

Macmillan/McGraw-Hill

READING
Triumphs

GRADE 6

**Practice
Book**



حامد اسکندری
HAMED SKANDARI . IR



Dear Family Member or Caregiver:

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

Each week your child will bring home

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

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

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

Yours truly,

Unit 1

Week 1: Lessons 1–5 Missing on Mud Hill

Decoding: Short vowels, Consonant blends	9
Fluency: Speed drill	10
Structural Analysis: Inflectional endings	11
Vocabulary: Dictionary.	12
Comprehension: Character, Setting, Plot	13
Take-Home Story	14
Writing: Organization Map.	15

Week 2: Lessons 6–10 A Trip to Seattle’s Past

Decoding: Long vowels (silent e)	16
Fluency: Timed reading	17
Structural Analysis: Compound words	18
Vocabulary: Word parts	19
Comprehension: Character, Setting, Plot	20
Take-Home Story	21
Writing: Organization Map.	22
Mid-Unit Additional Instruction: Character, Setting, Plot	23
Mid-Unit Additional Instruction: Character, Setting, Plot	24

Week 3: Lessons 11–15 Antarctica: A Trip to the South Pole

Decoding: Digraphs <i>ph, sh, th, wh</i>	25
Fluency: Speed drill	26
Structural Analysis: Multisyllable words	27
Vocabulary: Context clues.	28
Comprehension: Main Idea and Details	29
Take-Home Story	30
Writing: Sequence chart.	31

Week 4: Lessons 16–20 The Kingfisher’s Dream

Decoding: Long <i>e</i>	32
Fluency: Timed reading	33
Structural Analysis: Prefixes <i>un-, re-</i>	34
Vocabulary: Context clues.	35
Comprehension: Cause and Effect.	36
Take-Home Story	37
Writing: Cluster map	38

Week 5: Lessons 21–25 Hope Remains for the Butterflies

Decoding: Long <i>a</i>	39
Fluency: Phrase cues	40
Structural Analysis: Prefix <i>mis-</i>	41
Vocabulary: Analogies.	42
Comprehension: Main Idea and Details	43
Take-Home Story	44
Writing: Organization map.	45
End-of-Unit Additional Instruction: Main Idea and Details	46
End-of-Unit Additional Instruction: Cause and Effect	47
End-of-Unit Additional Instruction: Main Idea and Details	48
End-of-Unit Review: Decoding/Structural Analysis	49

Contents

Unit 2

Week 1: Lessons 1–5 Kylee's New Team

Decoding: Long <i>i</i>	50
Fluency: Speed drill	51
Structural Analysis: Inflectional endings	52
Vocabulary: Word parts	53
Comprehension: Make Inferences	54
Take-Home Story	55
Writing: Cluster map	56

Week 2: Lessons 6–10 Citizens of Space

Decoding: Soft <i>c</i> and <i>g</i>	57
Fluency: Timed reading	58
Structural Analysis: Multisyllable words	59
Vocabulary: Dictionary.	60
Comprehension: Make Inferences	61
Take-Home Story	62
Writing: Organization map.	63
Mid-Unit Additional Instruction: Make Inferences	64
Mid-Unit Additional Instruction: Make Inferences	65

Week 3: Lessons 11–15 Hurricane Watch

Decoding: Digraphs <i>ch</i> , <i>tch</i>	66
Fluency: Speed drill	67
Structural Analysis: Suffixes <i>-er</i> , <i>-or</i>	68
Vocabulary: Context clues.	69
Comprehension: Make Generalizations	70
Take-Home Story	71
Writing: Organization map.	72

Week 4: Lessons 16–20 A Road to Happiness

Decoding: Long <i>o</i>	73
Fluency: Timed reading	74
Structural Analysis: Contractions	75
Vocabulary: Dictionary.	76
Comprehension: Problem and Solution	77
Take-Home Story	78
Writing: Cluster map	79

Week 5: Lessons 21–25 Saint Bernards: Saving Lives in the Mountains

Decoding: Diphthongs <i>ow</i> , <i>ou</i>	80
Fluency: Phrase cues	81
Structural Analysis: Suffixes <i>-ly</i> , <i>-ful</i> , <i>-fully</i>	82
Vocabulary: Thesaurus	83
Comprehension: Sequence	84
Take-Home Story	85
Writing: Organization map.	86
End-of-Unit Additional Instruction: Make Generalizations	87
End-of-Unit Additional Instruction: Problem and Solution	88
End-of-Unit Additional Instruction: Sequence	89
End-of-Unit Review: Decoding/Structural Analysis	90

Unit 3

Week 1: Lessons 1–5 A Gift for Moon Shadow

Decoding: Variant vowel <i>oo, ue, ew</i>	91
Fluency: Speed drill	92
Structural Analysis: Compound words	93
Vocabulary: Word parts	94
Comprehension: Character, Setting, Plot	95
Take-Home Story	96
Writing: Character web	97

Week 2: Lessons 6–10 A Smart Start

Decoding: <i>r</i> -Controlled vowels <i>ar, air, are, ear, ere</i>	98
Fluency: Timed reading	99
Structural Analysis: Comparative Suffixes <i>-er, -est</i>	100
Vocabulary: Dictionary.	101
Comprehension: Draw Conclusions	102
Take-Home Story	103
Writing: Dialogue chart	104
Mid-Unit Additional Instruction: Character, Setting, Plot	105
Mid-Unit Additional Instruction: Draw Conclusions	106

Week 3: Lessons 11–15 A Need for Energy

Decoding: <i>r</i> -Controlled vowels <i>er, ir, or, ur, ar</i>	107
Fluency: Speed drill	108
Structural Analysis: Prefix <i>de-</i>	109
Vocabulary: Context clues.	110
Comprehension: Cause and Effect.	111
Take-Home Story	112
Writing: Story map	113

Week 4: Lessons 16–20 Digging Up History

Decoding: <i>r</i> -Controlled vowels <i>or, ore, oar</i>	114
Fluency: Timed reading	115
Structural Analysis: Suffixes <i>-able, -ible</i>	116
Vocabulary: Word parts	117
Comprehension: Summarize	118
Take-Home Story	119
Writing: Story map	120

Week 5: Lessons 21–25 The Show Must Go On

Decoding: Silent consonants	121
Fluency: Phrase cues	122
Structural Analysis: Multisyllable words	123
Vocabulary: Analogies.	124
Comprehension: Draw Conclusions	125
Take-Home Story	126
Writing: Cluster map	127
End-of-Unit Additional Instruction: Cause and Effect	128
End-of-Unit Additional Instruction: Summarize	129
End-of-Unit Additional Instruction: Draw Conclusions	130
End-of-Unit Review: Decoding/Structural Analysis	131

Unit 4

Week 1: Lessons 1–5 Jackie Robinson and the Joy of Baseball	
Decoding: Diphthongs <i>oi, oy</i>	132
Fluency: Speed drill	133
Structural Analysis: Prefixes <i>con-, com-</i>	134
Vocabulary: Context clues.	135
Comprehension: Author’s Purpose	136
Take-Home Story	137
Writing: Organization map.	138
Week 2: Lessons 6–10 Jacques Cousteau: Scientist Below Sea Level	
Decoding: Words ending with <i>-el, -al, -le</i>	139
Fluency: Timed reading	140
Structural Analysis: Compound words	141
Vocabulary: Word parts	142
Comprehension: Fact and Opinion	143
Take-Home Story	144
Writing: Cluster map	145
Mid-Unit Additional Instruction: Author’s Purpose.	146
Mid-Unit Additional Instruction: Fact and Opinion.	147
Week 3: Lessons 11–15 Gandhi’s Causes	
Decoding: Variant vowels <i>au, aw, al, ough, augh</i>	148
Fluency: Speed drill	149
Structural Analysis: Suffix <i>-ment</i>	150
Vocabulary: Dictionary.	151
Comprehension: Compare and Contrast.	152
Take-Home Story	153
Writing: KWL chart.	154
Week 4: Lessons 16–20 Extreme Sports	
Decoding: Triple consonant blends.	155
Fluency: Timed reading	156
Structural Analysis: Multisyllable words	157
Vocabulary: Analogies.	158
Comprehension: Fact and Opinion	159
Take-Home Story	160
Writing: Organization map.	161
Week 5: Lessons 21–25 Hooked on Dancing	
Decoding: Variant vowel <i>oo, ou</i>	162
Fluency: Phrase cues	163
Structural Analysis: Prefix <i>ex-</i>	164
Vocabulary: Dictionary.	165
Comprehension: Author’s Perspective.	166
Take-Home Story	167
Writing: Organization map.	168
End-of-Unit Additional Instruction: Compare and Contrast	169
End-of-Unit Additional Instruction: Fact and Opinion	170
End-of-Unit Additional Instruction: Author’s Perspective	171
End-of-Unit Review: Decoding/Structural Analysis	172

Unit 5

Week 1: Lessons 1–5 Anne Sullivan: A Valuable Teacher

Decoding: Short <i>a</i> , Long <i>a</i>	173
Fluency: Speed drill	174
Structural Analysis: Prefixes and Suffixes	175
Vocabulary: Word parts	176
Comprehension: Author’s Purpose	177
Take-Home Story	178
Writing: Informal /formal language chart	179

Week 2: Lessons 6–10 A Trip to Find Rain

Decoding: Short <i>i</i> , Long <i>i</i>	180
Fluency: Timed reading	181
Structural Analysis: Suffixes <i>-tion</i> , <i>-sion</i>	182
Vocabulary: Word parts	183
Comprehension: Compare and Contrast	184
Take-Home Story	185
Writing: Venn diagram	186
Mid-Unit Additional Instruction: Author’s Purpose	187
Mid-Unit Additional Instruction: Compare and Contrast	188

Week 3: Lessons 11–15 The Weekend Treat

Decoding: Short <i>e</i> , Long <i>e</i>	189
Fluency: Speed drill	190
Structural Analysis: Greek and Latin roots	191
Vocabulary: Word parts	192
Comprehension: Persuasion	193
Take-Home Story	194
Writing: Venn diagram	195

Week 4: Lessons 16–20 A Collection of Thoughts

Decoding: Short <i>o</i> , Long <i>o</i>	196
Fluency: Timed reading	197
Structural Analysis: Prefixes <i>il-</i> , <i>im-</i> , <i>in-</i> , <i>ir-</i>	198
Vocabulary: Thesaurus	199
Comprehension: Make Judgments	200
Take-Home Story	201
Writing: Comparison chart	202

Week 5: Lessons 21–25 Candace Cable Zooms Forward

Decoding: Variant vowels <i>oo</i> , <i>ou</i> ; <i>oo</i> , <i>ue</i> , <i>ew</i>	203
Fluency: Phrase cues	204
Structural Analysis: <i>r</i> -Controlled vowels	205
Vocabulary: Context clues	206
Comprehension: Summarize	207
Take-Home Story	208
Writing: Before/after chart	209
End-of-Unit Additional Instruction: Persuasion	210
End-of-Unit Additional Instruction: Make Judgments	211
End-of-Unit Additional Instruction: Summarize	212
End-of-Unit Review: Decoding/Structural Analysis	213

Unit 6

Week 1: Lessons 1–5 The Great Wall of China

Decoding: Schwa endings <i>ə</i> , <i>el</i> , <i>en</i>	214
Fluency: Speed drill	215
Structural Analysis: Suffixes <i>-ant</i> , <i>-ent</i>	216
Vocabulary: Word parts	217
Comprehension: Make Generalizations	218
Take-Home Story	219
Writing: Sequence chart	220

Week 2: Lessons 6–10 A Tough Act to Follow

Decoding: Diphthongs <i>ou</i> , <i>ow</i>	221
Fluency: Timed reading	222
Structural Analysis: Greek and Latin roots	223
Vocabulary: Thesaurus	224
Comprehension: Sequence	225
Take-Home Story	226
Writing: Sequence chart	227
Mid-Unit Additional Instruction: Make Generalizations	228
Mid-Unit Additional Instruction: Sequence	229

Week 3: Lessons 11–15 Writing from Drawings to Alphabets

Decoding: Digraphs <i>ph</i> , <i>sh</i> , <i>th</i> , <i>wh</i>	230
Fluency: Speed drill	231
Structural Analysis: Suffixes <i>-ous</i> , <i>-eous</i> , <i>-ious</i>	232
Vocabulary: Word parts	233
Comprehension: Problem and Solution	234
Take-Home Story	235
Writing: Sequence chart	236

Week 4: Lessons 16–20 Updating the Printing Process

Decoding: Long and short vowels	237
Fluency: Timed reading	238
Structural Analysis: Multisyllable words	239
Vocabulary: Word parts	240
Comprehension: Description	241
Take-Home Story	242
Writing: Strong words chart	243

Week 5: Lessons 21–25 A Signal of Smoke

Decoding: Long and short vowels	244
Fluency: Phrase cues	245
Structural Analysis: Multisyllable words	246
Vocabulary: Dictionary	247
Comprehension: Theme	248
Take-Home Story	249
Writing: Cluster map	250
End-of-Unit Additional Instruction: Problem and Solution	251
End-of-Unit Additional Instruction: Description	252
End-of-Unit Additional Instruction: Theme	253
End-of-Unit Review: Decoding/Structural Analysis	254

Name _____

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

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

flap grass drop cliff plum
slip track bring crab stop

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

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

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

1. Tom cut the _____ for my dad.
2. I will _____ and not swim so I can eat.
3. Jack will _____ Fran to the pet shop.
4. The _____ had a big drop.
5. A _____ is in the sand.

Name _____

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

Rob sat with Pam. “The kids will find us,” said Rob. Just then
 13 a bat zipped past. It made Pam jump. It nabbed a bug and left.
 27 Next, a skunk stopped on a log. It sniffed and crossed the grass.
 40 When it kept going, Pam and Rob were glad.
 49 Rob got up and added sticks to the fire. A twig snapped. Pam
 62 and Rob kept still. A bigger snap made them jump.
 72 “Pam! Rob!” Jill led the kids from camp onto the grass. In
 84 back of them was Mr. Lind. “Are you OK? What happened?” they
 96 asked excitedly. Pam and Rob were glad to see Jill. 106

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

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

1. Min **kicked** the ball and ran.

kick + _____ = **kicked**

2. Mom was **helping** Ben make his bed.

_____ + _____ = **helping**

3. It was **spinning** a web.

_____ + _____ + _____ = **spinning**

4. Is Jim **hiding** from Rosa?

_____ - _____ + _____ = _____

5. She **tosses** paper into the trash can from her seat.

_____ + _____ = _____

B. Write two sentences about being at home. Use the word *resting* in one sentence. Use the word *talked* in the other.

1. _____

2. _____

Name _____

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

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

6. Which would Pam say **excitedly**? Explain on the lines below.
 a. "I found Wild Cat Rock!" b. "Jill said a rock is on Mud Hill."

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

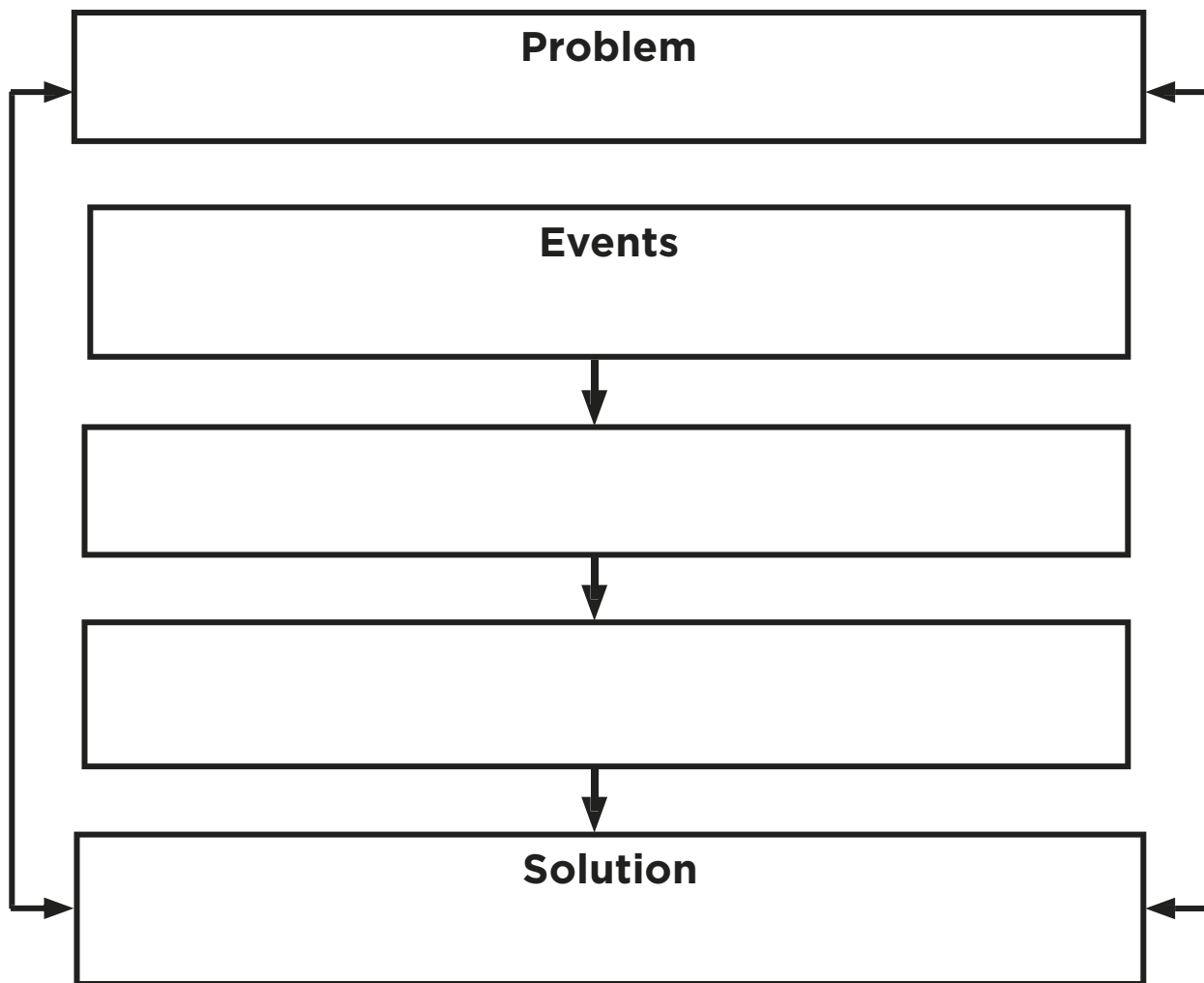
- | | |
|--|--|
| 1. The dress did not fit her.
He ran each day and was very fit . | the right size
in good health |
| 2. Sam only had a drop of water to drink.
Did you drop the cup of milk? | to let something fall
a small amount of liquid |
| 3. We saw tracks in the snow.
Look before crossing a track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

Name _____

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

Characters

Setting



Name _____

Read the passage. Then complete the questions.**The Edge of Crag Hill**

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

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

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

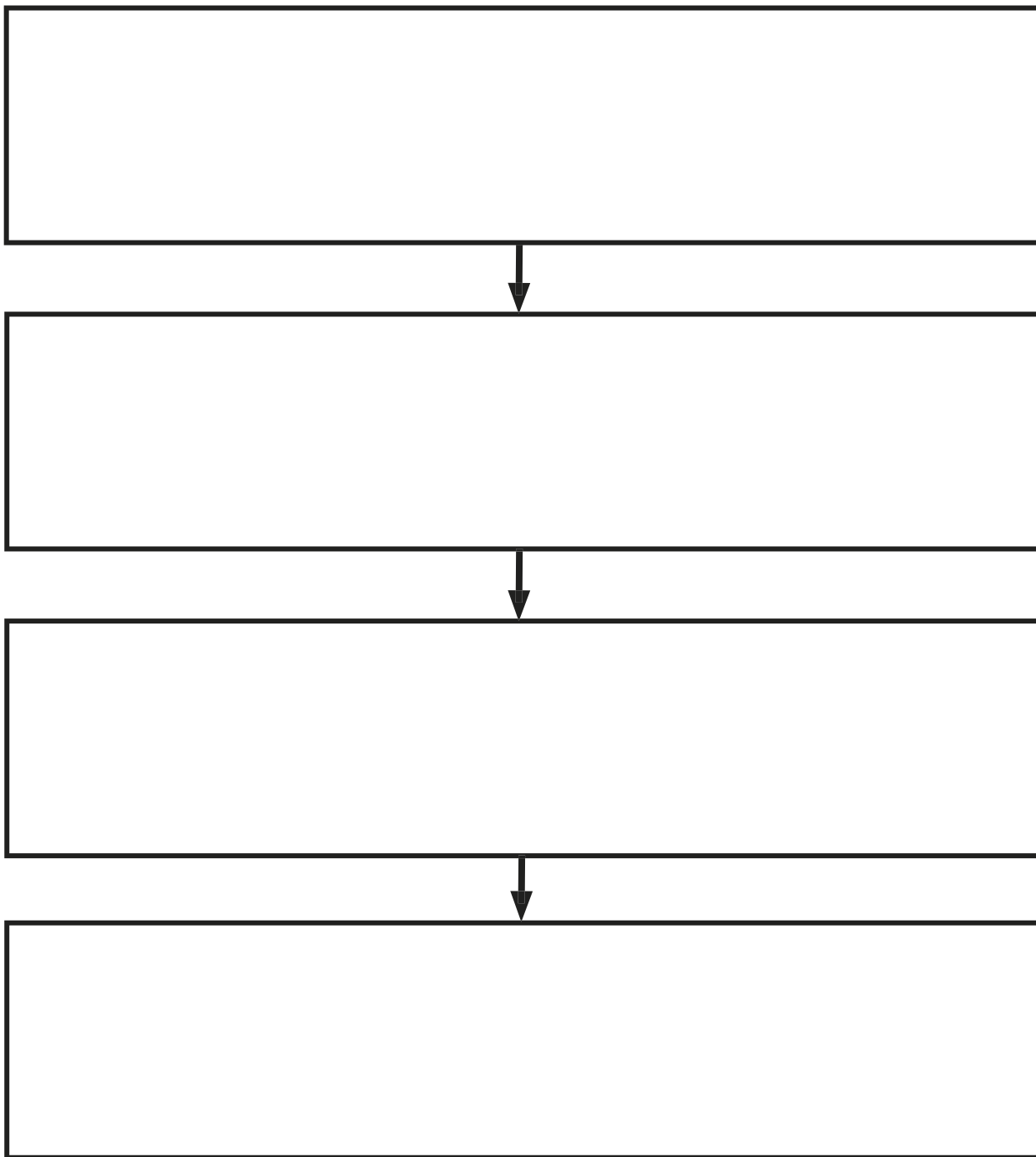
4. How does Pat feel at the end of the story?

5. Pat gets _____ because he is scared.
nervous rash happy



Name _____

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



Name _____

A silent e at the end of a word can make the vowel say its name.

A. Underline the long vowels in the words below.

- | | | | | |
|------|---------|-------|-------|------|
| cape | eve | glide | spoke | cute |
| pace | trapeze | wipe | close | huge |

B. Use the words from Part A to complete the sentences and puzzle.

Across

- The pumpkin was ___ in size.
- I ___ my glasses with a napkin.
- Look, that man is swinging from a ___!
- The cat is soft and ___.
- The game was ___ but we lost.

Down

- I felt my skates ___ across the ice.
- December 31 is New Year's ___.
- Wow, you ran at a fast ___!
- My dad ___ about his job to the class.
- My costume has a red ___.

Name _____

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

12 One day, a man named John Back made homemade paste on a
26 stove. When John went to another place in the shop, he left the paste
41 pot untended on the fire. The hot paste spilled over the sides of the pot.
48 It made the fire swell in size.

63 At last, John saw the fire. He tipped a bucket of water on it, but
78 it did not help. John felt panic and left the shop fast. The accident in
91 John's shop started a big fire. Shops and homes went up in flames.
105 Firemen stopped the blaze after a time, but it had burned lots in the
106 city.

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

Example:

bathtub bath tub

- | | | |
|--------------|-----------------------------|-----------------------------|
| 1. homesick | <u> </u> | <u> </u> |
| 2. handstand | <u> </u> | <u> </u> |
| 3. cupcakes | <u> </u> | <u> </u> |
| 4. backpack | <u> </u> | <u> </u> |
| 5. sunrise | <u> </u> | <u> </u> |

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

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

Name _____

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

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

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

- a. a dump truck b. a toy truck

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

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

Name _____

After reading “A Trip to Seattle’s Past,” fill in this Character, Setting, Plot Chart to help you analyze the characters, setting, and plot.

Character	Setting	Plot

Name _____

Read the passage. Then complete the questions.**Mud Angels in Florence, Italy**

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

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

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

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

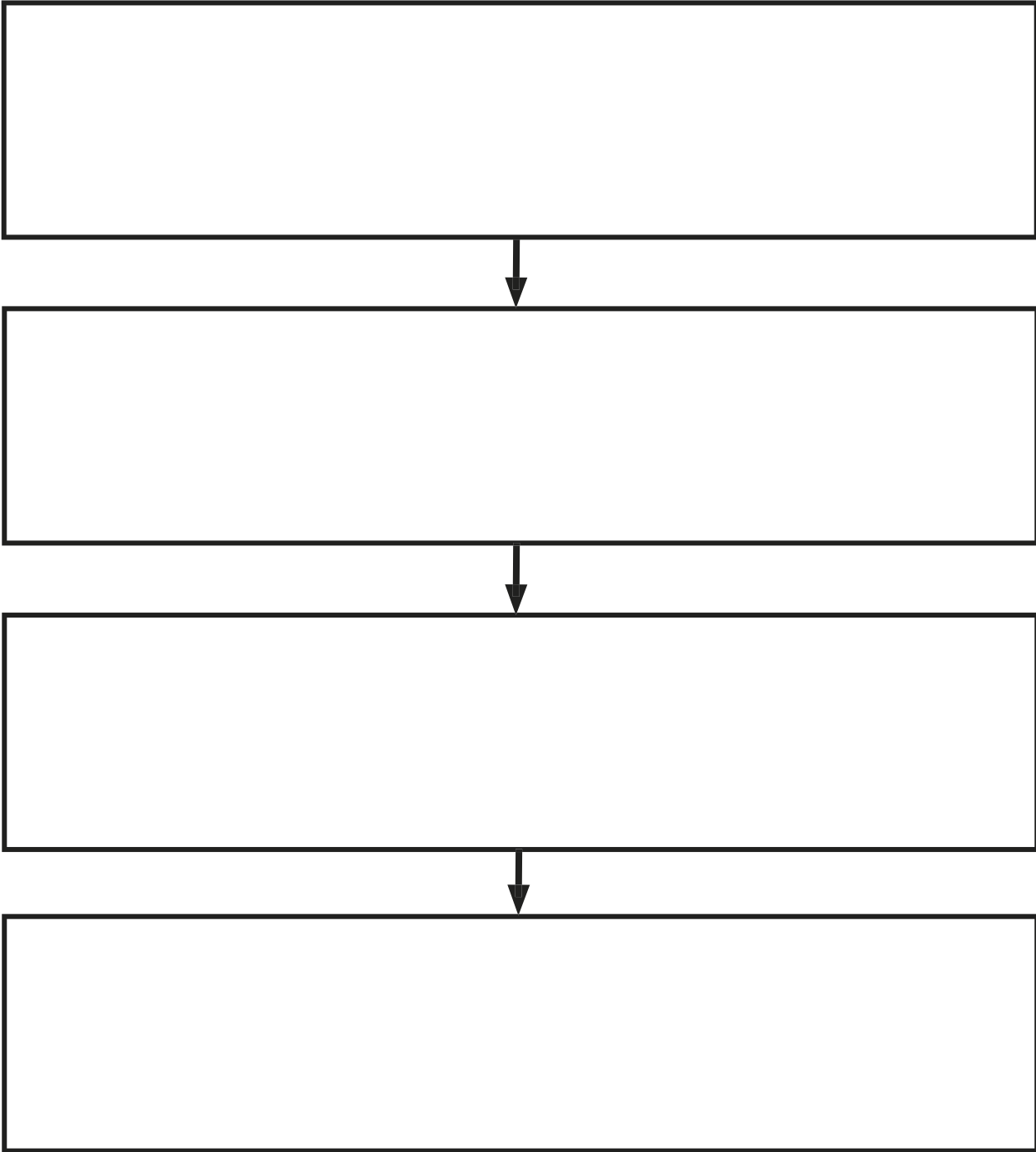
4. How did the “mud angels” help the city?

5. _____ go to cities to see things from the past.
Tourists Teachers Mothers



Name _____

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



Name _____

Read the passage. Then complete the questions.**All Wet**

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

This action is the first in a series of events.

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

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

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

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

Name _____

Read the passage. Then complete the questions.**A Trip to Mesa Verde**

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

Mesa Verde is a place in the story.

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

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

Name _____

Consonant digraphs are two consonants together that make one sound. *Th, sh, wh,* and *ph* are consonant digraphs.

A. Underline the consonant digraphs in the words below.

fish shop wash which thank
phone crush think graph shape

B. Circle each word in the puzzle. Look for the consonant digraphs to help you.

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

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

- I got grapes at a food _____.
- You must always _____ before you speak.
- I stepped on the can to _____ it.
- We use _____ paper in math class.

Write the letters from the boxes above on the lines. It spells a secret message!

Call me from your new _____ e.
4 3 1 2

Name _____

A. As you read, pay attention to accuracy.

Antarctica is not like other places.

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

A. Rewrite the word. Then place a line between the syllables.**Example:**basket bas/ket

1. tennis _____
2. dentist _____
3. plastic _____
4. hundred _____
5. discuss _____

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

1. You will need a racket and a ball to play _____.
2. He said he was one _____ years old!
3. A lot of things are made with _____.
4. It will help you to _____ the problem with a pal.
5. When was the last time you went to the _____?

Name _____

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

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

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

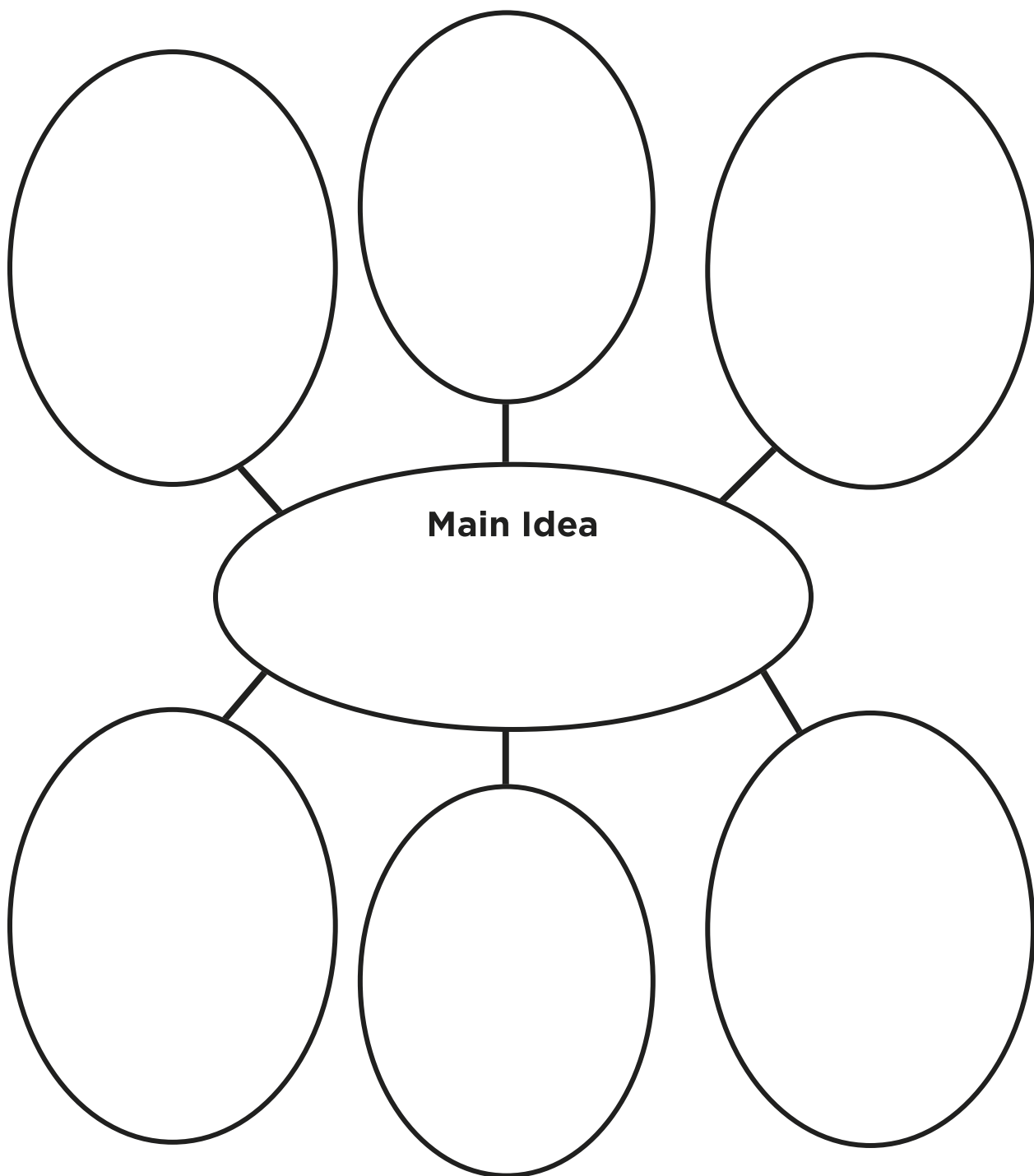
The **scientists** wanted to study the comet, so they were up past **midnight**. The sky would be dark then. They stood at the telescope and looked into it. They saw a **rare** thing—a comet in the sky! A comet is an odd **mass** of **ice** and gas. That body of flying frozen water was an **extreme**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

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

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

Name _____

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



Name _____

Read the passage. Then complete the questions.

A Trip to Greenland

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

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

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

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

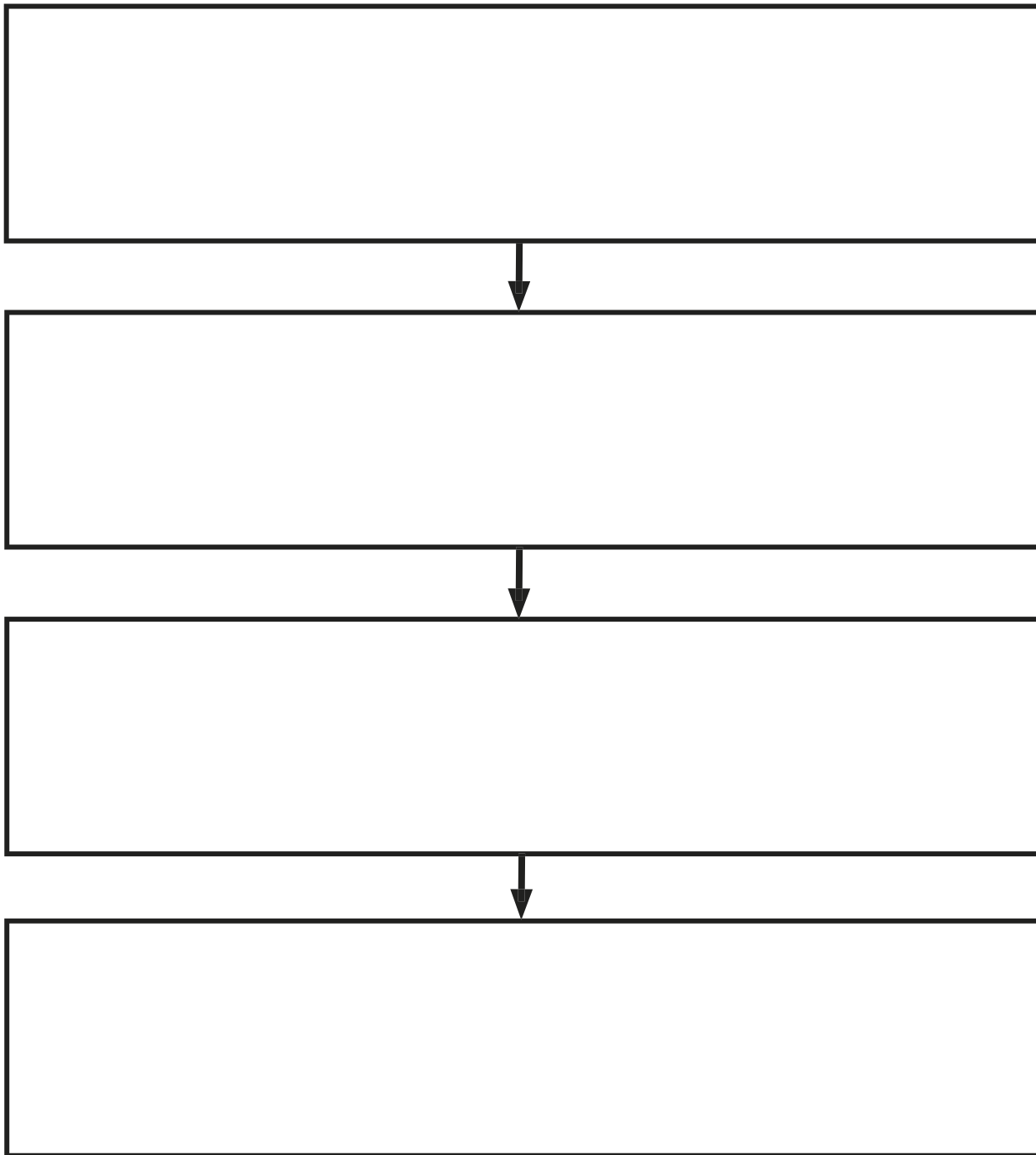
4. Is the last sentence a main idea or a supporting detail?

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



Name _____

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



Name _____

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

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

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

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

Name _____

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

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

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

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

1.

<i>un</i>	<i>lucky</i>	_____
-----------	--------------	-------
2.

<i>re</i>	<i>read</i>	_____
-----------	-------------	-------
3.

<i>real</i>	<i>un</i>	_____
-------------	-----------	-------
4.

<i>kind</i>	<i>un</i>	_____
-------------	-----------	-------
5.

<i>name</i>	<i>re</i>	_____
-------------	-----------	-------

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

1. When I finish a story I _____ it to find clues to the plot.
2. She is _____ because she never wins games.
3. Tess is nice and never _____.
4. We will _____ our dog Fluffy.
5. That story cannot be true because it is _____.

Name _____

tales

peak

exists

horizon

worry

dusk

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

Example:

We saw the sun begin to dip below the horizon.

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

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

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

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

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

Name _____

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

Cause	Effect

Name _____

Read the passage. Then complete the questions.**Kip's Song**

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

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

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

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

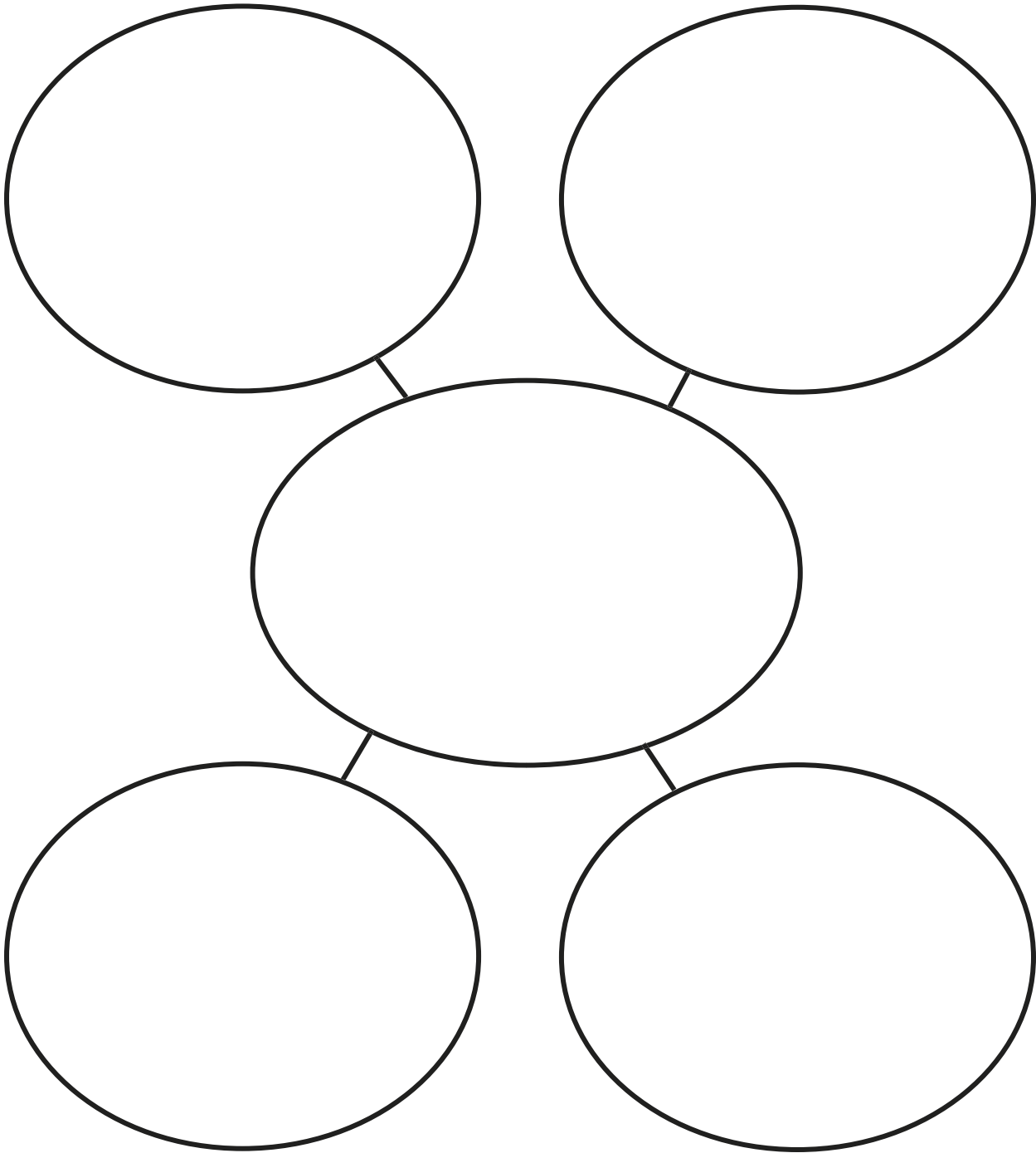
4. What effect does the Sky Queen have on Kip?

5. Kip does not have to be upset or _____ anymore.
worry smile cry



Name _____

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



Name _____

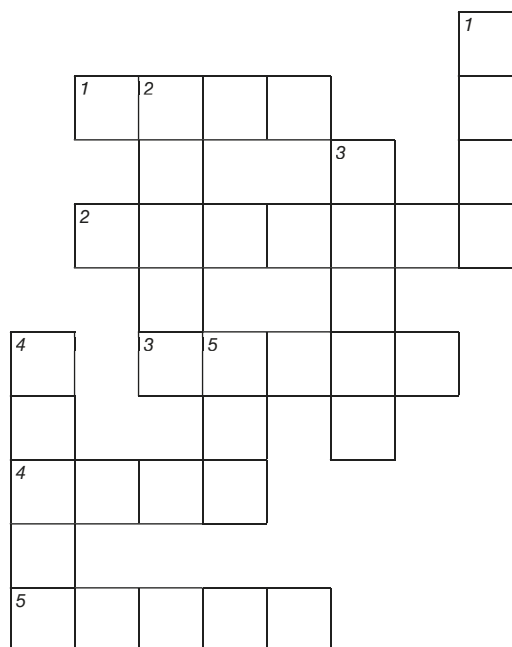
The letters *a*, *ai*, *igh*, *ey*, and *ay* can stand for the long *a* sound.

A. Underline the letters that stand for long *a* in the words below.

sway ray train claim lady
away display waist crazy basic

B. Read the clues. Then use the words to complete the sentences.**Across**

- Help! My dog ran ___!
- My photos are on ___ in the hallway.
- Lee rode the ___ to New York.
- The tree began to ___ in the wind.
- I think it is ___ if you do not study before a test!

**Down**

- Who is that ___ in the red hat?
- He put a belt around his ___.
- I would like to ___ my prize.
- I can play a few ___ notes on the piano.
- The bright ___ of sunshine is hurting my eyes.

Name _____

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

9 Butterflies are graceful and dainty animals. Their vivid wings
 23 have lots of color, and people like to look at them. But things might
 33 not stay that way unless we give butterflies our aid.
 45 With your help, we may still enjoy gazing at butterflies for many
 47 more years!
 60 1. Treat butterflies fairly. Do not swat at them or grab them. When
 71 walking outside, make sure you do not step on any butterflies.
 84 2. Do not cut down milkweed plants or use spray to kill them.
 94 Monarch butterflies need milkweed plants to maintain their way of
 103 life. They lay their eggs on milkweed leaves. Without milkweed,
 there will be no butterflies. 109

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

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



Name _____

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

A. Combine the words together in their correct form.

Example:

mis *match* mismatch

1. *mis* *read* _____

2. *dial* *mis* _____

3. *place* *mis* _____

4. *print* *mis* _____

5. *spell* *mis* _____

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

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

Name _____

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

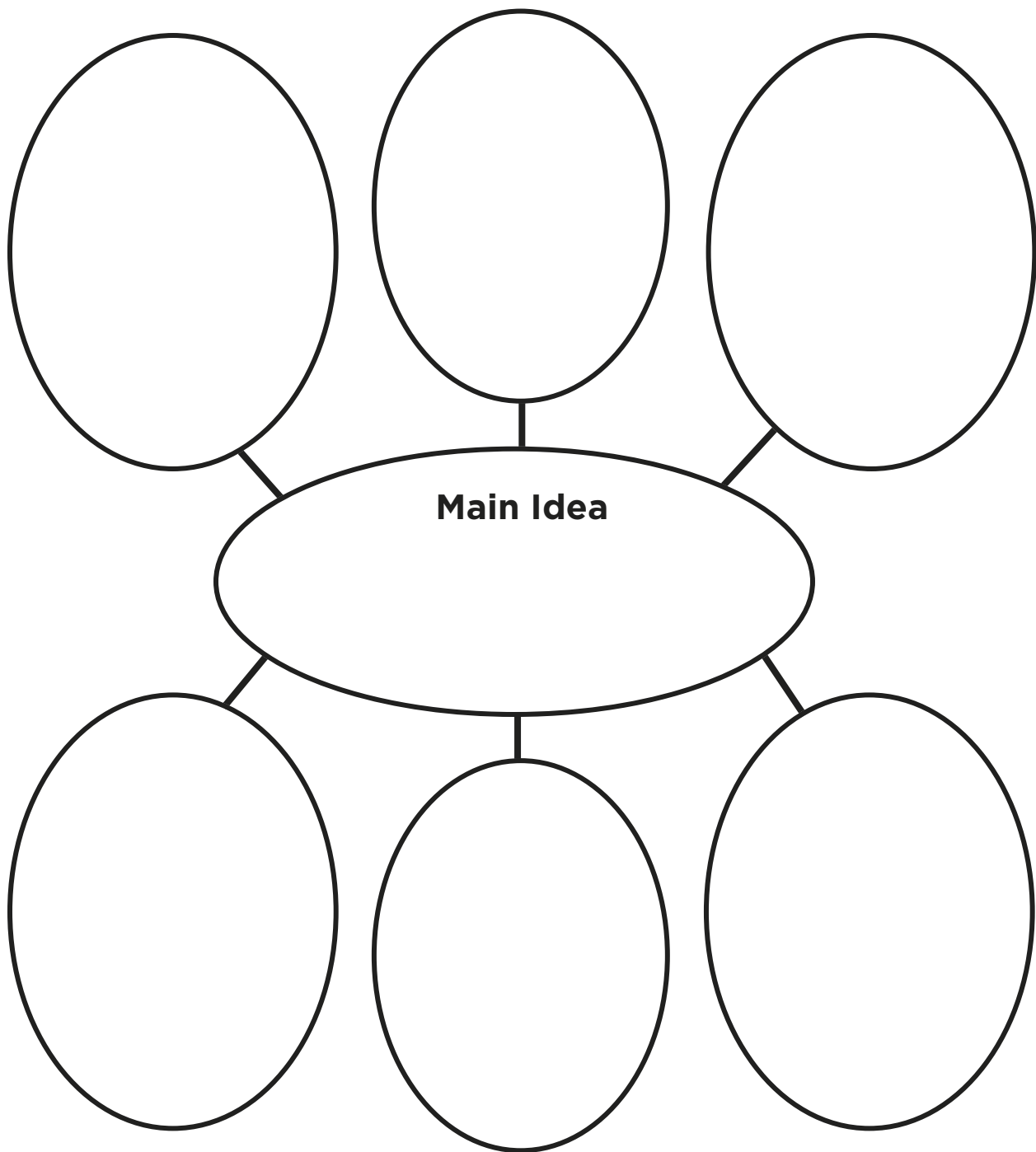
1. Can sinks **drain**? yes no
2. If cats **stray**, do they stay with their owners? yes no
3. Can better grades be **attained** if you study? yes no
4. Do many birds **migrate**? yes no
5. Do you put clothes on the floor to **maintain** your room? yes no
6. Is a whale a **dainty** animal? yes no

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

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

Name _____

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



Name _____

Read the passage. Then complete the questions.**Animals Need Our Help**

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

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

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

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

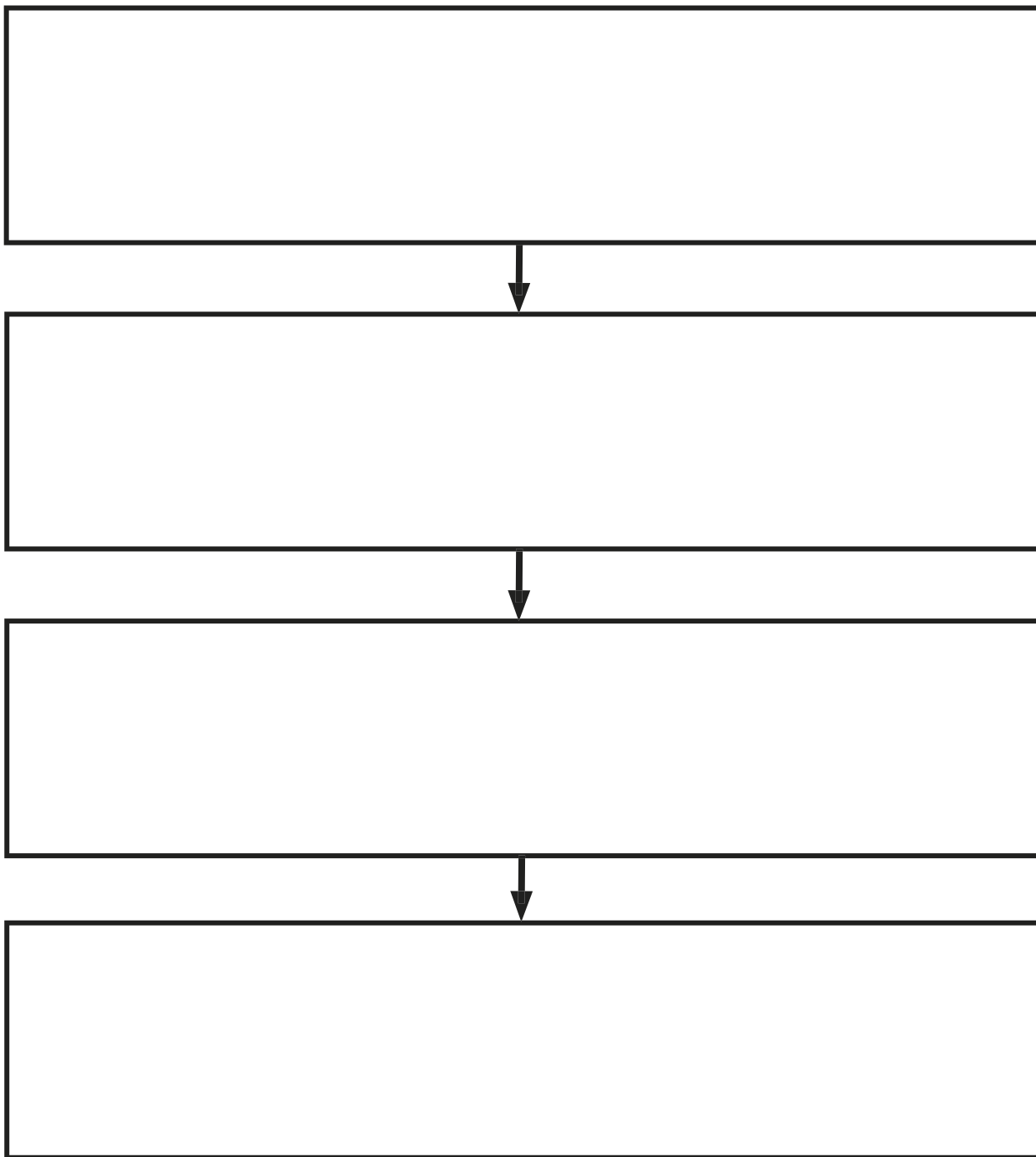
4. What is the main idea of the passage?

5. Something that is small is _____.
dainty beast danger



Name _____

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

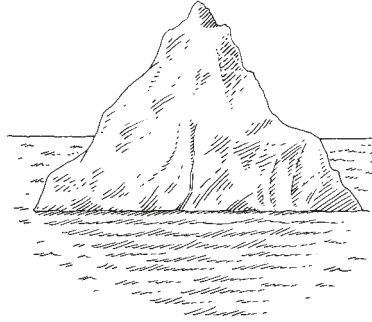


Name _____

Read the passage. Then complete the questions.

Icebergs

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



Icebergs can be fun to look at, but they are not always safe. Ships sometimes crash into them. One ship, the *Titanic*, went down in 1912 after crashing into an iceberg.

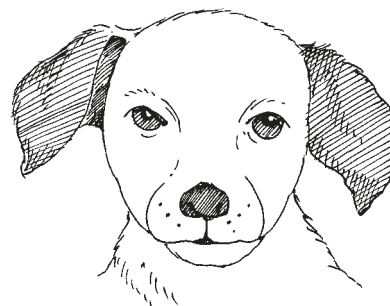
1. Underline the sentence that states the main idea of the first paragraph.
2. Put a box around the main idea in the second paragraph.
3. Write the details that support the main idea of the second paragraph.

Name _____

Read the passage. Then complete the questions.**The Dog Star**

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

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



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

Name _____

Read the passage. Then complete the questions.

Swift Foxes

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

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

Main ideas are usually general statements.

Details usually support the main idea as this sentence does.

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

Name _____

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

driveway dizzy rethink homesick shocked
misread sneezes whales training unlike

B. Circle each word in the puzzle.

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

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

1. Would you your answer please?
2. swim in water.
3. The whole team went through .
4. She always more than once.

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

c o o c o o !
 4 1 2 3 4 2

Name _____

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

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

flight try might dries sigh
pilot silent item reply pie

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

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

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

- The ___ ___ ___ makes sure the plane is safe.
- Because the room was ___ ___ ___ ___ , I did not think anyone was in it.
- I wanted to ___ ___ riding to the top of the hill.
- Mom would ___ ___ when I did not listen.

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

It is good to be me!
1 2 3 4

Name _____

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

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

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

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

cry – **y** + ied = **cried**

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

empty – y + ies = **empties**

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

copy – _____ + _____ = _____

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

_____ – _____ + _____ = _____

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

_____ – _____ + _____ = _____

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

1. _____

2. _____

Name _____

guest

fault

view

explore

concerns

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

Example:

Neat is to messy as smooth is to rumpled.

1. *Start is to beginning as sight is to _____.*
2. *Class is to student as party is to _____.*
3. *Think is to thoughts as worry is to _____.*

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

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

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

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

Name _____

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

Text Clues and Prior Knowledge	Inference

Name _____

Read the passage. Then complete the questions.**Team Spirit**

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

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

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

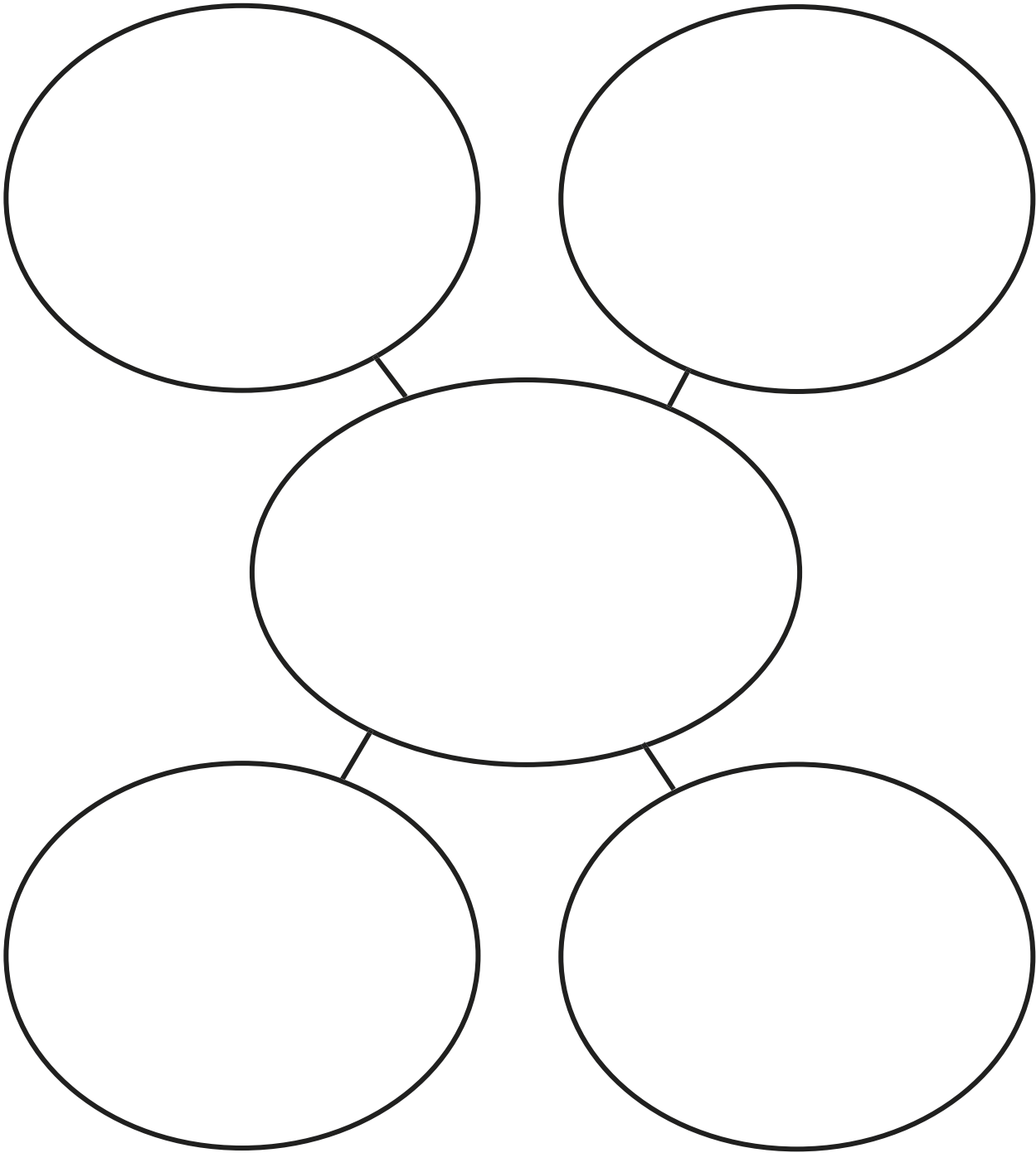
4. Why would Coach Cline call?

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



Name _____

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



Name _____

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

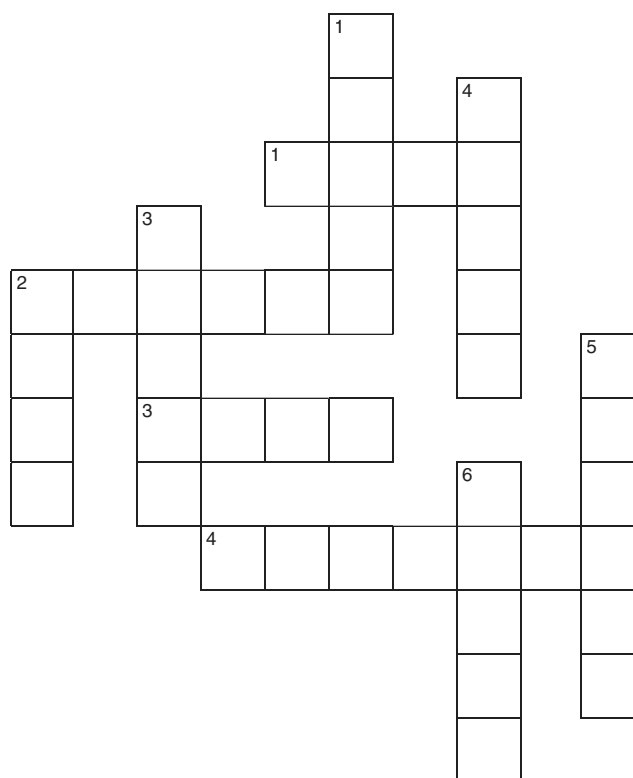
fence stage chance gentle fancy
pace cent peace suggest cage

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

1. Patty ran at a fast ___.
2. You have a good ___.
3. The hamster lives in a ___.
4. Did you ___ the party's theme?

Down

1. Page was nervous on the ___.
2. A penny has a value of one ___.
3. She likes to wear ___ dresses.
4. He put a ___ around the yard.
5. The new rider got a ___ horse.
6. Everyone worked for ___.



Name _____

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

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

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

Example:

pic/nic closed

1. basic _____
2. seven _____
3. panic _____
4. local _____
5. copy _____

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

1. Only the _____ bus stops at Elm Street.
2. There were _____ people in the room.
3. _____ the sentence onto your paper.
4. It is better to be calm than to _____.
5. Food is a _____ human need.

Name _____

model

device

pack

pilots

hub

citizen

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

1. The mall is a _____ for shoppers.
2. My toy airplane is a _____ of a real airplane.
3. A seat belt is a _____ that keeps you safe in the car.
4. I am a _____ of Spain.
5. After I fell, Jen put ice into a _____ for me.
6. The _____ greeted us as we got on the plane.

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

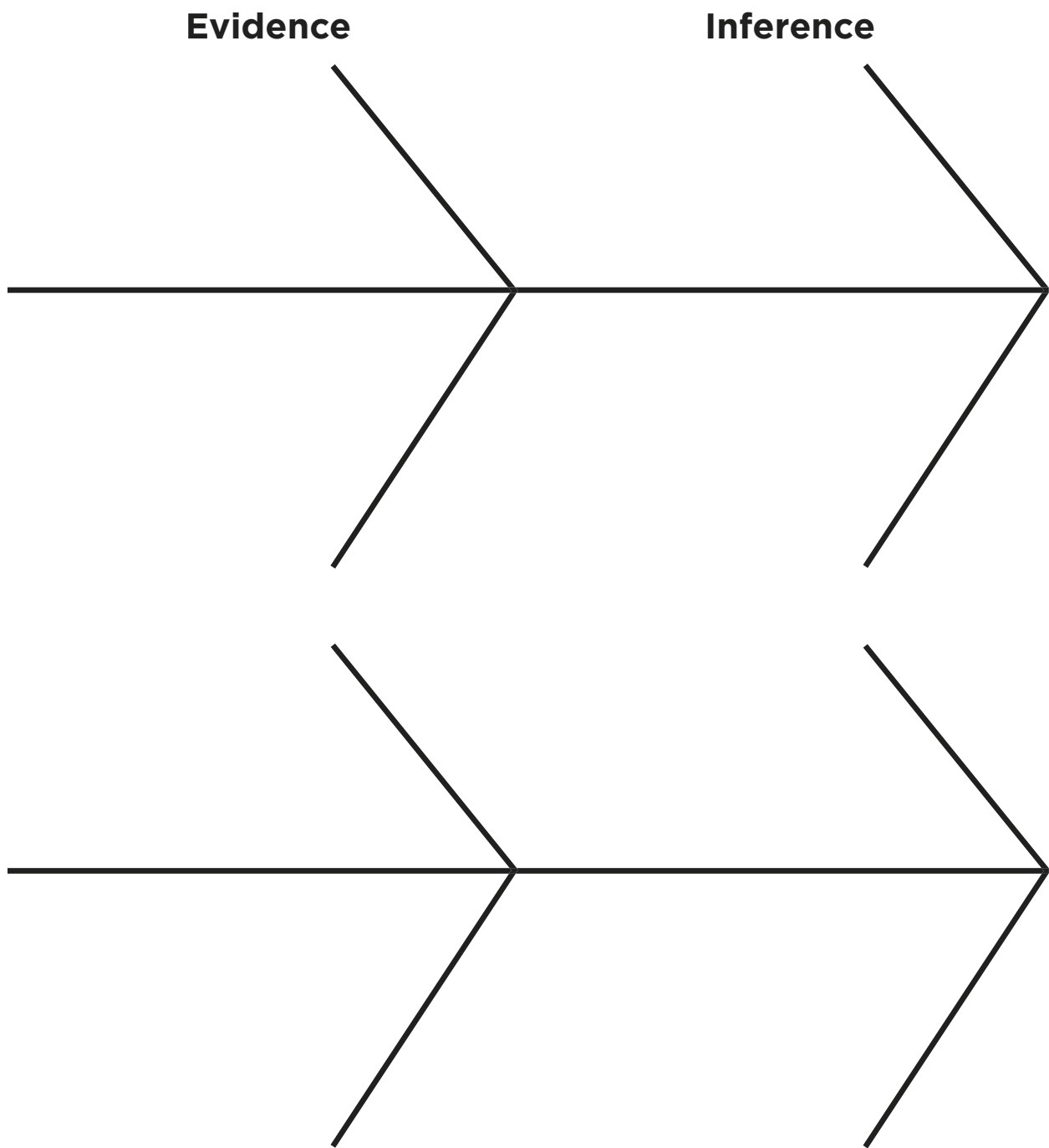
Example:

exclaim [ek sklām´]

1. concerns _____
2. delight _____
3. engine _____
4. decide _____
5. glance _____

Name _____

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



Name _____

Read the passage. Then complete the questions.**Pants That Walk!**

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

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

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

4. Why did the science club invent space pants?

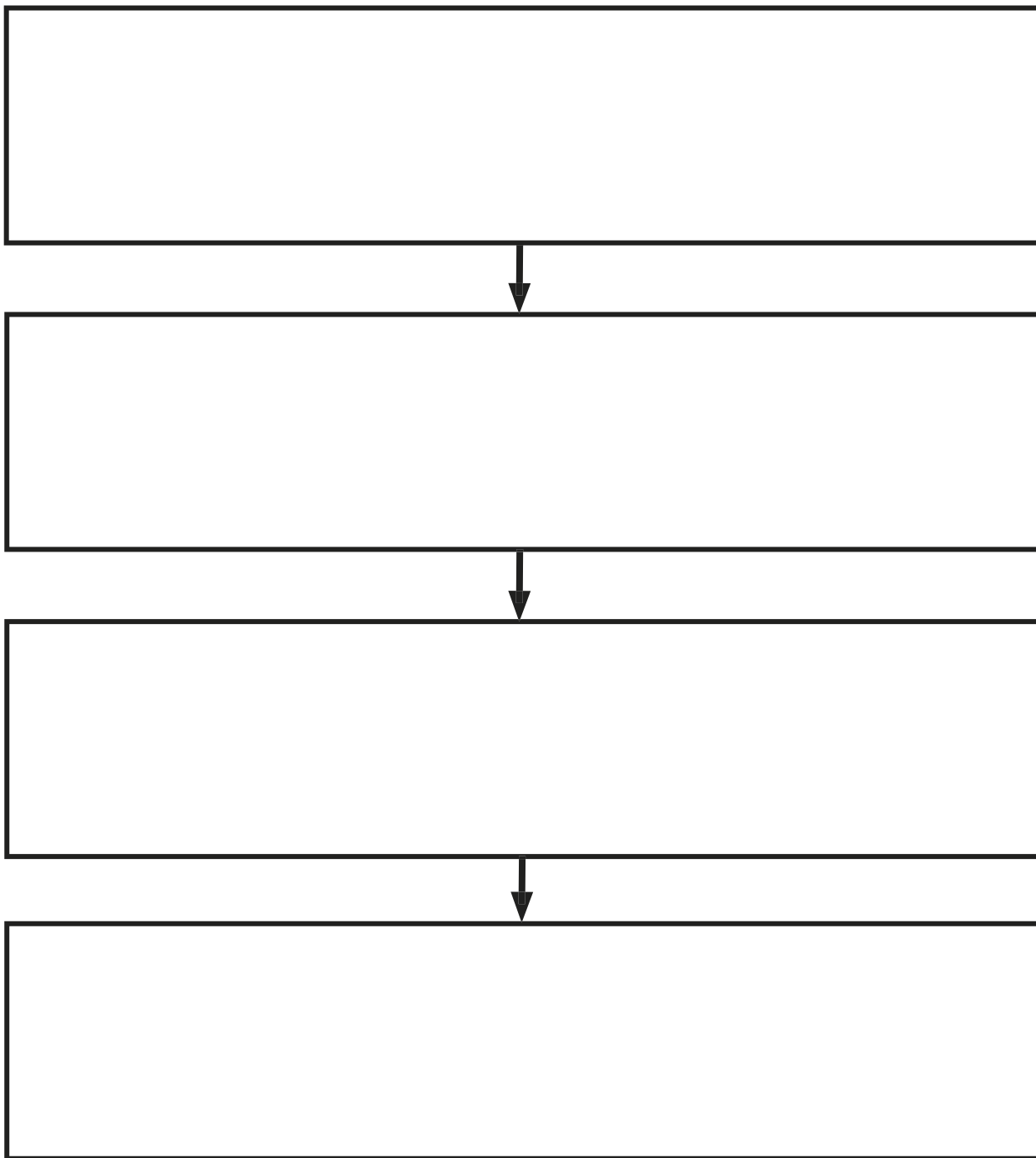
5. People who fly planes are _____.
citizens fathers pilots

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



Name _____

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



Name _____

Read the passage. Then complete the questions.**Cleaning Up**

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

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

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

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

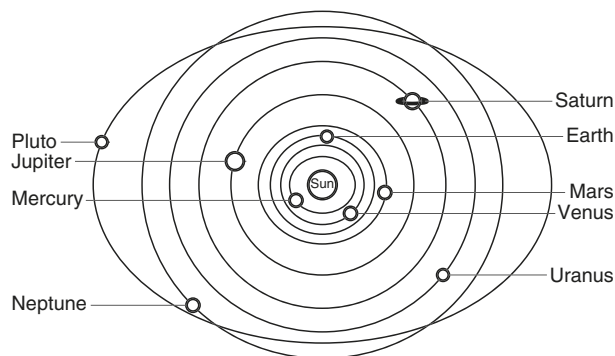
Name _____

Read the passage. Then complete the questions.**A Space Trip**

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

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

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



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

Name _____

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

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

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

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

Name _____

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

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

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

Example:

one who teaches

teacher

1. one who directs _____
2. one who sings _____
3. one who washes dishes _____
4. one who paints _____
5. one who makes matches _____

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

1. The _____ made sure there were plenty of clean glasses.
2. The man who teaches our art class is also a _____.
3. Lots of people sing, but Charlie is the best _____ I know.
4. Someone who tries to put people together is a _____.
5. Terry told everyone what to do. She was a great _____.

Name _____

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

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

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

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

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

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

Name _____

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

Important Information	Generalization

Name _____

Read the passage. Then complete the questions.**Picking up the Pieces**

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

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

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

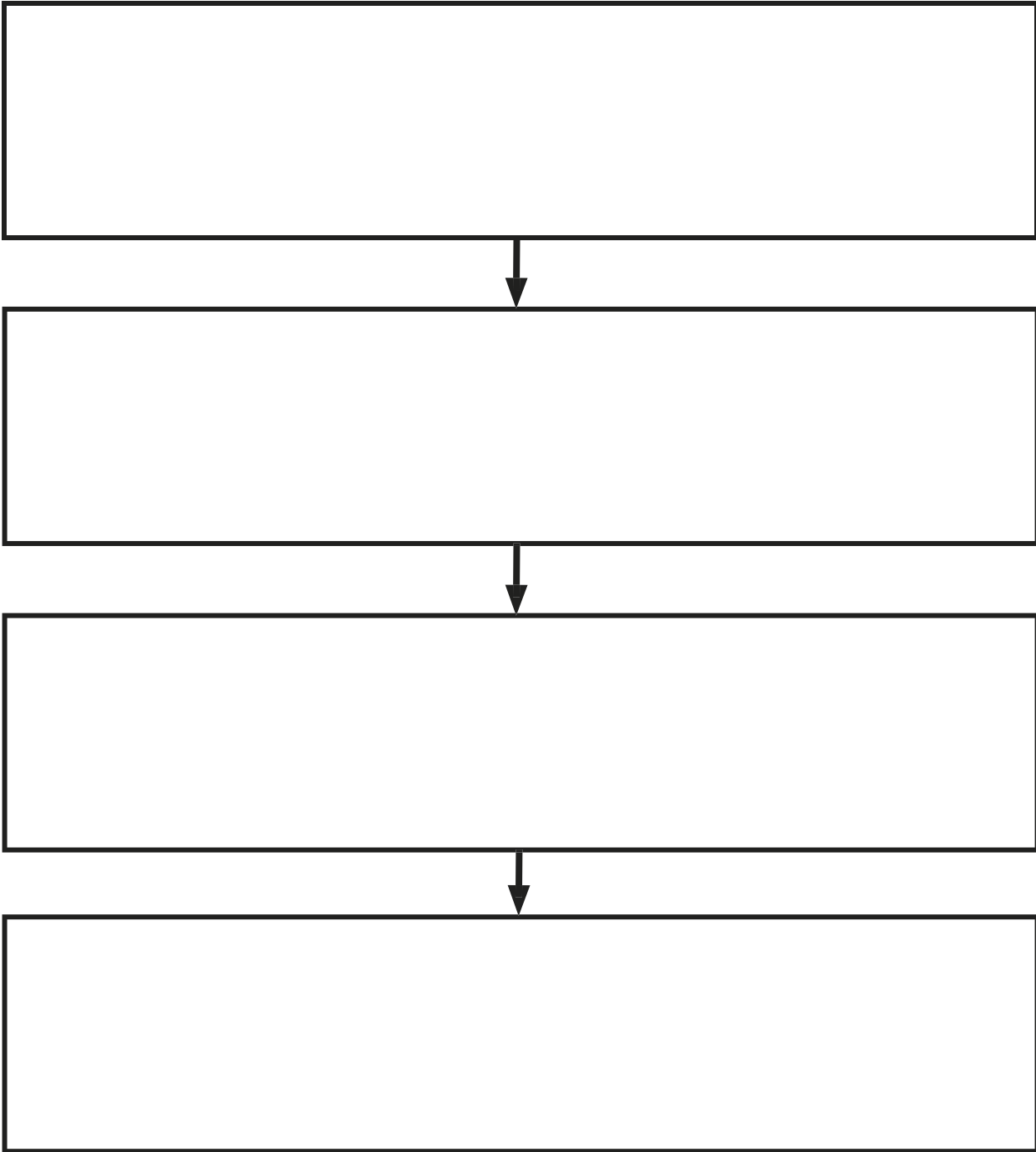
4. What generalization can you make about assisting in a hurricane?

5. _____ means to keep something safe.
explore prevent protect



Name _____

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



Name _____

The long o sound can be spelled o, oa, ow, and oe. Examples are *focus*, *goat*, *fellow*, and *toe*.

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

- | | | | | |
|---------|------------|------|------|--------|
| oatmeal | photograph | snow | loan | moan |
| program | yellow | goes | tow | window |

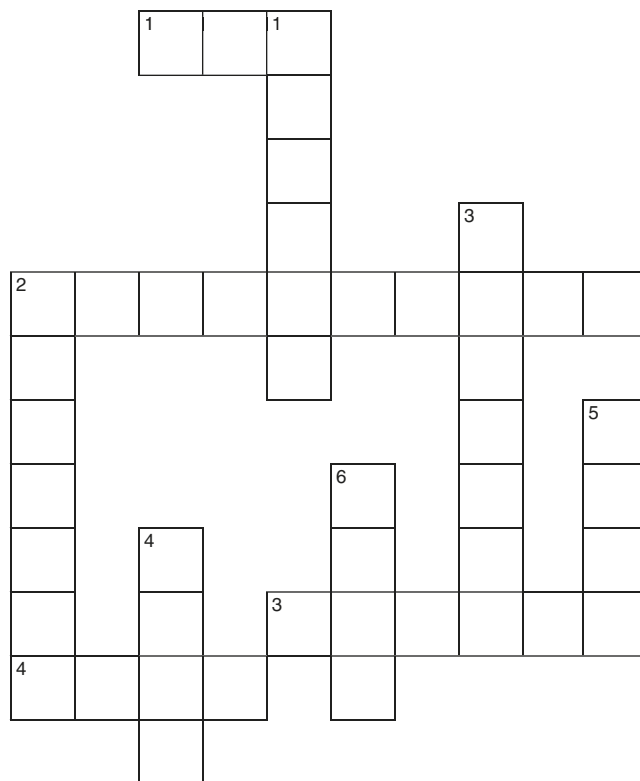
B. Read the clues. Then use the words from Part A to complete the puzzle.

Across

- The truck came to __ the car.
- Moe always took at least one family __.
- The bananas were golden __.
- Bo heard me __ in pain.

Down

- She glanced out the __.
- The TV __ was on after we went to bed.
- Tim loves to eat __.
- Was that __ for five dollars?
- The __ was two feet deep!
- My mom __ to the grocery store every Tuesday.



Name _____

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

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

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

- Winning is not everything. _____
- Joe would not want to leave. _____
- I do not wish to go. _____
- She has not taken out a loan. _____
- Leah does not want a new stove. _____

Name _____

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

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

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

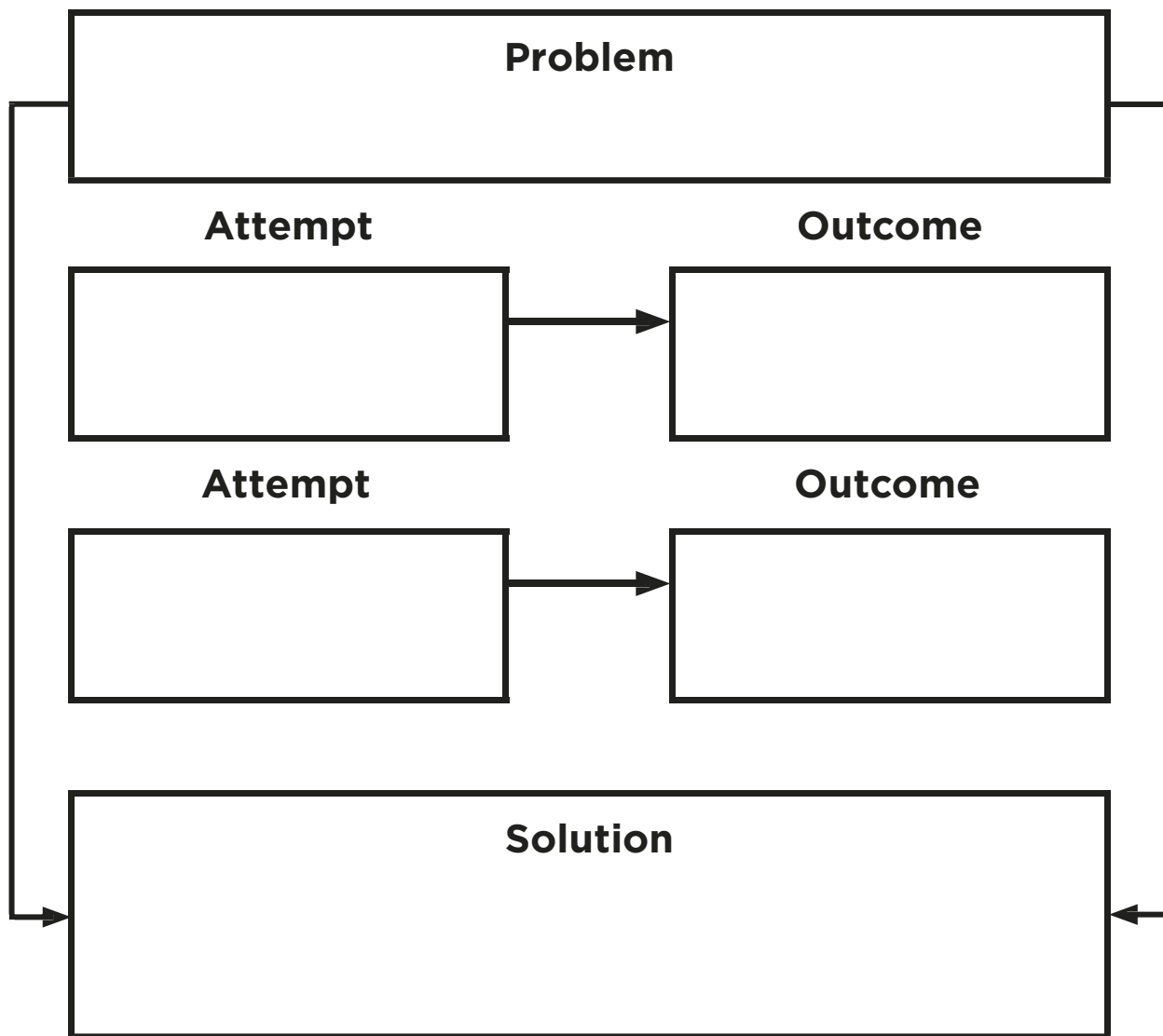
- a. making a meal for 100 people b. opening a door

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

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

Name _____

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



Name _____

Read the passage. Then complete the questions.**Table Manners**

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

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

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

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

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

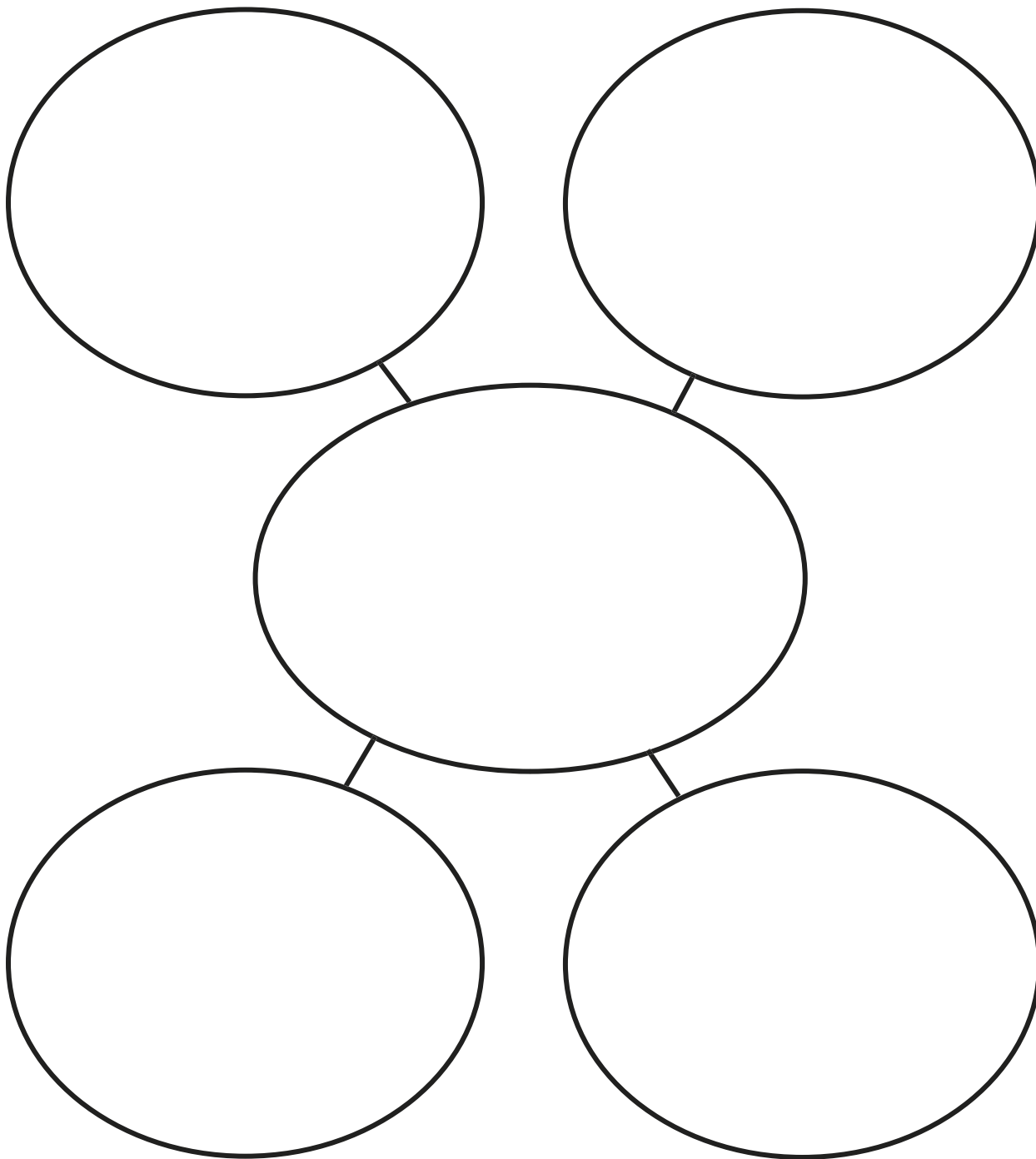
4. How did the king help Toby?

5. _____ means "nice and showing respect."
Polite Rude Fetch



Name _____

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



Name _____

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

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

clown round yowl crowd cloud
ground town found outfit mouse

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

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

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

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

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

$\frac{\quad}{4}$ o $\frac{\quad}{4}$, l i $\frac{\quad}{1}$ e, i $\frac{\quad}{3}$ $\frac{\quad}{2}$ o o d!

Name _____

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

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

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

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

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

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



Name _____

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

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

1. He walked
- slowly**
- .

slow + _____ = slowly

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

_____ + _____ = delightful

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

glad + _____ = _____

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

hope + _____ = _____

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

polite + _____ = _____

B. Write two sentences about a snowy day. Use the word *delightful* in one sentence. Use the word *slowly* in the other.

1. _____

2. _____

Name _____

scours famous results rescues drift foundation

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

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

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

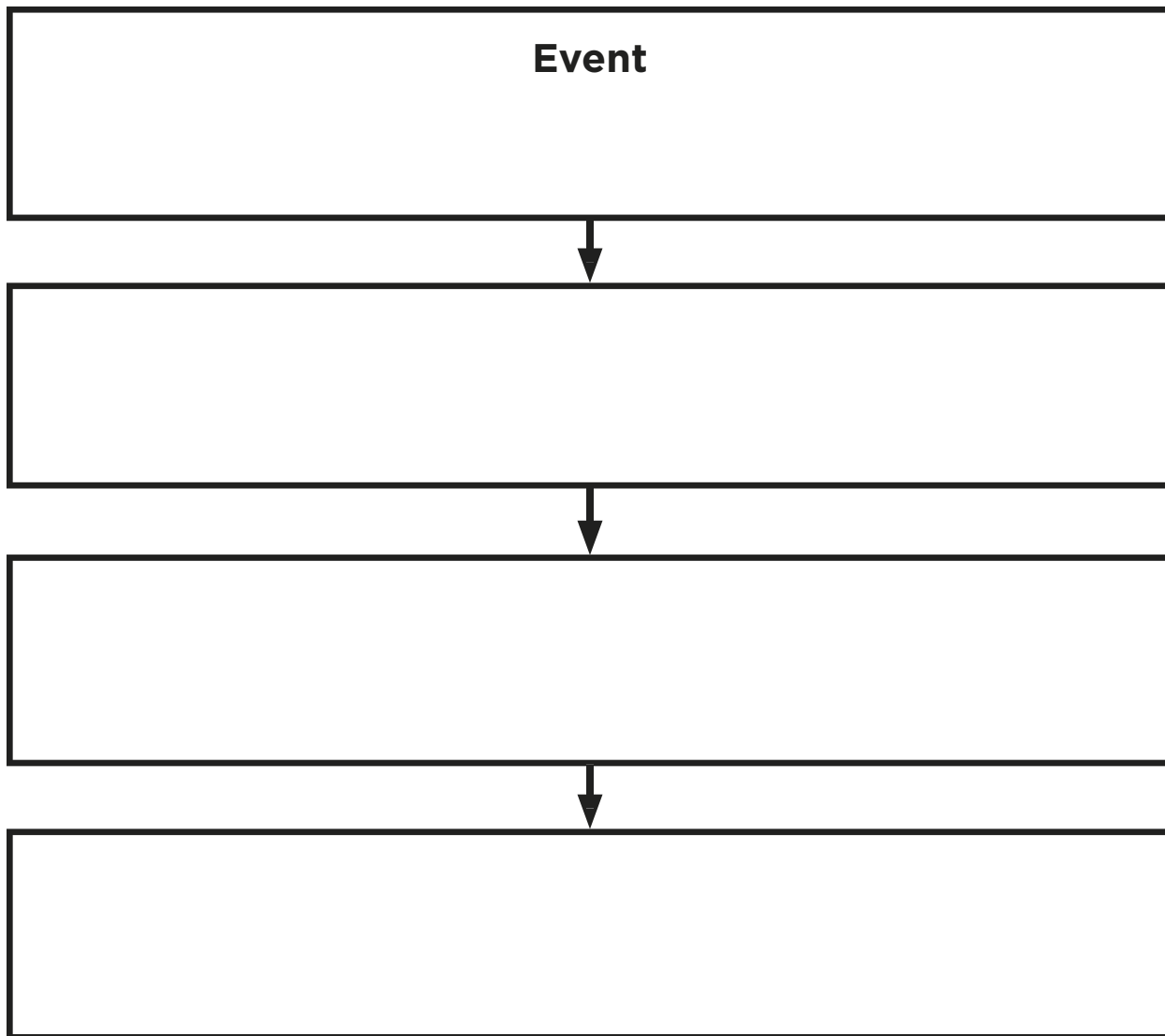
B. Vocabulary Strategy: Thesaurus/Dictionary The words and phrases in the box were listed in a thesaurus as synonyms for the bold-faced words. Use the words in the box to answer the questions.

find bashful often shy many times

1. What are two synonyms for **timid**? _____
2. What is another word that means **locate**? _____
3. What are two synonyms for **frequently**? _____

Name _____

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



Name _____

Read the passage. Then complete the questions.**The Barry Foundation**

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

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

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

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

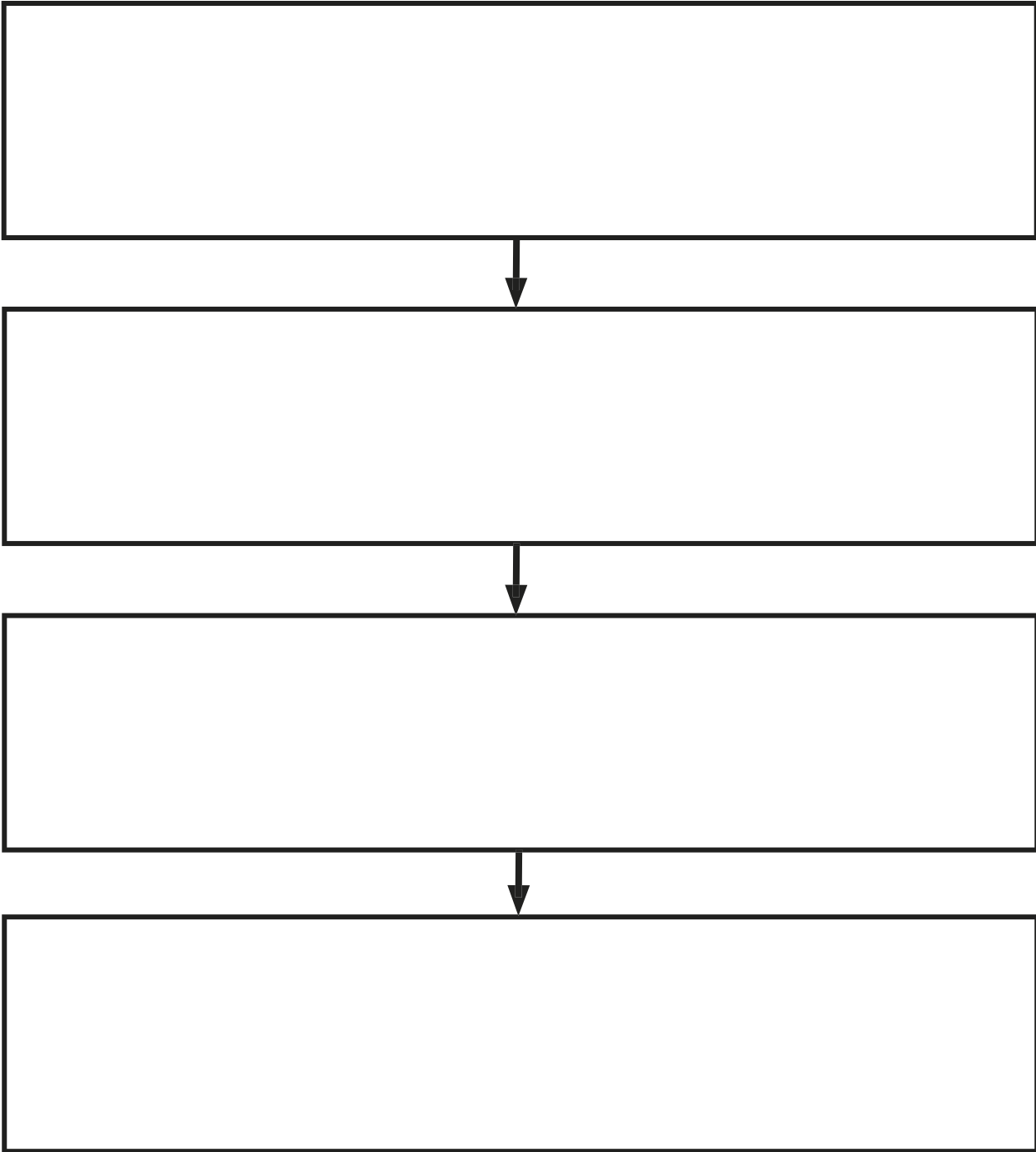
5. _____ means "well-known."

Drift Strange Famous



Name _____

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



Name _____

Read the passage. Then complete the questions.

This
is a clue
word.

Lending a Hand

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

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

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

Name _____

Read the passage. Then complete the questions.**The Princess's Party**

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

This
states a
problem.

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

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

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

3. What was the solution to the second problem?

Name _____

Read the passage. Then complete the questions.

Ready to Run!

This
is a
signal
word.

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



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

Name _____

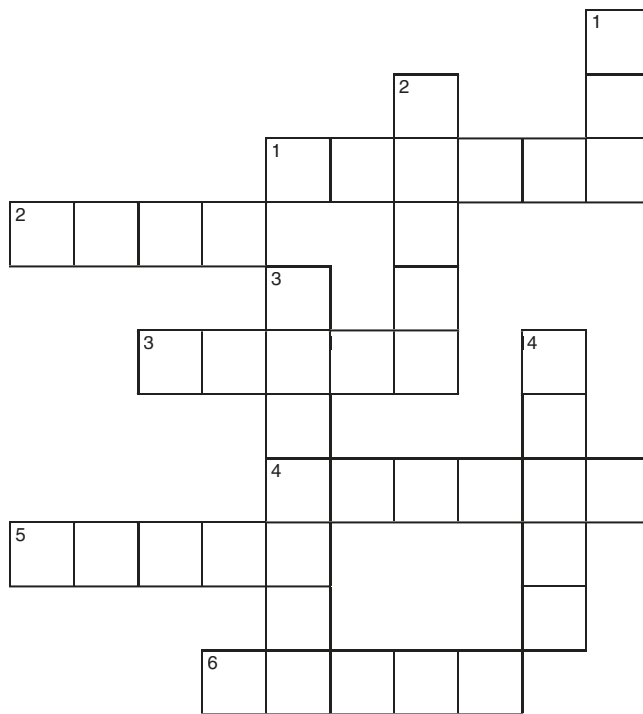
A. In the words below, underline any inflectional endings, such as -es and -ed; circle any suffixes; and draw a box around any letters that make the same vowel sound as in *loud* and *cow*.

- | | | | | |
|--------|---------|-------|--------|-------|
| chases | sound | coach | agent | brown |
| cent | pitcher | tried | slowly | spy |

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

Across

1. Move ___ to be safe.
2. Ann didn't want to spend a ___.
3. She ___ over and over and finally got it!
4. The dog always ___ the cat.
5. The ___ helped me play better.
6. The dog was black and ___.



Down

1. The ___ knows some secrets.
2. That was a loud ___.
3. The ___ on the red team was really good.
4. My uncle has an ___ because he is an actor.

Name _____

The **vowel** sound /ü/ in *boot*, *glue*, and *threw* makes the same sound as the *u* in *flute*.

A. Underline the letters that make the /ü/ sound in the words below.

raccoon threw clues spool
true noodles blue blew

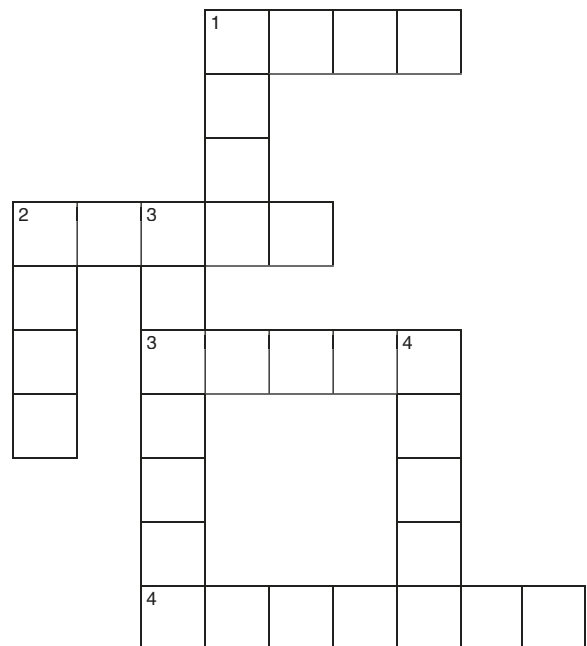
B. Read the clues. Then read the words above to complete the sentences and the puzzle.

Across

- The wind __ several leaves off the elm tree.
- Nate __ the ball across the field to Frances.
- We found many __ that might help us solve the mystery.
- They had __ with cheese for lunch.

Down

- It was cloudy all last week, but today the sky is bright __.
- Dan never told a lie, so I knew his story was __.
- The __ has a bushy tail.
- Kim needed a __ of thread.



Name _____

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

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

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Compound words are words made up of two smaller words.**A. Draw a line to match each pair of words to form a compound word.**

class	dream
tooth	hive
day	room
back	seat
bee	brush

B. Read each sentence. Write the two words that make each compound word.1. I keep many books on a shelf in my **bedroom**.

_____ + _____

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

_____ + _____

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

_____ + _____

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

_____ + _____

Name _____

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

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

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

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

Name _____

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

Characters	Setting	Plot

Name _____

Read the passage. Then complete the questions.**Cloud Chaser's Journey**

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

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

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

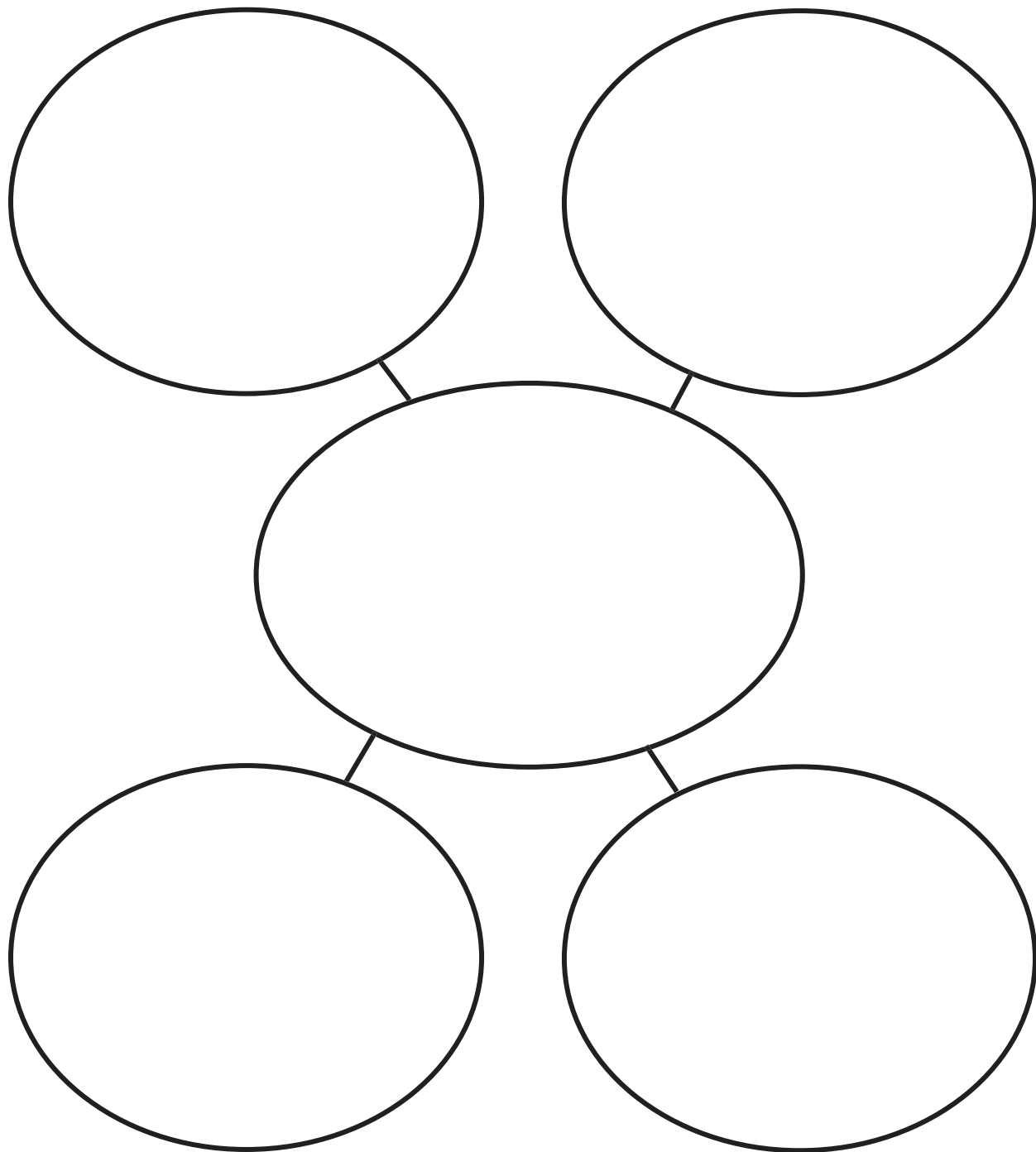
4. What does Cloud Chaser decide at the end of the story?

5. _____ means give.
jar bestow approached



Name _____

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



Name _____

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

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

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

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

Name _____

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

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

fast + _____ = **faster**

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

_____ - _____ + _____ = **happiest**

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

_____ + _____ = **lighter**

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

_____ + _____ = _____

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

_____ - _____ + _____ = _____

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

1. _____

2. _____

Name _____

several target active research perform curiosity

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

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

B. Vocabulary Strategy: Dictionary Use the dictionary entry to answer the questions.1. What is the origin of **target**?

2. What part of speech is **target**?

3. How many syllables are in **target**?

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

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

Name _____

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

What I Know	Text Evidence	Conclusions

Name _____

Read the passage. Then complete the questions.**The Secret to Success**

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

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

“What should I do?” asked Carlos.

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

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

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

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

5. _____ means something to aim for.
target several active



Name _____

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

Name _____

Read the passage. Then complete the questions.

The Rain Feast

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

This detail helps you identify a major plot event.

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

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

Name _____

Read the passage. Then complete the questions.

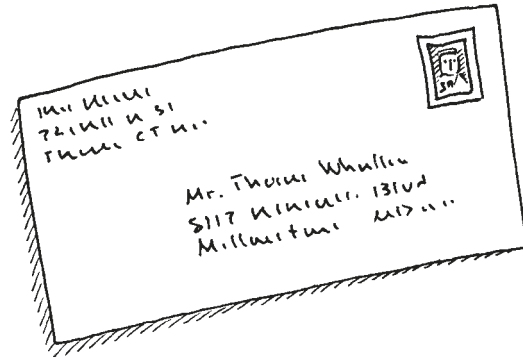
The Letter

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

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

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

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



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

Name _____

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

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

current term urgent circus concern
perfume world birth burned surf

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

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

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

- I am learning how to _____ in the sea.
- Not everyone in the _____ was a clown.
- When Ben's mother saw the cut, her face showed _____.
- The candle _____ all night.

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

_____ t _____ p _____ f _____ t!
 2 3 4 1 3 4 1 4 2

Name _____

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____




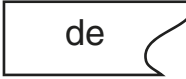

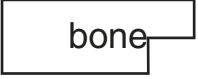


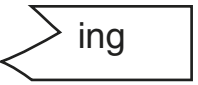
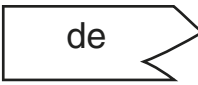
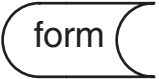

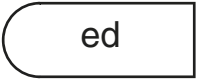
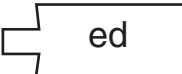

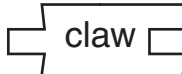


Name _____

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

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

Example:

				<u>defrosted</u>
1.				_____
2.				_____
3.				_____
4.				_____
5.				_____

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

1. We had our cat _____ .
2. The meat was _____ in the refrigerator.
3. After it broke, the clay horse was _____.
4. They had to _____ the fish before they cooked it.
5. They stopped a plot to _____ the king.

Name _____

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

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

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

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

Name _____

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

Cause	→	Effect
	→	
	→	
	→	
	→	

Name _____

Read the passage. Then complete the questions.

The Power Plant

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

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

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

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

5. A _____ is a supply or the origin of something.
source layer turbine



Name _____

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

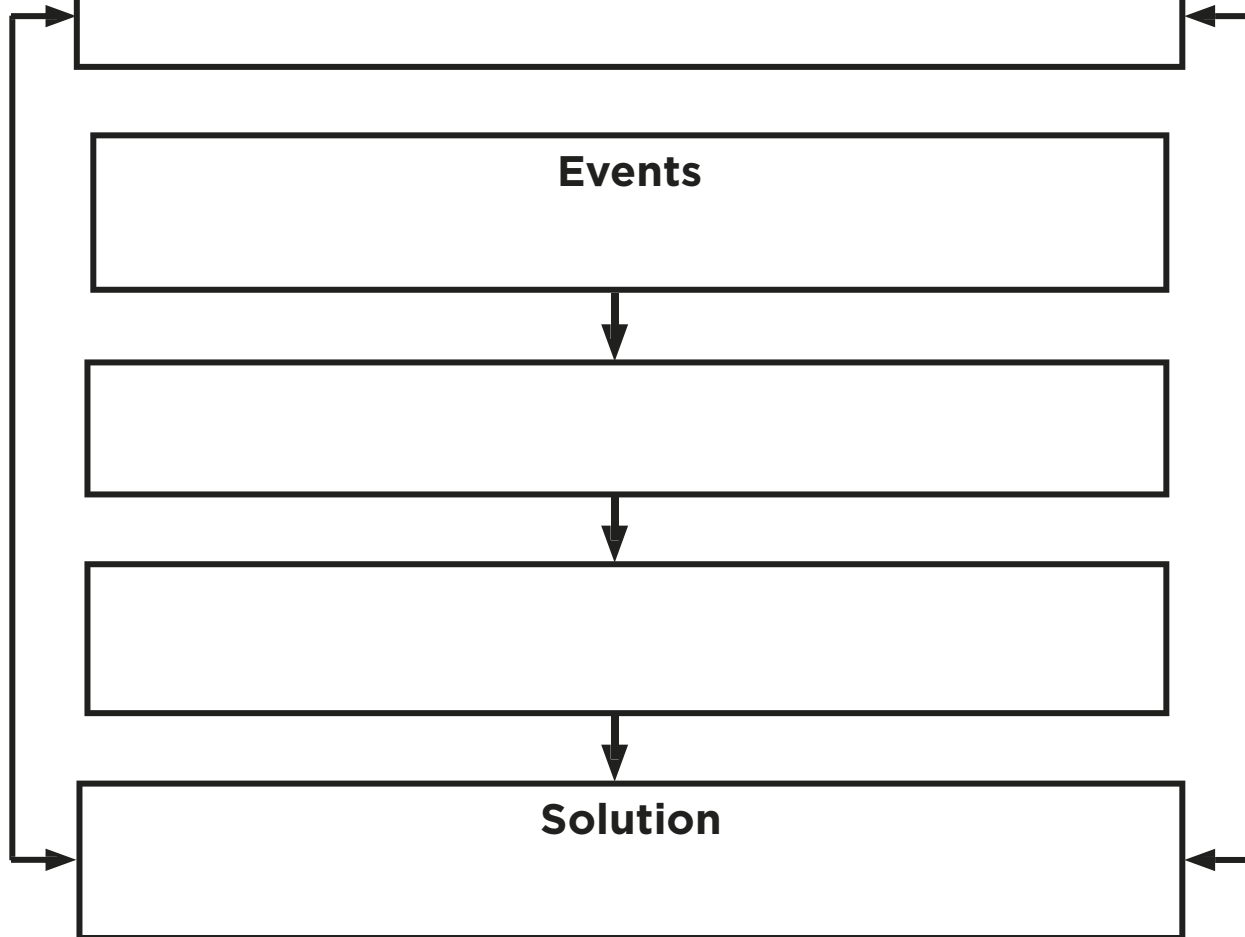
Characters

Setting

Problem

Events

Solution



Name _____

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

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

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

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

Name _____

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

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

regret + t + _____ = **regrettable**

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

_____ + _____ = **washable**

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

_____ - _____ + _____ = **likable**

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

_____ - _____ + _____ = _____

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

_____ - _____ + _____ = _____

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

1. _____

2. _____

Name _____

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

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

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

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

Name _____

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



Summary

Name _____

Read the passage. Then complete the questions.**Jamestown**

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

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

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

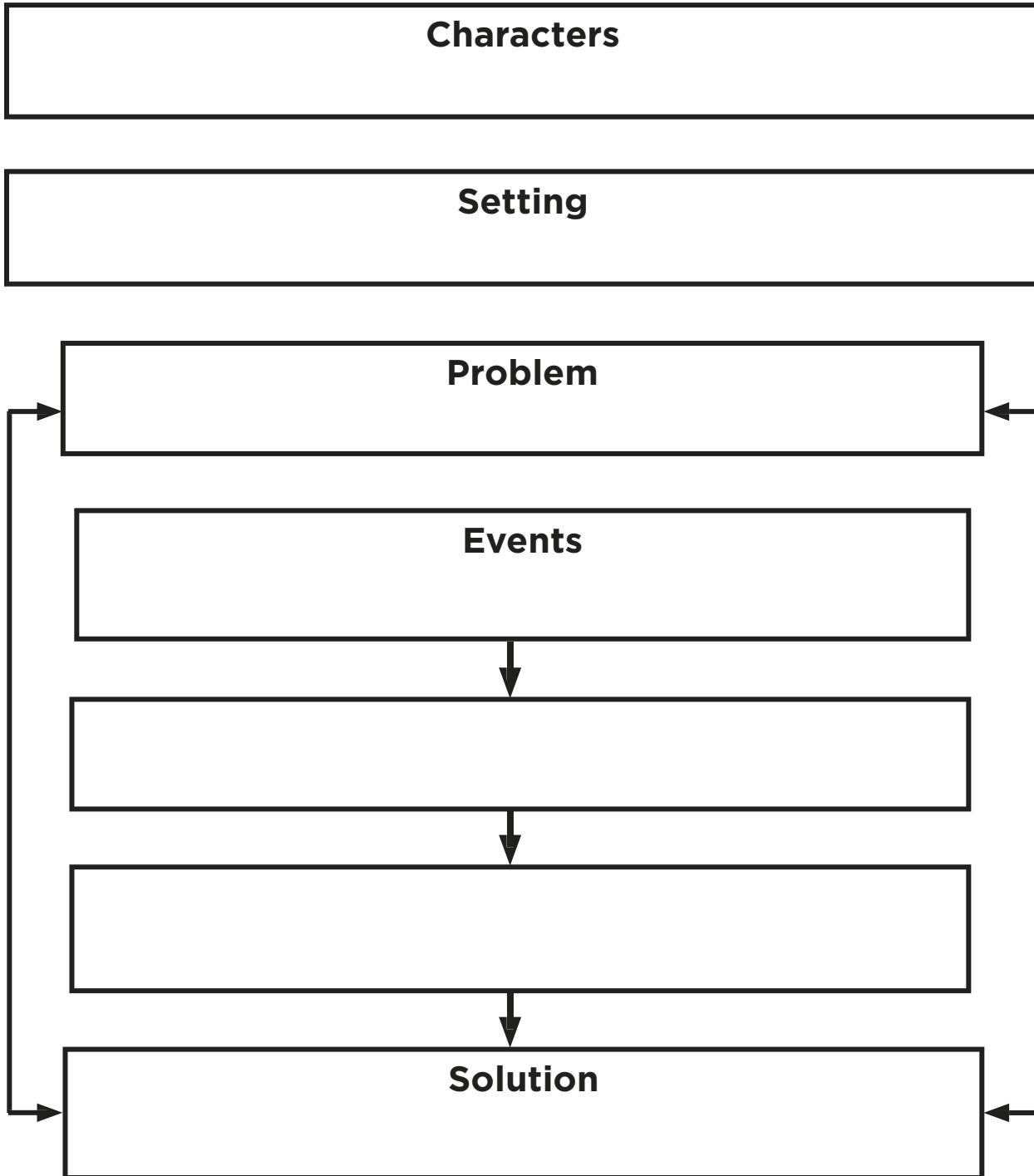
4. How was life hard for people in Jamestown?

5. _____ means to help.
surround support enjoy



Name _____

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



Name _____

Sometimes a word has a letter that is silent. Examples are knee, wrap, gnat, and lamb.

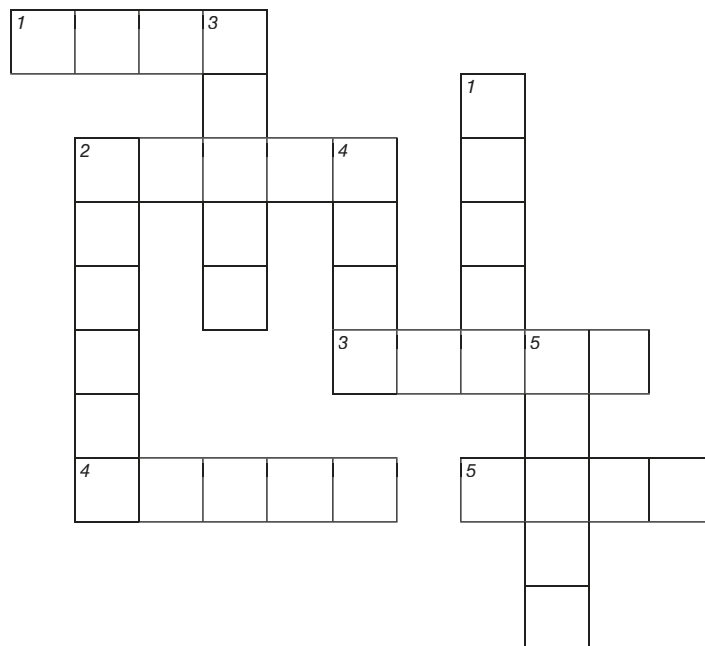
A. Underline the silent consonants in the words below.

knight knock wreck wrong write
climb gnaw know thumb sign

B. Read the clues. Then use the words from part A to complete the sentences and solve the puzzle.

Across

- We watched our dog _ on a bone.
- The mailman had to _.
- That was a horrible car _.
- She broke her _ trying to catch a baseball.
- Don't _ your name yet.



Down

- Kristen loves to _ in her journal.
- The _ left the castle to save the kingdom.
- Clive made a _ turn.
- What do you _ about rocks?
- Watch me _ that tree.

Name _____

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

Nick Wright

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

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

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

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

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

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

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

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

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

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



Name _____

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

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

Example:

travel

trav/el

1. kitten _____
2. tunnel _____
3. jungle _____
4. towel _____
5. total _____

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

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

Name _____

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

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

6. Which would you rather **memorize**? Tell why on the lines below.
- a. all your vocabulary words b. all the textbooks in the world

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

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

Name _____

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

Text Clues	Conclusion

Name _____

Read the passage. Then complete the questions.

Wright Writes a Play

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

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

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

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

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

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

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

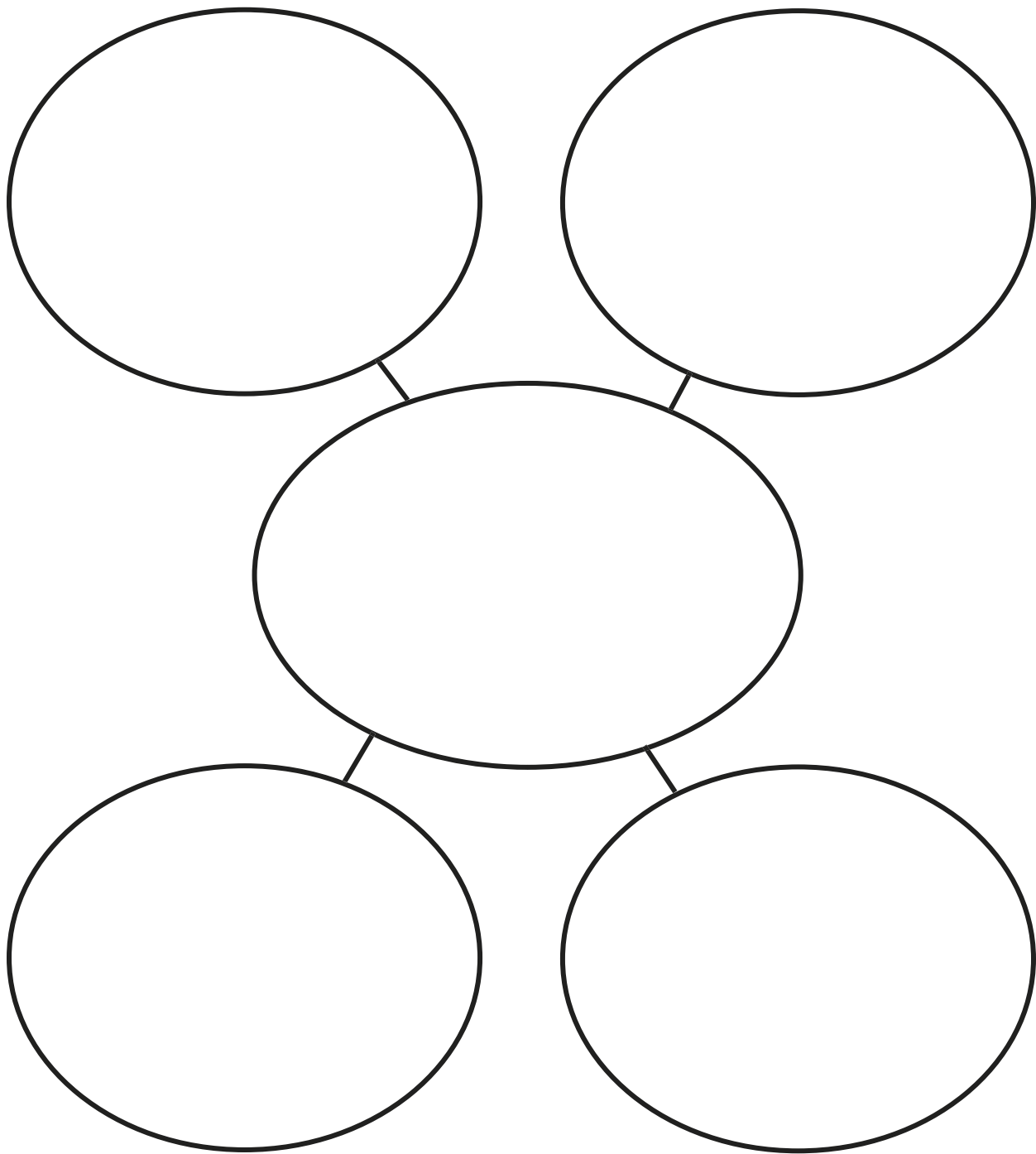
4. Why does Nick want to play the main character?

5. _____ means to calm down.
relax imagine doubt



Name _____

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



Name _____

Read the passage. Then complete the questions.

Keep Your Energy Up!

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

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

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

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

Name _____

Read the passage. Then complete the questions.

Tools of the Trade

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

Summarizing each paragraph will help you summarize the passage.

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

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

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

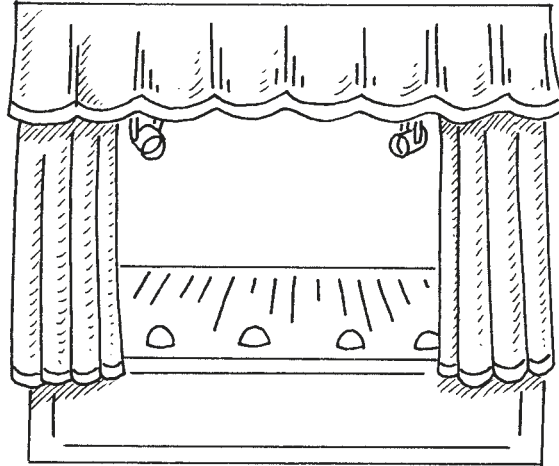
Name _____

Read the passage. Then complete the questions.

A Day at the Theater

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

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



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

Name _____

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

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

Name _____

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

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

boiled coins noise boys toys
royal destroy annoyed point moist

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

d	r	e	b	o	y	s	t	t
b	o	i	l	e	d	r	o	o
c	y	d	e	s	t	r	o	y
o	a	v	p	s	t	a	s	s
i	l	b	o	p	l	w	y	s
n	a	w	i	n	o	i	s	e
s	n	a	n	n	o	y	e	d
w	d	h	t	m	o	i	s	t

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

1. She _____ an egg.
2. Mom was _____ at what the newspaper said.
3. The princess was part of the _____ family.
4. There were a lot of different _____ to play with in his room.

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

Don't let rain _____ I _____ having a fun day!

1 2 3 4

Name _____

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

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

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



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

Name _____

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

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

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

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

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

_____ + **flict** = _____

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

_____ + _____ = **compete**

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

_____ + **pare** = _____

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

_____ + _____ + **ed** = **connected**

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

1. _____

2. _____

Name _____

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

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

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

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

Write the vocabulary word that best completes each sentence.

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

Name _____

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

Clues	Author’s Purpose

Name _____

Read the passage. Then complete the questions.**Jackie's First Day**

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

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

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

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

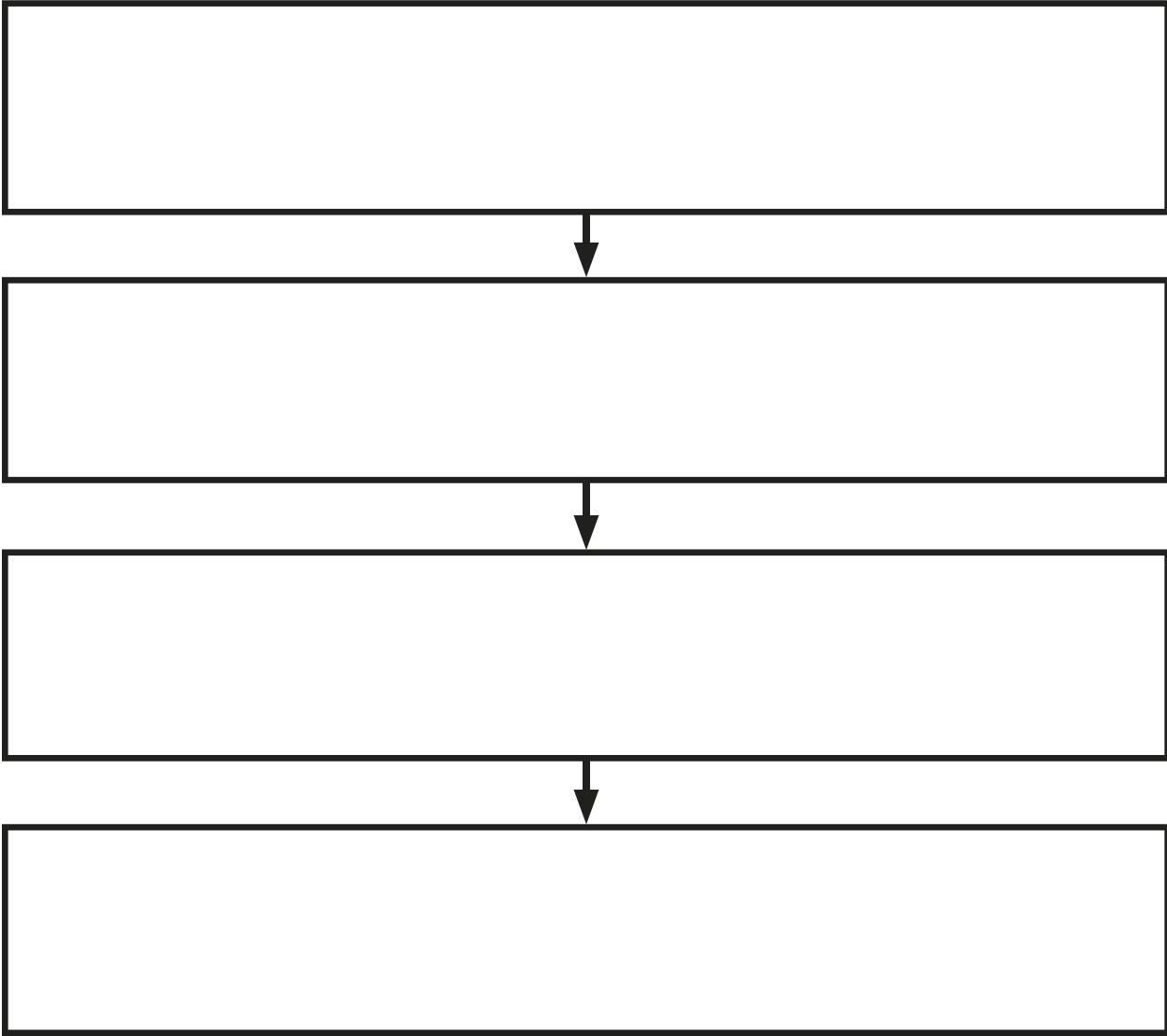
4. What is the purpose of the second paragraph?

5. _____ means to stay away from.
spoil avoid enjoy



Name _____

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



Name _____

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

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

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

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

Name _____

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Compound words are made by joining two words together.

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

1.	dresser	grass	_____
2.	thunder	under	_____
3.	hopper	hair	_____
4.	ground	storm	_____
5.	snake	out	_____
6.	number	rattle	_____

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

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

Name _____

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

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

6. Which might be part of your camping **gear**? Explain on the lines below.
- a. a backpack b. a bear

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

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

Name _____

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

Fact	Opinion

Name _____

Read the passage. Then complete the questions.**Cousteau's Fight**

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

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

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

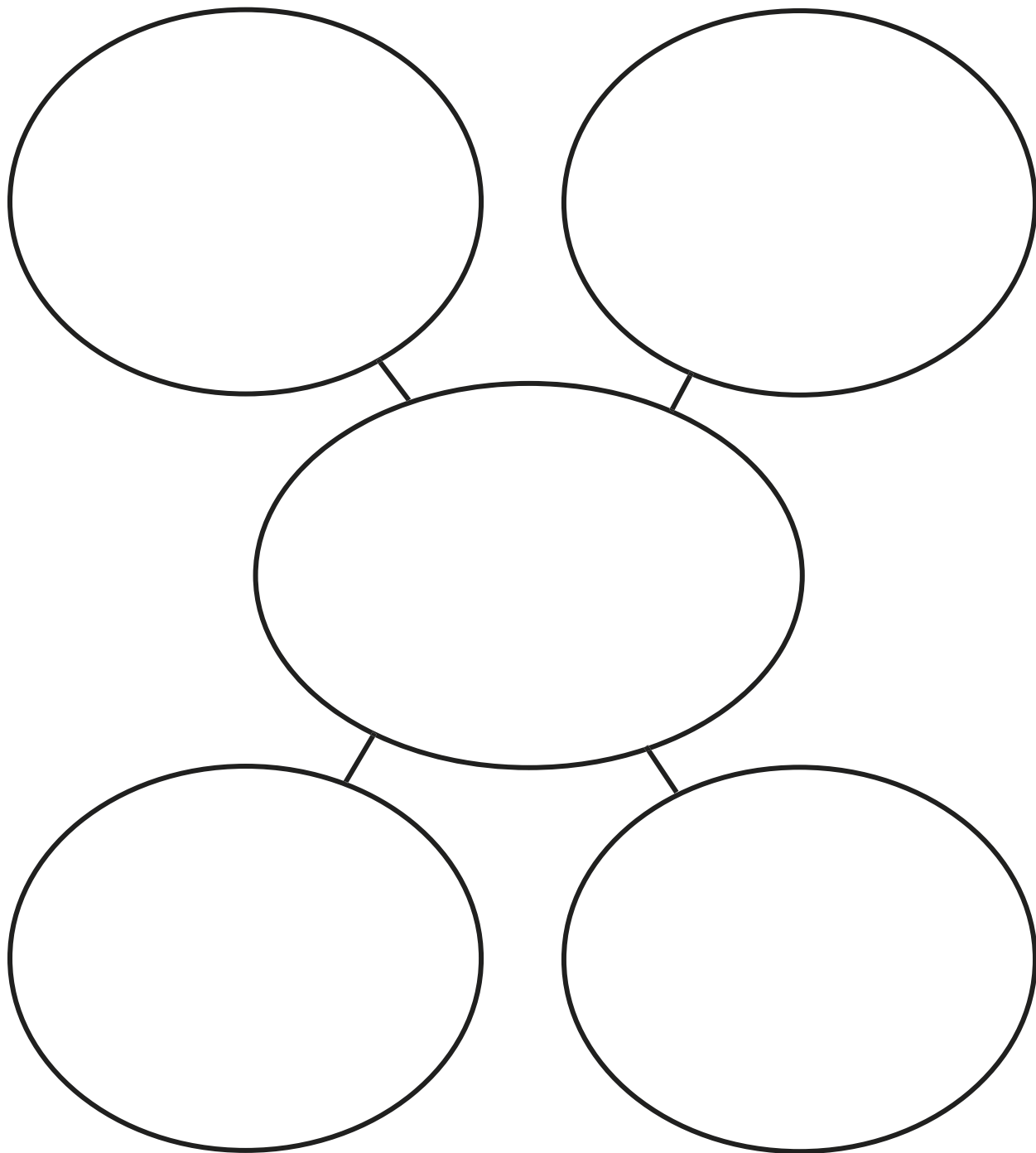
4. "The films shocked everyone who watched them." Is this sentence a fact or an opinion?

5. Something that is hard to explain is _____.
mysterious harmful nice



Name _____

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



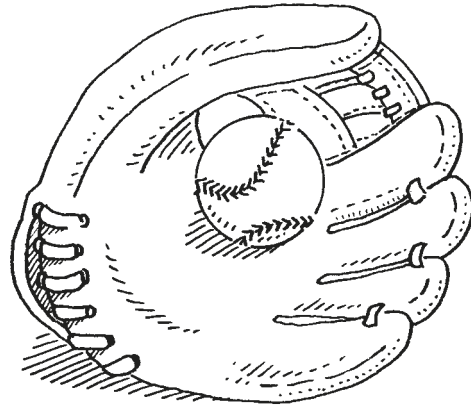
Name _____

Read the passage. Then complete the questions.**Chasing a Dream**

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

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

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



1. What is the author's purpose?

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

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

Name _____

Read the passage. Then complete the questions.**A Call for Help**

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

This word makes the sentence an opinion.

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

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

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

Name _____

Examples of words with the vowel sound /ô/ are *pause*, *saw*, *taught*, *bought* and *tall*.

A. Underline the *au*, *aw*, *augh*, *ough*, and *al* patterns in the words below.

- | | | | | |
|---------|-------|--------|---------|--------|
| fought | shawl | saucer | false | caught |
| because | small | crawl | laundry | walnut |

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

Across

1. Dan ___ a big fish.

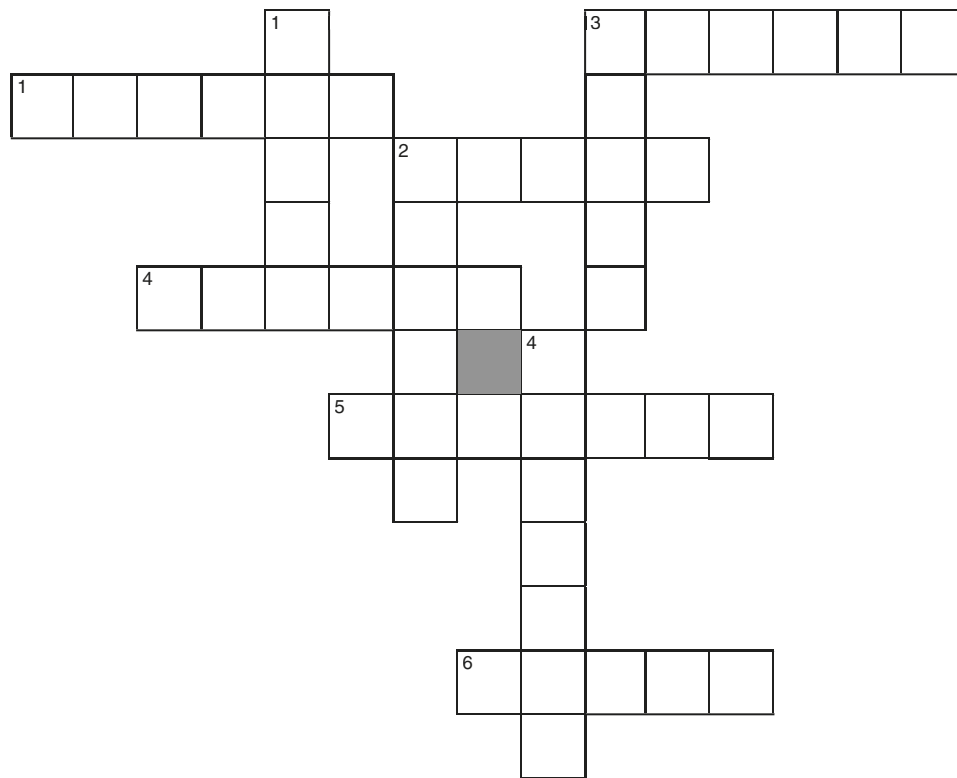
2. She wasn't big. She was ___.

3. We ___ hard to win the game.

4. A ___ is a type of nut.

5. They went ___ they wanted to go.

6. She had to ___ on her knees.



Down

1. She wore a ___ to stay warm.

2. She put the cat's milk in a ___.

3. He said something that was not true. It was ___.

4. The washing machine cleans our ___.

Name _____

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

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

Example:

encourage ment encouragement

- | | | | |
|----|--------|------------|-------|
| 1. | state | ment | _____ |
| 2. | ment | disappoint | _____ |
| 3. | excite | ment | _____ |
| 4. | ment | treat | _____ |
| 5. | ment | ship | _____ |

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

- The doctor gave the man a proper _____ for his cold.
- Laura was going away. She was full of _____.
- The mayor made a _____ about the city's parks.
- Alex hid his _____ when rain ruined the picnic.
- The next _____ will be in on Tuesday.

Name _____

respect freedoms protest awe respond

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

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

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

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

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

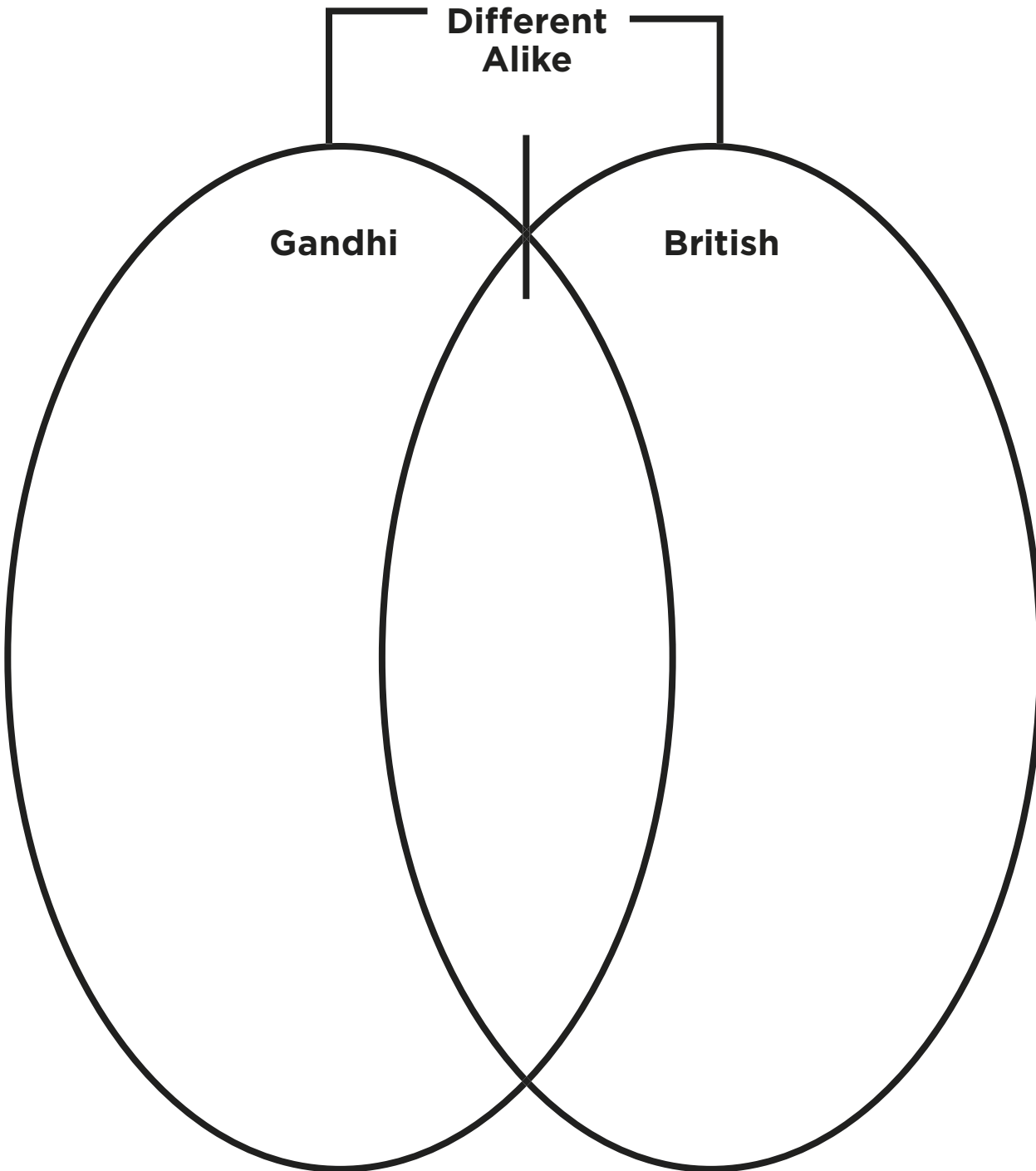
2. What makes the two words in this dictionary entry homographs?

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

Name _____

Comprehension:
Graphic Organizer

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



Name _____

Read the passage. Then complete the questions.**Salt March to Dandi**

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

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

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

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

5. To _____ means to react or to answer.
respond respect force



Name _____

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

What I Know	What I Want to Know	What I Learned

Name _____

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

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

throne scramble street scribble split
straw sprinkle scratch splash strong

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

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

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

- I am not as _____ as my older brother.
- I drive in the _____ with the other cars and trucks.
- Please _____ a little cinnamon on my toast.
- I made a huge _____ in the pool.

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

Extreme _____ can be dangerous!
4 1 3 2 4

Name _____

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

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

Example:

tel ho hotel

1. pi lot _____
2. sent ab _____
3. ver di _____
4. cret se _____
5. fit out _____

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

1. George likes to fly, so he wants to be a _____ one day.
2. Rose wore a new _____ for the art show.
3. Mike didn't feel well, so he was _____ from school again.
4. When you are a _____, you spend a lot of time in the water.
5. Teresa trusted Emma, so she shared her _____ with her.

Name _____

stunt

solo

gearshift

nature

attach

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

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

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

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

Name _____

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

Fact	Opinion

Name _____

Read the passage. Then complete the questions.**BMX Bike Racing**

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

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

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

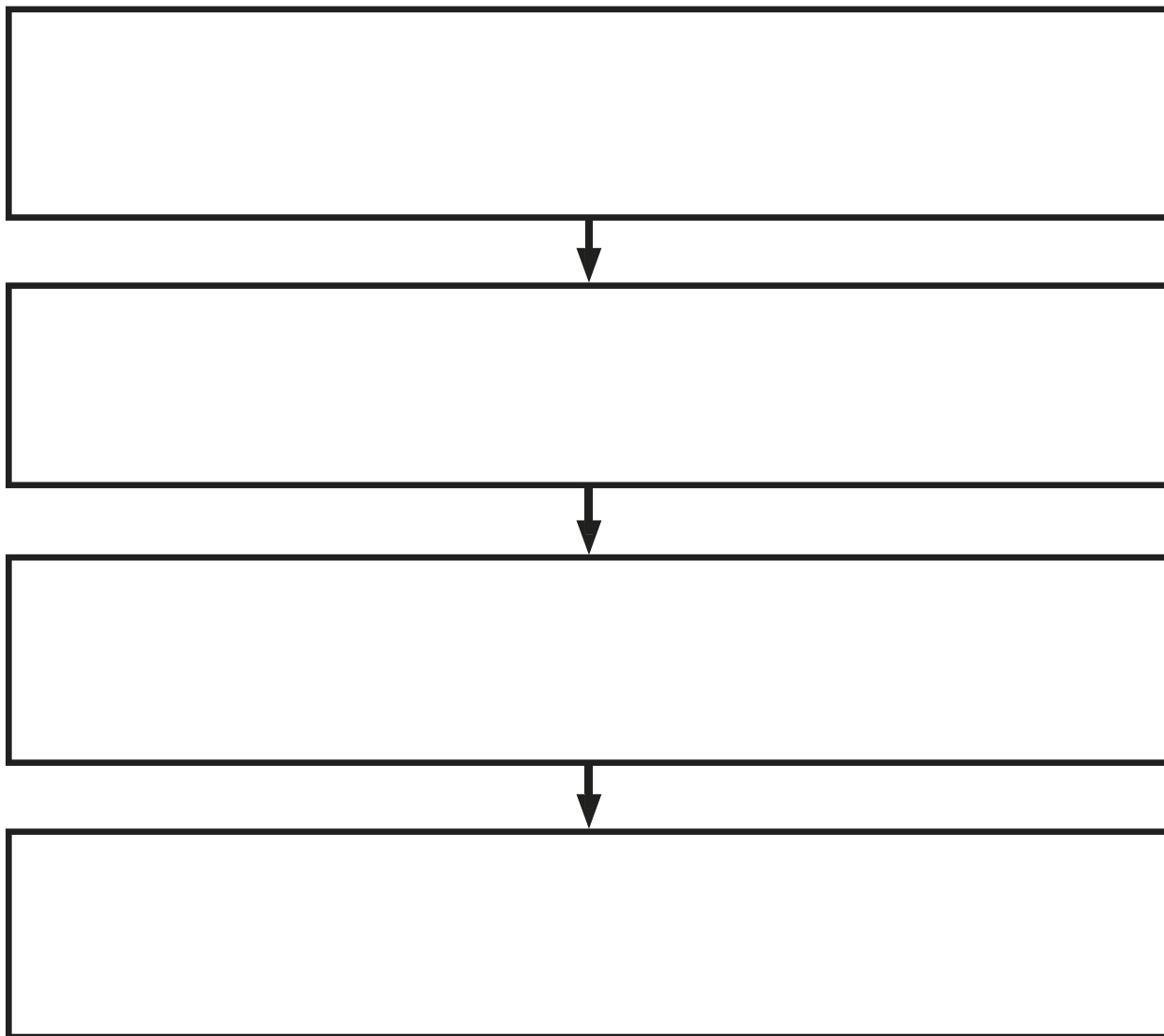
4. "A BMX bike is a bike without a gearshift." Is this sentence a fact or an opinion?

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



Name _____

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



Name _____

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

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

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

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

Name _____

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

Review by Grant Knightley

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

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

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

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



Name _____

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

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

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

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

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

Name _____

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

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

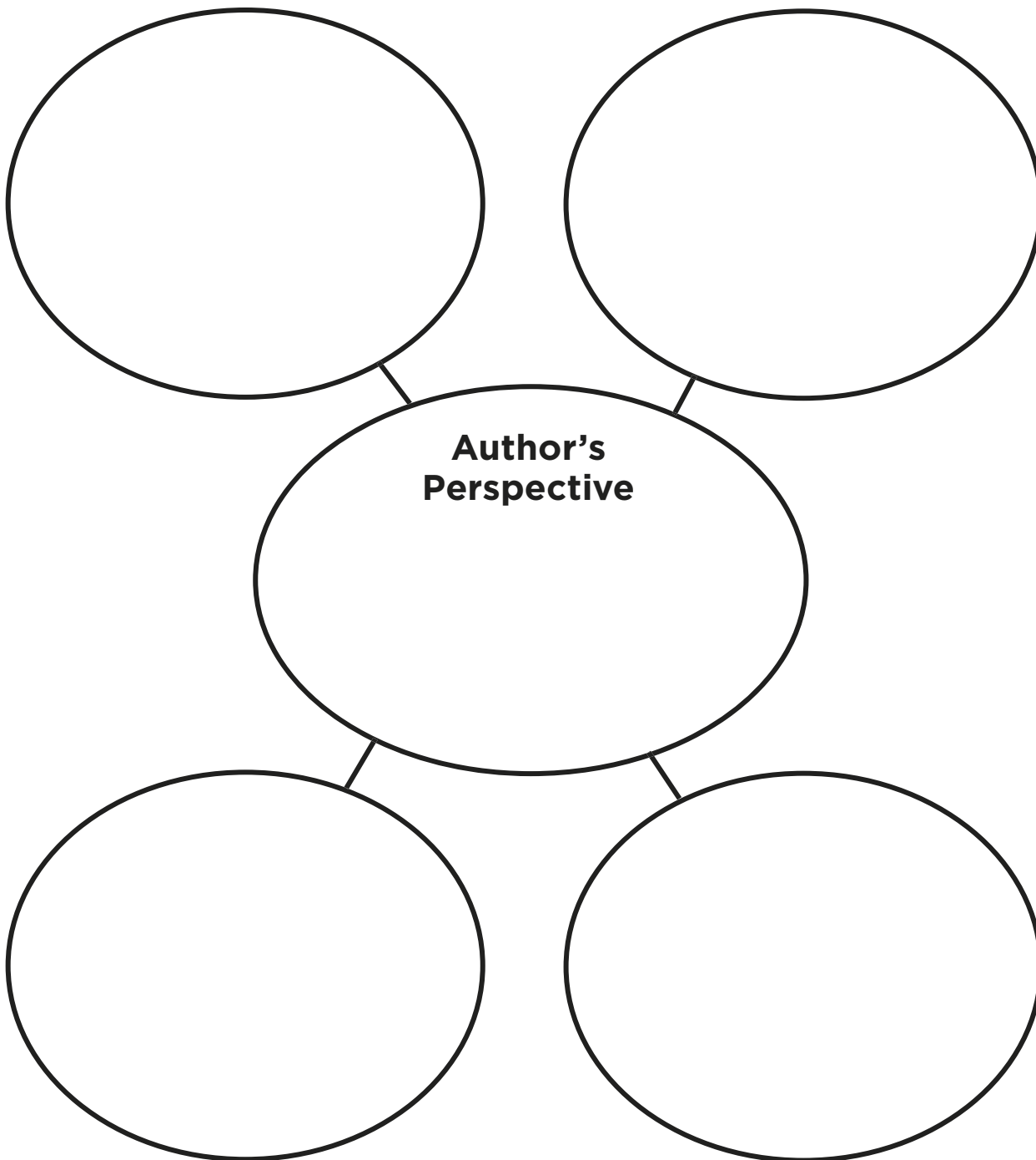
6. Which would have **amused** you more? Tell why on the lines below.
- a. a funny movie b. waiting for a bus

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

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

Name _____

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



Name _____

Read the passage. Then complete the questions.**Ling's Dance Class**

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

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

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

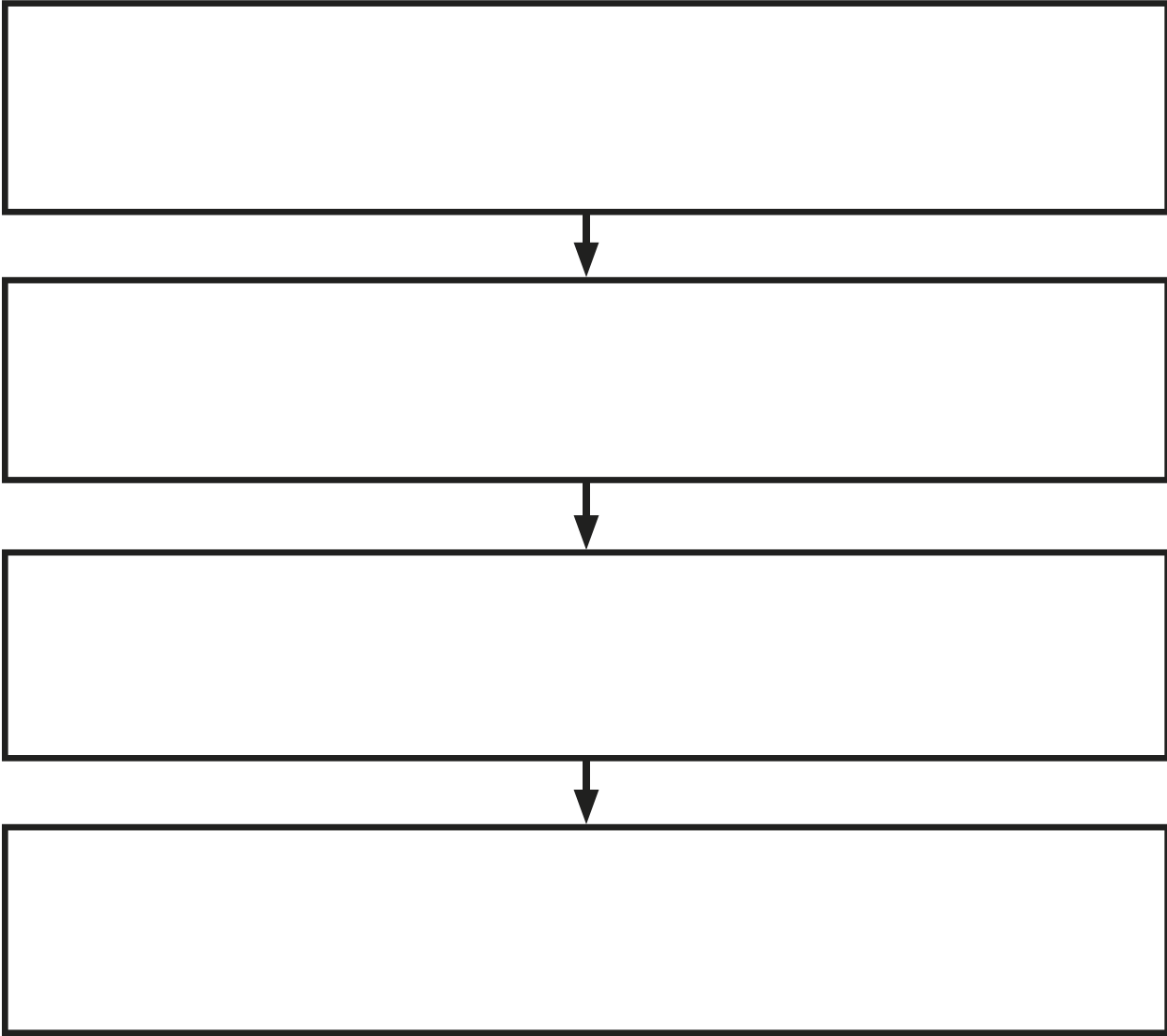
4. What is the author's perspective about learning to dance?

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



Name _____

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



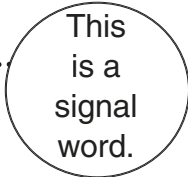
Name _____

Read the passage. Then complete the questions.

A Helping Hand

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

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



This is a signal word.

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

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

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

Name _____

Read the passage. Then complete the questions.**Staying Safe**

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

This statement is an opinion.

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

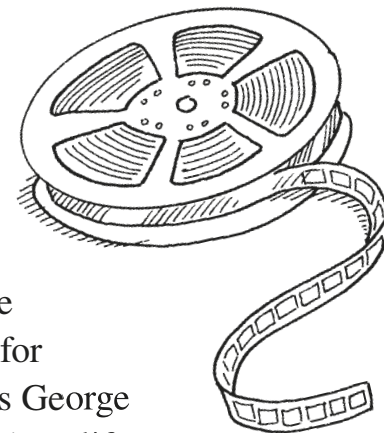
The most important piece of equipment is the helmet. A helmet is used in many sports and protects a person's head if he or she falls to the ground. A helmet prevents damage to the skull and brain.

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

Name _____

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

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



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

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

Name _____

A. Underline the words that have the vowel sounds oo or ou, as in *look* and *could*. Circle the words that contain the suffix *-ment*. Draw a box around words with triple consonant blends.

rattlesnake expect overlooked talk content
 employ stressed always skyscraper enjoyment

B. Read the clues. Then use the words from part A to complete the sentences.

Across

1. She was small, so they often ___ her when picking teams.
2. Do not ___ when you are taking a test.
3. The look on Mom's face told us she was ___.
4. What do you ___ to get for your birthday?
5. The store will ___ more workers to help during the weekends.
6. That ___ is more than 800 feet tall!

Down

1. There was a coiled ___ by the rock.
2. The class was ___ to read silently.
3. She ___ wore a warm hat outside when it was cold.
4. He got a lot of ___ from learning to surf.

Name _____

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

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

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

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

Name _____

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

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

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

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

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

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

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

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

un + train + _____ = **untrainable**

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

 _____ + _____ + _____ = **unkindly**

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

 _____ + _____ + _____ = **defrosted**

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

 _____ + _____ + _____ = _____

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

 _____ + _____ + _____ = _____

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

1. _____

2. _____

Name _____

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

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

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

- a. soft and fuzzy b. spiky and sharp


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

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

Name _____

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

Clues	Author’s Purpose



Name _____

Read the passage. Then complete the questions.**Perkins School**

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

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

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

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

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



Name _____

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

Informal Language	Formal Language

Name _____

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

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

- | | | | | |
|-------|--------|---------|----------|----------|
| topic | pillow | fly | twilight | pie |
| find | define | lighter | blister | midnight |

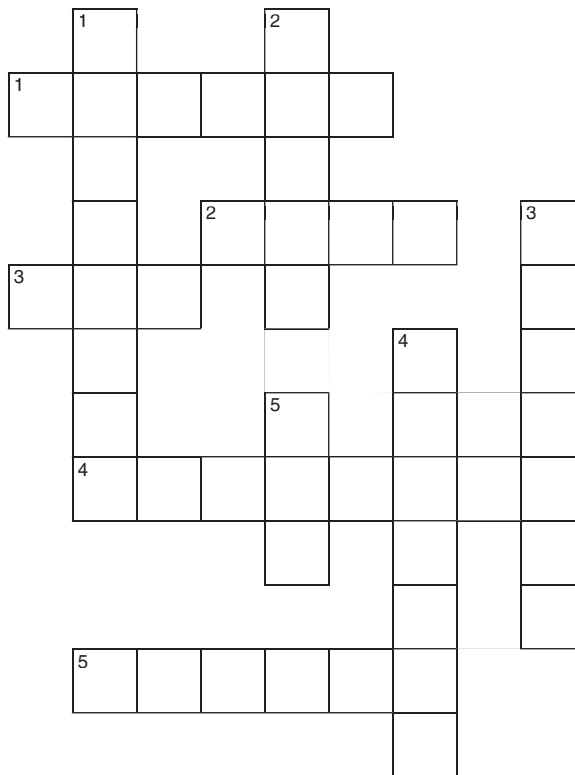
B. Read the clues. Then use the words from Part A to complete the puzzle.

Across

- I put my head on the ___.
- I can't ___ my keys.
- Janet baked a peach ___.
- It is almost dark at ___.
- Please ___ that word, so I know what it means.

Down

- The middle of the night is ___.
- Let's discuss a new ___.
- She had a ___ on her toe.
- A mouse is ___ than a dog.
- Pilots know how to ___ planes.



Name _____

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

13 The village was in a lot of trouble! The land was too dry,
26 and there was no rain to water the crops. Without food and water,
39 the villagers would not be able to live for very long! What would
52 they do to solve the problem? The elders held a meeting to decide
64 how to fix the problem. Finally, after much talk, they all agreed
76 that somebody must leave the village. They knew that it was their
only hope for survival. But who would search the land for rain?

88 A young boy named Len was picked for this task. Len was
100 unsure if he could find rain, but he did not want to complain. He
114 knew that the whole village was depending on him. Len and his
126 sister, Minya, set off on their search. What will happen if they
138 can't find rain? 141

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Adding the suffix *-ion* to a verb changes it to a noun. Example:
The verb *invent* becomes the noun *invention*.

A. Combine each verb and suffix to make a noun.

Example:

ion act action

1. discuss ion _____

2. correct ion _____

3. ion collect _____

4. ion suggest _____

5. impress ion _____

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

1. We had a long _____ about our favorite songs.
2. Do you have a _____ for making the song better?
3. Pablo showed me his _____ of model trains.
4. He made a _____ to his essay before the class began.
5. The speech made a big _____ on the crowd.

Name _____

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

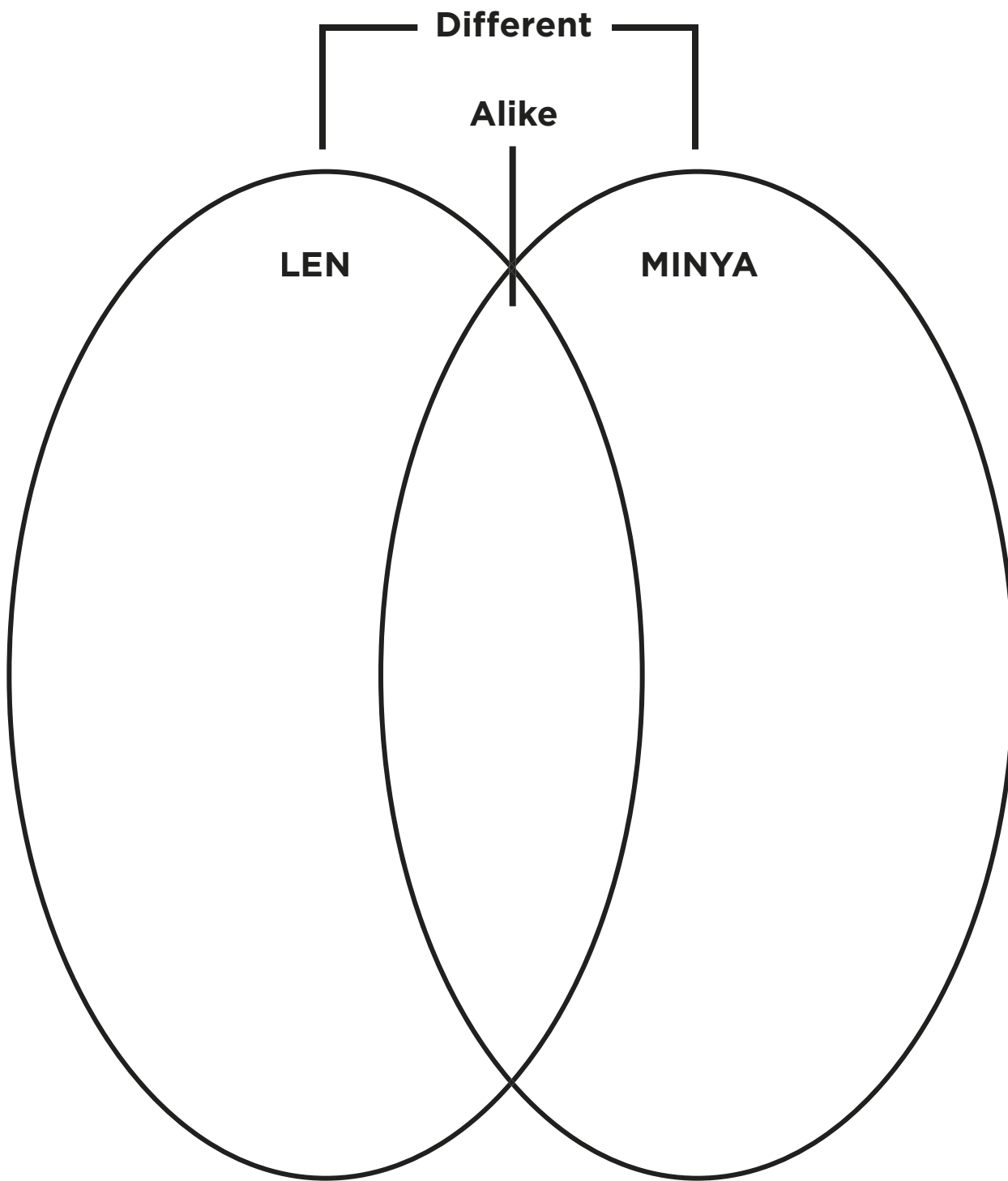
1. Food and shelter are needed for **survival**. true false
2. If you study **nutrition**, you will find out how to keep air and water clean. true false
3. When you work hard to reach a goal, you show **determination**. true false
4. A town that is two **decades** old is more than 100 years old. true false
5. **Villagers** are people who have the same job. true false

B. Vocabulary Strategy: Word Parts Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

1. A ___ **cycle** has a single wheel. **a. dent-** (tooth)
2. There was just one ___ **or** problem. **b. mem-** (keep in mind)
3. The ___ **ist** put a filling in my tooth. **c. port-** (carry)
4. It's hard to re___ **ber** the names of all 50 states. **d. uni-** (one)
5. Jerry wants a ___ **able** DVD player. **e. min-** (small)

Name _____

Read "A Trip to Find Rain." Then fill in the Venn diagram to help you compare and contrast the characters.



Name _____

Read the passage. Then complete the questions.**Len and Minya's Journey**

Len and Minya were searching the land for rain. After a short discussion, Len came up with a suggestion for where to find it. "I know a plain a few miles away that has been filled with buffalo for decades," he said. "I hunted there once. We can find out where the buffalo get their water."

Len and Minya hurried to the location. Sadly, the buffalo were all gone. The land was dry. Len was angry and upset, but Minya was more cheerful than her brother. "It is okay," she said. "We will find rain somewhere else." Both Len and Minya were brave and had a lot of determination. They knew the survival of the villagers depended on them. They continued on their journey.

1. Underline the words that have the short *i* sound.
2. Circle the words with the suffix *-ion*, *-tion* or *-sion*.
3. How are Len and Minya similar?

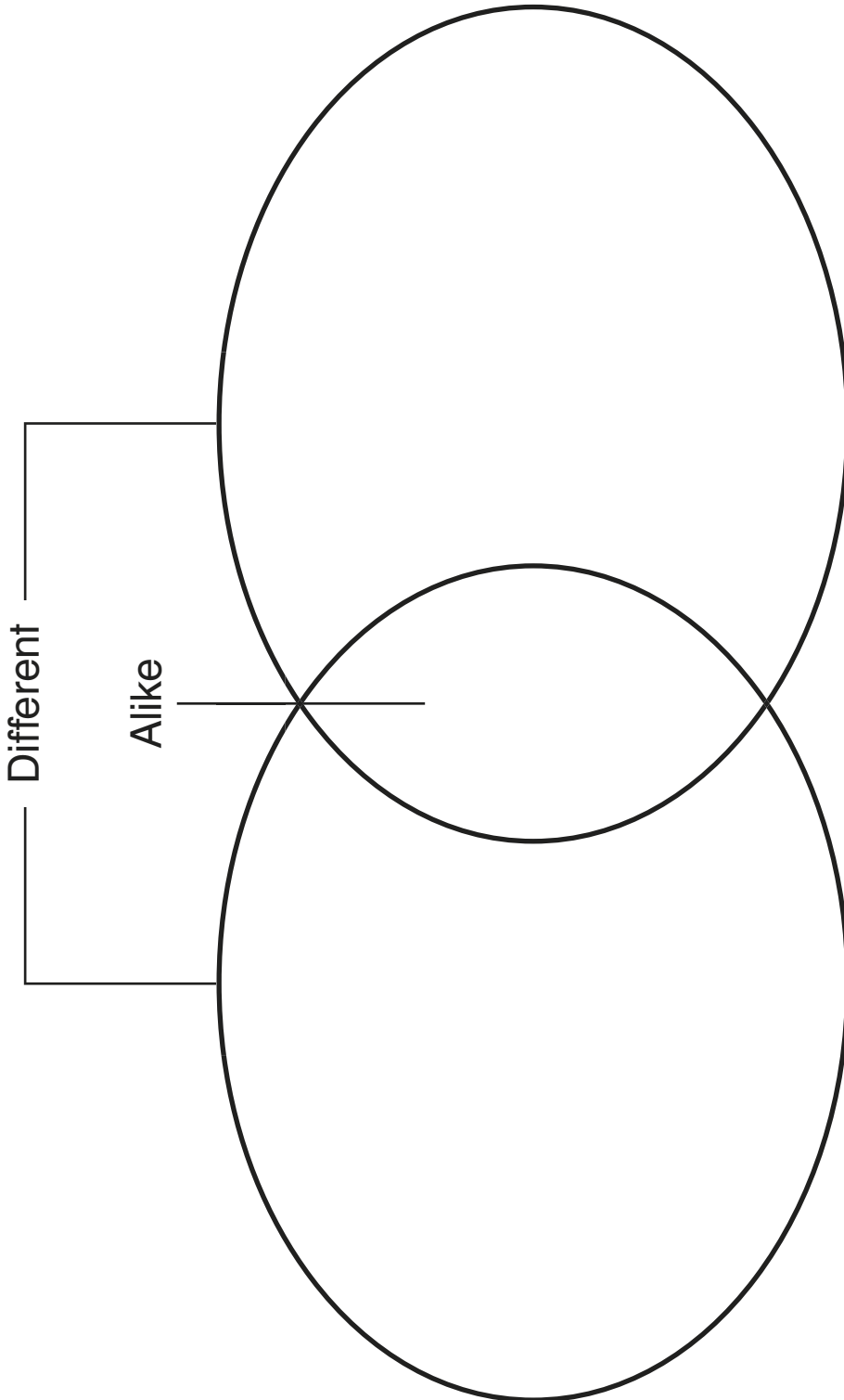
4. How are Len and Minya different?

5. _____ means staying alive.
Nutrition Survival Bravery



Name _____

To help you plan your writing, fill in a Venn diagram.



Name _____

Read the passage. Then complete the questions.**Washington's Half-Brother**

George Washington was one of the most important people in American history. He was a war hero, and he served as the first president of the United States. But a lot of people may not know that, if it hadn't been for George's half-brother, George might never have become so important.

The purpose of this sentence is to inform.

When George was 11 years old, his father died. So George's half-brother Lawrence became his mentor. Lawrence served as a father figure to George and gave him advice about his future. Lawrence was in the navy, and he got George interested in joining. Thanks to Lawrence, George was on his way to making history.

1. What is the main point that the author is trying to make about George Washington? Underline the sentence that states this point.
2. Put a box around the sentences in which the author tells how George was helped by his half-brother.
3. Is the author's purpose in this passage to entertain, to inform, or to persuade? How do you know?

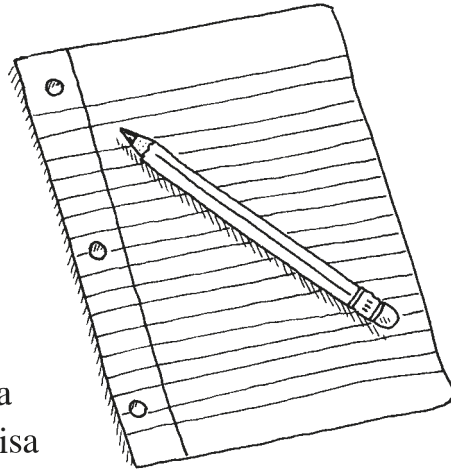
Name _____

Read the passage. Then complete the questions.**A Story About a Story**

Lisa stared at the paper. She had to write a short story for homework, but she did not know what to write. By contrast, Lisa's twin sister Emily had already finished her story.

Both girls were in the same class, but Emily was a better writer. Lisa, on the other hand, was more skilled in math and science.

Emily wrote about her pet cat. Similarly, Lisa wanted to write about something from her life. Lisa thought about this for some time, then she smiled. She came up with the perfect idea. She would write a story about a girl who had to write a story!



1. Underline the following words or phrases that signal comparing or contrasting in the passage:

both on the other hand similarly by contrast

2. Put a box around the sentences that contrast the girls' skills and interests.
3. How are Lisa and Emily alike? How are they different?

Name _____

The letter e can have the short e sound, as in *wet*. It can also have the long e sound, as in *be*, *team*, *week*, *key*, and *theme*.

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

1. Take a left at the _____ light.
rest next step
2. I gave a _____ about the five best cars of all time.
speech money teen
3. I am trying to keep my money and not _____ it.
blend spend chest
4. I had a _____ that my team won the big game.
dream honey mean
5. My desk is _____ Penny's and Jeff's in math class.
beaming between beyond
6. My _____ is the next one on the right, after the alley.
street peak beekeeper
7. It is not safe to _____ when you are in a car or on a bike.
tell clean speed
8. Please hand in your work. Make sure you _____ it first.
pet check step

B. Circle all the words that have the long e sound, as in *week*. Put a box around all the words that have the short e sound, as in *wet*.

Name _____

A. As you read, pay attention to word accuracy and pronunciation.

10 Kelly's grandfather had been very ill for several weeks. Kelly
 22 and her parents were dismayed to see him in such bad health.
 34 Kelly's dad wanted to hire a nurse to take care of Granddad.
 45 Instead, Kelly's mom stayed with Granddad to help him. She got
 56 very tired, but she never complained. "You deserve a reward for
 68 working so hard," Kelly said to her mom. Kelly's dad shared her
 feeling. He wanted to give Kelly's mom a gift.

77 Kelly's dad had the perfect idea. He suggested an appealing
 87 weekend trip to the Seaside Inn. Kelly helped convince her mom
 98 to go on the trip. She reminded her mom that it was also her
 112 birthday weekend this coming weekend. Kelly hoped this would
 121 give her mom an extra reason to go. Finally, Kelly's mom agreed
 133 to go on the trip. 138

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

seated	shell	recall	spider	trace
relax	turkey	greasy	light	plain
weeks	perfect	theme	grind	play
eager	splendid	speck	wrist	snack
bread	smelly	crest	trick	drag

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Roots are word parts that cannot stand on their own. Some words have roots that come from Greek or Latin.

A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

- | | |
|---|-------------------------------------|
| 1. We can ex ___ oil from the ground. | a. don- (to give) |
| 2. One ___ or gave the town money to create a new park. | b. therm- (heat) |
| 3. The theater moved to a new ___ ation . | c. -tract (to take or pull) |
| 4. You can use a ___ ometer to find out how warm or cold something is. | d. loc- (place) |
| 5. Trains, cars, and planes trans ___ us from place to place. | e. -port (to carry or bring) |

B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.

- | | |
|--------------------|---|
| portable | to find the exact place of |
| thermos | to give to |
| retractable | a container that keeps things hot or cold |
| locate | able to be taken back or pulled back |
| donate | able to be moved or carried |

Name _____

dismayed appealing occasion deserve actually

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

1. Rachel was _____ that her sister did not come to the party.
2. You _____ to do well because you worked hard.
3. Everything on the menu sounded _____.
4. Kerry was surprised that she _____ finished the race.
5. Dan's twelfth birthday is a big _____.

B. Vocabulary Strategy: Word Parts Write the letter of the Greek root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

- | | |
|---|---|
| 1. A ___ computer is a computer that is very small. | a. auto- (self, or directed by itself) |
| 2. The fire fighters got water from the fire ___ ant . | b. bio- (life or living thing) |
| 3. You can use a ___ scope to see things that are far away. | c. hydr- (water) |
| 4. A ___ logist studies living things. | d. micro- (small) |
| 5. The light is ___ matic . It turns on by itself when you enter the room. | e. tele- (far) |

Name _____

Read “The Weekend Treat.” Then fill in the Persuasion Chart to help you identify the techniques of persuasion.

Word or Phrase	Technique

Name _____

Read the passage. Then complete the questions.

A Visit to Granddad

“Hi, Granddad!” Kelly shouted as she hugged him. Granddad was inactive and sick in bed, but he still found it appealing to get a family visit. Talking to Kelly was his favorite activity.

“Did you have fun this weekend?” he asked. Kelly reacted with a smile. “Actually, I did! We went to the Seaside Inn. It was a great occasion at a splendid location. When you get better, you should go, too! After all, everyone else has gone there.”

“I don’t like the beach very much,” said Granddad, dismayed. “But maybe we can go to the music festival at the local theater next month. The music will make us feel like we’ve been away! And since we don’t have to spend much time traveling, we’ll feel twice as rested!”

1. Underline words that have the short e sound.
2. Circle the words that contain the Latin root *loc*, meaning “place.”
3. What techniques of persuasion does Kelly use in the second paragraph?

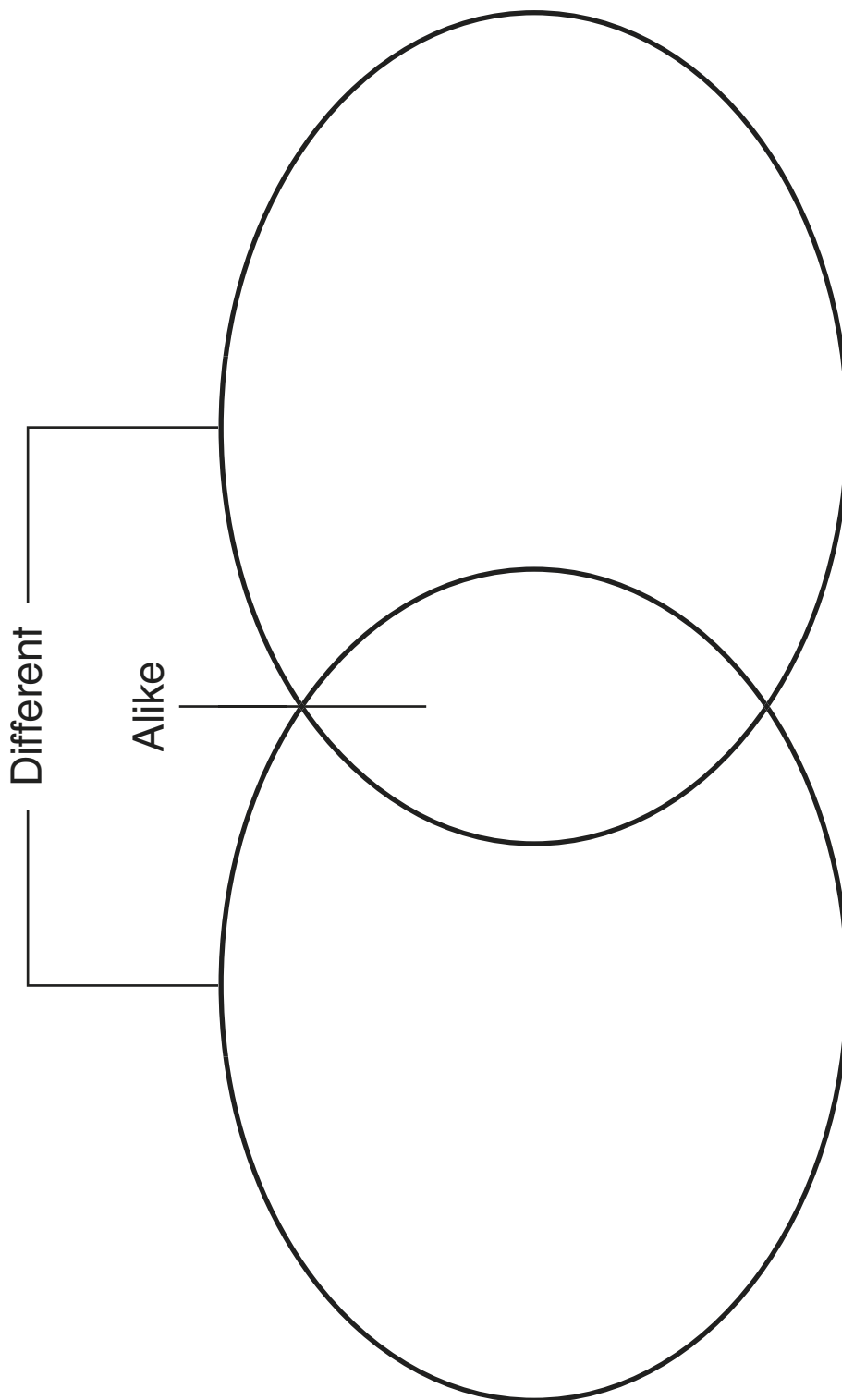
4. What technique of persuasion does Granddad use in the last paragraph?

5. The word _____ means “interesting” or “attractive.”
appealing *dismayed* *inactive*



Name _____

To help you plan your writing, fill in a Venn diagram.



Name _____

The letter *o* can have the short *o* sound, as in *hop*, or the long *o* sound, as in *home*.

A. Underline the words below with the short *o* sound, as in *hop*.

program flocked logo stones following
notes proper sloppy undergoes toast

B. Circle each word from Part A in the puzzle at right. Look for the letter *o* to help you.

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

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

1. My room is so _____ that I can't find anything in it!
2. That _____ was the best one on TV last year.
3. The birds _____ to the elm tree.
4. That store has a great _____ on their Web site.

On the numbered spaces below, write the boxed letters from the numbered sentences above to find the answer to the question.

What insects were taken into space in 1999?

____ bugs
4 2 3 1

Name _____

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

Hector felt bad for his friend Anton. Anton was about to
 11 move to a new city with his family. Hector knew that Anton
 23 would feel lonely and sad without his friends nearby. Hector
 33 wished he could help Anton somehow. What could he do for him?
 45 For starters, Hector could help Anton pack. While he helped
 55 Anton pack, Hector found a chest made of wood. They learned
 66 that it belonged to Anton's father when he was a kid. It stored a
 80 collection of gifts from his friends. Hector got a fine idea
 91 for how to help Anton feel like his friends were still with him.
 104 Hector asked Anton's friends to his house, and they put many
 115 things in a box to remind Anton of them. Wherever Anton went,
 127 he would have his memories with him. 134

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

The prefixes *il-*, *im-*, *in-* and *ir-* are used to give some words the opposite meanings. For example, *capable* becomes *incapable*.

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

1. When Jethro wrote too quickly, his writing became **illegible**.

il + _____ = **illegible**

2. The colonists wanted their **independence** from British rule.

_____ + _____ = **independence**

3. The schedule was not standard. It was **irregular**.

_____ + _____ = **irregular**

4. Nobody can really be **invisible**.

_____ + _____ = _____

5. My shirt was **imperfect**. The sleeve lengths were different.

_____ + _____ = _____

B. Write two sentences about a holiday. Use the word *impossible* in one sentence. Use the word *informal* in the other.

1. _____

2. _____

Name _____

recall memories irresistible illegible
collection incapable

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

Mrs. McDougal and her family collect stamps. She is able to

- _____ how she started her
- _____ . She says that the tiny pictures with sticky backs were
- _____ and that they can be worth more than their face value. Some of her favorite
- _____ are of receiving new stamps as gifts. She also has old stamps on which the writing is
- _____ . Mrs. McDougal knows that she is
- _____ of collecting every kind of stamp, but she still tries!

B. Vocabulary Strategy: Thesaurus/Dictionary Use this dictionary entry to answer the questions below.

- What are the antonyms for **groggy**?
Can you think of more?

- What part of speech is **groggy**?

- Use the word **groggy** and one of its antonyms in a sentence.

groggy

groggy (grō'gē) *adj.* Not fully awake or alert, grouchy, sleepy: *Bob was groggy in the morning.* [**Ant.:** lively, energetic]

Name _____

Read “A Collection of Thoughts.” Fill in the Judgment Chart to help you make judgments about characters’ actions.

Action	Judgment

Name _____

Read the passage. Then complete the questions.**Anton's Surprise**

Anton had just arrived at his new house in a new city. He already felt lonely, insecure, and sad. He was not happy like his parents. Anton felt incapable of enjoying life here. He wanted to go back home with his friends. The thought was irresistible.

Then Anton noticed an irregularly shaped bin that he had never seen before. The label on it was illegible. Anton opened the bin and was surprised by what he saw. It was a collection of gifts from his friends! The books, toys, and poems gave Anton many memories from home.

Anton smiled. He was glad that his friends were so kind to him. He hoped it wouldn't be impossible to enjoy life in a new city, as he first felt it would be.

1. Underline words that have the long *o* sound.
2. Circle the words that have the prefix *il-*, *im-*, *in-* or *ir-*.
3. What judgment can you make about Anton from the information in the first paragraph?

4. What judgment can you make about Anton's friends?

5. Something that cannot be read is _____.
illegible irresistible incapable



Name _____

To help you with your writing, fill in a comparison chart.

Detail	Comparison

Name _____

The letters *oo* in *book* make the same sound as the letters *ou* in *could*. The letters *oo* in *boot* make the same sound as the letters *ue* in *blue* and *ew* in *drew*.

A. Underline the words that have the same vowel sound as in *book* or *could*. Circle the words that have the same vowel sound as in *boot*, *blue*, and *drew*.

mistook understood foolish tollbooth flew
look cook loose glue would

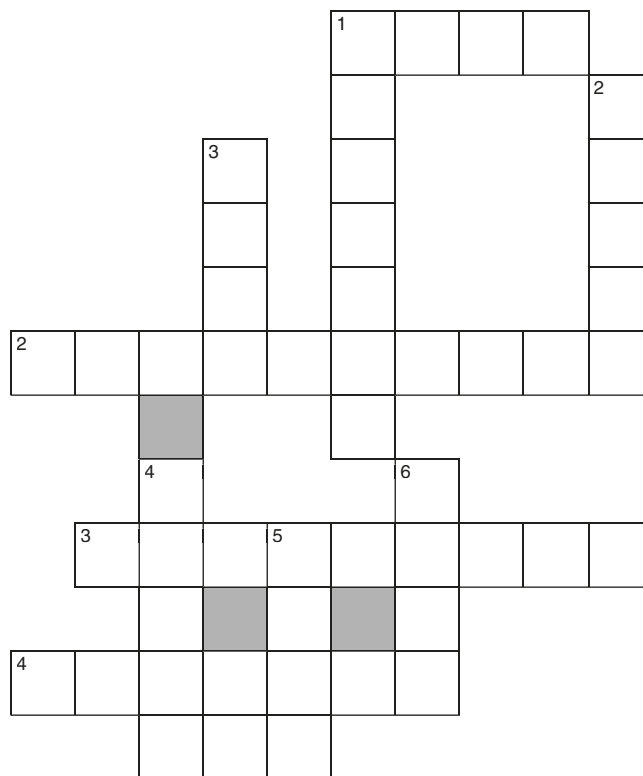
B. Read the clues. Then use the words from Part A to complete the puzzle.

Across

1. A bird ___ through the sky.
2. I ___ today's lesson
3. The car stopped at a ___.
4. Ken ___ the robin for a sparrow.

Down

1. Are jokers always ___?
2. ___ you bring me some water?
3. I used ___ to fix the broken mug.
4. The ring is so ___ that it might fall off.
5. ___ both ways when you cross the street.
6. The ___ at that diner makes great meals!



Name _____

A. Use this passage to perform a choral reading or Readers Theater.**Candace Cable to Speak**

4 We are happy to announce that Candace Cable will be
14 speaking at Wood Park High School this Friday. Friends and
24 family are invited, as well as students from area schools. All may
36 attend the speech free of charge.

42 Candace Cable is a very good athlete who has won many
53 awards and medals as a result of her athletic talents. At age 21,
66 she was badly injured in a car accident that took away the use
79 of her legs. But she did not let this hardship ruin her mood. Her
93 hard work and determination stood out, and Candace soon played
103 sports again. She learned to swim, took part in wheelchair races,
114 and skied on special skis, too. Candace has written several books
125 about her life. Candace Cable has overcome so much, and she
136 has become a true example for everyone. We hope you will enjoy
148 listening to her on Friday. 153

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

1. Whoosh!// The good goose zooms/ over the brook.//
2. The gold toad/ does not know/ how to get home.//
3. I agree,/ we must rest/ unless they see/ the pretty sea.//
4. Could a lion/ try to fight/ a big tiger/ with a stick?//
5. Wait!// Is that/ the last gray snail/ on the table?//



Name _____

Some vowel sounds are controlled by the letter *r*, as in *for* or *car*.**A. On the lines, write the word from each pair that has a vowel controlled by the letter *r*. Then circle the *r*-controlled vowels.****Example:**

person

driveway

person

1. ravel

ordinary

2. horrible

reach

3. recall

garden

4. rudely

current

5. clerk

recent

B. Break each word into syllables. Then circle any *r*-controlled vowels.**Example:**

forward

for/ward

1. disturbing

2. thirteen

3. working

4. important

5. artery

Name _____

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

1. A **rookie** has a lot to learn. true false
2. A **burden** is easy to carry. true false
3. It feels good to be **injured**. true false
4. An athlete who tries hard sets a fine **example**. true false
5. A **wheelchair** is used by someone who cannot walk. true false

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the meanings of the bold-faced words.

Dana joined the checkers team at school. She was a **beginner** just like my Grandma was with the computer. Brock was the best player on the team. Dana tried to **flatter** Brock by telling him that he was smart and cool. Then Brock teased Dana about her checkers game and she got mad. They called each other names. Then they got into an **argument** in which they disagreed about who said what. Dana said she never wanted to talk to Brock again. The next day, Dana told Brock she was sorry. Brock told Dana that he didn't mean to tease her either. Brock said he was so **disturbed** by the fight that he did not sleep the night before. Dana and Brock became good friends.

Fill in the sentences below with the correct bold-faced word from Part B.

1. You have to learn the basics when you are a _____.
2. The _____ upset both of us.
3. It is nice to _____ someone with compliments.
4. Wendy was _____ by the mean things they had said.

Name _____

Read “Candace Cable Zooms Forward.” Fill in the Summary Chart to help you summarize the selection.

Beginning	Middle	End
Summary		

Name _____

Read the passage. Then complete the questions.**Candace Cable Plays Again**

In 1975, Candace Cable injured her spine in a horrible car accident. This took away the use of her legs. It was not easy for Candace to recover from this disaster. She did not like using a wheelchair, and this put her in an angry mood.

Soon, Candace shook off her anger. She looked for a way to play sports again, because she did not want her wheelchair to be a burden and hold her back. She learned how to play sports without using her legs by making her arms more powerful.

In 1979, she took part in a swim meet in New York. This meet confirmed that Candace could still compete and have fun, too. Her hard work set a good example for many people.

1. Underline words in the passage that have the same vowel sound as in *book* and *would*.
2. Circle each word that has two syllables and an *r*-controlled vowel.
3. Summarize the first paragraph in one sentence.

4. Summarize the second paragraph in one sentence.

5. A _____ is something that is hard to deal with or carry.
spine sport burden

Name _____

To help you plan your writing, fill in a before/after chart.

Before	After

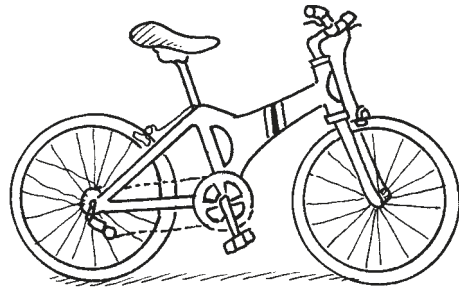
Name _____

Read the passage. Then complete the questions.**Drew's Plan**

Drew asked his parents for money to buy a new bike. "I have earned fantastic grades," said Drew. "And with a bike, I can get home from soccer practice easily. That way, I'll have even more time to study."

"I have an idea," said Drew's mother. "If you earn the money yourself, you can buy the bike. Then you will feel good that you did it all on your own." Drew liked the idea.

Drew was good at art, so he set up a table on the sidewalk. He drew pictures for people for a small fee. To bring in customers, he made a sign that said, "Drew's Dazzling Drawings!"



1. How does Drew persuade people to buy his drawings?
Underline the sentence that describes how Drew does this.
2. In which paragraph is Drew persuaded to earn the money for a bicycle? Put a box around the paragraph.
3. What techniques of persuasion does Drew use to try to convince his parents to buy him a bike?

Name _____

Read the passage. Then complete the questions.**A Hobby for Jackie**

“I’m bored,” Jackie said one day. “I never have anything to do.”

Her mother looked concerned. “You need a hobby,” Jackie’s mother said. “How about painting?”

Jackie yawned. But her mother would not give up. “Why don’t you start a collection?”

Jackie rolled her eyes at this idea. But her mother continued. “It can be fun. Look, I have a few coins left over from my trip to Brazil last month.” She put the coins on the table. “You could collect coins from different countries.”

Jackie picked up a coin. She looked closely at both sides. Then she smiled at her mother. “Thank you,” Jackie said. “It’s a great idea. Where can I get more coins?”

1. Underline the text clues that help you make the judgment that Jackie is uninterested in most things.
2. Put a box around the text clues that help you make the judgment that Jackie’s mother is caring and wants to help Jackie.
3. What judgment can you make about Jackie at the end of the story?

Name _____

Read the passage. Then complete the questions.**Lance Armstrong's Fight**

Lance Armstrong is a talented cyclist who has won many races and awards. In each of the seven years from 1999 to 2005, he won the Tour de France, the most famous bike race in the world. He has also been named "Athlete of the Year" many times.

Look
for the
main idea
to help you
summarize each
paragraph.

Lance Armstrong had many of his greatest successes after overcoming a fight with a deadly disease. In 1996, doctors told Lance that he had cancer. They were not sure if Lance would live through it, and they doubted he would ever race again. Lance proved them wrong. He battled his illness and came back stronger than ever.

1. What sentence best summarizes the first paragraph? Underline this sentence.
2. What sentence best summarizes the second paragraph? Put a box around this sentence.
3. How could you summarize the whole passage in one sentence?

Name _____

A. Underline any prefixes and suffixes in the words below.

operation marker mistreatment relation impossible
activity reaction unfairly understand discussion

B. Circle each word from Part A in the puzzle.

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

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

1. You should never treat anyone _____.
2. The crowd had a strong _____ to the speech.
3. Jonah wanted to do a specific _____ tonight.
4. Did my brother write with a _____?

Use the boxed letters from 1-4 above to write a secret message!

Do ' wn! he d h s jus begu !
 1 2 3 4 2 4 3 4 2 1

Name _____

The schwa is a vowel sound that can be heard in the unstressed syllables of such words as *cable*, *label*, *sister*, *actor*, *cedar*, *cotton*, *shaken*, and *human*.

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

- Mrs. Lopez likes to _____ on the highway rather than on side streets.
travel ravel novel
- Tracy has always been kind and _____.
mistrust model gentle
- Ian called home and his _____ picked up the phone.
order father faulty
- Jason made only one _____ on the whole math test.
error reason bitten
- Winter is the coldest _____ of the year.
picking season counter
- Did you _____ to find my hat in your house?
sunken happen fallen
- My father knew that _____ when she was a little girl.
tunnel pretty woman
- Look carefully because I know it is _____ in this room.
hosting handle hidden

B. Go back and circle the unstressed syllables with schwa sounds in the answer choices above.

Name _____

A. As you read, pay attention to pauses and intonation.

When China first grew into an empire many centuries ago, it
 11 faced many dangers. China was under frequent attack from
 20 nomads. The nomads would destroy crops and frighten traders. People
 30 were afraid to travel through China because of the nomads. This
 41 meant that it was hard for China to get food and supplies from
 54 other places. The people were in serious trouble. Their survival was
 65 in question!

67 The Emperor knew he needed to save China by preventing the
 78 nomads from attacking. How did the Emperor help his people? He
 89 acted on the big idea of building a huge wall around his empire.
 102 The purpose of the wall was to keep nomads out of China. He
 115 thought that the hard work would be worth it. It would be called
 128 the Great Wall of China. 133

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

wonder	travel	label	shoot	lock
human	open	apron	woods	zone
fallen	sailor	little	blue	roast
suffer	beacon	butter	would	cobra
riddle	dollar	actor	few	robot

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Adding the suffixes *-ant* or *-ent* to a verb can change it to a noun or an adjective. For example, the word *assist* becomes *assistant*. The word *differ* becomes *different*.

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

1. The cleaning bottle was full of
- disinfectant**
- .

disinfect + _____ = **disinfectant**

2. Once upon a time, the old king had a
- servant**
- .

_____ - **e** + _____ = **servant**

3. The cat was
- hesitant**
- to come down from the tree.

hesitate - _____ + _____ = **hesitant**

4. Tim is a very good
- student**
- .

study - _____ + _____ = _____

5. Any
- resident**
- of the town can use the town's swimming pool.

_____ - _____ + _____ = _____

B. Write two sentences about a construction project. Use the word *different* in one sentence. Use the word *inhabitant* in the other.

1. _____

2. _____

Name _____

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

- | | | | |
|-----------------------|-----------|---------|---------------|
| 1. constructed | broken | created | made |
| 2. frequent | often | regular | never |
| 3. centuries | years | places | units of time |
| 4. defensive | keep safe | trust | protect |
| 5. commanded | followed | ordered | told |

6. Which best describes a doctor's **purpose**? Tell why on the lines below.

- a. to help people who are sick b. to take people from place to place

B. Vocabulary Strategy: Word Parts Write the letter of the Greek root on the right that correctly completes each bold-faced word on the left. The meaning of each root is provided.

- | | |
|--|--|
| 1. Alma can ___ ic the sounds that some birds make. | a. astr- (<i>stars</i>) |
| 2. A ___ ologist studies animals. | b. thea- (<i>to see or look at</i>) |
| 3. Norm ___ icized Mark for being late so many times. | c. mim- (<i>to repeat or copy</i>) |
| 4. People in the field of ___ onomy study objects in outer space. | d. crit- (<i>to judge</i>) |
| 5. Wendy went to the ___ ter to watch a play. | e. zo- (<i>animal</i>) |

Name _____

As you read “The Great Wall of China,” record important information and generalizations in the Generalizations Chart.

Important Information	Generalization

Name _____

Read the passage. Then complete the questions.**The Workers Who Built the Wall**

Many of the tourists who visit the Great Wall of China may not suspect how much hard work was needed to construct the wall. The Emperor commanded thousands of people to build a defensive wall that would be resistant to attackers. These workers were forced to work long hours every day, without rest or enough food. It was common for workers to die because of these harsh conditions.

Though the workers suffered, their persistent labor produced an amazing structure. The Great Wall served its purpose for many years, defending China from invaders. Today, the Great Wall is seen as an important emblem of the strength, hard work, and skill of the Chinese people.

1. Underline multi-syllable words that have the schwa sound made by one of these endings: *-er, -or, -ar, -en, -on, -an, -le, -al, or -el*.
2. Circle the words with the suffix *-ant* or *-ent*.
3. What generalization does the passage make about the tourists who visit the Great Wall of China?

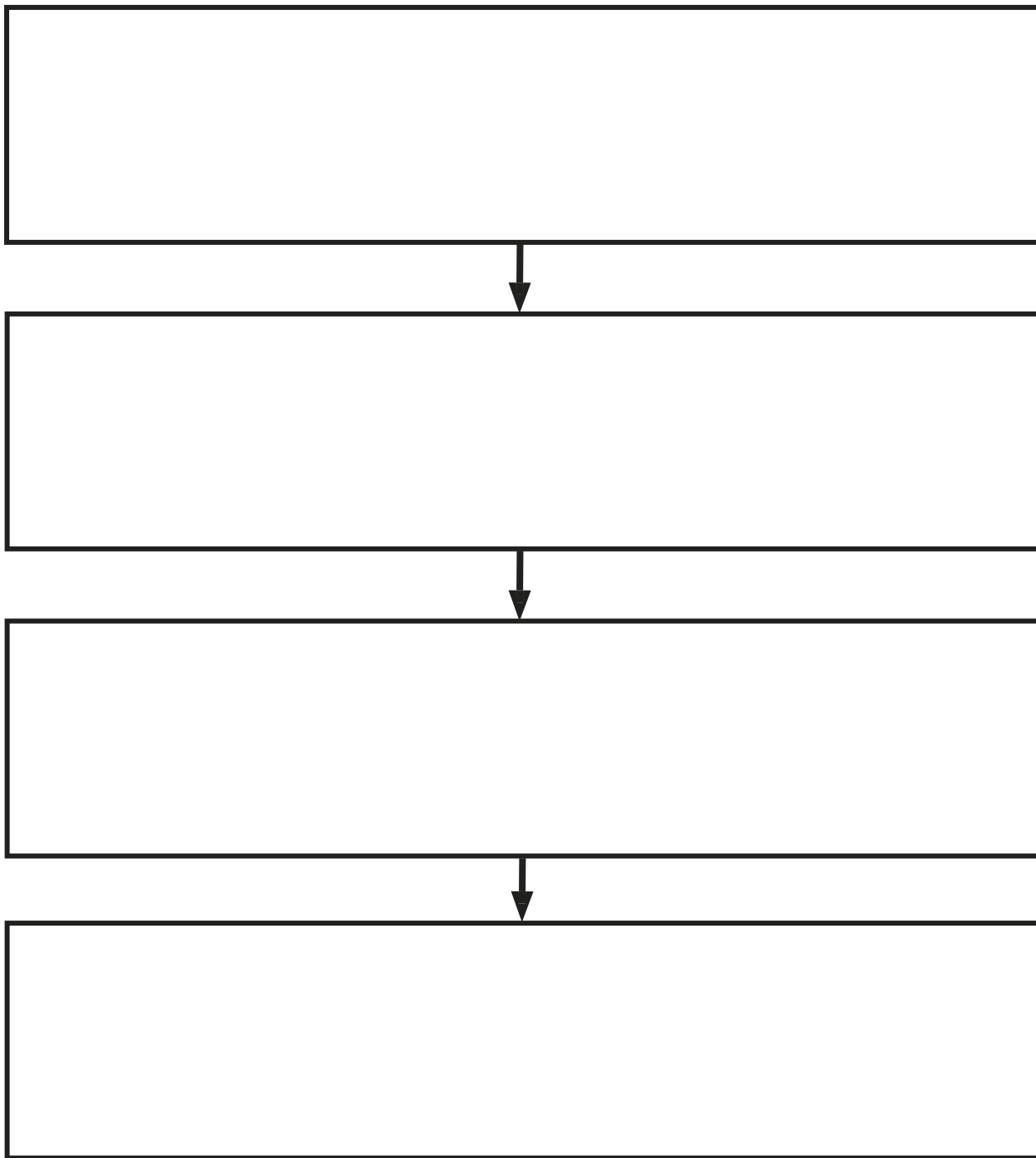
4. Is the last sentence a generalization that is valid, or true? Explain.

5. _____ means put together.
commanded constructed power



Name _____

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



Name _____

The diphthongs *ow* and *ou* make the same sound. Examples are the vowels sounds in *brown* and *proud*.

A. Underline the letters *ow* or *ou* wherever they make the same sound as in *brown* and *proud*.

sprouting township growing could
 pound proud brownie snowplow

B. In the puzzle, circle each word that has the same sound as in *brown* and *proud*. Look for the *ow* and *ou* spellings to help you.

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

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

- Hey! Who ate the last _____?
- The plants were _____ _____ outside already.
- Jess was _____ _____ of her little sister's achievements.
- That dog is big, but it is still _____ _____.

To answer the riddle, write the boxed letter from each of the numbered lines above in the correct spaces.

In which place in the world can you find the most stories?

the l a y
 2 1 4 3

Name _____

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

The jazz band brought down the house at the Bebop Theater.
 11 The audience clapped loudly, almost drowning out the music.
 20 Rowan bounced as he played a saxophone solo. “Play it, Rowan!”
 31 said Stan, on the drums. Marty tapped his feet as he played the
 44 clarinet. It was a great show. The crowd let out an audible “Yeah!”
 57 After the show, though, the band got some bad news. “Your
 68 contract is about to run out,” said Mr. Powers, their manager. “You
 80 must sell out the theater to get a new one.” The guys were worried.
 94 They had never sold out a theater before and they had been playing
 107 together for many years. “Our next show will have to be the best,”
 120 Stan said. “Can we do it?” Each member nodded in agreement.
 131 They believed they could! 135

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Roots are word parts that form the basis of words. They usually cannot stand on their own. Some words have roots that come from the Greek or Latin languages.

A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown.

- | | |
|--|--|
| 1. Sam ___ bled some notes on a sheet of paper. | a. astr- or aster-
(Greek: <i>star</i>) |
| 2. The fastest runner crossed the ___ ish line. | b. vis- (Latin: <i>see</i>) |
| 3. Jamaal went to ___ it his uncle. | c. scrib- (Latin: <i>write</i>) |
| 4. The park bench was cemented into place, which made it im___ile . | d. fin- (Latin: <i>end</i>) |
| 5. If you study ___ onomy , you will learn about space and the stars. | e. mob- or mot- (Latin: <i>move</i>) |

B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.

- | | |
|--------------------|---|
| 1. inscribe | able to be seen |
| 2. final | movement |
| 3. asterisk | to write on something or in something |
| 4. visible | last |
| 5. motion | a printed mark that is shaped like a star |

Name _____

audible drowsy automatically contract serious bellowed

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

1. After eating a big meal, I often feel tired and _____.
2. The door closed _____ behind them.
3. Dad was being _____, so we knew the topic was important.
4. Gordon spoke so softly that he was hardly _____.
5. Loren _____ when he slammed his finger in the door.

B. Vocabulary Strategy: Thesaurus Use this thesaurus entry to answer the questions that follow.

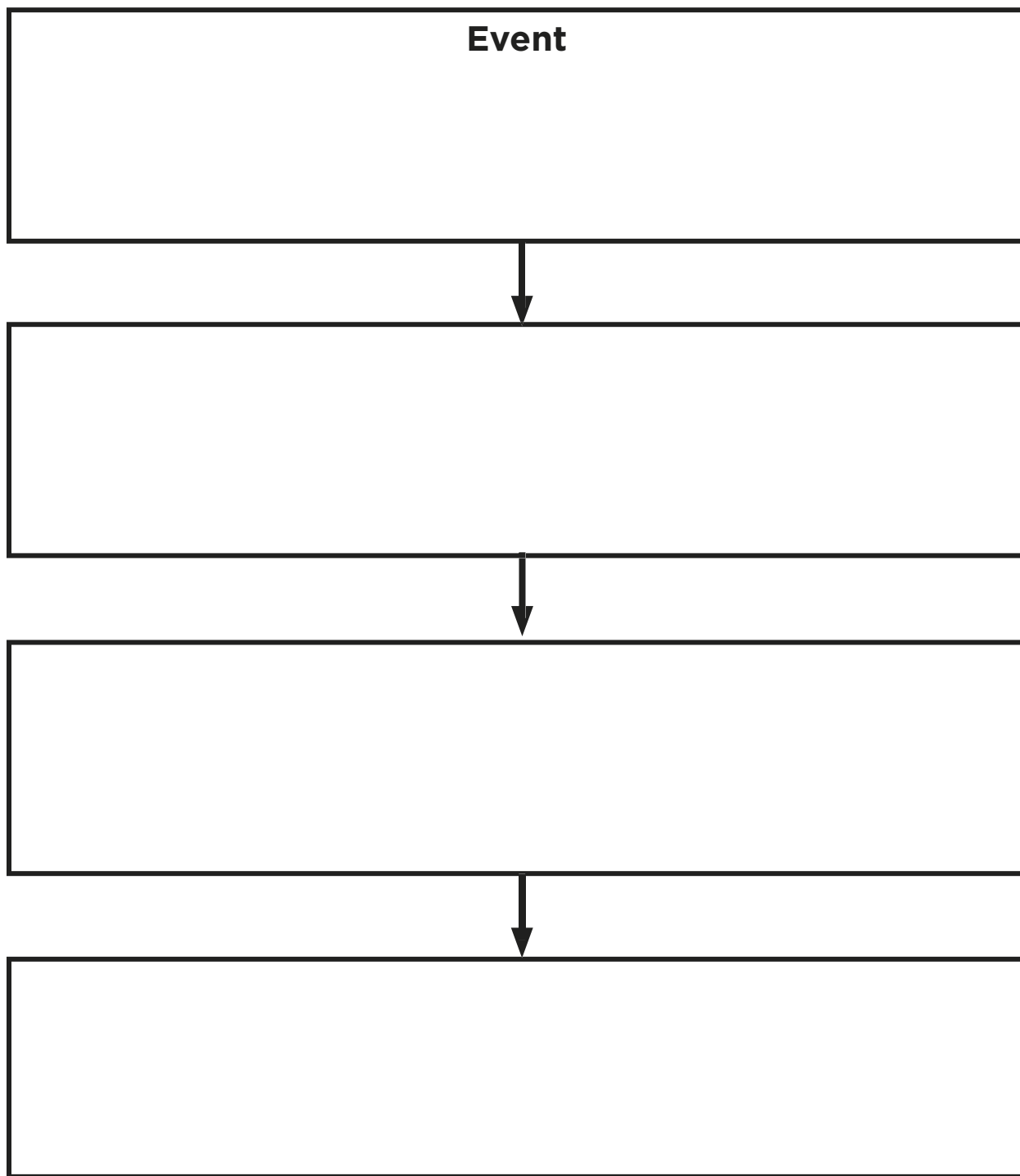
1. Which synonym for *stranger* might you use to describe someone who comes to your classroom and gives a talk about careers? Explain your answer.

stranger**stranger** *n.* 1 newcomer; uninvited person; visitor

2. Which synonym for *stranger* might you use to describe someone who moves to a new city or country? Explain your answer.

Name _____

After reading “A Tough Act To Follow,” fill in the Sequence Chart to help you identify the sequence of events.



Name _____

Read the passage. Then complete the questions.

The Instruments Return

Omar was the owner of the Bebop Theater. One night, he was working late in his office. At midnight, Omar was surprised by a barely audible screech that drifted through his closed door. “Who’s there?” Omar bellowed. Then he ran out to the auditorium.

“It’s us, Omar,” came a shout. A clarinet was talking! Next to the clarinet Omar found a trumpet, a clarinet, and a drum set. They all grinned at Omar.

“I know you, fellows!” said Omar. He never forgot the sharp instruments that played by themselves.

“Omar, we’re tired of traveling. We want to play all our shows at the Bebop Theater,” the clarinet said.

“Okay, I’ll sign you to a contract,” Omar said. “Now let’s get serious and play some jazz.” The instruments began to jam. After they finished their first tune, Omar clapped and cheered.

1. Underline words with the *ow* sound, as in *brownie* or *proud*.
2. Circle the words in the passage that include the Latin root word *aud*, which means “to hear.”
3. What happens right after Omar asks, “Who’s there?”

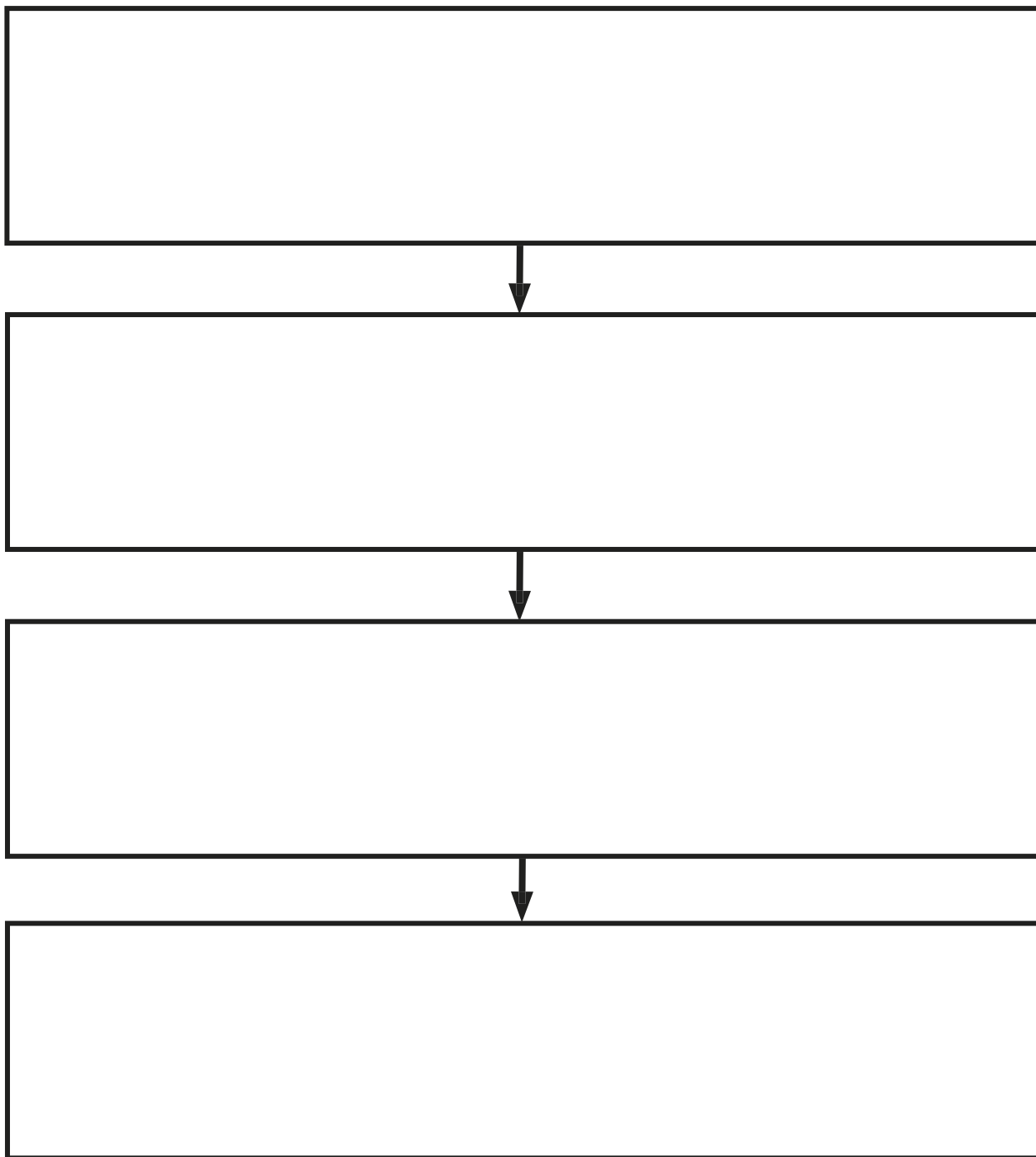
4. What is the last thing that happens in the passage?

5. Something that is _____ can be heard.
serious forgotten audible



Name _____

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



Name _____

Read the passage. Then complete the questions.**The Taj Mahal**

The Taj Mahal is a striking domed temple located in Agra, India. Constructed more than three centuries ago, it is one of the man-made wonders of the world. Every year, between 2 million and 4 million tourists visit the Taj Mahal. Most of them are amazed by what they see.

The Taj Mahal is made of bright white marble and is decorated with gardens and detailed artwork. More than 20,000 workers were needed to build it, along with a thousand elephants to carry supplies.

A Mughal emperor commanded that the Taj Mahal be built as a tomb for his wife. He wanted its beauty to outshine that of any other building in the world. It is hard to say whether the emperor got his wish. But almost every person agrees that a place like the Taj Mahal will never be built again.

1. Underline the words *every*, *most*, and *never* that signal generalizations in the passage.
2. Put a box around the sentence that is a generalization identifying how tourists feel about the Taj Mahal.
3. Why might people think that a place like the Taj Mahal will never be built again?

Name _____

Read the passage. Then complete the questions.

The Jazz Lesson

Becky frowned as she played the jazz song on the piano. “It doesn’t sound right,” she said **after** she finished.

Then her teacher knew it was time for some advice. “You’re doing fine. But remember, jazz isn’t just about playing the notes on the page. True jazz comes from your heart and soul.”

Becky thought about this advice. Later, she went home and listened to jazz music on the radio for hours. At her next lesson, Becky played the song better than ever!



This
is a
signal
word.

1. Underline the words *next*, *then*, and *later* that signal sequence in the passage.
2. What is the last event that happens in the story? Put a box around the sentence that tells about it.
3. What happens right after Becky complains about her playing?

Name _____

Digraphs are two consonants working together to make one sound. Examples include *th*, *sh*, *wh*, and *ph*, as in *that*, *fish*, *whisper*, and *graph*.

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

1. Shirley wore a _____ dress to the school dance.
what white whines
2. The _____ was the biggest animal at the zoo.
elephant goldfish theater
3. Theo arrived just as the _____ was locking the store.
share wish shopkeeper
4. Paul _____ his clay and formed a vase.
shaped shades sheriff
5. I always bring a _____ filled with water to soccer practice.
think tank thermos
6. Sasha _____ a happy tune.
shined whistled wiped
7. The _____ showed how prices rose over time.
graph path shack
8. Beth found an _____ in the cake batter, so she took it out.
gather booth eggshell

B. Go back and circle the digraphs *th*, *sh*, *wh*, and *ph* in the words above.

Name _____

A. As you read, pay attention to pronunciation.

Written language was created about 5,000 years ago. Before
 9 that, people told stories and shared spoken messages. However, this
 19 system had a few problems. When people communicated only
 28 by talking, it was difficult to remember long messages. Sometimes
 38 messages could be incorrect. People needed a better way to
 48 send and save messages. When people began writing, they could
 58 describe things in a more vivid way. Messages could also be saved
 70 or sent again.

73 People in different places produced different kinds of writing.
 82 Sumerians used a system of lines written on clay tablets. Egyptians
 93 carved pictures in stone that stood for sounds and ideas. The
 104 pictures were then placed into groups to tell stories. The Chinese
 115 drew symbols with brushes and ink. These are called characters.
 125 Each character stood for a syllable. Every type of writing was
 136 different, but they all helped people communicate. 143

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

phone	which	than	downsize	server
alphabet	graph	phase	gown	apron
thousand	things	without	house	little
share	fresh	shell	frowning	vessel
when	anywhere	wheat	mouth	seven

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

The suffixes *-ous*, *-eous*, and *-ious* are added to words so that they can be used to describe something. Examples are *nervous*, *outrageous*, and *cautious*.

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

1. It is **dangerous** to ride a bike without a helmet.

danger + _____ = **dangerous**

2. Don't eat that berry! It is **poisonous**.

_____ + _____ = **poisonous**

3. The firefighters were **courageous**.

_____ + _____ = **courageous**

4. She loved to read **various** types of books.

_____ - _____ + _____ = _____

5. Lance became **famous** when he saved a boy's life.

_____ - _____ + _____ = _____

B. Write two sentences about ancient forms of writing. Use the word *mysterious* in one sentence. Use the word *advantageous* in the other.

1. _____

2. _____

Name _____

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

1. Something that is **vivid** is dim and hard to see. true false
2. If you had lived thousands of years ago, you might have written on **tablets**. true false
3. Loud sounds can be **produced** by thunderstorms. true false
4. You should be **cautious** when you cross a street. true false
5. Before written language was created, nothing was **communicated**. true false

B. Vocabulary Strategy: Word Parts Each bold-faced word in the sentence on the left is divided into two word parts. The meanings of the word parts are provided on the right. Write the letter of the meanings on the right that matches the bold-faced word on the left.

- | | |
|---|--|
| 1. The plant was vigor/ous . It grew very tall and strong! ____ | a. half + ball (Greek) |
| 2. Pam had already finished the first two parts of the tri/logy . She couldn't wait to read the last. ____ | b. liveliness, strength + has the quality of (Latin) |
| 3. Jordan knew that a globe always shows both the eastern and western hemi/spheres . ____ | c. fierceness + has the quality of (Latin) |
| 4. The lion is often described as feroc/ious . ____ | d. three + story (Greek) |

Name _____

Read “Writing from Drawings to Alphabets.” Fill in the Problem and Solution Chart to help you understand the problem and solution.

Problem

Attempt	→	Outcome
----------------	---	----------------

Attempt	→	Outcome
----------------	---	----------------

Solution

Name _____

Read the passage. Then complete the questions.**Dropping a Line**

When the first systems of writing were produced, the people who used them communicated rather slowly. Clay tablets on which writing had been carved could take days to deliver. The first mail on paper did not travel much more quickly. But today, we can send vivid messages anywhere in the world, sometimes in just seconds. We can do this using the marvelous system of email. When we send an email, we send words or pictures from one computer or phone to another.

Suppose you send an email to a friend. The email travels over phone lines, cables, or radio waves to an electronic mail server. That server makes sure the email is delivered to your friend's email address. When your friend opens his or her mailbox, he or she should find the email waiting there. If your friend uses email as often as most people do, he or she will probably have numerous other emails waiting there as well.

1. Underline words with the digraphs *th*, *sh*, *ph*, or *wh*.
2. Circle the words with the suffix *-ous*.
3. What problem does email solve?

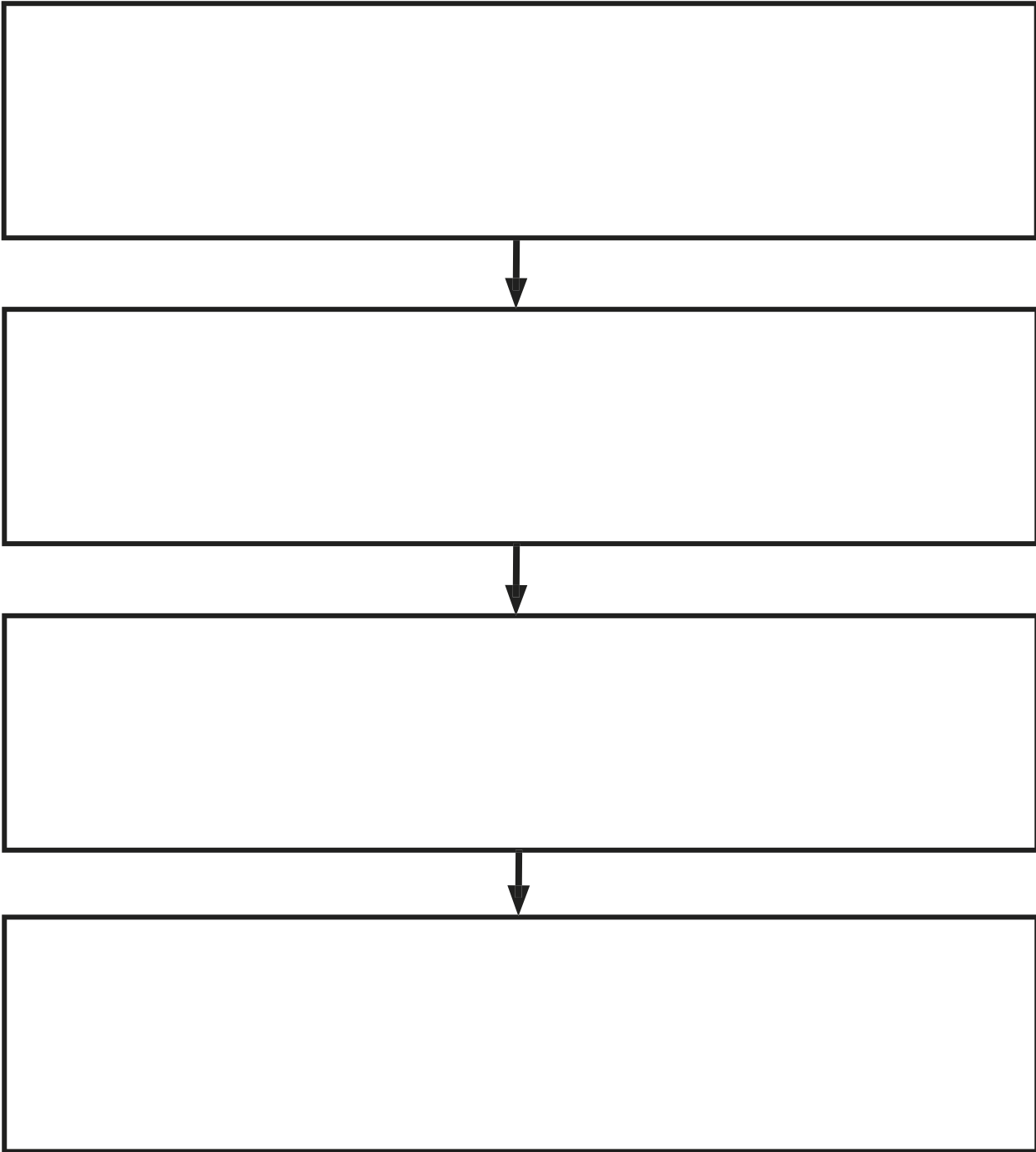
4. What makes sure the email goes to the right place?

5. _____ means created or made.
communicated produced vivid



Name _____

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



Name _____

Each vowel can make more than one sound. Examples of e vowel sounds include *pet* and *me*; o vowel sounds include *got* and *goat*.

A. In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.

hungry treated shady highway eat
insect cube hope sight right

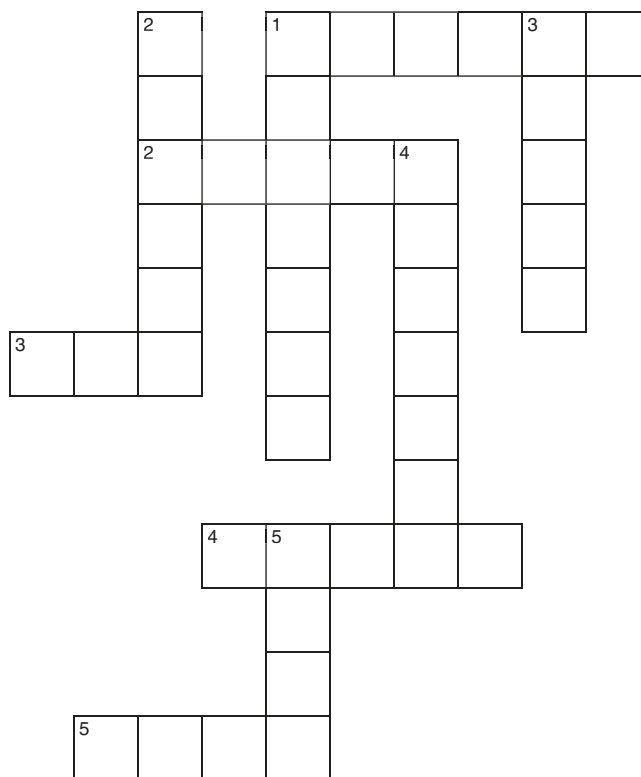
**B. Read the clues.
Then use the words to
complete the sentences.**

Across

1. My dog is always ___.
2. Jed got glasses after the doctor checked his ___.
3. If I don't ___ breakfast I won't feel well.
4. It was ___ under the tree.
5. My drink was warm so I put an ice ___ in it.

Down

1. Mom drives on the ___.
2. The ___ buzzed around the room.
3. He gave the ___ answers to the questions.
4. I ___ my cat like she was one of the family.
5. We all ___ Uncle Ned will get better soon.



Name _____

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

12 The printing process has come a long way over the years. Today,
22 millions of books, newspapers, and other manuscripts can be printed
34 every day around the world. It was not always this easy, though.
47 Printing used to be a slow and difficult process. It often took people
many days to complete just one manuscript.

54 In ancient Egypt, for example, people wrote on paper made from
65 the stems of the papyrus plant. This method of writing was very slow.
78 The paper itself took a long time to make. Once the paper was made,
92 the text was printed by hand. Then each copy also had to be made by
107 hand. As a result, printed books were rare and cost too much money
120 for most people to buy. Because books were so rare, many people did
133 not know how to read! 138

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

When you come across a long word you do not understand, break the word into syllables. Then look for prefixes and suffixes that can help you figure out the meaning of the word.

A. Write each word. Circle each prefix and underline each suffix. Then say the word and count the number of syllables.

Example: unbeatable unbeatable 4

- | | | |
|------------------|-------|-------|
| 1. untruthful | _____ | _____ |
| 2. incorrectly | _____ | _____ |
| 3. returnable | _____ | _____ |
| 4. mispronounced | _____ | _____ |
| 5. replacement | _____ | _____ |

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

- When Nya got sick, Ruth was chosen to be her _____ in the school play.
- It is not a good idea to make _____ statements.
- Ted _____ the last word in the sentence.
- Maria answered one question _____.
- The glass bottles were _____ so we took them back to the store.

Name _____

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

- | | | | |
|------------------------|---------|--------------|---------|
| 1. authors | writers | actors | poets |
| 2. manuscripts | books | texts | tape |
| 3. descriptions | tasks | explanations | reports |
| 4. papyrus | paper | plant | animal |
| 5. information | ideas | nonsense | facts |

6. Which can be **rotated** more easily? Explain on the lines below.

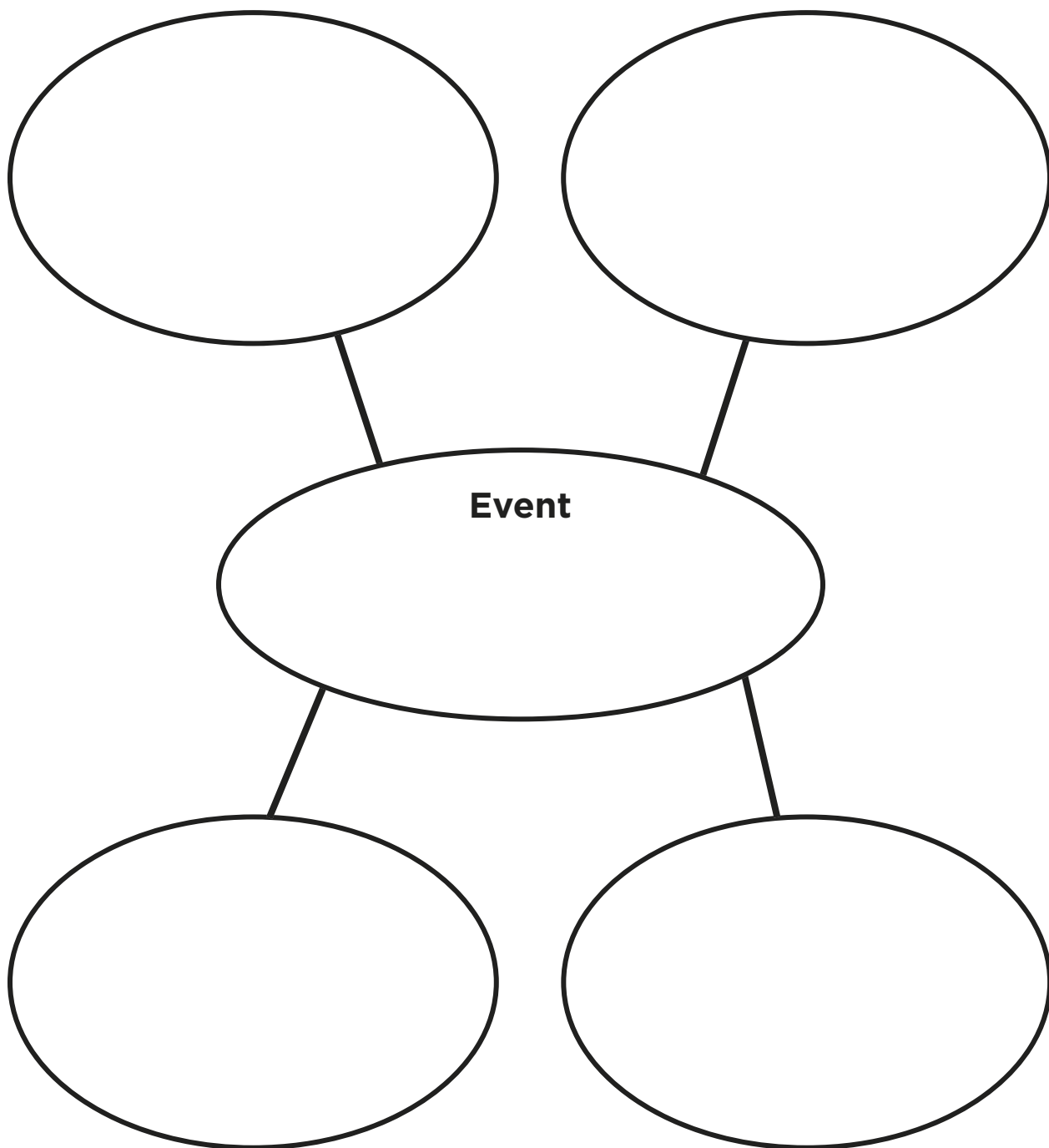
- a. a slide b. a merry-go-round

B. Vocabulary Strategy: Word Parts Read each sentence and look at the bold-faced word. Find the Latin root of this word on the right. Draw a line from the sentence to the root of the bold-faced word.

- | | |
|--|------------------------|
| 1. Marta was very flexible and could easily touch her toes. | <i>fract:</i> to break |
| 2. There was a specific location to play ball in the park. | <i>flex:</i> to bend |
| 3. There was only a fraction of pie left on the plate. | <i>loc:</i> a place |

Name _____

Read "Updating the Printing Process." Fill in the Description Web to help you record the important facts in the selection.



Name _____

Read the passage. Then complete the questions.**Papyrus**

When the ancient Egyptians invented an early form of writing, they did not have printing presses or computers. Instead, they wrote on paper that they made from the papyrus plant. To make the paper, stems were cut from the plants. Then the stems were soaked in water, hammered together, and dried in the sun. Finally, Egyptians used ink to write on the sheets of paper.

Making paper took a long time. So did writing manuscripts and making copies by hand before the printing press was invented. As a result, it was difficult for authors to produce books. Books were rare, and sold for high prices that would be unacceptable today. Few people saw books or were able to read. Reading did not become common until new ways of printing were invented.

1. Underline words with the long *a* sound spelled *a*, *a_e*, or *ay*.
2. Circle the word with the prefix *un-* and the suffix *-able*.
3. Why was creating books difficult?

4. Why did few people see books?

5. _____ are people who write books.
manuscripts authors presses



Name _____

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

Steps	Strong Words

Name _____

Vowel sounds can be short, as in *back, fresh, lid, top, and club*.
Vowel sounds can be long, as in *may, greet, tide, stove, and use*.

A. In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.

shadow leaping finalize volume rowboat
moment freeze relaxed shade uphill

B. Circle each word from part A in the puzzle.

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

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

- That big tree provides a lot of .
- Please wait for just a .
- Let's our plans for tonight!
- The frog was from rock to rock.

Write the boxed letters from the numbered sentences above to spell the answer to the riddle!

What can you add to a bucket to make it lighter?

A !
1 2 3 4

Name _____

A. Use this passage to perform a choral reading or Readers Theater.

May 19, 1980

3 Mount St. Helens Erupts!

7 Yesterday, Mount St. Helens erupted, blasting lava and ash
 16 across the area. Mom and I were able to flee our house in time, but
 31 many people were not able to do that. It looked just like a scene
 45 from a movie! The blast caused a great deal of damage. The lava
 58 destroyed homes, plants, and everything else in its path.

67 The eruption was not a surprise to us. Scientists had warned
 78 for weeks that an eruption was possible because an earthquake in
 89 March created a lot of pressure on the walls of the volcano. When
 102 Mom heard the report, she and I made an emergency plan. We
 114 followed the plan exactly. I don't know what kind of damage has
 126 been done to our home. I am glad we are staying at Grandma's
 139 house for now! 142

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

1. How do I go/ from this place/ to that one?//
2. It is never/ a fine idea/ to stand near/ a volcano.//
3. Why should/ the splendid sprinter/ scream strongly/ at a photo?//
4. Look out!// The old cobra/ is now down/ in the lounge.//
5. Wonderful!// The raven/ bought an apron/ with a nickel.//



Name _____

You can separate the syllables in a word to help you read it.

A. In each word, underline any prefix and draw a box around any suffix.

Example: unkindly

1. election
2. mistreatment
3. unbreakable
4. preheated
5. refillable

B. Which word in each pair has more than one syllable? Write that word and draw lines between the syllables.

Example: worked repayment

re/pay/ment

- | | | |
|-------------|------------------|-------|
| 1. misuse | mints | _____ |
| 2. wreck | reaction | _____ |
| 3. visible | plates | _____ |
| 4. streak | misunderstanding | _____ |
| 5. unfairly | tolls | _____ |

Name _____

eruption devour volcano pressure flee revive

A. Vocabulary Words Write the missing words to complete the sentences correctly.

A volcanic 1. _____ is when lava is forced up and out of a 2. _____. The hot lava comes from deep under the Earth's surface. People are told to 3. _____, or move away from places where this happens.

There is a lot of 4. _____ inside a volcano before it erupts. After the eruption, lava flows from the volcano and looks as though it will 5. _____ everything around it by covering it. Sometimes it takes years before land that was covered by lava can 6. _____.

B. Vocabulary Strategy: Dictionary Use the dictionary entries to help you choose the correct word to complete each sentence.

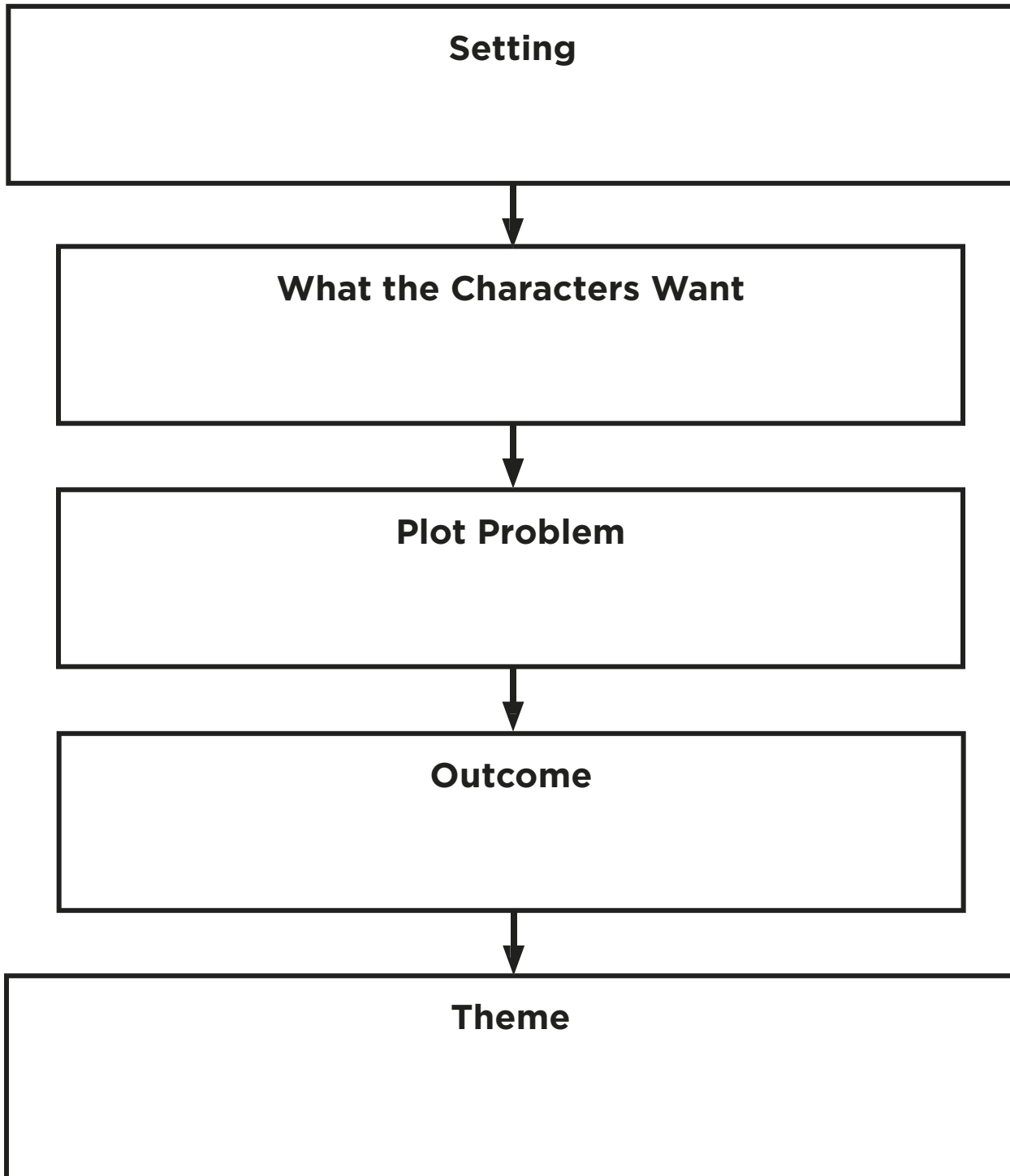
market, (mār'kit) *n.* A place where food or goods are sold: *I went to the market to buy fresh fruit.*
v. To advertise; to promote; to sell: *Let's market our product so people will buy it.*

glare, (glâr) *n.* a strong, usually unpleasant light: *The glare of the sun hurt my eyes.*
v. to stare in an unfriendly or angry way: *The two fighters glared at each other.*

1. It wouldn't be truthful to _____ the cookies as fat-free when we know they contain butter.
2. I could feel Tom _____ at me after I dropped the ball.
3. It was so dark that the sudden _____ of the headlights made me squint.
4. The _____ sold everything I needed.

Name _____

Read “A Signal of Smoke.” Fill in the Theme Chart to determine the theme of the story.



Name _____

Read the passage. Then complete the questions.**When the Smoke Cleared**

Dr. Blair came to investigate why the volcano had erupted. He had read the reports made by other scientists. However, Dr. Blair thought these people might have misunderstood what had happened.

People living nearby were still scared. They had seen the eruption devour their houses and wipe out plants and animals. Some people worried that the area might never revive. They also worried that the volcano might erupt again.

Dr. Blair disagreed with those who thought the area would not recover. He had studied many places hit by eruptions and other natural disasters. Plants and animals usually returned. This place would be the same. Life would find a way to continue.

Dr. Blair studied the volcano carefully. His work showed that the volcano would not erupt anytime soon. However, Dr. Blair knew that it was possible to misinterpret numbers. More importantly, his years of experience had taught him that what happens in nature cannot always be predicted.

1. Underline words with the short *i* sound.
2. Circle the words with the prefix *mis-* or the suffix *-ly*. Draw a box around any circled word that has more than three syllables.
3. Which sentence states the theme of the third paragraph?

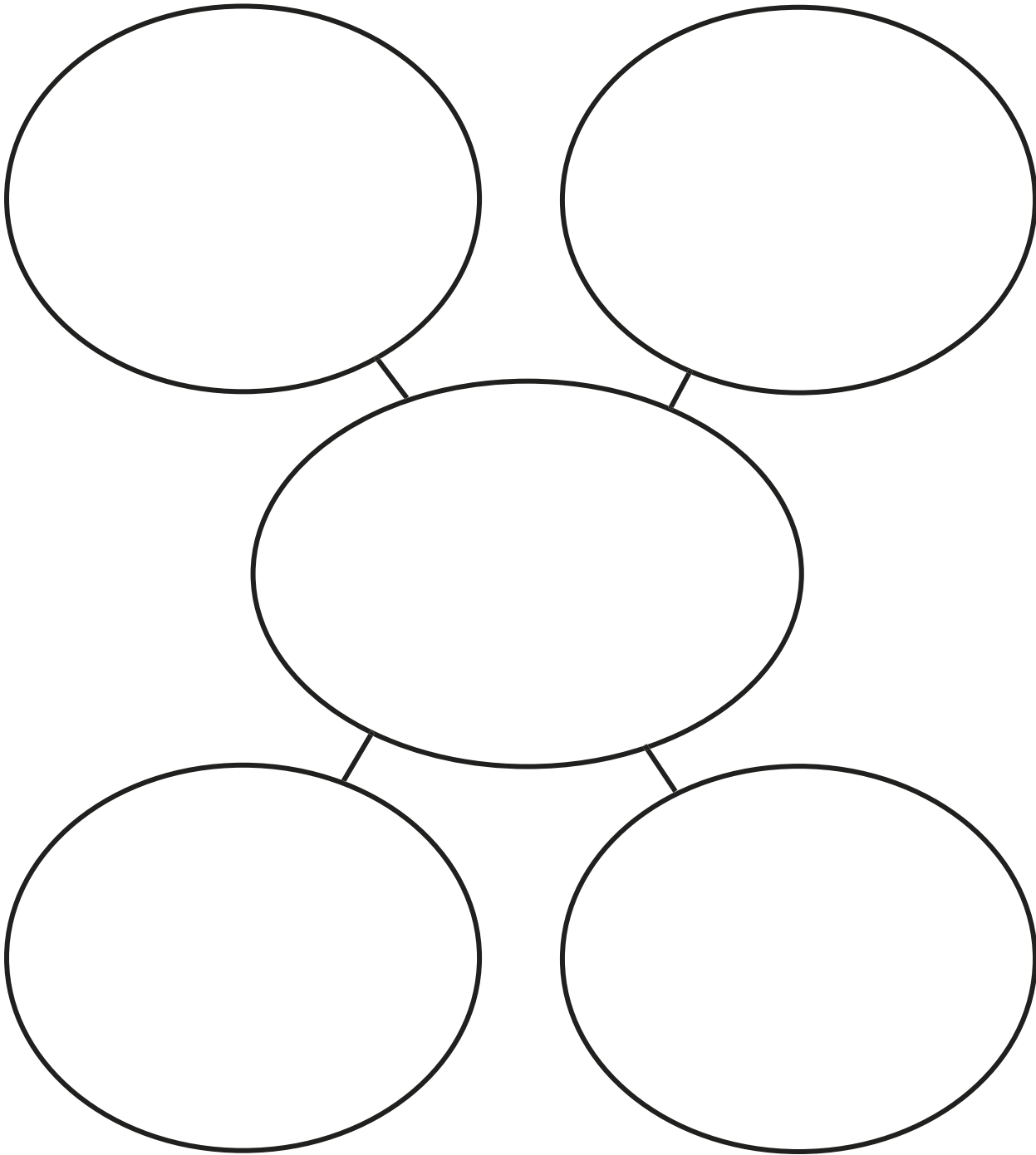
4. What is the theme of the fourth paragraph?

5. _____ means to eat or destroy.
devour continue revive



Name _____

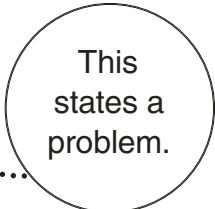
To help you plan your writing, fill in a cluster map.



Name _____

Read the passage. Then complete the questions.**The Pony Express**

In 1850, California became part of the United States. As a result, more people began to send messages from the east coast to the west coast. The problem was that there were no planes, phones, or computers in 1850 to send mail over long distances. Instead, people had to use slower methods such as horses and wagons. This way of delivering mail could take almost a month!



This states a problem.

In 1860, the Pony Express was created to provide faster mail service. The Pony Express took mail from Missouri to California in about ten days. Older mail services took three weeks for the same trip. How was the Pony Express able to deliver mail so much more quickly? In older mail services, horses and riders got tired and had to rest, so the mail stopped moving. In the Pony Express, riders got a new horse every ten miles. Every 75 to 100 miles, a new rider took over. The mail never stopped moving when the Pony Express was created!

1. What problem was the Pony Express created to solve?

2. What problem caused older mail services to be slow? Draw a box around the problem.

3. What solution did the Pony Express have for the problem from question 2?

Name _____

Read the passage. Then complete the questions.

Surfing the Web

The printing process has changed a lot over the years. For example, people in the past used ink and papyrus, clay tablets, other kinds of paper, or the printing press to write and record information. Today, new inventions such as computers and the Internet allow us to print and share information in new ways.

This
is a
signal
phrase.

Internet pages spread news across the world. These news Web sites are better than newspapers in some ways. For example, these Web sites let you read articles from all over the world just by turning on your computer. You don't have to search for a store that sells newspapers from other cities or countries! More importantly, news Web sites are a fast way of getting news. On a news Web site, you can read news about an event right after it happens.

- Underline the following signal phrases:
for example **such as** **more importantly**
- What are some methods people in the past used to record information? Put a box around the phrase that tells methods they used.
- According to the passage, in what ways are news Web sites better than newspapers?

Name _____

Read the passage. Then complete the questions.**A Dangerous Mountain**

“Today’s class is about Mount Vesuvius,” Mr. Hall said to his students. “It is a volcano in Italy. In A.D. 79, Mount Vesuvius erupted and destroyed three Roman towns. It showed that nature can be a very powerful force.”

Mr. Hall continued. “There were many small earthquakes in the days before the volcano erupted, but people ignored these warnings. They did not leave the area when they should have.”

Mr. Hall frowned. “People keep building new towns there, but Mount Vesuvius keeps damaging them. People must learn from history.”

The theme is the overall idea of a paragraph or story.

1. Underline the important information about nature in the first paragraph.
2. Put a box around the sentence that gives information about the warnings people got before Vesuvius erupted.
3. What is the theme of the selection?

Name _____

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

1. Sam's _____ stories made us laugh.
humorous expectant mistreatment
2. My sister was _____ to all of our attempts to change her mind.
important attendant resistant
3. The old _____ showed how our street looked 100 years ago.
graph photograph reaction
4. Jim _____ gave his time to tutor me.
softly harshly unselfishly
5. The room is _____ enough to fit all of the sixth-grade students.
spacious unusual unworkable
6. Our class had many _____ ideas about where to go on a class trip.
distraction different middle
7. We went to a lake that was _____ by hills.
surrounded allowable proud
8. Don't throw away the container. It is _____.
mismatched readable reusable

B. Circle the prefixes and suffixes in the answer choices above.