should play the part of Henny Penny?

______________________________________________________________________

______________________________________________________________________

2. What is Stacy’s point of view about who should play the part of Henny Penny?

______________________________________________________________________

______________________________________________________________________

3. What is Mr. Webb’s point of view about who should play the part of Henny Penny?

______________________________________________________________________

______________________________________________________________________

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

Jake had to do a project. It was for science. He and his friends worked together. It made the work go faster. They built a toy rocket ship. Soon they were done.

1. Which sentences could you make longer?

2. Which sentences could you combine?

3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.
Sharing the Class Pet

Marta’s class has a pet rabbit. On Friday, everyone wants to take the rabbit home. Mrs. Jones writes the children’s names on papers and mixes them up. She will pick a name to see who takes the rabbit home today.

Answer the questions about the text.

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

________________________________________________________________________

________________________________________________________________________

2. What is the problem?

________________________________________________________________________

________________________________________________________________________

3. What is the solution?

________________________________________________________________________

________________________________________________________________________
An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

Read each sentence. Look at the idiom in bold print. Write the meaning of the idiom.

1. Before the talk could **get out of hand**, Mr. Webb spoke up.

2. They knew if they all **pulled together**, they could put on a great play.

3. **Luz made up her mind** that she wanted to play Henny Penny.

4. **She knew the lines by heart**.

5. **Everyone at school said it was a big hit**!
Reread “The Class Play.” Write about how the author used point of view. Use the words and picture to help you complete the sentences below.

1. At the beginning of the story, Luz’s point of view is that _______.

2. One clue that the author gives is that Luz said, _________________.

3. Toward the end of the story, Luz’s point of view is that _______.

4. One clue that the author gives is _____________________.

5. Understanding Luz’s point of view helps me _________________.

Name _____________________________________________
Choose the word that makes sense in each blank. Then write the word on the line.

1. My aunt has an _____________ in learning to knit.
2. The boy found it _____________ to complete the puzzle.
3. Do you _______________ or disagree with my idea?
4. You should _______________ the spelling words before taking the test.
5. The _______________ helped many people to safety.
6. I would like to _______________ a new star in the sky.
7. Five actors _______________ in a play on stage.
8. You can _______________ at playing the piano with lots of practice.
The letters oo, u_e, u, ew, ue, and ui can stand for the vowel sound you hear in the words moon, tune, flu, chew, blue, and suit. The letters oo, ou, and u can also stand for the vowel sound you hear in look, would, and push.

A. Write each word in the box to match the word in bold print with the same vowel sound.

- 1. drew  
- 2. flute  
- 3. pool  
- 4.  
- 5. goose  
- 6. good  
- 7.  
- 8. could  
- 9. full  
- 10. true  
- 11. should  
- 12.  

A contraction is a short way to write two words. The apostrophe takes the place of the letter o in the word not.

B. Write the contraction for each pair of words.

9. should not 10. has not 11. would not 12. could not
Read the passage. Use the summarize strategy to tell the important events in your own words.

**Dr. Elizabeth Blackwell**

Today many women are doctors, but that was not always true. Many years ago, only men could be doctors. Elizabeth Blackwell changed that.

**Early Life**

Elizabeth Blackwell was born in England in 1821. Her family moved to America when Elizabeth was eleven. When she got older, she became a teacher. In that time, teaching was a common occupation, or job, for women.

**Becoming a Doctor**

Then one of Elizabeth’s friends got very ill. She wanted sick people to have less pain and discomfort. Elizabeth started thinking about ways to help people like her friend. She wanted to become a doctor.
Elizabeth talked to men doctors who told her that women could not go to medical school. Elizabeth did not agree or accept that. She tried to get into a number of medical schools. She did not give up.

At last, she was allowed to study at a school in New York. Elizabeth studied and learned medicine for two years. In 1849, she became the first woman doctor in America.

A few years later, Elizabeth opened her own medical office in New York City. She asked two other women doctors to join her practice. One of these doctors was her sister, Emily. The doctors took care of sick women and children. They also ran a school to train, or teach, other women as doctors.

Elizabeth Blackwell helped people her whole life. She opened the door for women doctors.
A. Reread the passage and answer the questions.

1. What happened first in Elizabeth Blackwell’s life?

2. What happened next?

3. What happened last?

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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</tbody>
</table>
Read the selection. Complete the Sequence chart.

First

Next

Then

Last
A. Read the draft model. Use the questions that follow the draft to help you think about the correct sequence of events.

Draft Model

Doug grew up in the city. When Doug got older, he helped out at the library. Today, he helps students with their reading. He liked to read when he was a boy.

1. What happens first in Doug’s life?
2. What happens next?
3. What does Doug do today?

B. Now revise the draft by including events in the correct sequence in which they happened in Doug’s life.
Jesse Owens

In junior high school, Jesse Owens joined the track team. He set records in running. Later, at age 22, Jesse won races in the Olympics. He proved that everyone can do great things.

Answer the questions about the text.

1. How do you know this is a biography?

2. Why are the words records and Olympics in bold print?

3. What information does the time line help you learn?

4. What happened to Jesse Owens in 1936?
Synonyms are words that have almost the same meaning.

Read each sentence. Write the two words that are synonyms.

1. In that time, teaching was a common occupation, or job, for women.
   ___________________________  ___________________________

2. She wanted sick people to have less pain and discomfort.
   ___________________________  ___________________________

3. Elizabeth did not agree or accept that.
   ___________________________  ___________________________

4. Elizabeth studied and learned medicine for two years.
   ___________________________  ___________________________

5. They also ran a school to train, or teach, other women as doctors.
   ___________________________  ___________________________
Reread “Dr. Elizabeth Blackwell.” Write your opinion about how the author used sequence. Use the words and picture to help you complete the sentences below.

1. In the selection, the author did a good job of using sequence to

because .

2. The first event that the author writes about is


3. One of the next events the author writes about is


4. The last event the author writes about is


5. Reading the events in sequence helps me
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

Sam was eager to learn, or ____________ about coal. He traveled quite a ____________ to the library. There he found an ____________ book. It was about ____________.

The book was ____________ used, so it looked new. Sam did not want to rip the pages, so he turned them ____________.

He learned that there is a ____________ of coal underground. Sam ____________ reported all he had learned about coal to his class.
Variant Vowels/Vowel Team Syllables

Name _____________________________________________

The letters \textit{a, aw, au, augh, al,} and \textit{ough} can stand for the vowel sound you hear in \textit{call, dawn, sauce, caught, salt,} and \textit{thought.}

A. Read each word. Circle the word that has the same vowel sound as the first word. Write it on the line. Underline the letters that spell the vowel sound.

1. yawn
   - bank
   - fault

2. cause
   - hawk
   - rail

3. hall
   - fought
   - last

4. walk
   - sale
   - tall

5. taught
   - day
   - chalk

In a long word, the letters that make up a vowel team stay together in the same syllable.

B. Draw a line to divide each word into syllables. Circle the vowel team.

6. yellow
   -

7. awful
   -

8. pointer
   -

9. caution
   -
Read the passage. Use the make predictions strategy to tell what you think might happen next.

The Recycling Contest

Ms. Hines was the principal at Grover School. Each day, she saw that students threw away sheets and sheets of paper. She called a meeting to talk about recycling.

Ms. Hines explained why recycling was important. She ended her speech this way, “Let’s help save the Earth. If we all pitch in, we can make a difference.”

The students cheered and went back to their rooms.

The next few days, Ms. Hines watched the students. They were not recycling! Ms. Hines decided to try another plan.

“Grover School is having a contest,” she told the students. “The class that recycles the most paper in one week will win a prize. The contest begins tomorrow.”

“Our class can win,” said Eric. He was in second grade.

His teacher, Mrs. Park, said, “Let’s try our best.”
Ms. Hines gave each class a recycling bin. She made a big wall chart. Each time a class filled a bin with paper, they emptied it into a giant container. Ms. Hines kept track of the paper on her chart.

Eric reminded all his classmates to recycle. If he saw someone throwing away some paper, Eric called, “Put that paper in the bin.” He never forgot to recycle.

At the end of the week, Ms. Hines called another meeting. She held up the recycling chart. Eric’s class had won the contest!

“This is your prize,” she said. “You get an extra ten minutes outside at recess for one week. You can enjoy the Earth that you are helping to save!”
A. Reread the passage and answer the questions.

1. What is the problem in the passage?

2. What is one step that Ms. Hines takes to solve the problem?

3. What is the solution to the problem?

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

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<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Read the selection. Complete the Problem and Solution chart.

Problem

Steps to Solution

Solution
A. Read the draft model. Use the questions that follow the draft to help you add linking words to connect ideas.

**Draft Model**

My family I went to the park for a picnic. We sat in one area. We were not happy. People had left a lot of trash there. We moved to another area. We were happy.

1. Why does the family move from the first area?

2. Why is the family happy with the second area?

3. What are some words you can use to show how ideas are connected?

B. Now revise the draft by adding words that connect ideas and help readers understand why things happen.
Let’s Ride!

“Let’s drive to the park,” said Mom.

Joan said, “Driving cars can harm the Earth. Let’s ride our bikes there instead.”

Mom liked Joan’s plan for protecting the Earth.

Answer the questions about the text.

1. How do you know this text is fiction?

2. What is Mom’s dialogue in the story?

3. What is the problem?

4. What is the solution?
Homophones are words that sound the same but have different spellings and meanings.

Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.

1. Each day, she saw that students **threw** away sheets and sheets of paper.
   - went from one side to another  
   - tossed

2. The students cheered and went back **to** their rooms.
   - in the direction of  
   - the number after one

3. The class that recycles the most paper in one **week** will win a prize.
   - seven days  
   - not strong

4. She **made** a big wall chart.
   - helper  
   - created
Reread “The Recycling Contest.” Write about how the author used problem and solution. Use the words and picture to help you complete the sentences below.

1. The problem the author presented at the beginning of the story was ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________.

2. The steps the characters took to solve the problem are ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________.

3. The steps to the solution are in sequence, or time order, because ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________.
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

Throughout its long ____________, Mr. Finch’s town had never had a library. He wanted everyone to be able to read books by great ____________. Mr. Finch ____________, “We need a ____________ library that everyone can use!”

Mr. Finch followed the town’s strict _____________. He took his time to make, or ____________, a group. The people in the group were joined, or ____________, in their cause. After much work, Mr. Finch and his group ____________ got a library built for their town!
The letters *ea* can stand for the vowel sound you hear in *bread*. The letters *ou* can stand for the vowel sound you hear in *touch*. The letter *y* can stand for the vowel sound you hear in *myth*.

A. Read each word. Circle the word that has the same vowel sound as the first word. Write it on the line. Underline the letters that spell the vowel sound.

1. rough double count ______________
2. thread steak wealth ______________
3. myth find gym ______________
4. head breath please ______________

When two words begin with the same letter, you can look at the second letter to put the word in alphabetical order.

B. Read the words in each row. Write them in alphabetical order.

5. after, apple, ahead __________________________
6. couple, class, crumb __________________________
7. swim, saddle, south __________________________
8. lead, lucky, land __________________________
Comprehension and Fluency

Name ____________________________________________

Read the passage. Use the make predictions strategy to tell what you think you might read about.

**Sports Rules**

Rules are important in sports. Rules tell players how to play a game. They tell how to score points. They tell how a game is won. They also tell players what they can and cannot do. All players in a game must agree to the same rules. Sometimes a player breaks a rule. Then he or she may not be allowed to play for all or part of the game.

**Basketball Rules**

Have you ever played basketball? If not, the name “basketball” gives you a clue about some of the rules. Basketball is played with a ball on a basketball court. Players score points by throwing the ball through a basket, or hoop.

There are rules about how to move the ball in basketball. Players must dribble, or bounce, the ball. They may also pass, or throw, the ball to another player. They may not hold the ball and run with it. This would not allow other players a chance to get the ball.
**Baseball Rules**

Baseball rules are different from basketball rules. The pitcher from one team throws a ball to the batter on the other team. The batter gets three chances to hit the ball with a bat. Sometimes the batter misses. This is called a strike. After three strikes, the batter is out. Then it is another batter’s turn.

When the batter hits the ball, he or she runs around four bases. The last base is home plate. The batter crosses home plate to score a run. The other team tries to get the batter out. They can tag the batter with the ball. Then the batter cannot score a run.

Without rules, sports would be confusing. No one would know the way to play a game. Rules make every player a good sport!

---

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Players</th>
<th>Moving the Ball</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>9</td>
<td>throw and hit</td>
<td>cross home plate for one run</td>
</tr>
<tr>
<td>basketball</td>
<td>5</td>
<td>dribble and pass</td>
<td>shoot basket for points</td>
</tr>
</tbody>
</table>
A. Reread the passage and answer the questions.

1. Why are rules important in sports?

2. What happens when a basketball player shoots the ball through the hoop?

3. What happens when a batter in baseball gets three strikes?

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

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</table>
Read the selection. Complete the Cause and Effect chart.
A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing more informal.

Draft Model

We have a great school because everyone follows the rules! Here are some of the rules. Walk in the halls. Do not run. Respect teachers and students. Enjoy learning every day.

1. Where could you use contractions?

2. Where could you add exclamations?

3. Which sentences could you change to make the writing sound more like natural speaking?

B. Now revise the draft by using a more informal voice, one that sounds like natural speaking.
Safety Rules

Here are some ways to stay safe while having fun. When you ride a bike, wear a helmet. Wear a helmet and pads when you skateboard. If you take a trip in the car, always wear a seat belt.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Safety Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike ride</td>
<td>![Helmet]</td>
</tr>
<tr>
<td>skateboarding</td>
<td>![Helmet and Pads]</td>
</tr>
<tr>
<td>boat ride</td>
<td>![Life Jacket]</td>
</tr>
<tr>
<td>car ride</td>
<td>![Seat Belt]</td>
</tr>
</tbody>
</table>

Answer the questions about the text.

1. How do you know this is expository text?

2. What information can you learn from the chart?

3. What should someone wear when going for a boat ride?
Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Choose the meaning of the word in bold print. Write it on the line.

1. Rules are important in sports.
   things that tell how to behave    make laws and decide things  

2. Rules tell players how to play a game.
   a story that is acted out    to take part in a sports game  

3. Basketball is played with a ball on a basketball court.
   the place where a ruler lives    an area used for playing a sport  

4. Players must dribble, or bounce, the ball.
   to move a ball by bouncing    to spill drops of liquid  

5. The pitcher throws a ball to the batter on the other team.
   a mixture used in cooking    a player who hits a baseball
Reread “Sports Rules.” Write about how the author used cause and effect. Use the words and chart to help you complete the sentences below.

1. In the selection, the author explains ____________________________

   ____________________________

   ____________________________

   ____________________________

2. The effect of a player breaking a rule is ____________________________

   ____________________________

   ____________________________

   ____________________________

3. The author used cause and effect to help readers understand ____________________________

   ____________________________

   ____________________________

   ____________________________
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

The farmer had tried growing different ____________, but each one failed. “I must ____________ new seeds,” thought the farmer. So this is what he did. He planted different kinds of seeds and recorded their ____________ of growth.

Then the farmer chose the best seeds and planted them in his fields. Soon green sprouts _____________.

After many weeks, the farmer saw the ____________ wheat growing. It grew fast in the ____________ sun. The wheat ____________ in the wind. The farmer walked along the ____________ of his fields, proud of what he had done.
A syllable must always have a vowel. When a syllable ends in a vowel, it is an **open syllable** and usually has a long vowel sound, as in *frozen, fro / zen*. When a syllable ends in a consonant, it is a **closed syllable** and usually has a short vowel sound, as in *kitten, kit / ten*.

**A. Draw a line between the syllables in each word. Then write each syllable.**

1. magnet
   
   __________________ ______________

2. robot
   
   __________________ ______________

3. hidden
   
   __________________ ______________

4. pencil
   
   __________________ ______________

5. crayon
   
   __________________ ______________

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

**B. Read each sentence. Circle the compound word. Write its meaning.**

6. The student wrote in his notebook. __________________

7. The girl painted her bedroom. __________________

8. Plants need water and sunlight. __________________
Read the passage. Use the reread strategy to check your understanding of story events.

**The Contest of Athens**

Long ago, the city of Athens needed a patron, someone to watch over the city. There were two great beings who wished to be the patron. One was Poseidon, who ruled the seas. The other was Athena, who had great wisdom.

The king of Athens had to select one of these two. So he asked each one to give a valuable and important gift to Athens.

"Your gift must be something useful for the city," said the king.

It was Poseidon’s turn first. He hit the ground with his spear, the long-handled blade he always carried. From the ground, a well appeared. Water began to flow.

The king hurried to the well to taste the water. He found that the water was as salty as the sea.

"This will not do as a gift to Athens," he said.
Next, it was Athena’s turn. She also hit the ground with her spear. In that spot, she buried an olive branch in the ground to make an olive tree. The olive tree would give the people of Athens food, oil, and wood.

The king was very happy with Athena’s fine gift. He stated, “Because you have given us this olive tree, I will make you the patron of Athens.”

Athena was pleased, but Poseidon was dejected at losing the contest. He flooded the land with seawater. Once he calmed down, he drained the floodwater away.
A. Reread the passage and answer the questions.

1. What was Poseidon’s gift to Athens? How did the king feel about Poseidon’s gift?

2. What was Athena’s gift to Athens? How did the king feel about Athena’s gift?

3. What is the theme of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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</table>
Read the selection. Complete the Theme chart.

Clue

Clue

Clue

Theme
A. Read the draft model. Use the questions that follow the draft to help you think about a strong opening you can add.

Draft Model
Once there was a flower. It was in a forest. It needed rain.

I. What does the flower look like? How does it feel and act?

2. What does the forest look like?

3. What problem might the flower have?

B. Now revise the draft by writing a strong opening that tells about the character, the setting, and a problem.
Clytie and Apollo

Apollo was the ruler of the sun. Clytie loved to watch Apollo as he moved across the sky. She watched him so often that she became a sunflower. Even today sunflowers turn to the sun.

Answer the questions about the text.

1. How do you know that this text is a myth?

2. Who is Apollo?

3. Why does Clytie look up at the sky?

4. What does the myth explain?
Read each sentence. Write the meaning of the word in bold print. Underline the context clues in the sentence that helped you.

1. Long ago, the city of Athens needed a **patron**, someone to watch over the city.

2. So he asked each one to give a **valuable** and important gift to Athens.

3. He hit the ground with his **spear**, the long-handled blade he always carried.

4. In that spot, she **buried** an olive branch in the ground to make an olive tree.

5. Athena was pleased, but Poseidon was **dejected** at losing the contest.
Reread “The Contest of Athens.” Write about how the author used clues to support the theme of the text. Use the words and picture to help you complete the sentences below.

1. A clue to the theme of the story is that _____________________

2. Another clue the author includes is that _____________________

3. After Athena was chosen to be the patron of Athens, Poseidon _____________________

4. The theme of the story is _____________________
Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. Will you help me _____________ these bags of leaves to the shed?

2. We can get _____________ from eating healthful foods.

3. The classroom was _____________ during the test.

4. Moving water has the _____________ to move rocks.

5. Worms make their home _____________.

6. A river _____________ through the middle of the city.

7. The man set up a _____________ panel on the roof of his house to collect the sun’s rays.

8. We cannot turn on a light without _____________.
A syllable that has the vowel consonant e pattern often has the long vowel sound. In the word *excite*, the syllable *cite* has the long i sound.

A. Circle four words in the box that have a vowel consonant e syllable. Then write the syllables in each circled word.

| compete | tiger | replace | zebra | arrive | pollute |

1. ______  ______  
2. ______  ______  
3. ______  ______  
4. ______  ______  

A prefix is added to the beginning of a word. A suffix is added to the end of a word.

- **Prefixes**
  - *re-* = “again”
  - *un-* and *dis-* = “not” or “opposite of”

- **Suffixes**
  - *-ful* = “full of”
  - *-less* = “without”

B. Read each clue. Write a word with a prefix or a suffix to match each clue.

5. full of joy  ____________  6. not wise  ____________  
7. without fear  ____________  8. visit again  ____________  
9. the opposite of approve  ____________
Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

Ocean Energy

We use energy every day to do work. With energy, we can turn on a light, heat a home, cook food, and run a computer. Much of our energy comes from coal, oil, and gas. Some of our energy comes from the sun and the wind. One day, we might even get our energy from the ocean.

Yes, energy can come from the ocean. There are not many ocean power plants right now. But the ocean is a big source of energy.

Tidal Energy

The ocean has high and low tides. This means the water rises and falls every twelve hours. This tidal energy can be used to make power.

When high tide flows in to shore, the water is trapped behind a dam. The water is stored in a large pool. When low tide occurs, the water behind the dam is let out. The rushing water runs a machine inside the dam. The machine makes electricity.
Ocean Wave Energy

The water in the ocean is always moving. The movement of ocean waves can run a machine built to produce power. The waves move up and down inside the machine. They spin parts of the machine. The machine makes electricity.

Heat Energy

The water temperature on the ocean's surface is warmer than below. That's because the sun heats the water on top. Deep below the surface, the water is very cold.

This temperature difference creates heat energy. A power plant uses this heat energy to make electricity.

The ocean is a giant source of energy. Maybe one day the ocean will power the world.
A. Reread the passage and answer the questions.

1. What is this passage about?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What is one fact that the author includes about ocean energy?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What is another fact that the author includes about ocean energy?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What is the author’s purpose for writing this passage?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

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</table>
Name ____________________________________________________________________________

Read the selection. Complete the Author’s Purpose chart.

Clue

Clue

Author’s Purpose
A. Read the draft model. Use the questions that follow the draft to help you think about adding content words.

**Draft Model**

A radio needs something to make it work. It can run on electricity. It can also run on a battery. Some radios have a sun panel to charge the battery.

1. What content words can you add to tell about a radio?

2. What content words can you add to tell about electricity?

3. What content words can you add to tell about a battery?

B. Now revise the draft by adding content words that are related to radios, electricity, and batteries.
Each Can Counts

Recycling a can means that the same material can be used again. Energy is not wasted getting new materials to make a new can. The energy saved by recycling one can may run a TV for three hours.

Answer the questions about the text.

1. How do you know this is expository text?

2. Why is it important to recycle cans?

3. What information does the diagram show?

4. What action does the first label tell about?
Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.

1. Yes, energy can come from the ocean. There are not many ocean power plants right now. But the ocean is a big source of energy.

2. The ocean has high and low tides. This means the water rises and falls every twelve hours. This tidal energy can be used to make power.

3. The movement of ocean waves can run a machine built to produce power. The waves move up and down inside the machine. They spin parts of the machine. The machine makes electricity.

4. The water temperature on the ocean’s surface is warmer than below. That’s because the sun heats the water on top. Deep below the surface, the water is very cold.
Reread “Ocean Energy.” Write about how the author used clues and text features to tell the purpose for writing the text. Use the words and picture to complete the sentences.

1. The author’s purpose for writing this selection is _____________________________

2. A clue to the author’s purpose is _____________________________

3. Another clue to the author’s purpose is _____________________________

4. A picture is included in the text to help the reader _____________________________
Choose the word that makes sense in each blank. Then write the word on the line.

1. Lawn mowers are ____________ that make it easier to cut grass.
2. She will study the honeybees in a ____________ way.
3. I need to ____________ this broken computer.
4. It’s ____________ to listen when someone speaks to you.
5. The scientists planned for a rain forest _____________.
6. The ____________ of the heavy rain was a flood.
7. How will you ____________ for your camping trip?
8. Use ____________ to do a job that is too big for one person.
When a word ends in a consonant plus -le, -el, or -al, the consonant and the letters -le, -el, or -al often make the last syllable in the word, as in needle, bagel, and local.

A contradiction is used to combine two words. An apostrophe takes the place of a missing letter or letters: do not = don’t.

A possessive noun has an apostrophe and the letter s to show ownership: Mom’s car.

B. Read each sentence. Look at the underlined word. If it is a contraction, write the two words. If it is a possessive noun, write to tell who or what owns or has what.

5. The boy couldn’t get his toy robot to work.

6. The boy’s father put in a new battery.
Read the passage. Use the summarize strategy to tell the important ideas in your own words.

An Antarctic Team

Teams of people explore places all over the globe. Why do they work in teams? Each person has special skills that help out the whole team.

The Antarctic is an incredible place to explore. Each year, teams travel there to study the region. Each team member has an important job to do.

One of the first jobs is to set up a research station, or base camp. This is where people live and work and set off on field trips. Some team members construct the camp’s buildings.

People can reach the camp by air. Pilots fly planes and helicopters. They transport people and equipment to the camp.
Scientists work as part of the team to learn more about the Antarctic. Each scientist conducts a different project. Some study the animal and plant life. Some study the climate and weather. Some study the glaciers.

Other team members take care of buildings and vehicles. Some people inspect the camp’s electricity system to make sure it is working. Some people fix broken equipment.

A doctor and a nurse take care of sick team members. There are firefighters who work to prevent fires.

Exploring the Antarctic is not a job for one person. A whole team must be involved. And each team member must do the job he or she knows best.
A. Reread the passage and answer the questions.

1. What was one key detail from the passage?

2. What was another key detail from the passage?

3. What is the main idea of the passage?

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

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<tr>
<td>Second Read</td>
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</tbody>
</table>
Read the selection. Complete the Main Idea and Key Details chart.
Name __________________________________________

A. Read the draft model. Use the questions that follow the draft to help you think about details you can add to support the main idea.

Draft Model

Teamwork is important for jungle explorers. There are many different jobs for team members. One team member reads maps so that the other team members know where they are.

1. Why does the team need maps?

2. What other kinds of jobs might team members have?

3. What other details can you add to show why teamwork is important?

B. Now revise the draft by adding details that support and explain the main idea of teamwork.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A Baby Mammoth

A reindeer herder in Russia found a baby mammoth’s body. She was moved to a museum. Scientists from around the world studied the baby. She was sent to Japan for tests. Scientists tried to learn all they could.

Answer the questions about the text.

1. How do you know this is expository text?

2. How did people work as a team when the baby mammoth was discovered?

3. What information can you learn from the map?
You can figure out the meaning of unfamiliar words by looking for **word roots**. Some English words have Greek or Latin roots.

- cred = to believe
- duc = to lead
- port = to carry
- spect = to look
- sta = to stand
- struct = to build

Read each sentence. Circle the word root in each bold print word. Then write a definition for the word.

1. The Antarctic is an **incredible** place to explore.

2. One of the first jobs is to set up a research **station**, or base camp.

3. Some team members **construct** the camp’s buildings.

4. They **transport** people and equipment to the camp.

5. Some people **inspect** the camp’s electricity system to make sure it is working.
Reread “An Antarctic Team.” Write your opinion about how the author used details to support the main idea of the text. Use the words and picture to help you complete the sentences below.

1. The author wrote this text to tell about ____________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. I think the most important details are ____________________________

____________________________________________________________________

and ____________________________

____________________________________________________________________

3. These details are important because ____________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
A. Choose the word that makes sense for each clue. Write the word on the line.

1. how much something is worth _____________
2. facts that are written down about something _____________
3. made something that was not around before _____________
4. how much you have to pay to buy things _____________
5. a plan or set of rules for doing something _____________
6. the value of something _____________
7. the dollars and cents you can use to buy things _____________
8. to get something by paying money _____________

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. __________________________
   __________________________
   __________________________
Vowel teams such as *ai, ay, oa, ow, oi, oy, oo*, and *ew* can help you read longer words with more than one syllable.

A. Read each word. Write the word from the box that has the same vowel team. Circle the letters in the vowel team.

<table>
<thead>
<tr>
<th>raisin</th>
<th>vowel</th>
<th>soapy</th>
<th>cocoon</th>
</tr>
</thead>
</table>

1. toaster ____________  2. powder ____________
3. sooner ____________  4. contain ____________

The ending *-er* is added to an adjective to compare two nouns. The ending *-est* is added to an adjective to compare more than two nouns. Make these spelling changes before adding an ending:

- words ending in *y*: change *y* to *i*
- words with final *e*: drop the final *e*
- words ending with a vowel and a consonant: double the final consonant

B. Add *-er* and *-est* to each word. Write the new words.

1. big ____________ ____________
2. slim ____________ ____________
3. windy ____________ ____________
Read the passage. Use the summarize strategy to tell the important ideas in your own words.

Make a Budget

You get some money, but you spend it all and have nothing left. What can you do to take control? You can make a budget to manage your money.

What Is a Budget?

A budget is a plan to keep track of money coming in and money going out. The government has a budget. Many families have a budget. You can have a budget, too.

Income

First, think about money you get. Where does the money come from? You might get an allowance, you might earn money from a job, or you might get money as a gift. All the money you get is called income.

Expenses

Now think about money you need to spend. Where does the money go? You might have to buy lunch or pay for music class. The money you spend is called expenses.
Subtract the expenses from the income. The amount that is left is money you can spend on things you want. You may not have enough money to buy an item you want, though.

Here’s what you can do. Set a savings goal for the item. Each time you get money, set aside a portion, or part, of it. You might have to save for a few weeks or a few months, depending on the cost of your item. Keep saving until you reach your goal. Then you can buy your item.

Many people make a budget to manage their money. You can make a budget to make your money work for you. A budget will help you pay your expenses and save money to buy things you want.
A. Reread the passage and answer the questions.

1. What problem was described in the first paragraph of the passage?

2. What was one step to solving the problem?

3. What was the solution to the problem?

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

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</tbody>
</table>
Read the selection. Complete the Problem and Solution chart.

Name ________________________________

Problem

Steps to Solution

Solution
A. Read the draft model. Use the questions that follow the draft to help you think about a strong conclusion you can add.

Draft Model

People can save money at a bank. They can get money from the bank’s ATM. People also use banks for paying their bills.

1. What is the topic of the writing?
2. What is the main idea?
3. What information could you include in a conclusion sentence?

B. Now revise the draft by writing a strong conclusion that sums up the main idea.
How We Pay

Money Now
To pay for things now, people use bills and coins. That may change.

Future Money
There may be no bills or coins. People may pay using only a computer or a cell phone.

Answer the questions about the text.

1. How do you know this is expository text?

2. What is the first section of text about?

3. What does the subheading tell you about the second section of text?
Look at this example of **context clues** in a paragraph. The underlined words help explain what *subtract* means.

**Subtract** the expenses from the income. The amount that is left is money you can spend on things you want.

---

Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.

1. You get some money, but you spend it all and have nothing left. What can you do to take control? You can make a budget to **manage** your money.

2. A **budget** is a plan to keep track of money coming in and money going out. The government has a budget. Many families have a budget. You can have a budget, too.

3. First, think about money you get. Where does the money come from? You might get an allowance, you might earn money from a job, or you might get money as a gift. All the money you get is called **income**.

4. Now think about money you need to spend. Where does the money go? You might have to buy lunch or pay for music class. The money you spend is called **expenses**.
Reread “Make a Budget.” Think about how the author used details and text features to write an expository text.

1. This story is an expository text because the author wrote about

[Blank]

[Blank]

[Blank].

2. The author used the bold heading “Income” to explain to readers

[Blank]

[Blank]

[Blank].

3. The author used the bold heading “Expenses” to explain to readers

[Blank]

[Blank]

[Blank].
A. Choose the word that makes sense for each clue. Write the word on the line.

1. something that is very bright _______________
2. to make or invent something _______________
3. the small parts of a minute _______________
4. the ability to form ideas in your mind _______________

B. Complete each sentence with a word from the box above.

5. How fast can you run in sixty _______________
6. The _______________ sun was so bright it hurt my eyes.
7. Use your _______________ to write a story.
8. My sister likes to _______________ new kinds of cookies in the kitchen.

C. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. ________________________________
When a vowel or a pair of vowels is followed by the letter \( r \), it changes the vowel sound. The vowels and the \( r \) stay in the same syllable.

A. Read the sentences. Circle two words in each sentence that have an \( r \)-controlled syllable. Write each word and divide it into syllables.

1. This morning is perfect for walking in the meadow.

2. The artist paints a portrait at his easel.

3. The farmer grows garlic to sell to people.

When you divide a longer word into syllables, each syllable must have a vowel sound.

B. Read each word. Draw a line between each syllable.

4. important
5. respectful
6. operator
7. afternoon
Read the poem. Use the summarize strategy to retell the poem in your own words.

**Growing Up in One Day**

If I could grow up in just one day, how would I work to get my pay?  
I could be a teacher in a class, helping children to learn and pass.  
The moving children would be an army of ants, walking to class in a happy trance.

I could be a chef in a busy kitchen, I’d have helpers that would always pitch in.  
If a diner’s stomach was a bottomless pit, My cooks and I would never sit.
I could be a firefighter
in a truck,
putting out fires
and helping cats that are stuck.
My legs would be machines.
I’d climb so fast
and bring the cat down
safe at last.
I won’t grow up
for quite awhile,
but I have some ideas
that make me smile.
Name

A. Reread the passage and answer the questions.

1. How does the boy feel about being a teacher when he grows up?

2. How does the boy feel about being a firefighter when he grows up?

3. What is the boy’s point of view in the poem?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

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</table>
Read the selection. Complete the Point of View chart.

<table>
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<th>Character</th>
<th>Clue</th>
<th>Point of View</th>
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A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing better by using strong words.

Draft Model
I paint the adventures in my mind.
I make pictures of every kind.

1. Where could you add strong adjectives?

2. Where could you add strong adverbs?

3. Which words could you replace with stronger words?

B. Now revise the draft by adding strong words.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
My Imagination

I dive with a whale deep into the sea,
I climb with a monkey up a tall tree.
I fly with an eagle and off we zoom,
I have lots of adventures
Without leaving my room.

Answer the questions about the text.

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

2. Which words at the end of lines rhyme?

3. What do rhyming words add to the poem?
Vocabulary Strategy: **Metaphors**

Name ________________________________________________

A **metaphor** compares two different things, but it does not use the word *like* or *as*.

**Read the lines. Write the two things the author compares. Then explain what each metaphor means.**

1. The children were an army of ants, walking to class in a happy trance.
   
   What two things are compared? __________________________
   
   Both things ____________________________________________.

2. My legs were a machine, moving me to the finish line.
   
   What two things are compared? __________________________
   
   Both things ____________________________________________.

3. His smile was sunlight that lit up the room.
   
   What two things are compared? __________________________
   
   Both things ____________________________________________.

4. The runner was lightning in the race.
   
   What two things are compared? __________________________
   
   Both things ____________________________________________.
Reread “Growing Up in One Day.” Complete the sentences by writing your opinion about the poet’s word choices. Use text evidence to support your opinion.

1. In the poem, the author uses words such as _____________________________ to help me understand _____________________________.

2. I like the words _____________________________ because they help me imagine _____________________________.

3. I think the poet does a good job of expressing how he or she feels about _____________________________ because _____________________________.