

GRADE 3

California Treasures

Approaching Reproducibles



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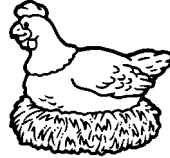
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Name _____

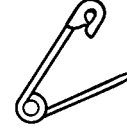
Use these pictures and words to help you identify the short vowel sounds for *a*, *e*, *i*, *o*, and *u*.

Short **a** sound

cat

Short **e** sound

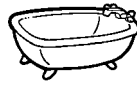
hen

Short **i** sound

pin

Short **o** sound

pot

Short **u** sound

tub

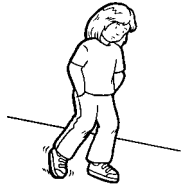
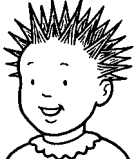


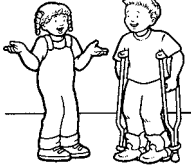
Circle the letter next to the word that belongs in the blank.
Then write the word.

- I _____ my old house.
 - miss
 - mass
- The door in my new house is hard to _____.
 - shot
 - shut
- We have a _____ garden in our new yard.
 - rock
 - rack
- Our next-door neighbor is a very nice _____.
 - main
 - man
- I have to climb three _____ to get into my room.
 - steps
 - stops

Name _____

Read the vocabulary words. Then read the sentence at the left of each picture. Write the correct vocabulary word in the sentence at the right of the picture.

nervous trudged nonsense chuckled fumbled

1. Annie walked with heavy steps.		Annie _____ down the street.
2. Some hairstyles are silly.		Mom said that my new hairstyle is _____.
3. Jen worried about singing.		Jen was _____ when she began to sing.
4. Fred dropped the ball.		Fred _____ the ball in his first game.
5. Jay laughed at the joke.		Jay _____ at the joke.

Name _____

- **Character:** The people or animals in a story.
- **Setting:** Describes where and when the story takes place.
- **Plot:** Explains the important events in the beginning, middle, and end of the story.

Read the story. Then circle the correct answer to each question.

Today is Bernard's first piano lesson. He walks into the piano studio. The teacher is sitting at the piano with her back to Bernard. Bernard is nervous. He doesn't know anything about playing the piano. The teacher turns around and says, "Hi, Bernard. It's nice to see you again today." Bernard is so happy. The woman is Mrs. Murphy, his teacher in school.



1. Who are the characters in this story?
 - a. Bernard and Mrs. Murphy
 - b. Bernard and the piano
2. What is the setting for this story?
 - a. in a classroom on the first day of school
 - b. in a piano studio before the first lesson
3. Which event happened in the beginning of the story?
 - a. Bernard went to school.
 - b. Bernard went to the piano studio.
4. Which event happened at the end of the story?
 - a. Bernard saw that the teacher was Mrs. Murphy.
 - b. Bernard was nervous about taking his first lesson.



Name _____

As you read *First Day Jitters*, fill in the Story Map.

Characters

Setting

Beginning



Middle



End

How does the information you wrote in this Story Map help you analyze story structure in *First Day Jitters*?



Name _____

As I read, I will pay attention to phrasing.

11 Dad took Skye’s hand as they went down the steps to
 22 the street. “Forty steps!” he said. “And I never have to
 28 shovel them again.” Skye just sighed.

36 At the hardware store, Skye trudged slowly behind
 49 Dad. When he asked her to pick a color for her new room,
 she just shrugged.

52 Dad looked upset. “I know you’re sad about moving,”
 61 he said. “But we want Grandma to come and live with
 72 us.” 73

Comprehension Check1. Why is Skye sad? **Plot Development**2. Where did Dad and Skye go? **Plot Development**

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

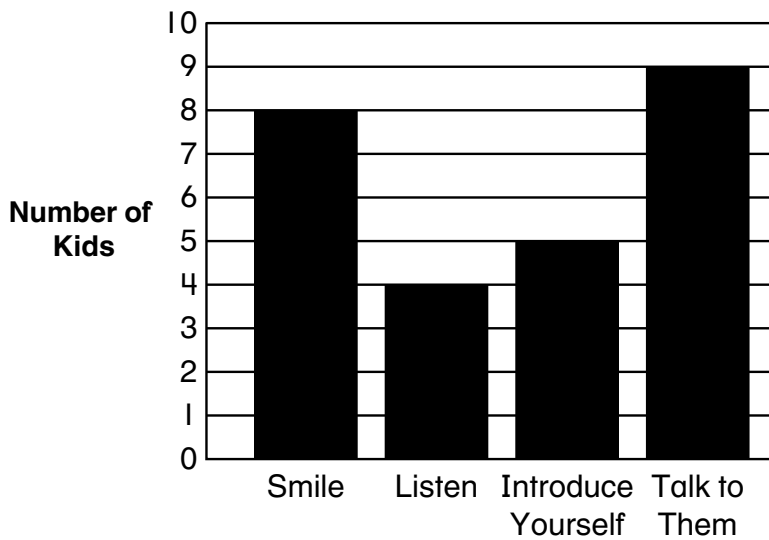


Name _____

A **bar graph** is a kind of graph that compares two or more amounts. The bars show the amounts. The labels show what is being compared. The numbers show the amounts.

Use the bar graph to answer the questions below.

How Kids Make New Friends



Ways to Make New Friends

1. According to this survey, what is the best way to make new friends?

2. How many more kids make friends by smiling than by listening?

3. How many kids took this survey? _____
4. If two more kids said that the best way to make friends was to introduce themselves, how many kids in all would have chosen that category?

Name _____

A **prefix** is a word part that can be added to the beginning of a base word. Adding a prefix forms a new word with a new meaning. Two common prefixes are ***un-*** and ***non-***.

un- means “not” or
“the opposite of”

un + kind = unkind

non- means “not” or
“without”

non + stick = nonstick

unusual unhappy unable unlike nonstop nonsense

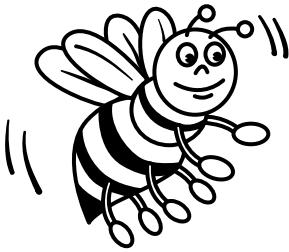
Use a word from the box to complete each sentence.

1. Our teacher is _____ any other teacher I have had.
2. He is different and _____ in many ways.
3. One thing he does is read _____ rhymes to us.
4. Often we are _____ to stop laughing at the rhymes.
5. Some students seem to laugh _____.
6. Our teacher would be _____ if we did not enjoy the rhymes.



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|---------|
| 1. _____ | 1. clap |
| 2. _____ | 2. step |
| 3. _____ | 3. sick |
| 4. _____ | 4. rock |
| 5. _____ | 5. mess |
| 6. _____ | 6. shut |
| 7. _____ | 7. miss |
| 8. _____ | 8. jump |
| 9. _____ | 9. pond |
| 10. _____ | 10. bag |
| 11. _____ | 11. fan |
| 12. _____ | 12. fed |
| 13. _____ | 13. yet |
| 14. _____ | 14. hid |
| 15. _____ | 15. top |
| Review Words 16. _____ | 16. cat |
| 17. _____ | 17. can |
| 18. _____ | 18. man |
| Challenge Words 19. _____ | 19. bug |
| 20. _____ | 20. wig |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A fitt
- B fit
- C fite
- D fitte

Sample B:

- E forg
- F frogg
- G frog
- H froge

1. A topp
 B top
 C tup
 D toppe

2. E clapp
 F clape
 G clappe
 H clap

3. A hidde
 B hed
 C hid
 D hidd

4. E step
 F stepe
 G sthep
 H stepp

5. A yett
 B yet
 C yette
 D ayet

6. E sik
 F sicke
 G sikc
 H sick

7. A fid
 B fedd
 C fed
 D fidde

8. E rock
 F rok
 G rokc
 H rohck

9. A messe
 B mess
 C mehss
 D mes

10. E fane
 F fan
 G phan
 H fann

11. A schut
 B shut
 C shutt
 D schutt

12. E bagg
 F bagge
 G bage
 H bag

13. A miss
 B mics
 C mis
 D misse

14. E ponnd
 F pomd
 G pond
 H ponde

15. A juhmp
 B junp
 C jumpe
 D jump



Name _____

- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.

Statement: There are many ways to make new friends.

Question: What do you do to make friends?

Write **statement** if the sentence tells something. Write **question** if the sentence asks something. Put the correct end mark at the end of the sentence.

1. Meg liked to make new friends _____
2. She said hello to the new student _____
3. How would you greet a new student _____
4. She told him about their school _____
5. She told him how they had fun _____
6. What would you say about your school _____
7. She showed him around the school _____
8. Where would you take a new student _____
9. What would you ask someone new _____
10. Do you like to hear about new places _____
11. We like our school _____
12. What was your school like _____
13. We have a lot of fun reading _____
14. Have fun at your new school _____

To the Teacher: Complete the entire page *with* students.
Have students reread the sentences to a partner.

Name _____

- A sentence is a group of words that tells a complete thought.
- A **statement** is sentence that tells something.
- A **question** is a sentence that asks something.

Read the description of Carly’s first day at camp. Circle the mistakes and rewrite the paragraph.

I woke up early. it was the first day of camp. I didn’t know what to expect. Would I know anyone in my group. Would we do things I like to do? Would we swim in the lake or the pool? I’ve never gone swimming outside before!

The bus was already filled with campers. I looked nervously down the aisle? Then I saw Lisa. she had been on my soccer team. I sat down next to her. Now I didn’t even mind the rain. It would be fine because I had a friend with me.

Name _____

When a word has a vowel that is followed by a consonant and a final silent **e**, the vowel usually has a long vowel sound. Say the following words aloud. Notice that each word has a vowel that is followed by a consonant and a final silent **e**.

cove

plane

twice

made

spike

throne

flute

smile

Write the word that completes each sentence. Underline the vowel, and draw a box around the final silent e in each word.

1. We played a reading _____.

gum game

2. We called out a story's _____.

nest name

3. We told about where the story takes _____.

place play

4. We said why we thought kids would _____ the story.

lick like

5. We _____ our ideas on the board.

wrap wrote

6. My team won first _____.

print prize

7. Winning was a _____ surprise.

hug huge

8. Reading helps you become very _____.

wise wish



Name _____

A. Read the vocabulary words. Write the correct word in each sentence below.

auditions adventure exploring sparkling fantastic success

1. My favorite books are _____ stories.
2. Reading them teaches me about people who like _____.
3. Some explorers see _____ sights.
4. Some sail to places with clear and _____ seas.
5. Explorers don't always have _____ in finding what they're looking for.
6. My friends and I hold _____ for parts in plays about adventure stories.

B. Write two sentences. Use one of the vocabulary words in each sentence.

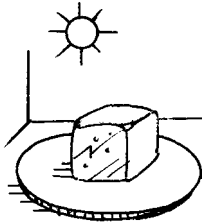
7. _____

8. _____

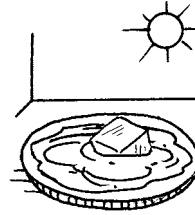
Name _____

A **cause** is what makes something happen. The **effect** is the thing that happens.

Cause: The ice was left outside on a warm day.



Effect: The ice melted.



Write the letter of the sentence that tells the correct effect next to each cause.

Cause

- ___ 1. Joey wants to learn about recycling paper.
- ___ 2. Joey learns that newspapers can be recycled.
- ___ 3. Joey gives a report to the class about the positive effects of recycling paper.
- ___ 4. Nishi falls off her new bike.
- ___ 5. Nishi goes to the doctor.
- ___ 6. Nishi's wrist gets better in six weeks.

Effect

- a. Joey's classmates start a paper recycling program at their school.
- b. Joey checks out a book about recycling paper from the library.
- c. Joey tells his classmates to start collecting newspapers to be recycled.
- d. Nishi is ready to ride her bike again.
- e. Nishi hurts her wrist.
- f. The doctor puts a cast on Nishi's wrist.

Name _____

As you read *Amazing Grace*, fill in the Cause and Effect Chart.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in this Cause and Effect Chart help you retell *Amazing Grace*?

Name _____

As I read, I will pay attention to my intonation.

10 The trees around the pond are bushy with green leaves.
 15 Plants grow tall around the pond. Plants grow inside the
 20 pond too. Flowers bloom everywhere.
 25 The neighborhood near the pond is busy. Ducks and
 34 birds build nests. Soon they will lay their eggs. Then the
 45 eggs will hatch. There will be fluffy baby ducks and birds
 56 learning to live at the pond.
 62 The beavers have spent the summer building their
 70 home. Now they are addressing their need for food for the
 81 winter. 82

Comprehension Check1. What happens at the pond? **Plot Development**2. In what season do beavers prepare for winter? **Main Idea and Details**

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



Name _____

Personification means giving human characteristics to an animal or thing.

a whispering rain a singing wind a juggling spider

A **legend** is a story that takes place long ago and is passed down in stories told by older people to younger ones. It usually includes a lesson or tells why something happens. Legends often include personification.

Read the legend. Then answer the questions below.

Long ago, an old Indian leader had a dream. In his dream, he saw Iktomi, the great wise teacher. Iktomi took the form of a spider. The spider picked up the leader's hoop and used it to spin a web. As he worked, he spoke about how people change as they grow older. He told the leader that as you go through life, you can do the right things or the wrong things. He said that if you do the wrong things, you may be hurt. If you do the right things, you will have a good life.

When Iktomi finished speaking, he gave the leader the perfect web he had made. He said, "Use the web to help your people make use of their good ideas and dreams. This web will catch their good ideas and the bad ones will go through the hole in the center."

1. What human characteristics does the spider have? _____

2. What lesson does this legend teach? _____

Name _____

- A **word family** is a group of words that shares the same base word. Knowing the meaning of the base word can help you figure out the meaning of words in the same word family.
- *Sparkle* and *sparkler* belong to the same word family. They share the base word *spark*.
- *Review* and *viewing* belong to the same word family. They share the base word *view*.

Read each sentence below. Circle the words that belong to the same word family as the underlined word.

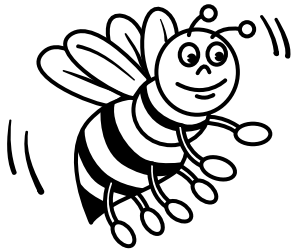
1. Books help you imagine places you have never been to.
 - a. imaginary
 - b. see
 - c. imagination
2. I like to read about people who work hard and have success.
 - a. succeed
 - b. successful
 - c. several
3. My friend loves to read about people who explore.
 - a. travel
 - b. explorer
 - c. exploration
4. Do you remember the first book that you read?
 - a. memory
 - b. mess
 - c. memorize

Practice

Spelling:
Words with
Final *e*

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-----------|
| 1. _____ | 1. date |
| 2. _____ | 2. fine |
| 3. _____ | 3. rose |
| 4. _____ | 4. lake |
| 5. _____ | 5. life |
| 6. _____ | 6. home |
| 7. _____ | 7. safe |
| 8. _____ | 8. rice |
| 9. _____ | 9. wise |
| 10. _____ | 10. grade |
| 11. _____ | 11. smile |
| 12. _____ | 12. base |
| 13. _____ | 13. code |
| 14. _____ | 14. use |
| 15. _____ | 15. woke |
| Challenge Words 16. _____ | 16. time |
| 17. _____ | 17. game |
| Review Words 18. _____ | 18. clap |
| 19. _____ | 19. step |
| 20. _____ | 20. sick |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ gave
- Ⓑ gaav
- Ⓒ gaev
- Ⓓ gayv

Sample B:

- Ⓔ min
- Ⓕ myne
- Ⓖ mine
- Ⓗ miin

1. Ⓐ liefē
Ⓑ liffe
Ⓒ lyfe
Ⓓ life

6. Ⓔ hoem
Ⓕ home
Ⓖ homm
Ⓗ hoam

11. Ⓐ wise
Ⓑ wiiz
Ⓒ weyz
Ⓓ wiis

2. Ⓔ fien
Ⓕ feyn
Ⓖ fine
Ⓗ fyne

7. Ⓐ roos
Ⓑ rose
Ⓒ roas
Ⓓ rous

12. Ⓔ base
Ⓕ bayse
Ⓖ baes
Ⓗ baase

3. Ⓐ sayf
Ⓑ saif
Ⓒ safe
Ⓓ saaf

8. Ⓔ ries
Ⓕ reys
Ⓖ rice
Ⓗ riis

13. Ⓐ graid
Ⓑ graad
Ⓒ grayd
Ⓓ grade

4. Ⓔ lake
Ⓑ lacke
Ⓒ lak
Ⓗ laik

9. Ⓐ woek
Ⓑ woke
Ⓒ wooke
Ⓓ woake

14. Ⓔ smile
Ⓑ smyle
Ⓒ smil
Ⓗ smiel

5. Ⓐ dat
Ⓑ dait
Ⓒ date
Ⓓ dayt

10. Ⓔ yous
Ⓕ use
Ⓖ ues
Ⓗ yuse

15. Ⓐ coad
Ⓑ code
Ⓒ codde
Ⓓ coede



Name _____

- An **exclamation** shows strong feeling. It ends with an exclamation mark.

Example: What great news!

Add a word from the box to make each group of words an exclamation. Then write the sentence correctly.

great	Hey	Look	Quick
see	too	What	Wow

1. _____, there's a letter for you

2. _____ a surprise

3. _____, open the envelope

4. _____, it's from Aunt Cara

5. _____, she has a new puppy

6. That's _____

7. There's a picture, _____

8. Let me _____

Name _____

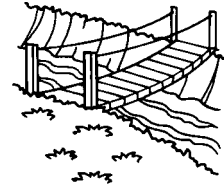
If a vowel says its own name, it is a long vowel. If a syllable has two vowels, they make the long sound of the first vowel. So words with the letters *ai* or *ay* will make the long *a* sound.

A. Put the letters *ai* or *ay* in the blanks below to finish the sentences.

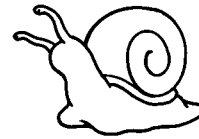
1. I followed the t r _____ l in the woods.



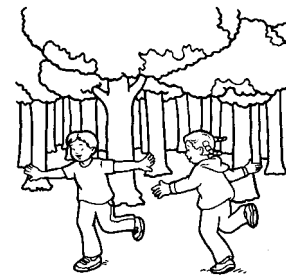
2. The wooden bridge began to s w _____.



3. I moved as slowly as a s n _____ l.



4. Anyone who p l _____ s in the forest must be careful.



B. Review the words with the long vowel pattern from last week. Write the missing vowel in the blanks.

5. Growing r _____ c _____ takes a lot of rain.
6. I looked at the g l _____ b _____ to find China.

Name _____

A. Choose a word from the box to match each clue. Write the word on the line.

donate

unaware

members

contribute

1. to not know something is happening

2. to give some of your time or money to help other people

3. to work with other people to get something done

4. people who are part of the same group

B. Write two sentences. Use one of the vocabulary words in each sentence.

5. _____

6. _____

Name _____

The **main idea** is what a story is mostly about. The main idea is often stated, or written directly in the story.

Details are ideas or facts that give more information about the main idea.

If you want to tell someone about a story you have read, you will want to tell them the main idea and important details that tell more about the main idea.

A. Read the passage. Then circle the correct answer to the question.

Many people build schools to help kids learn. In California, baseball players donated time and money to build a school. Kids learn how to play baseball, as well as reading and math. Some kids love baseball! A group called Free the Children has built more than 450 schools in places around the world. Free the Children is a large group. They've also paid for medical programs.

1. What is the main idea of this paragraph?
 - a. Kids learn how to play baseball.
 - b. Many people build schools to help kids learn.
 - c. Baseball players donated time and money to build a school.

B. Write *yes* if the detail tells about the main idea. Write *no* if the detail does not tell about the main idea.

2. Baseball players donated time and money to build a school. _____
3. Some kids love baseball! _____
4. Free the Children has built more than 450 schools in places around the world. _____
5. Free the Children is a large group. _____
6. They've also paid for medical programs. _____

Name _____

As you read *Earth Smart*, fill in the Main Idea and Details Chart.

<p>Main Idea _____</p> <p>_____</p> <p>_____</p> <p>Detail 1 _____</p> <p>_____</p> <p>Detail 2 _____</p> <p>_____</p>



<p>Summary _____</p> <p>_____</p> <p>_____</p>

How does the information you wrote on the Main Idea and Details Chart help you summarize *Earth Smart*?



Name _____

As I read, I will pay attention to pacing.

10 Marta worried about the kitten all day. It needed help,
 15 but what could she do?
 23 That afternoon, she went to her science teacher,
 34 Mr. Penn. He said, “The mother must have left it there,
 35 Marta.”
 39 ”But why?” asked Marta.
 49 ”I’m not sure, Marta. I just know that cats sometimes
 51 do that.”
 61 ”Well, I am not going to leave that kitten there!”
 63 Marta said.
 71 Mr. Penn could tell that she was upset. 71

Comprehension Check

1. Why is Marta worried about the kitten? **Plot Development**
2. How can Mr. Penn tell that Marta is upset? **Main Idea and Details**

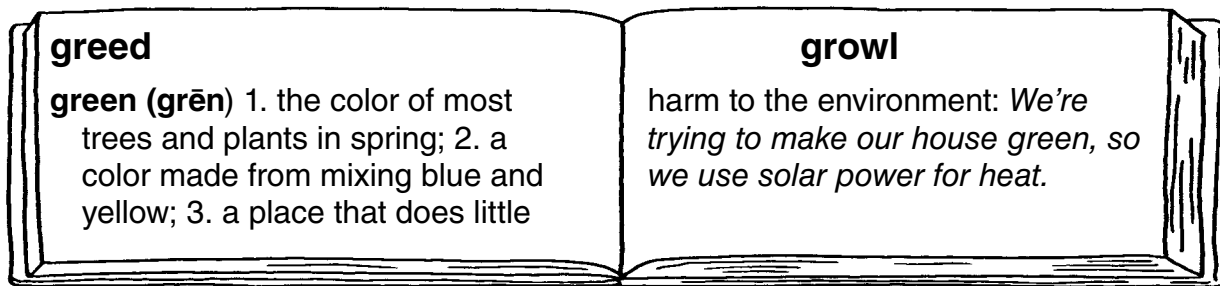
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

- A **dictionary** is a book that gives information about words. The words in a dictionary are called **entry words**. The way you say, or pronounce, the word is called the **pronunciation**.
- **Guide words** tell the first and last words on the page. The dictionary gives **definitions** for each entry word.

Read the portion of the dictionary page below. Then circle the answers to the questions.



1. What is the entry word?
 - a. growl
 - b. green
 - c. greed
2. Which of the choices shows how to pronounce **green**?
 - a. grēn
 - b. grĕn
 - c. grān
3. What are the guide words on the page?
 - a. great and growl
 - b. green and growl
 - c. greed and growl
4. Which definition, or meaning, best fits the way **green** is used in the example sentence?
 - a. 1. the color of most trees and plants in spring
 - b. 2. a color made from mixing blue and yellow
 - c. 3. a place that does little harm to the environment

Name _____

Description Writing Frame

A. Summarize “Earth Smart.” Use the Description Writing Frame below.

The Goodwillie Environmental School is a green school. The students at this green school help the environment in **many ways**.

One way they help is _____

Another way they help is _____

They also help by _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

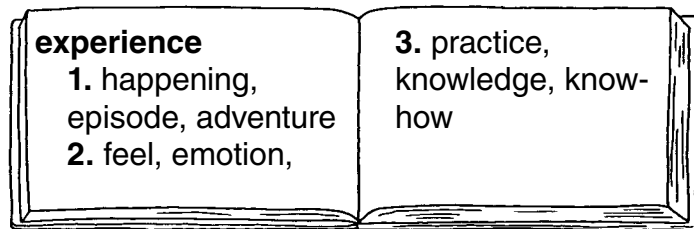
- A **thesaurus** is a dictionary with synonyms. **Synonyms** are words that have the same, or almost the same, meaning.
- When you read a word you don't know the exact meaning of, you can find words that mean nearly the same thing in a thesaurus. Words with similar meanings can help you figure out the meaning of a new word.
- If a word has more than one meaning, the thesaurus shows similar words for each meaning. There is a number before each of the meanings.

Example: The word *shot* has more than one meaning.

A thesaurus would provide synonyms for each meaning.

shot 1. syringe, hypodermic needle 2. injection
3. explosion, discharge

A. Read the thesaurus entry for the word *experience*. Then answer the question using information from the entry.



1. For how many meanings of *experience* does this entry give synonyms?

B. Use the thesaurus entries to select the synonym for *experience* that makes sense in each sentence. Write the synonym.

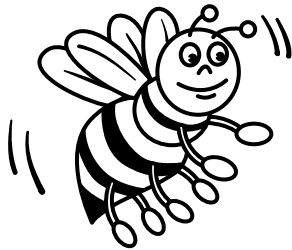
2. Kids at some schools get experience working on community projects.

3. People experience happiness when they contribute to their community.

4. The experience kids get from being part of a school community helps them become good citizens. _____

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-----------|
| 1. _____ | 1. fail |
| 2. _____ | 2. bay |
| 3. _____ | 3. pail |
| 4. _____ | 4. ray |
| 5. _____ | 5. tray |
| 6. _____ | 6. may |
| 7. _____ | 7. sway |
| 8. _____ | 8. gray |
| 9. _____ | 9. plays |
| 10. _____ | 10. paint |
| 11. _____ | 11. lady |
| 12. _____ | 12. tail |
| 13. _____ | 13. day |
| 14. _____ | 14. pain |
| 15. _____ | 15. way |
| Challenge Words 16. _____ | 16. say |
| 17. _____ | 17. sail |
| Review Words 18. _____ | 18. safe |
| 19. _____ | 19. code |
| 20. _____ | 20. rice |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ rail
- Ⓑ rayl
- Ⓒ raile
- Ⓓ rael

Sample B:

- Ⓔ sta
- Ⓕ stae
- Ⓖ stay
- Ⓗ staay

1. Ⓐ fail
Ⓑ fale
Ⓒ fael
Ⓓ fayl

2. Ⓔ bae
Ⓕ baay
Ⓖ bay
Ⓗ bei

3. Ⓐ pial
Ⓑ payl
Ⓒ pail
Ⓓ pael

4. Ⓔ ray
Ⓕ rea
Ⓖ raye
Ⓗ raay

5. Ⓐ wai
Ⓑ waye
Ⓒ waey
Ⓓ way

6. Ⓔ traey
Ⓕ traye
Ⓖ tray
Ⓗ traiy

7. Ⓐ pain
Ⓑ payn
Ⓒ paene
Ⓓ paen

8. Ⓔ maey
Ⓕ maye
Ⓖ may
Ⓗ mai

9. Ⓐ daey
Ⓑ daye
Ⓒ day
Ⓓ dai

10. Ⓔ sway
Ⓕ swaye
Ⓖ swaey
Ⓗ swaay

11. Ⓐ graey
Ⓑ graye
Ⓒ gray
Ⓓ graay

12. Ⓔ plays
Ⓕ play
Ⓖ playz
Ⓗ pleays

13. Ⓐ pante
Ⓑ paint
Ⓒ paynt
Ⓓ paent

14. Ⓔ tael
Ⓕ taile
Ⓖ tail
Ⓗ taeyl

15. Ⓐ laidy
Ⓑ ladey
Ⓒ lady
Ⓓ laedey

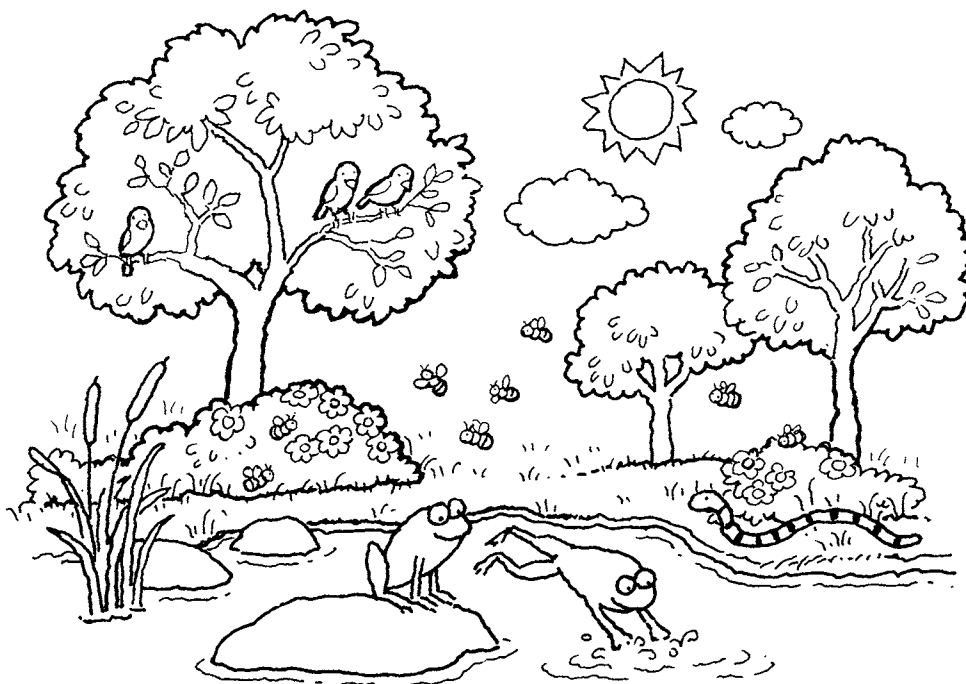


Name _____

- Every **sentence** has a subject.
- The **subject** of a sentence tells what or whom the sentence is about.

Add a subject to each group of words.

1. _____ hopped into the water.
2. _____ was bright and warm.
3. _____ buzzed near the flowers.
4. _____ is orange and black.
5. _____ perched on the branches.
6. _____ drifted across the sky.
7. _____ kept us cool.
8. _____ grew on the trees.



Name _____

- The **subject** of a sentence tells what or whom the sentence is about.

Read the paragraph below about habitat.

My habitat each day is Lowell Elementary School. Students make up the largest group of living things in this habitat. They come in all shapes and sizes. Be very loud. They can be very quiet. Move around. Some of their food comes in brown lunch bags. Others get food from plastic containers. Other living things include the plants sitting near the window. Watered every day. The living things also include the fish in the fish tank. We can watch the fish and see how they live in their habitat. Swim around.

Rewrite the paragraph fixing any sentence fragments you found.

Name _____

Writing Rubric	
4 Excellent	1 Unsatisfactory
Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions
Word Choice	Word Choice
Voice	Voice
Presentation	Presentation
3 Good	2 Fair
Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions
Word Choice	Word Choice
Voice	Voice
Presentation	Presentation

Name _____

If a vowel says its own name, it is a long vowel. Here is a rule to help you remember: “When two vowels go out walking, the first does all the talking.” That means the first vowel is a long vowel and the second vowel is silent. Sometimes the letter **w** acts as a vowel.

A. Circle the word in each sentence that has a long o sound.

1. The (snow, crowd) covered the car.
2. I like to (pop, float) at the pool.
3. We will (roast, spool) marshmallows at the campfire.
4. He (sold, enjoyed) the most candy in the school sale.
5. The (gallon, bowl) on the table is glass.
6. Pirates sailed the seas looking for (gold, world).

B. Follow the directions above to review these words with the long a sound.

7. My new sweater is (gray, yarn).
8. I like my ice cream (candle, plain).
9. We had to (stand, wait) for the bus.
10. He had a (stain, cat) on his shirt.

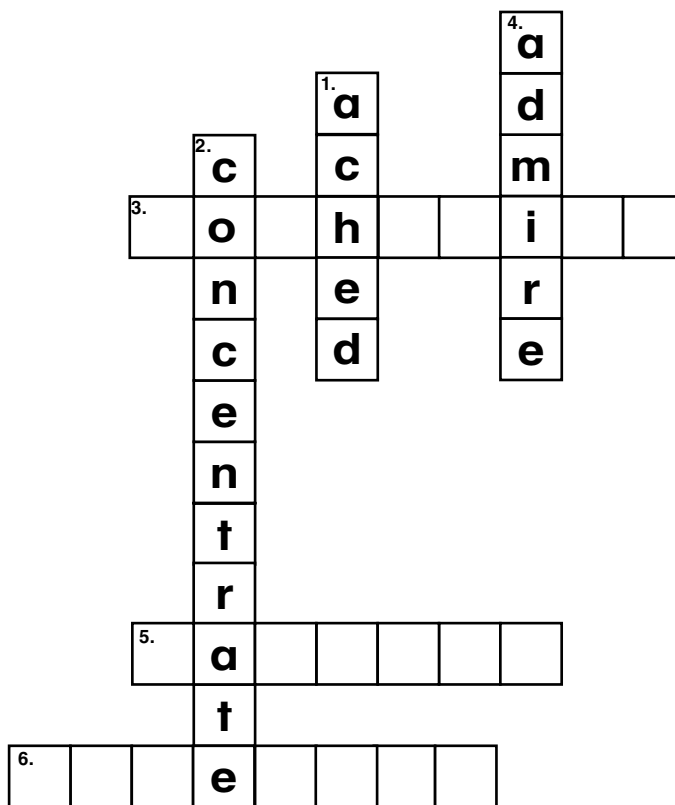
Name _____

passion
splendid

admire
bothering

concentrate
ached

Use the vocabulary words from the box to fill in the Across part of the crossword puzzle. There are no clues for the Down part of the crossword. Using the answers in the crossword puzzle, create clues for the Down words.



Clues

Across

- 3. annoying someone
- 5. a strong feeling
- 6. very good

Down

Name _____

When you **compare** characters, ideas, or events, you tell how they are alike.

When you **contrast** characters, ideas, or events, you tell how they are different.

Read each passage. Use the information to answer each question.

Sam and Karen went on a class trip on Monday. They visited the zoo. At the zoo, Sam liked the lions and the bear cubs. Karen liked the zebras. Both Sam and Karen had a great time at the zoo.

1. Where did Sam and Karen go on Monday?

2. What animals did Sam like? What animals did Karen like?

3. How did Sam and Karen and Sam feel about their visit?

4. How are Sam and Karen different?

5. How are Karen and Sam alike?

Name _____

As you read *Wolf!*, fill in the Compare and Contrast Chart.

Alike	Different

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How does the information you wrote in the Compare and Contrast Chart help you generate questions about *Wolf!*?

Name _____

As I read, I will pay attention to my expression.

Evan's mother walked into the living room.
 7 She turned off the TV set.
 13 "Time to stop watching TV," she told him. "You need to
 24 do your schoolwork now."
 28 Evan had to write a report about wolves. But he really
 39 wanted to hang out with his older brother, Toby. "But this
 50 show is about wolves," Evan told her.
 57 "That's fiction. It's not real," his mother said. "You
 66 need to read some nonfiction books or magazines."
 74 "I'm tired. I played soccer all day," he told her. 84

Comprehension Check

1. What is Evan's problem? **Problem and Solution**
2. What excuses does Evan give to his mother? **Main Idea and Details**

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



Name _____

Articles can contain headings, pronunciations, and words in italics or boldface type to help organize information and make it clearer.

- **Boldface** words are in darker type and highlight important vocabulary.
- **Italics** are lighter letters that slant and help identify new words or terms.
- The **pronunciation** helps you to say a difficult word.
- A **heading** organizes and summarizes information in a text.

Read the article about wolves. Then circle the letter that tells if each feature is a heading, pronunciation, italics, or boldface type.

More About Wolves

Wolves live in the wild. They howl to find each other. Wolves travel in a **pack**. The *cubs* sleep in a *den*. All wolves have four paws (pô^s).

1. More About Wolves

- a.** boldface **b.** heading **c.** pronunciation

2. pack

- a.** heading **b.** italics **c.** boldface

3. cubs

- a.** italics **b.** pronunciation **c.** boldface

4. den

- a.** boldface **b.** italics **c.** heading

5. paws (pô^s)

- a.** pronunciation **b.** heading **c.** italics

Name _____

Some words have more than one meaning.

Read the entry for sort, which has more than one meaning.

parts of speech	sort <u>noun</u> 1. kind; type: <i>What sort of salad</i> <i>did you make?</i> 2. <u>verb</u> to arrange or separate by type: <i>Let's sort the mail.</i>	first meaning of word
		second meaning of word

A. Write the number 1 or 2 to tell which meaning of the word is used in the sentence. Then tell whether the word is a noun or a verb.

1. Please sort your socks by color.

meaning _____ part of speech _____

2. I don't like that sort of hat.

meaning _____ part of speech _____

3. This sort of plant will grow well in a sunny spot.

meaning _____ part of speech _____

4. We will sort the clips by size.

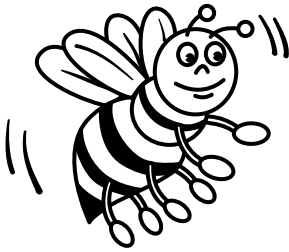
meaning _____ part of speech _____

B. Choose one meaning of *sort* and write a sentence.

5. _____

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|------------------------|-----------|
| 1. _____ | 1. gold |
| 2. _____ | 2. bowl |
| 3. _____ | 3. sold |
| 4. _____ | 4. snow |
| 5. _____ | 5. loaf |
| 6. _____ | 6. coal |
| 7. _____ | 7. slow |
| 8. _____ | 8. grows |
| 9. _____ | 9. show |
| 10. _____ | 10. blow |
| 11. _____ | 11. road |
| 12. _____ | 12. cold |
| 13. _____ | 13. boat |
| 14. _____ | 14. low |
| 15. _____ | 15. coat |
| Review Words | 16. _____ |
| | 17. _____ |
| | 18. _____ |
| Challenge Words | 19. _____ |
| | 20. _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ funn
- Ⓑ fun
- Ⓒ fune
- Ⓓ fuhn

Sample B:

- Ⓔ mak
- Ⓕ makke
- Ⓖ make
- Ⓗ macke

- | | | |
|------------|--------------|--------------|
| 1. Ⓐ slo | 6. Ⓔ coat | 11. Ⓐ snoe |
| Ⓑ slow | Ⓕ coate | Ⓑ snoa |
| Ⓒ sloa | Ⓖ cowte | Ⓒ snowe |
| Ⓓ slowe | Ⓗ coete | Ⓓ snow |
| 2. Ⓔ grows | 7. Ⓐ bowle | 12. Ⓔ cowl |
| Ⓕ groes | Ⓑ boele | Ⓕ colde |
| Ⓖ groughes | Ⓒ bowl | Ⓖ coald |
| Ⓗ groas | Ⓓ boal | Ⓗ cold |
| 3. Ⓐ coel | 8. Ⓔ loe | 13. Ⓐ lofe |
| Ⓑ cole | Ⓕ low | Ⓑ loefe |
| Ⓒ coal | Ⓖ lough | Ⓒ loaf |
| Ⓓ coughl | Ⓗ loa | Ⓓ loafe |
| 4. Ⓔ shooe | 9. Ⓐ bote | 14. Ⓔ road |
| Ⓕ shough | Ⓑ bowt | Ⓕ roed |
| Ⓖ shoa | Ⓒ boat | Ⓖ roede |
| Ⓗ show | Ⓓ boete | Ⓗ rowde |
| 5. Ⓐ goled | 10. Ⓔ sowled | 15. Ⓐ blough |
| Ⓑ gold | Ⓕ sold | Ⓑ bloa |
| Ⓒ goald | Ⓖ soelde | Ⓒ bloe |
| Ⓓ golde | Ⓗ soald | Ⓓ blow |



LC 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*).

Name _____

- Every sentence has two parts.
- Every sentence has a predicate.
- The **predicate** of a sentence tells what the subject does or is.

Match each group of words in the first column with a predicate in the second column. Write the predicate.

1. Ice and snow

2. The ice

3. Temperatures

4. Cold wind

5. Giant icebergs

6. Seals and penguins

7. Few plants

8. Tourists

stay below freezing.
float in the sea.
like to see Antarctica.
grow in Antarctica.
cover Antarctica.
blows across the land.
live in the cold.
is millions of years old.

Name _____

The sound of long *i* can be spelled in different ways:

i child, wild

y fly, pry, sky

ie lie, tie

igh slight, might

Circle the word with the correct long *i* spelling that completes the sentence.

1. When it is dark I like to turn on a (lit, light).



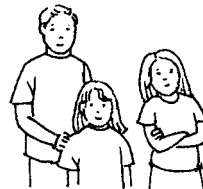
2. My mother makes the best apple (pye, pie) for dessert.



3. Sometimes I want to (fly, flee) like a bird.



4. I am the youngest (child, chyld).



5. My dog barks at (nite, night), and it wakes me up.



6. My mother tells me my sister is allowed to (crie, cry) because she is a baby.



7. There are (wild, wield) ponies in the field.



8. I helped my brother learn to (tie, tiy) his shoes.



Name _____

A. Write whether the sentence is true or false.

1. Sue's determination to make friends made her not want to meet new people. _____
2. To make bread you need exact amounts of ingredients, but it is fine to add extra sugar to your mixing bowl. _____
3. April put her toys in storage when she got older because she did not use them. _____
4. If you trip and twist your ankle, you probably feel like one of the luckiest people at school. _____
5. Before you wash your clothes, you should separate the dark colors from the light colors. _____
6. The slide ruined my new pants by making them cleaner.

The vocabulary word letters are mixed up below. Use the words in the box and the clues to help you identify the correct word.

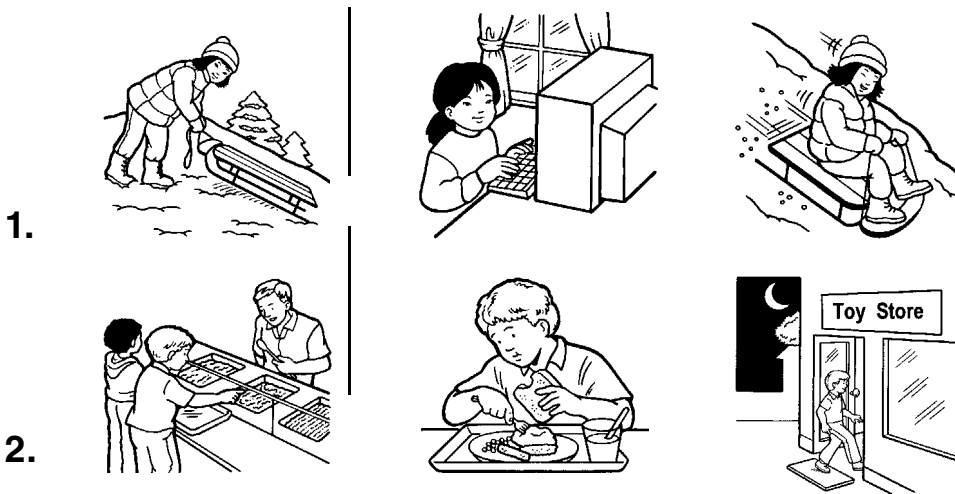
exact determination ruined storage separate luckiest

7. If your shoes don't fit, they are not your (C A E T X)
_____ size.
8. After she found her lost kitten, she felt like the (U I T C E L K S)
_____ and most grateful girl ever.

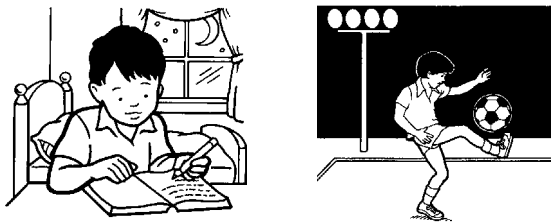
Name _____

When you make a **prediction**, you tell what you think will happen next. As you read on, you **confirm** your prediction, or find out if you were right. If your prediction was not correct, use what you have learned to make a new prediction.

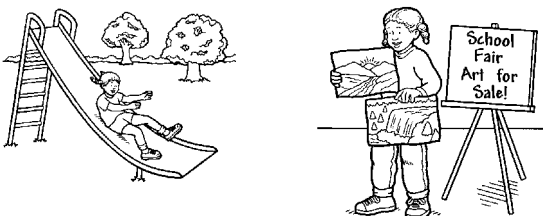
Look at the first picture in the row. Then circle the picture that shows what will probably happen next.



3. Every single night, Ian stays in his room to write. What will happen tonight?



4. Sue is a very good painter. She'll soon take them to sell. What will probably happen next?



Name _____

As you read *My Very Own Room*, fill in the Predictions Chart.

What I Predict	What Happens

© Macmillan/McGraw-Hill

How does the information you wrote in this Predictions Chart help you understand plot development in *My Very Own Room*?



Name _____

As I read, I will pay attention to phrasing.

10 Shatima and Jamal were on their back porch looking at
magazines.

11 “I really like these pictures of tree houses,” Shatima
20 said. “I wish we had one.”

26 “We have a tree,” Jamal said. “I’ll bet we could build a
38 tree house.”

40 “Mom and Dad won’t let us,” Shatima said.

48 “You are probably right,” said Jamal. “They’ll come up
57 with some reason we can’t do it.”

64 Katrina, their friend who lived next door, came over.
73 “What are you reading about?” she asked.

80 “Tree houses,” Shatima said.

84 “We want to build one, but Mom and Dad won’t go for
96 it,” Jamal said.

99 “Try them,” Katrina said. “You’ll never know unless
107 you ask.” 109

Comprehension Check

1. What do Shatima and Jamal want to build? **Main Idea and Details**
2. What advice does Katrina give Shatima and Jamal? **Main Idea and Details**

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



Name _____

An encyclopedia is a set of books with information about many subjects.

Encyclopedia articles are in alphabetical order.

They often have **guide words**, **headings**, and **captions** for pictures to help you see and understand the information.

- Guide words tell what the article is about.
- Headings sum up information and make it easy to find.
- Pictures help by giving you visual information about something in the article.
- Captions tell more about the pictures.

Circle the correct answer.

1. A set of books with information about many subjects is _____.
 - a. a dictionary
 - b. an encyclopedia
2. Why are captions important?
 - a. They tell more about the picture.
 - b. They are in alphabetical order.
3. You can tell what the article is about by looking at the _____.
 - a. guide words
 - b. pictures
4. Headings are useful because _____.
 - a. they give visual information
 - b. they make information easy to find

Name _____

You can use adjectives with **inflectional endings** to compare.

- When you add **-er** to most adjectives, it means “more.” The suffix **-er** is used to compare two people, places, or things.

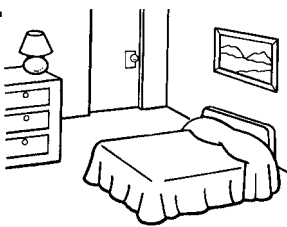
Example: Winter is **colder** than the summer.

- When you add **-est** to most adjectives, it means “most.” The suffix **-est** is used to compare more than two people, places, or things.

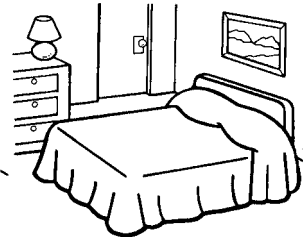
Example: Winter is the **coldest** season of all.

Look at all the pictures in the row. Circle the correct word to tell about each picture.

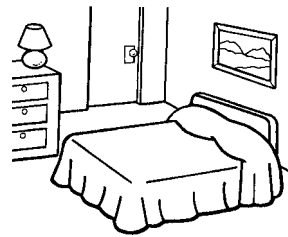
1.



small smaller
smallest

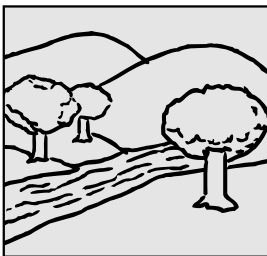


small smaller
smallest

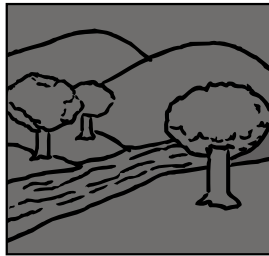


small smaller
smallest

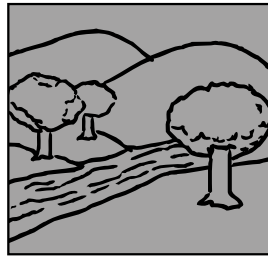
2.



dark darker
darkest



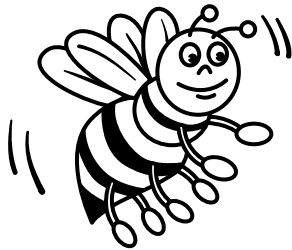
dark darker
darkest



dark darker
darkest

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-----------|
| 1. _____ | 1. sky |
| 2. _____ | 2. pie |
| 3. _____ | 3. might |
| 4. _____ | 4. find |
| 5. _____ | 5. flight |
| 6. _____ | 6. right |
| 7. _____ | 7. fry |
| 8. _____ | 8. tight |
| 9. _____ | 9. child |
| 10. _____ | 10. buy |
| 11. _____ | 11. wind |
| 12. _____ | 12. fly |
| 13. _____ | 13. try |
| 14. _____ | 14. sigh |
| 15. _____ | 15. bite |
| Review Words 16. _____ | 16. loaf |
| 17. _____ | 17. bowl |
| 18. _____ | 18. gold |
| Challenge Words 19. _____ | 19. tie |
| 20. _____ | 20. why |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A rubb
- B rub
- C rubbe
- D ruhb

Sample B:

- E fil
- F fille
- G file
- H fyl

1. A sie
 B sihg
 C sigh
 D sihe

6. E finde
 F fynd
 G find
 H fighnd

11. A fry
 B frigh
 C frie
 D fri

2. E fly
 F flie
 G fli
 H fligh

7. A pie
 B pye
 C pighe
 D py

12. E chiald
 F chiled
 G childe
 H child

3. A bie
 B buye
 C bigh
 D buy

8. E skihe
 F skigh
 G skie
 H sky

13. A winde
 B wind
 C wynde
 D wighnd

4. E tight
 F tite
 G tiete
 H tyte

9. A miht
 B myte
 C might
 D mighte

14. E try
 F trigh
 G trie
 H trighe

5. A riete
 B right
 C righte
 D rigehte

10. E fliht
 F flight
 G flite
 H flyte

15. A sye
 B sy
 C sigh
 D sie



Name _____

- A sentence that contains two sentences joined by **and** is called a **compound sentence**.

Write a compound sentence by joining each pair of sentences. Use a comma and the word *and*.

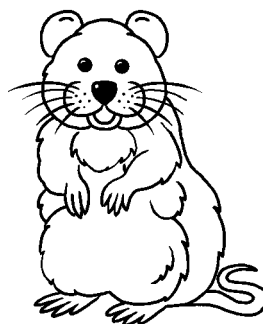
1. Hamsters are fun. They are easy to care for.

2. Hamsters are small. They are quiet.

3. Some hamsters have long hair. Some have short hair.

4. Hamsters are small. They can fit in your pocket.

5. They stuff food in their cheeks. They carry it that way.

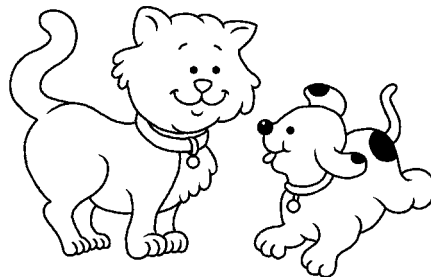


Name _____

- A sentence that contains two sentences joined by **and** is called a **compound sentence**.
- Use a comma before **and** when you join two sentences to form a compound sentence.

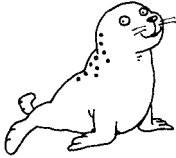
**Read the paragraph, and look for sentences you can combine.
Then rewrite the paragraph.**

I observed my cat, Eddie. Then I studied my dog, Belle. Eddie is orange. He weighs twenty pounds. Belle is white. She weighs twelve pounds. Both like to sleep. Both like to be in the sun. Eddie likes to chase birds. He likes to climb. Belle likes to dig. She plays fetch. Eddie sleeps on my bed. Belle sleeps on my floor. They are both good. They make great pets.

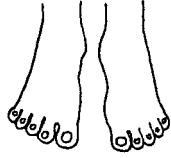


Name _____

Read each word that names the picture. Each word has a **long e** sound.



seal



feet



he and she

A. Circle all the words with the long e vowel sound in each row.

- | | | | |
|----------|--------|--------|-------|
| 1. clean | friend | meet | mess |
| 2. wheel | weak | sent | sell |
| 3. then | there | freeze | me |
| 4. see | sea | sky | sent |
| 5. test | swell | beat | sheep |

B. Circle the letter next to the word with the long e sound that belongs in the blank. Then write the word.

6. A cool _____ feels good when it's hot.
a. breeze b. brace
7. There are nine players on our _____ .
a. team b. tame
8. John's favorite color is _____ .
a. grain b. green
9. Please _____ the dishes when you are finished eating.
a. clean b. click
10. When are _____ allowed to start our tests?
a. will b. we

Name _____

In a story, the events happen in a certain order. This order is called chronological order or **sequence** of events. Words such as *before*, *after*, *then*, and *finally* are clues to help you know the order. Understanding the sequence of events helps you understand the story.

A. Below are pairs of events. Circle the event that should come first in each pair.

- | | |
|--|--|
| 1. a. Sharon made lemonade. | b. Sharon sold lemonade in front of her house. |
| 2. a. The cashier put the money in the register. | b. The customer handed the cashier money. |
| 3. a. Ally came home. | b. Ally went to sleep. |
| 4. a. Jack took the ice cream out. | b. Jack opened the freezer. |
| 5. a. My father got dressed. | b. My father went to work. |
| 6. a. The baker took the bread out of the oven. | b. The baker opened the oven. |
| 7. a. The storekeeper unlocked the front door. | b. The storekeeper turned on the lights. |
| 8. a. My mom opened the front door. | b. My mom heard the doorbell ring. |

B. The sentences below are out of order. Number the sentences in the order that the events happened.

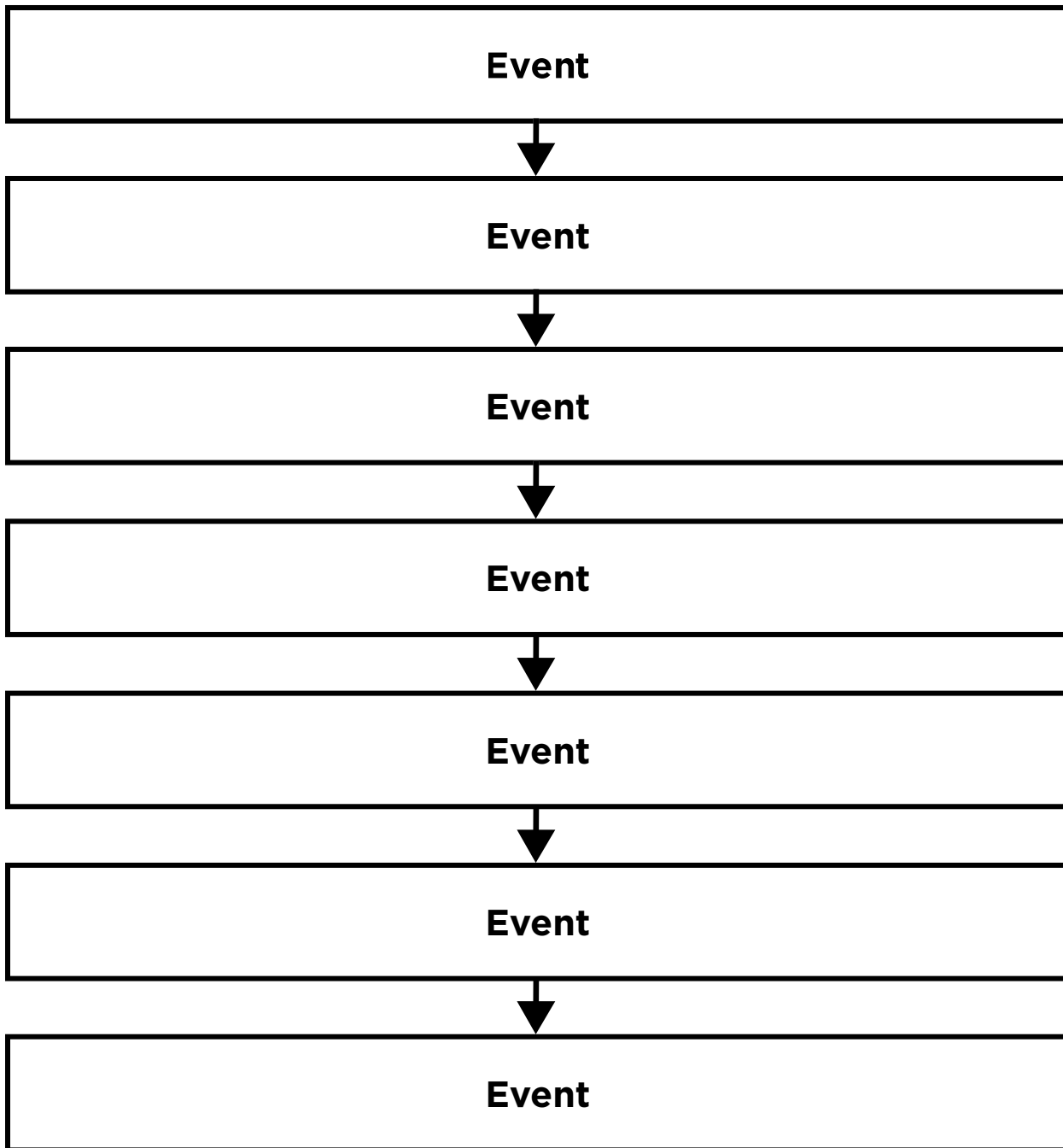
9. ____ Finally, Pedro had enough money to buy new boots.
10. ____ He needed to earn money for new boots.
11. ____ Pedro raked yards and mowed lawns for a month.
12. ____ Pedro's boots were very worn.



Name _____

As you read *Boom Town*, fill in the Sequence Chart.

Sequence Chart



How does the information you wrote in this Sequence Chart help you summarize *Boom Town*?

Name _____

As I read, I will pay attention to punctuation.

8 Most colonial families were large. Everyone had chores
to do. Boys learned to farm, hunt, build, and fix things.

19 Girls learned to garden, cook, sew, and take care of
29 animals.

30 At first the colonists got their goods from
38 England. Then they began making their own.

45 The colonists built houses and ships. They made shoes
54 and hats and wigs. They also made bricks and baskets. All
65 kinds of trades, or crafts, developed.

71 A boy began to learn a craft at a young age.
82 To do so, he would become an apprentice. He would work
93 with his father or another tradesman. 99

Comprehension Check

1. What kinds of chores did girls and boys do during colonial times? **Main Idea and Details**
2. How did a boy learn a trade in colonial times? **Main Idea and Details**

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



Name _____

A **calendar** shows the months, weeks, and days of the year. It helps you keep track of days and events.

Look at the calendar for a few weeks in October. Then answer the questions about Anna's clothing business.

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Anna's family arrives	3	4	5	6	7
8	9 Anna cuts dress	10 Anna sews dress	11 Anna sews shirt	12	13 Dress sold	14 People admire shirt

1. When did Anna's family arrive? Circle the date on the calendar.

2. When did Anna sew her first shirt? Circle the date on the calendar.

3. What did Anna do before she sewed her first shirt?

4. What did Anna do before she sewed the dress?

5. What happens on Saturday, October 14?

Name _____

When two small words are put together to make one bigger word, the new word is a **compound word**.

house + keeper = housekeeper

A. Draw a line between a word in the first column and a word in the second column to create five new words. Write the compound words you formed.

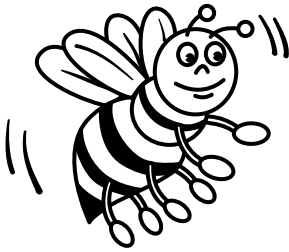
- | | |
|---------|---------------|
| 1. hair | sitter _____ |
| 2. fire | guard _____ |
| 3. baby | dresser _____ |
| 4. inn | fighter _____ |
| 5. life | keeper _____ |

B. Circle the compound words in the sentences below.

6. After the game, Willy got a big sack and put all the baseballs in it.
7. Jin spread the new tablecloth on the picnic table.
8. Eduardo was unable to turn the doorknob.
9. They put up their tent in the campground and got some water from the stream.
10. The whole class went out to the playground to play on the swings and play soccer.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|------------------------|-----------|
| 1. _____ | 1. heel |
| 2. _____ | 2. seal |
| 3. _____ | 3. week |
| 4. _____ | 4. bean |
| 5. _____ | 5. team |
| 6. _____ | 6. free |
| 7. _____ | 7. green |
| 8. _____ | 8. clean |
| 9. _____ | 9. street |
| 10. _____ | 10. teen |
| 11. _____ | 11. need |
| 12. _____ | 12. three |
| 13. _____ | 13. meet |
| 14. _____ | 14. leak |
| 15. _____ | 15. feel |
| Review Words | 16. _____ |
| | 16. right |
| | 17. _____ |
| | 17. piet |
| | 18. _____ |
| | 18. child |
| Challenge Words | 19. _____ |
| | 19. seem |
| | 20. _____ |
| | 20. beast |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ seed
- Ⓑ sed
- Ⓒ sead
- Ⓓ sedde

Sample B:

- Ⓔ tre
- Ⓕ trea
- Ⓖ tree
- Ⓗ teer

- | | | | |
|-----------|------------|-------------|--------------|
| 1. Ⓐ hele | 6. Ⓔ free | 11. Ⓐ need | 16. Ⓔ ceem |
| Ⓑ heel | Ⓕ fre | Ⓑ neet | Ⓕ seem |
| Ⓒ heeel | Ⓖ frei | Ⓒ nedd | Ⓖ seme |
| Ⓓ heele | Ⓗ frea | Ⓓ nede | Ⓗ seeme |
| 2. Ⓔ seel | 7. Ⓐ grene | 12. Ⓔ threy | 17. Ⓐ beste |
| Ⓕ sele | Ⓑ gren | Ⓕ thre | Ⓑ baest |
| Ⓖ sel | Ⓒ green | Ⓖ threa | Ⓒ beast |
| Ⓗ seal | Ⓓ grean | Ⓗ three | Ⓓ beest |
| 3. Ⓐ week | 8. Ⓔ cleen | 13. Ⓐ meet | 18. Ⓔ rit |
| Ⓑ weke | Ⓕ clean | Ⓑ mett | Ⓕ wriht |
| Ⓒ wek | Ⓖ cealn | Ⓒ meit | Ⓖ riht |
| Ⓓ weck | Ⓗ clene | Ⓓ meete | Ⓗ riht |
| 4. Ⓔ bene | 9. Ⓐ stret | 14. Ⓔ leke | 19. Ⓐ pie |
| Ⓕ benn | Ⓑ street | Ⓕ leak | Ⓑ pei |
| Ⓖ bean | Ⓒ steet | Ⓖ lek | Ⓒ piy |
| Ⓗ ben | Ⓓ strete | Ⓗ leack | Ⓓ pigh |
| 5. Ⓐ teme | 10. Ⓔ teen | 15. Ⓐ fel | 20. Ⓔ chiled |
| Ⓑ team | Ⓕ tean | Ⓑ feal | Ⓕ child |
| Ⓒ teme | Ⓖ neet | Ⓒ fele | Ⓖ chiuld |
| Ⓓ teame | Ⓗ tene | Ⓓ feel | Ⓗ shild |



Name _____

- The name of a day, month, or holiday begins with a capital letter.

Complete the sentences by writing the name of the day, month, or holiday correctly.

1. We found an anthill on saturday. _____
2. We looked for it again on sunday. _____
3. It kept getting bigger during june. _____
4. More and more ants came during july. _____
5. The busy ants worked hard in august. _____
6. There was less action on labor day. _____
7. The ant hill was quiet by Halloween. _____
8. It was gone on thanksgiving day. _____
9. Father is off on monday. _____
10. Next month is mother's day. _____
11. I like spring weather in may. _____
12. We ate pancakes on new year's day. _____
13. We saw fireworks on independence day. _____
14. Squirrels gathered acorns in november. _____
15. It can be very cold in january. _____
16. Next week is valentine's day. _____

Name _____

- Begin a proper noun with a capital letter.
- Begin the name of a day, month, or holiday with a capital letter.

**A. Look at the underlined nouns. Put a C over common nouns.
Put a P over proper nouns.**

The students in ms. harris's class would like an ant farm. An ant farm is a good way to learn science. It lets students practice their observation skills. It shows us how insects live and work. It takes less care than fish or a guinea pig.

Ant farms are sold at tom's toy shop. The students would like to get one before thanksgiving.

B. Writing Activity

Rewrite the paragraphs so that proper nouns begin with capital letters and common nouns begin with lowercase letters.

Name _____

1. Please read the following sentence:

Something was wrong with the car.

2. Write three things that could be wrong with how the car looks.

Smoke coming from hood

Bumper falling off

Flat tire

3. Write three things that could be wrong with how the car sounds.

Clacking noise in back

Horn won't stop beeping

Screeching sound when turning

4. Write three things that could be wrong with the way the car moves.

Only turns left

Won't go over 5 miles per hour (very slow)

Brakes don't work

5. Using these ideas, now write two more sentences that tell what is wrong with the car.

We heard a loud, annoying clacking coming from the back of the car and smoke was coming out from under the hood. My mom tried to make a right turn, but the car would only turn left.

Extra Practice: Use this sentence and follow the same directions:

Something was wrong with my friend.

Name _____

Some words have silent consonants. These consonants have no sound when the word is spoken.

The consonant pairs **gn** and **kn** have the /n/ sound, as in **gnaw** and **knife**. The letters **g** and **k** are silent.

The consonant pair **wr** has the /r/ sound, as in **wrap**. The letter **w** is silent.

Choose the word with silent consonants *wr*, *kn*, or *gn* that best completes each sentence.

- What do you _____?
a. now b. know c. king
- Something is _____ with the TV because there is no sound.
a. wrong b. word c. row
- Contestants test their _____ on the new TV game show.
a. kangaroo b. national c. knowledge
- We were bothered by _____ when we were walking through the forest.
a. gophers b. gnats c. night
- I like to _____ in my journal every night.
a. write b. roll c. right
- Sharon scraped both her _____ when she fell during the race.
a. kicks b. nails c. knees

Name _____

A. Fill in the blank with the word from the box that best completes each sentence. You will need to use one word two times.

disappear
supply

protect
capture

harming
enclosure

1. We watched the butterflies fly away and _____ from view.
2. We have a large _____ of food to feed the caterpillars.
3. Scientists try to _____ butterflies and keep them from harm.
4. Never _____ butterflies and put them in jars.
5. Building an _____ may do more harm than good.
6. If wildflowers _____, butterflies will not have enough food to eat.
7. Bug spray is _____ the butterflies.

B. Write a short definition for each vocabulary word below.

8. protect _____

9. disappear _____

10. capture _____

11. enclosure _____

Name _____

A conclusion is an answer based on information.

You can **draw conclusions** based on relevant details in a story or a passage.

You can also use experience from your own life to help you draw conclusions.

Read each passage. Circle the letter next to the conclusion you can draw from the passage. Answer each question.

Our class is studying rain forests around the world. We plan to make a chart of the animals that are found in each one. So far, we are surprised by how many different animals live in rain forests. Our chart is going to be huge!

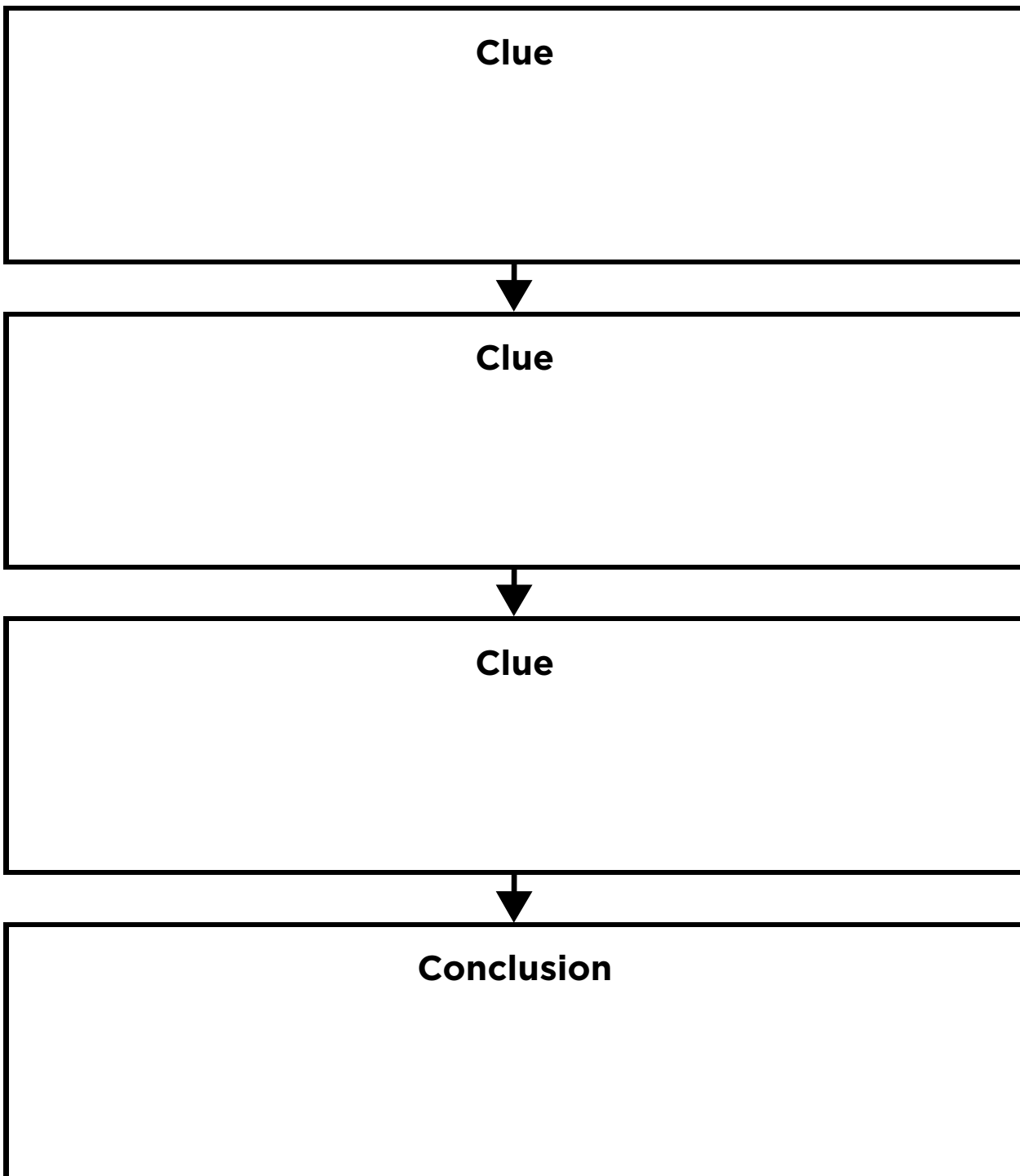
1. What conclusion can you draw from the passage?
 - a. Rain forests are different from each other.
 - b. Rain forests are home to a variety of animals.
2. Underline the words in the passage that helped you draw that conclusion.

Monarch butterflies migrate every year. Some butterflies fly from Mexico to Canada in the spring. Then they fly back to Mexico before winter comes. On their journeys, the butterflies face many dangers. Scientists are studying butterfly flights. They want to learn how butterflies can migrate so successfully year after year.

3. What conclusion can you draw from the passage?
 - a. Monarch butterflies fill the sky.
 - b. Monarch butterflies' migration is interesting to study.
4. Underline the words in the passage that helped you draw that conclusion.

Name _____

As you read *Home-Grown Butterflies*, fill in the Conclusion Map.



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How does the information you wrote in this Conclusion Map help you monitor comprehension in *Home-Grown Butterflies*?



Name _____

As I read, I will pay attention to pacing.

9 There are more than 300,000 kinds of beetles. They live
 18 everywhere except in the oceans. Some have weird shapes
 27 and colors. Others have strange patterns on their backs.
 36 Some beetles harm crops that supply us with food.
 44 Others are involved in helping the environment without
 53 even knowing it. They eat dead plants and animals. They
 62 are like nature's cleanup workers or its smallest recyclers!
 72 Beetles are insects with six legs. Most have two sets
 80 of wings. The front wings are called elytra (E-luh-truh).
 91 These wings protect the soft part of a beetle's body and
 100 back wings. Beetles use their back wings for flying.
 108 Some beetles look strangely like other creatures. No
 121 one knows for sure why. One kind is the giraffe weevil. It
 looks just like a giraffe. 125

Comprehension Check

1. How do some beetles help the environment? **Main Idea and Details**
2. What is the difference between the front wings and the back wings on a beetle? **Compare and Contrast**

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

Name _____

Literary devices make poetry interesting and rhythmic.

- In **personification**, animals or things act or talk in ways that people do.
- **Assonance** is the repetition of a vowel sound.

Read the poem below and then answer the questions.

Ants in fancy pants	They're no ugly slugs;
start up the band,	they do the six-foot shuffle.
let's see them dance	Those bubbly bugs
and clap their hands.	can really cut the rug!

1. What human qualities do the ants have? _____

2. The dancing ants are an example of a literary device. What is that literary device called?

3. What is the repetition of the same or similar vowel sounds called?

4. What vowel sound is repeated in the first four lines?

5. In the last four lines, what words have assonance?

Name _____

Multiple-meaning words have more than one meaning. A dictionary has a definition, or meaning, for each way that a word is used. The correct meaning depends on how the word is used in a sentence.

Read the definitions for the word *rare*. Then answer the questions.

rare (râr) *Adj.* 1. not often happening, seen, or found: *Thunderstorms are rare at this time of year.* 2. unusually fine; excellent: *The cliffs have a rare beauty.* 3. not dense, thin: *The air is rare at high altitudes.* 4. cooked for only a short time: *I don't like rare hamburgers.*

1. What is the word being defined?

2. What part of speech is it?

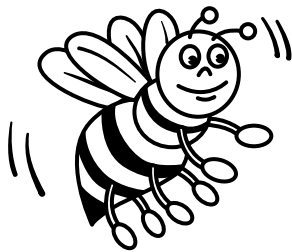
3. How many meanings does it have?

4. What is the second meaning of the word *rare*?

5. Use the fourth meaning in a sentence.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-----------|
| 1. _____ | 1. wrap |
| 2. _____ | 2. knit |
| 3. _____ | 3. gnat |
| 4. _____ | 4. wrists |
| 5. _____ | 5. wrote |
| 6. _____ | 6. sign |
| 7. _____ | 7. knock |
| 8. _____ | 8. know |
| 9. _____ | 9. wring |
| 10. _____ | 10. write |
| 11. _____ | 11. wrong |
| 12. _____ | 12. knee |
| 13. _____ | 13. gnaw |
| 14. _____ | 14. wren |
| 15. _____ | 15. knot |
| Review Words 16. _____ | 16. week |
| 17. _____ | 17. bean |
| 18. _____ | 18. need |
| Challenge Words 19. _____ | 19. knife |
| 20. _____ | 20. knob |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A kneel
- B neel
- C kneal
- D neal

Sample B:

- E rong
- F wronge
- G wrong
- H ronge

1. A rapp
 B wrap
 C rwap
 D wap

5. A nat
 B knat
 C gnatt
 D gnat

9. A wrote
 B wroat
 C roat
 D wrot

13. E knok
 F knoke
 G knock
 H nok

2. E knot
 F knoot
 G nott
 H knoht

6. E gnaw
 F naw
 G gnau
 H nagw

10. E rong
 F ronge
 G wronge
 H wrong

14. A rwing
 B ringe
 C wring
 D wrig

3. A nit
 B knite
 C nitt
 D knit

7. A rists
 B wrists
 C wristes
 D ristes

11. A sinne
 B signe
 C sign
 D sighn

15. A know
 B kno
 C noa
 D knoa

4. E wrin
 F renn
 G wren
 H rwenn

8. E kne
 F knee
 G nee
 H knea

12. E write
 F wriet
 G riht
 H righte



Name _____

- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

A. Change each word to a plural noun.

- | | |
|----------------|----------------|
| 1. worry _____ | 6. path _____ |
| 2. wish _____ | 7. flash _____ |
| 3. bench _____ | 8. porch _____ |
| 4. box _____ | 9. mix _____ |
| 5. bus _____ | 10. kiss _____ |

B. Write the plural form of each noun in parentheses.

- There are several (library) _____.
- The books are filled with (story) _____.
- There are trees and (bush) _____ outside the library.
- You can read under the (branch) _____.
- I read a story about a wolf that lived with (fox) _____.
- I was able to read on one of the (bench) _____.
- Animals can hear you if you step on (stick) _____.
- Ned found salamanders under several (rock) _____.
- Look carefully and you'll see a variety of (grass) _____.
- In the woods, we camped out in (tent) _____.

Name _____


- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

A. On the lines below, write the correct plural version of the underlined nouns from the poster.

B. Writing Activity

Rewrite the paragraph on the poster using plural nouns. Make sure every sentence begins with a capital letter and ends with an end mark.

WILD THINGS



You can learn all kinds of wild things at library you can find fun story you can discover interesting fact you can take out movies And it is all free! now get wild and go to your library Get box of book, and learn bunch of things

Name _____

1. Read the following sentence:

She was afraid.

2. Write a sentence about what she might be doing.

She ran and hid behind the big chair in the living room.

3. Write a sentence about a sound she might make.

She could hear her heart pounding in her chest.

4. Describe her face.

Her eyes were as big as saucers and her mouth was closed in a tight line.

5. Now using these details, write 3 more sentences that show the girl was afraid.

The girl covered behind the chair, frozen. She could hardly breathe. Her legs began to shake as the sound of footsteps in the hallway got closer and closer.

Extra Practice: Do the same activity using the following sentence:

The man was angry.

Name _____

You may find the **consonant blends** *thr*, *spr*, *scr* and *str* at the beginning of a word.

- Say the word **through**. Listen to the sounds the letters **thr** make.
- Say the word **spring**. Listen to the sounds the letters **spr** make.
- Say the word **scrap**. Listen to the sounds the letters **scr** make.
- Say the word **stripe**. Listen to the sounds the letters **str** make.

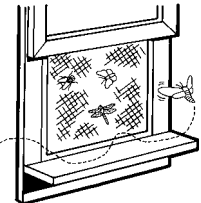
Draw a line to match the picture with the correct word that begins with *thr*, *spr*, *scr*, or *str*.

1.



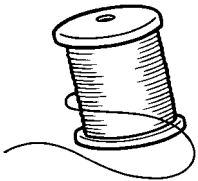
screen

2.



thread

3.



spring

4.



straw

Name _____

A. Write the letter of the correct definition next to each vocabulary word.

- | | |
|----------------------|--|
| 1. culture _____ | a. groups of people living together in one place |
| 2. immigrants _____ | b. people's customs and beliefs |
| 3. established _____ | c. people who move from one country to live in another country |
| 4. traditional _____ | d. passed down by one generation to the next since olden times |
| 5. communities _____ | e. started |

B. Choose the vocabulary word that best completes each sentence.

6. _____ are often made up of people who are similar in some way.
7. When _____ arrive in a new country, they often choose to live near one another.
8. Doing things in a _____ way can help newcomers feel more at home in a new country.
9. Once a new community is _____, the people can practice old traditions and start new traditions.
10. People in a city can learn things from others who come from a different _____.

Name _____

The **main idea** is what a paragraph or section is mostly about. It is the most important idea. The main idea is sometimes stated in the paragraph. Sometimes the main idea is stated in the first or last sentence.

Supporting **details** give more information about the main idea. Not all details in a paragraph support the main idea.

A. Read the passage. Then circle the correct answer to the question below.

California has many cities with different types of communities. Each community is special in its own way. Communities are different from one another because of the people who live in them. Many people have come to these communities from other places. They practice their culture and do things in their traditional ways. Many people visit California to see the national parks and other sights.

1. What is the main idea of this paragraph?
 - a. People visit the state to see how people live.
 - b. Many people have come from other places.
 - c. California has many cities with different types of communities.

B. Write *yes* if the detail tells about the main idea. Write *no* if the detail does not tell about the main idea.

2. Each community is special in its own way. _____
3. Communities are different from one another because of the people who live in them. _____
4. Many people visit California to see the national parks and other sights.

Name _____

As you read *Coasting to California*, fill in the Main Idea and Details Chart.

<p>Main Idea _____</p> <p>_____</p> <p>Detail 1 _____</p> <p>_____</p> <p>Detail 2 _____</p> <p>_____</p>
--



<p>Summary _____</p> <p>_____</p> <p>_____</p>

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How does the information you wrote on the Main Idea and Details Chart help you summarize *Coasting to California*?



Name _____

As I read, I will pay attention to my pronunciation and phrasing.

9 The first movies didn't have sound or color. Instead,
 20 words flashed on the screen to tell people what the actors
 30 were saying. Pictures were in shades of black and white.
 38 Now, movies have special effects. These effects help
 48 the movie look more real or very unreal. Computers can
 59 create special effects that make us think there is a terrible
 70 storm. They can make us believe a UFO is landing. They
 can even make a person appear to be flying. 79

Comprehension Check

1. How did people know what actors were saying in the first movies? **Main Idea and Details**
2. What kinds of special effects can computers create? **Summarize**

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

Name _____

Knowing the parts of a book can save you time. You can look through the book and decide if it's the book you need. Here are the parts of a book:

- **Title:** tells what the book is about
- **Title page:** shows the book's title, the author's name, and the illustrator's name if the book has an illustrator
- **Table of contents:** lists chapter titles, other book parts, and the page numbers on which they begin
- **Preface:** gives a short introduction to the book
- **Chapter titles, headings, and subheadings:** tell what chapters and sections of chapters are about. Headings and subheadings are usually printed in bold or colored type.
- **Glossary:** gives meaning of important words; words are listed alphabetically
- **Index:** lists topics covered in the book and the pages on which the topics are found; located at the back of the book

Circle the letter of the correct answer.

1. Which part of the book contains a list of the chapter titles and their page numbers?
 - a. glossary
 - b. index
 - c. table of contents
2. Where can you find a list of topics covered in the book?
 - a. index
 - b. preface
 - c. title page
3. What part of the book contains the meanings of important words?
 - a. index
 - b. glossary
 - c. title page
4. What information can you find on the title page?
 - a. meaning of important words
 - b. list of topics covered in the book
 - c. book's title, author, and illustrator

Name _____

Description Writing Frame

A. Summarize *Coasting to California*. Use the Description Writing Frame below.

Chinese immigrants to the United States succeeded in **many ways**.

One way they succeeded is _____

Another way they succeeded is _____

They also succeeded by _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

- **Antonyms** are words with opposite meanings. Words with opposite meanings can sometimes help you figure out the meaning of an unknown word.
- A **thesaurus** lists synonyms and antonyms. A **dictionary** gives definitions, and also may list antonyms.

Read the dictionary and thesaurus entries. Then answer the questions.

Thesaurus

ancient 1. very old, elderly 2. early times 3. old-fashioned *young, modern, new*

Dictionary

ancient (ān' shənt) 1. of long ago 2. very old **ant** modern, young

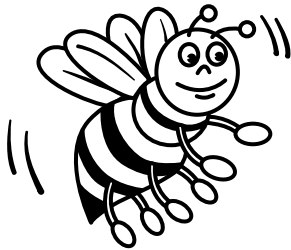
1. Which word is an antonym for *ancient*—*elderly* or *young*? _____
2. What signals the antonyms in the dictionary?
 - a. the abbreviation **ant**
 - b. the numbers
 - c. words in light type
3. How many meanings for the word *ancient* are shown in the thesaurus?
 - a. one
 - b. two
 - c. three

Practice

Spelling:
Words with
Three-Letter Blends

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. scrubs |
| 2. _____ | 2. spree |
| 3. _____ | 3. screams |
| 4. _____ | 4. stream |
| 5. _____ | 5. spread |
| 6. _____ | 6. three |
| 7. _____ | 7. screens |
| 8. _____ | 8. spray |
| 9. _____ | 9. throw |
| 10. _____ | 10. strong |
| 11. _____ | 11. scrap |
| 12. _____ | 12. thrill |
| 13. _____ | 13. straw |
| 14. _____ | 14. street |
| 15. _____ | 15. strip |
| Challenge Words 16. _____ | 16. stripe |
| 17. _____ | 17. spring |
| Review Words 18. _____ | 18. sign |
| 19. _____ | 19. wrote |
| 20. _____ | 20. knife |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ scrap
- Ⓑ scharp
- Ⓒ skrape
- Ⓓ scraap

Sample B:

- Ⓔ straay
- Ⓕ steray
- Ⓖ stray
- Ⓗ sttraye

- | | | |
|--------------|--------------|--------------|
| 1. Ⓐ scrubz | 6. Ⓔ threa | 11. Ⓐ scrapp |
| Ⓑ scrubs | Ⓕ three | Ⓑ scrap |
| Ⓒ schrubs | Ⓖ threi | Ⓒ skrapp |
| Ⓓ skruabs | Ⓗ theree | Ⓓ skrap |
| 2. Ⓔ sprea | 7. Ⓐ skreens | 12. Ⓔ thryll |
| Ⓕ sppree | Ⓑ screans | Ⓕ thrile |
| Ⓖ sphree | Ⓒ screens | Ⓖ therill |
| Ⓗ spree | Ⓓ screenz | Ⓗ thrill |
| 3. Ⓐ screams | 8. Ⓔ speray | 13. Ⓐ straw |
| Ⓑ skreems | Ⓕ spraay | Ⓑ straugh |
| Ⓒ screamz | Ⓖ spray | Ⓒ strawe |
| Ⓓ skreames | Ⓗ spraiy | Ⓓ strouw |
| 4. Ⓔ stream | 9. Ⓐ throuw | 14. Ⓔ streat |
| Ⓕ sttream | Ⓑ throow | Ⓕ street |
| Ⓖ streem | Ⓒ throw | Ⓖ sthreet |
| Ⓗ streme | Ⓓ therow | Ⓗ streit |
| 5. Ⓐ spred | 10. Ⓔ strong | 15. Ⓐ sthrip |
| Ⓑ spread | Ⓕ sttrong | Ⓑ striip |
| Ⓒ spread | Ⓖ strowng | Ⓒ striep |
| Ⓓ sprede | Ⓗ sthrong | Ⓓ strip |



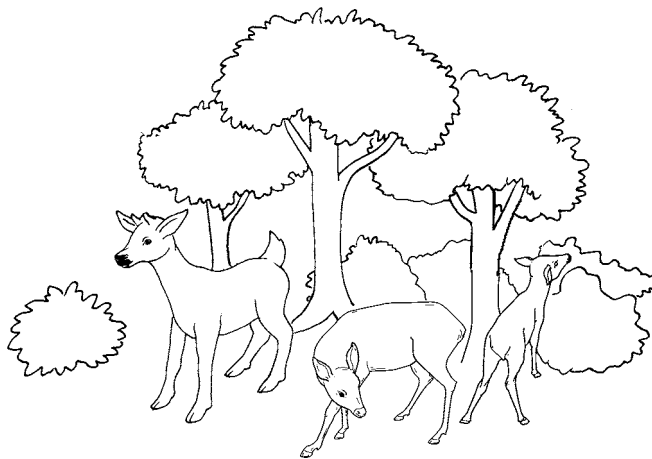
Name _____

- A few nouns are the same in both singular and plural forms.

Singular	Plural	Singular	Plural
sheep	sheep	fish	fish
deer	deer	trout	trout
buffalo	buffalo	salmon	salmon
moose	moose	scissors	scissors

Complete each sentence with the correct plural form of the noun in parentheses.

1. In the future, will (buffalo) _____ once again live in the Great Plains?
2. Will (deer) _____ still live in the forests or only in zoos?
3. These wild (sheep) _____ lived on their own in the hills.
4. Maybe (moose) _____ will survive in the north.
5. Large schools of (fish) _____ will feed millions of people.
6. Dams must allow (salmon) _____ to swim upstream.
7. People once fished for (trout) _____ for food.
8. Maybe someone will invent laser (scissors) _____ to cut paper.



Name _____

- Some nouns have special plural forms.
- A few nouns have the same singular and plural forms.

A. Proofread the paragraph for incorrect plural nouns. Circle each incorrect plural noun and write its correct form on the lines below.

What is in store for the future? I think our lives will change. Maybe humans will have four foots. Then we will be able to run faster. Maybe we will have super-sharp toothes. Then we will use them instead of scissorses. Science will change the world in many ways. Tomato might be bigger than gooses. Mouses might be as strong as mooses. I think the world will be a very strange place!

_____	_____
_____	_____
_____	_____
_____	_____

Writing Activity

B. Write a personal narrative about something that you think will happen in the future. Use the irregular plural nouns that you learned.

Name _____

Writing Rubric		1 Unsatisfactory
4 Excellent	3 Good	2 Fair
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice
Voice	Voice	Voice
Presentation	Presentation	Presentation

Name _____

- The /ch/ sound can be spelled **ch** or **tch**.
- The /ch/ sound can appear in the beginning, middle, or end of a word.

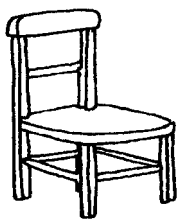
Say each word and listen for the /ch/ sound:

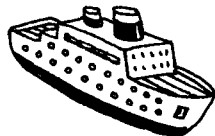
chip

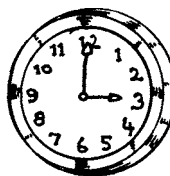
richer

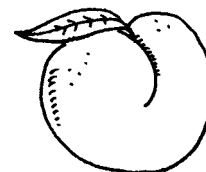
ditch

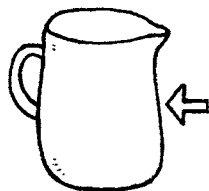
Circle the pictures whose names have the *ch* or *tch* sound. Then write the word that names each picture you have circled.





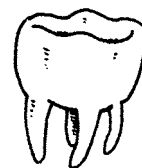




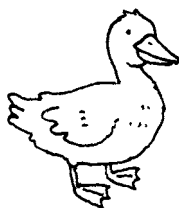


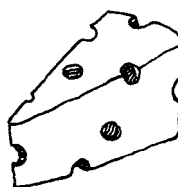


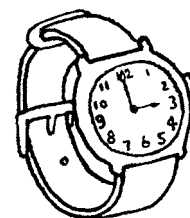












Name _____

A. Write the letter of the definition that matches the vocabulary word.

- ___ 1. slogan a. excited or happy
___ 2. deserve b. a short trip to a place of interest
___ 3. thrilled c. people who do a job willingly with no pay
___ 4. tour d. an easy-to-remember phrase used in advertisements
___ 5. volunteers e. to have a right to something

B. Circle the letter of the vocabulary word that best completes each sentence. Then write the word on the line.

6. Marcos asked _____ to work at the fair.
a. volunteers b. community
7. The zookeepers were _____ that so many people helped the animals.
a. thrilled b. deserve
8. On Tuesdays, you can take a guided _____ of the monkey house.
a. slogan b. tour

Name _____

Authors usually write for one of three purposes or reasons:

to inform, or give readers facts

to entertain, or tell a good story

to persuade, or convince readers to believe something

Read the following sentences. Write the author's purpose on each blank.

1. Zoos and nature preserves are places where animals live.

2. One day an elephant lumbered up to me and said, "Do you have any peanuts?" _____

3. If you donate your time to clean up the park, everyone will benefit.

4. If you finish your work today, you can go to the ballgame with Dad tomorrow. _____

5. My class will have a car wash this Saturday to raise money for a new sidewalk. _____

6. Possum Pete pressed plenty of pumpkins to produce pretty pies.

Name _____

As you read *Here's My Dollar*, fill in the Author's Purpose Chart.

Clues

↓

Author's Purpose

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How does the information you wrote in this Author's Purpose Chart help you monitor comprehension in *Here's My Dollar*?



Name _____

As I read, I will pay attention to pacing.

9 What do Green Guerillas do? Green Guerillas work to
18 change things. They change New York City lots into
18 community gardens.

20 They help in three ways. First they help the “garden
30 dreamers” form their own group. They look at the space
40 and help plan a garden.

45 Second, the Green Guerillas help get supplies. Soil,
53 plants, and tools cost money. They share ideas for raising
63 money.

64 The third job is to help each group get volunteers. At
75 first most of the **volunteers** were **grownups**. But Green
84 Guerillas wanted to get everyone involved. They wanted to
93 see young people in the gardens. 99

Comprehension Check

1. Who are the Green Guerillas? **Main Idea and Details**

2. What are the steps the Green Guerillas take to help create a garden?
Chronological Order

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



Name _____

A **rhyme scheme** is the pattern of rhymes in a poem. Many poems have **repetition**, or repeated words or phrases. A line that is repeated in a poem is called a *refrain*.

Underline the rhyming words in this poem. Then answer the questions below.

Busy As Can Be

Can you clean the field?
 Can you wash the mat?
 Can you finish by dark?
 Can you do all that?

Can you feed the pets?
 Can you find the cat?
 Can you take it to the shed?
 Can you do all that?



1. In this poem, which lines rhyme? _____

2. What are the words that rhyme? _____
3. How many refrains are there? _____
4. What is the refrain in this poem? _____
5. What two words are repeated in each line? _____

Name _____

Context clues can help you figure out what an unknown word means. Context clues are help words or phrases that appear before or after an unknown word.

Some context clues will contain **examples** of the unfamiliar word. Example clues help readers better understand unfamiliar words by providing related information about those words.

Circle the example clues that help you understand each underlined word. Then write a possible definition for the underlined word. Use a dictionary to check your work.

1. There were many subjects to choose from, such as history, math, science, and spelling.

Meaning: _____

2. We watched how the different garments were made. It was neat to see scarves, shirts, and skirts winding through each machine.

Meaning: _____

3. The performers in the evening show were a mix of singers, dancers, and comedians.

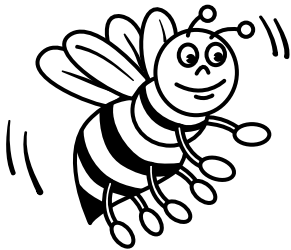
Meaning: _____

4. We entered the data into the computer, including possible times, dates, and locations for our family vacation.

Meaning: _____

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. chick |
| 2. _____ | 2. much |
| 3. _____ | 3. pitch |
| 4. _____ | 4. teacher |
| 5. _____ | 5. cheese |
| 6. _____ | 6. bench |
| 7. _____ | 7. chair |
| 8. _____ | 8. chin |
| 9. _____ | 9. thick |
| 10. _____ | 10. truth |
| 11. _____ | 11. whales |
| 12. _____ | 12. fish |
| 13. _____ | 13. wheel |
| 14. _____ | 14. sixth |
| 15. _____ | 15. show |
| Review Words 16. _____ | 16. street |
| 17. _____ | 17. stripe |
| 18. _____ | 18. three |
| Challenge Words 19. _____ | 19. chop |
| 20. _____ | 20. white |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ catck
- Ⓑ catche
- Ⓒ cach
- Ⓓ catch

Sample B:

- Ⓔ shope
- Ⓕ shop
- Ⓖ shoap
- Ⓗ shoop

1. Ⓐ chik
Ⓑ chike
Ⓒ chick
Ⓓ chicck

2. Ⓔ trooth
Ⓕ truth
Ⓖ truthe
Ⓗ trush

3. Ⓐ teacher
Ⓑ techer
Ⓒ teecher
Ⓓ teasher

4. Ⓔ weel
Ⓕ wheal
Ⓖ wheel
Ⓗ whele

5. Ⓐ muh
Ⓑ mucch
Ⓒ much
Ⓓ moch

6. Ⓔ fish
Ⓕ fich
Ⓖ fitch
Ⓗ fissh

7. Ⓐ wailes
Ⓑ whales
Ⓒ whalles
Ⓓ whalz

8. Ⓔ chiar
Ⓕ chaar
Ⓖ shair
Ⓗ chair

9. Ⓐ sixt
Ⓑ siksth
Ⓒ sixth
Ⓓ sixthh

10. Ⓔ cheese
Ⓕ cheez
Ⓖ cheze
Ⓗ chees

11. Ⓐ pich
Ⓑ pitch
Ⓒ pitck
Ⓓ pitche

12. Ⓔ benck
Ⓕ bench
Ⓖ bennch
Ⓗ beench

13. Ⓐ shoa
Ⓑ sho
Ⓒ shoow
Ⓓ show

14. Ⓔ thick
Ⓕ thik
Ⓖ thic
Ⓗ thicck

15. Ⓐ chinn
Ⓑ chiin
Ⓒ chinne
Ⓓ chin



Name _____

- Add an apostrophe (') to make most plural nouns possessive.
Example: planets' names
- Add an apostrophe (') and **s** to form the possessive of plural nouns that do not end in **s**.
Example: people's view

Write the possessive form of each underlined noun.

- | | |
|---|---------------------|
| 1. the size of the <u>rings</u> | the _____ size |
| 2. the orbits of the <u>planets</u> | the _____ orbits |
| 3. the telescope of the <u>children</u> | the _____ telescope |
| 4. the tails of <u>comets</u> | the _____ tails |
| 5. the distances of the <u>orbits</u> | the _____ distances |
| 6. the lengths of the <u>days</u> | the _____ lengths |
| 7. the speed of the <u>meteors</u> | the _____ speeds |
| 8. the patterns of the <u>stars</u> | the _____ patterns |
| 9. the light of the <u>pulsars</u> | the _____ light |
| 10. the music of the <u>spheres</u> | the _____ music |
| 11. the glow of the <u>moons</u> | the _____ glow |
| 12. the timings of the <u>eclipses</u> | the _____ timings |

Name _____

- A possessive noun is a noun that shows who or what owns or has something.

A. Proofread the radio ad for incorrect possessive nouns. Circle each incorrect possessive noun and write its correct form on the lines below.

How long is Earths orbit What are Saturns rings made of how hot is the suns' surface? Learn all this and more in "Our Super Solar System," a new show at the Museum of Science!

call 555-SOLAR for todays showtimes. Mondays shows are sold out. Ask about our special childrens's shows for schools and other groups So get in orbit and come out to the Museum of Science!

B. Writing Activity

Rewrite the ad using correct forms of possessive nouns. Make sure every sentence begins with a capital letter and has an end mark.

Name _____

1. Please list 2 ways to describe 2 different people who are both moving quickly without using the word “quickly”.

Sprinting

Scurrying

2. Please describe 2 different words or expressions that mean moving slowly without using the word “slowly”.

Trudging

Plodding

3. Please describe 2 different words or expressions that mean to throw something without using the word “throw”.

Hurl

Fling

Extra Practice: Write three different words or expressions for each of the following:

1. To want something
2. To dislike something.
3. To work on something



Name _____

Contractions are made when two words are put together in a shortened form. One or more letters are taken out to form a contraction. An apostrophe is used to take the place of the letter or letters.

Read these contractions and the words they stand for:

you're

you are

they've

they have

couldn't

could not

Read the words in the box. After each contraction, write the two words the contraction stands for. Underline the letter that was replaced with an apostrophe.

would not

I am

have not

are not

you would

we are

1. wouldn't _____

2. aren't _____

3. I'm _____

4. you'd _____

5. haven't _____

6. we're _____

Name _____

Read each riddle. Then choose the vocabulary word that answers the riddle. Write the word on the line.

leaky
project

owners
construction

equipment
appliances

1. We help you around the house.

Sometimes we wash and dry your clothes.

Other times we wash your dishes. What are we?

2. I am a plan or scheme.

I might take a long time to complete. What am I?

3. I describe a pipe or a faucet when something is wrong with it.

Another word for me is *drippy*. What am I?

4. I can do big or small jobs.

You need me to move things that are heavy. What am I?

5. I name a type of work.

My work is making buildings. What am I?

6. I describe people who have something. Maybe they bought it. Maybe it was a gift. Who are these people?

Name _____

Every story has an essential message or **theme** that the author wants the reader to understand. Sometimes the author states the theme. When it is not stated you need to read carefully to identify the theme.

Read the passages and underline the parts of the passage that help you figure out the essential message or theme. Then answer the questions.

A hare and a tortoise are in a race. The hare is very fast. He is sure that he will win. Hares can run much faster than tortoises. The hare starts out fast and soon has a big lead. He is so far ahead that he stops to take a nap. The tortoise is slow, but he keeps going. Soon he passes the sleeping hare. The tortoise wins the race.

1. Circle the letter next to the sentence that states the theme of the passage.
 - a. Run as fast as you can.
 - b. Slow and steady wins the race.
 - c. Don't race against a tortoise.

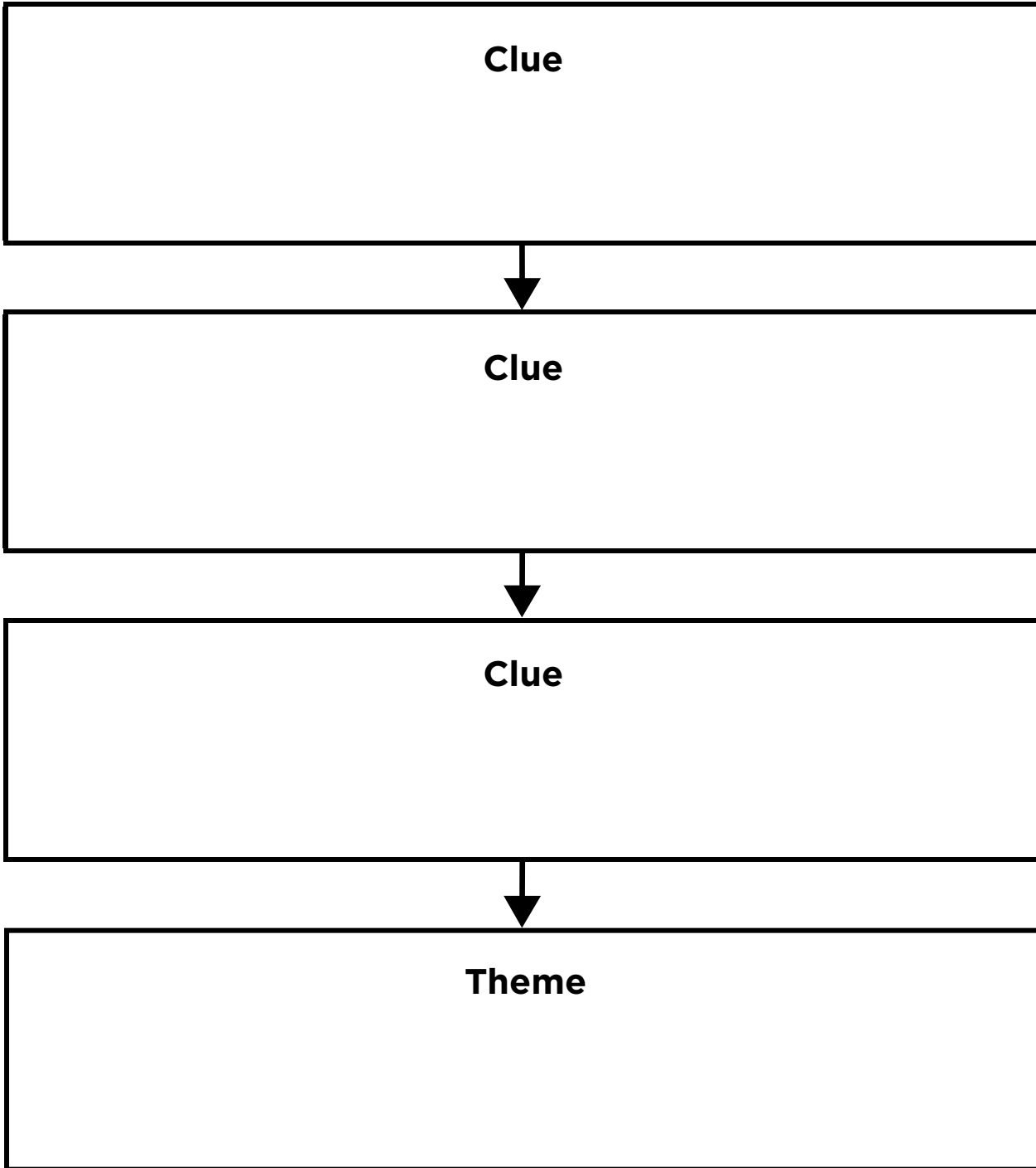
A hardworking hen wants to bake bread. She asks the other animals in the barn to help. They all say, "No." The hen begins the work alone. At each step, she asks for help. The other animals always say, "No." The hen harvests the wheat, makes the flour, makes the bread, and bakes it. Finally, the bread is ready. Her barnyard friends want to help the hen eat it. The hen says, "No."

2. Circle the letter next to the sentence that states the theme of the passage.
 - a. Only those who work will eat.
 - b. Hens are mean.
 - c. All animals are lazy.



Name _____

As you read *A Castle on Viola Street*, fill in the Theme Map.



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How does the information you wrote in this Theme Map help you understand the essential message in *A Castle on Viola Street*?

Name _____

As I read, I will pay attention to inflection and punctuation.

Kayla's mom held out a plastic pitcher of lemonade.
 9 "I need you to take this to Mrs. Grant," she said. "I worry
 22 about how she's holding up in this heat."
 30 Kayla rolled her eyes. But she put her book aside and
 41 took the pitcher.
 44 "See if you can talk her into coming over here," her
 55 mom added. "That apartment of hers is too hot."
 64 "I'll try," said Kayla.
 68 Mrs. Grant was in her eighties and lived by herself.
 78 Kayla knew that it was good to help your neighbors. Still,
 89 she didn't look forward to this errand. Mrs. Grant never
 99 accepted her mom's invitations. Maybe she just wanted to
 108 be left alone. 111

Comprehension Check

1. Why did Kayla roll her eyes? **Plot Development**

2. What kind of person is Kayla's mom? **Plot Development/Character**

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



Name _____

Features in a textbook help you to understand the information.

- an introduction that tells what the unit or chapter is about
- boldface type that highlights important vocabulary
- headings that organize and summarize information
- captions that give information about pictures or photographs

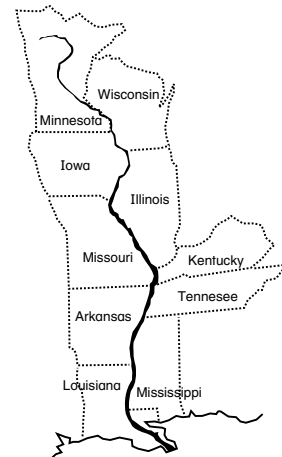
Read the article below and answer the questions.

The Mississippi River is the longest river in the United States. It is almost 2,500 miles long. Many kinds of fish and animals live in the Mississippi River. It is important to clean up the river and keep it healthy.

Helping the Mississippi

Schoolchildren are working to make the Mississippi River healthier. Scientists test water samples taken by students for **pollutants**. Learning what is making the river dirty will help them rescue it.

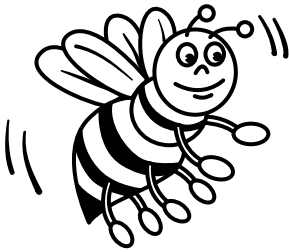
1. What information is in the introduction?
 - a. a description of long rivers
 - a. a description of the Mississippi River
2. Why do you think the word *pollutants* is in boldface type?
 - a. to call attention to the way it is spelled
 - b. because it is important to the text
3. What information is in the caption?
 - a. that the Mississippi begins in Minnesota
 - b. a description of the schoolchildren's work
4. What is the heading of the article?



The Mississippi River begins as a tiny stream in Minnesota. It gets very wide as it travels to the Gulf of Mexico.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



Review Words

Challenge Words

- | | |
|-----------|---------------|
| 1. _____ | 1. he'd |
| 2. _____ | 2. she'd |
| 3. _____ | 3. that's |
| 4. _____ | 4. what's |
| 5. _____ | 5. won't |
| 6. _____ | 6. there's |
| 7. _____ | 7. you're |
| 8. _____ | 8. wasn't |
| 9. _____ | 9. we'll |
| 10. _____ | 10. isn't |
| 11. _____ | 11. we're |
| 12. _____ | 12. I'd |
| 13. _____ | 13. I've |
| 14. _____ | 14. didn't |
| 15. _____ | 15. they're |
| 16. _____ | 16. shouldn't |
| 17. _____ | 17. wouldn't |
| 18. _____ | 18. much |
| 19. _____ | 19. fish |
| 20. _____ | 20. wheel |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ we'vee
- Ⓑ we've
- Ⓒ wee've
- Ⓓ weve

Sample B:

- Ⓔ couldnt
- Ⓕ couldint
- Ⓖ couldn't
- Ⓗ cood'int

1. Ⓐ you're
Ⓑ you'r
Ⓒ youre
Ⓓ your're

6. Ⓔ din't
Ⓕ didn't
Ⓖ dint
Ⓗ din'nt

11. Ⓐ theyr'e
Ⓑ thay're
Ⓒ they're
Ⓓ theyre

2. Ⓔ i'd
Ⓕ l'd
Ⓖ lde
Ⓗ l'de

7. Ⓐ wasn't
Ⓑ waznt
Ⓒ wasnot
Ⓓ wasnt

12. Ⓔ l've
Ⓕ lv'e
Ⓖ lve
Ⓗ ive

3. Ⓐ hede'e
Ⓑ he'de
Ⓒ hed
Ⓓ he'd

8. Ⓔ isnt
Ⓕ izint
Ⓖ izn't
Ⓗ isn't

13. Ⓐ welle
Ⓑ we'll
Ⓒ wel'l
Ⓓ wee'll

4. Ⓔ wer'e
Ⓕ wee're
Ⓖ we're
Ⓗ whe're

9. Ⓐ what'ts
Ⓑ wat's
Ⓒ what's
Ⓓ whats

14. Ⓔ tha'ts
Ⓕ that'z
Ⓖ that's
Ⓗ tat's

5. Ⓐ wonte
Ⓑ won't
Ⓒ wo'nt
Ⓓ won'te

10. Ⓔ shede
Ⓕ she'd
Ⓖ sh'ed
Ⓗ shea'd

15. Ⓐ ther'es
Ⓑ there's
Ⓒ ther's
Ⓓ tere's



Name _____

- Two sentences can be combined by joining two nouns with *and*.
Separate: Teachers help children.
Teachers help adults.
Combined: Teachers help children and adults.
- Some nouns are the objects of sentences. Sometimes two objects can be joined with *and*.
Separate: The book described tigers.
The book described lions.
Combined: The book described tigers and lions.

Combine the sentences. Use *and* to join the underlined nouns. Write the new sentences.

1. Authors write books. Authors write short stories.

2. Authors imagine places. Authors imagine characters.

3. An author visited Ms. Green's class. An author visited Mr. Finn's class.

4. The author portrayed imaginary people. The author portrayed real people.

5. The author discussed her books. The author discussed her characters.

6. The author heard our stories. The author heard our poems.

Name _____

- Two sentences can be combined by joining two nouns with *and*.
- Some nouns are the subjects of sentences.
- Sometimes two subjects can be joined with *and*.
- Some nouns are the objects of sentences. Sometimes two objects can be joined with *and*.

A. Proofread the book review. Find two pairs of sentences that can be combined. Then write the new combined sentences on the lines below.

I just finished the book first year. It is about Nicole. It is about Laurie. They are twins it is their first year at boarding school. the girls had real-life problems School wasn't easy. they wanted to go home. Then Nicole made new friends. Then Laurie made new friends. They had fun.

I couldn't put this book down. I would tell others to read this book.

B. Writing Activity

Rewrite the book review with the new combined sentences. Make sure all sentences begin with a capital letter and end with an end mark. Make sure that book titles are written correctly.

Name _____

1. Please underline the verbs in the following sentences:

I said goodbye.

I came to school.

I ate lunch in the cafeteria.

2. Now, rewrite each sentence so that it shows more about how YOU did these things.

I yelled, "Goodbye!" as I waved out the bus window.

I galloped to school.

I gobbled up my lunch in the cafeteria.

Extra Practice: Do the same activity for the following sentences.

I like ice cream.

I went to my friend's house.

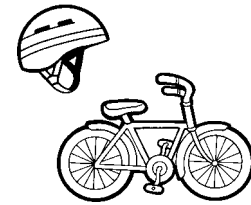
Name _____

Authors write for three main reasons:

- to **entertain**, or tell a good story
- to **inform**, or give facts to readers
- to **persuade**, or convince readers to believe or do something

Read each sentence below. If the author's purpose is to entertain, write **E** in front of the sentence. Write **I** if the author's purpose is to inform. Write **P** if the author's purpose is to persuade.

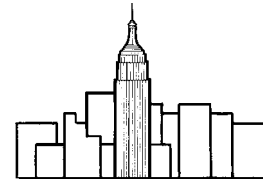
___ 1. Everyone should wear a helmet when riding a bicycle.



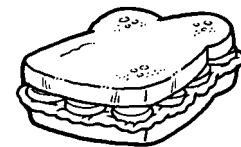
___ 2. The capital of Ohio is Columbus.



___ 3. The world's first skyscraper was built in Chicago.



___ 4. The best snack is a peanut butter and banana sandwich.



___ 5. Listen to this knock-knock joke:

“Knock, knock!”

“Who’s there?”

“Boo.”

“Boo who?”

“Why are you crying?”

Name _____

As you read *Author: A True Story*, fill in the Author's Purpose Chart.

Clues
↓
Author's Purpose

How does the information you wrote in the Author's Purpose Chart help you summarize *Author: A True Story*?

Name _____

As I read, I will pay attention to sentence length.

9 Laura was born in the Big Woods near Pepin,
18 Wisconsin, in 1867. She lived with her parents and two
28 sisters, Mary and Carrie. The girls called their parents Ma
and Pa.

30 Laura was two years old when the Ingalls moved to
40 Kansas. The trip took months. The family camped in a
50 new place each night.

54 Before she married Pa, Ma had been a teacher. She
64 loved to read and write poems. Laura loved to listen to
75 her Ma read aloud. 79

Comprehension Check

1. When and where was Laura born? **Main Idea and Details**
2. What did Laura's mother do before she was married? **Main Idea and Details**

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



Name _____

- Poets use **onomatopoeia** and **rhythm** to help paint a picture in the reader's mind.
- **Onomatopoeia** is when a word is spelled to sound like the sound it describes.
Example: **Plop! Crash! Bang!**
- The number and beat of syllables in each line of a poem create its **rhythm**. Some syllables are stressed, or said with more strength. Other syllables are unstressed.
Look at the example below. The stressed syllables are in dark print.
Baa, baa, **black** sheep.
Have you any **wool**?

A. Circle the words that are examples of onomatopoeia in the poem below.

I sat by the pond one sunny day.
Quack! A duck floated over my way.
Splash! Out popped a big green frog,
ready to sunbathe on a log.
The frog gazed up at the big blue sky,
and grabbed a fly as it buzzed by.

B. Read the poem below. Listen for the stressed and unstressed syllables. Underline the stressed syllables.

Have you ever seen
a truck that is spotted
or a bike that is green
or a house polka-dotted?



Name _____

Figuring out what a new word means is easier if you use clues from other words. **Context clues** are words, sentences and pictures around a new word that can help you figure out its meaning.

Circle the letter next to the correct meaning of the word in dark type. Use the context clues around the word to find the answer.

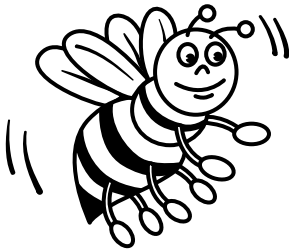
1. Some people like to write when they are sad to make them feel better. It **cheers** them up.
 - a. moves
 - b. packs
 - c. becomes happy
2. I **dashed** to my mother as fast as I could to show her my story. My legs got tired.
 - a. moved slowly
 - b. moved fast
 - c. to ride a bus
3. Craig was upset when he found his story in several pieces on the floor. He had to use tape to fix the **torn** papers.
 - a. pulled apart
 - b. happy
 - c. big and strong
4. Meg wrote about a **coyote** she saw on a TV show. It looked like a wolf, and it was howling at the moon.
 - a. a long road
 - b. a kind of car
 - c. a kind of animal

Practice

Spelling:
r-Controlled Vowels
er, ir, ur

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|--------------|
| 1. _____ | 1. first |
| 2. _____ | 2. herds |
| 3. _____ | 3. purr |
| 4. _____ | 4. third |
| 5. _____ | 5. nurse |
| 6. _____ | 6. girls |
| 7. _____ | 7. firm |
| 8. _____ | 8. world |
| 9. _____ | 9. serve |
| 10. _____ | 10. sir |
| 11. _____ | 11. church |
| 12. _____ | 12. burn |
| 13. _____ | 13. curve |
| 14. _____ | 14. birds |
| 15. _____ | 15. burst |
| Challenge Words 16. _____ | 16. birth |
| 17. _____ | 17. Thursday |
| 18. _____ | 18. he'd |
| Review Words 19. _____ | 19. I'll |
| 20. _____ | 20. it's |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ fur
- Ⓑ fure
- Ⓒ fru
- Ⓓ fiur

Sample B:

- Ⓔ crul
- Ⓕ curle
- Ⓖ kurl
- Ⓗ curl

1. Ⓐ perr
Ⓑ purr
Ⓒ prur
Ⓓ purre

6. Ⓔ curv
Ⓕ curve
Ⓖ cerve
Ⓗ cirve

11. Ⓐ gurls
Ⓑ grls
Ⓒ girlz
Ⓓ girls

2. Ⓔ sirr
Ⓕ ser
Ⓖ sur
Ⓗ sir

7. Ⓐ first
Ⓑ frist
Ⓒ furst
Ⓓ ferste

12. Ⓔ worlde
Ⓕ world
Ⓖ wirl
Ⓗ wolrd

3. Ⓐ third
Ⓑ therd
Ⓒ thurd
Ⓓ thrid

8. Ⓔ burst
Ⓕ burts
Ⓖ birst
Ⓗ brst

13. Ⓐ sirve
Ⓑ serv
Ⓒ srve
Ⓓ serve

4. Ⓔ chirch
Ⓕ cherck
Ⓖ church
Ⓗ chuirch

9. Ⓐ birds
Ⓑ burds
Ⓒ brds
Ⓓ birdes

14. Ⓔ burn
Ⓕ bunr
Ⓖ birn
Ⓗ berne

5. Ⓐ hears
Ⓑ hirdes
Ⓒ herds
Ⓓ huirds

10. Ⓔ nerse
Ⓕ nurse
Ⓖ nurs
Ⓗ nrse

15. Ⓐ firmm
Ⓑ firm
Ⓒ frim
Ⓓ furm



Name _____

- An **action verb** is a word that shows action.
Some action verbs tell about actions that are hard to see.
Carly enjoys parties.
She invites friends for lunch.

Here is a list of action verbs. Choose an action verb to finish each sentence. Write the verb on the line.

answers	sits
eats	slices
greet	smiles
makes	tastes
sets	works

1. Carly _____ the door.
2. She _____ the guests.
3. Everyone _____ together in the kitchen.
4. Ray _____ the tomatoes with a knife.
5. Tracy _____ the sandwiches.
6. Brian _____ the table.
7. The whole group _____ down.
8. Everyone _____ lunch.
9. The food _____ good.
10. Carly _____ happily.

Name _____

A. Proofread the story. Start by finding and circling the action verbs.

It is the day after Thanksgiving. The same thing happens on this day every year. Grandma gets up early then she goes to the kitchen. She takes the leftovers from Thanksgiving and uses them to make soup. She trims the turkey off the bone I cut up the vegetables. We pour in some water and stir everything around. George says he can't eat another thing, then he eats the rest of the pie and stuffing.

The soup cooks in a big pot on the stove. It smells good. Later in the day, our cousins visit us. We'll have the soup then we'll say again how we can't eat another thing. We'll enjoy a good day.

B. Rewrite the story. Make sure commas are used correctly. Put in capital letters and end marks where they are needed.

Name _____

1. Please fill in the blank:

Every sentence starts with a _____.

2. Now, read the following sentences.

the phone was ringing all morning long. steve would hang up with one person when it would ring again. he wondered how long it would last.

3. Circle the words that should start with capital letters.**Extra Practice:** Do the same exercise using the following sentences.

molly wished that she didn't have to go to the dentist. she dreaded dentist appointments more than anything in the world. she would rather do a book report than go to the dentist. the only good thing about it is that once it's over, she doesn't have to go again for another year.

Name _____

When **er**, **ar**, or **or** comes at the end of a final unstressed syllable, it stands for the /ər/ sound.

Listen for the /ər/ sound as you say these words:

better beggar actor

A. Circle the word in each row that has the final /ər/ sound.

1. mentor mental melon
2. gallery gather garage
3. popularity popular person
4. features fellow feather
5. mannerly merchant manor

B. In each sentence below, circle the word that has the final /ər/ sound.

6. Last winter she asked all of the town's citizens to be helpful.
7. We had a big snowstorm in December.
8. My sister and I shoveled the driveways of people who needed help.
9. Later we enjoyed hot cocoa in our cozy kitchen.
10. The author of that book is very famous in Mexico.

Name _____

A. Read each definition. Write the vocabulary word from the box that matches the definition.

crackle announced soared starry noticed

1. told or stated so everyone can hear _____
2. full of stars _____
3. flew high in the air _____
4. a series of small, sharp noises _____
5. observed or took note of _____

B. Choose four vocabulary words from the box above. Write a sentence using each word.

6. _____

7. _____

8. _____

Name _____

Characters are the people or animals that a story is about. The **plot** is what happens to characters during the story. The **setting** is where the story takes place.

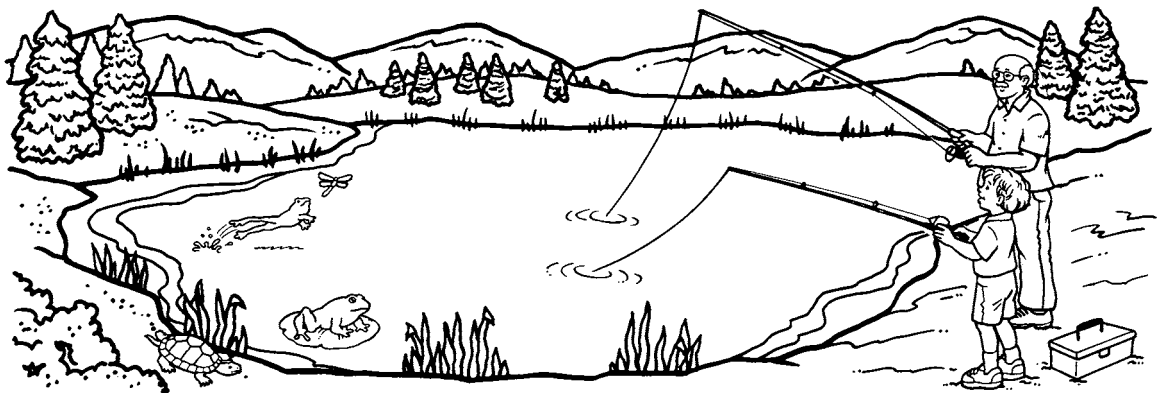
Read the selection. Circle the letter that stands for the correct answer.

Kyle's grandfather was visiting so they spent the day fishing at the lake. There was not a cloud in the sky. The lake was calm and still. They saw turtles and frogs swimming through the water. But they did not see fish!

"Oh well," said Kyle, "we could try again tomorrow."

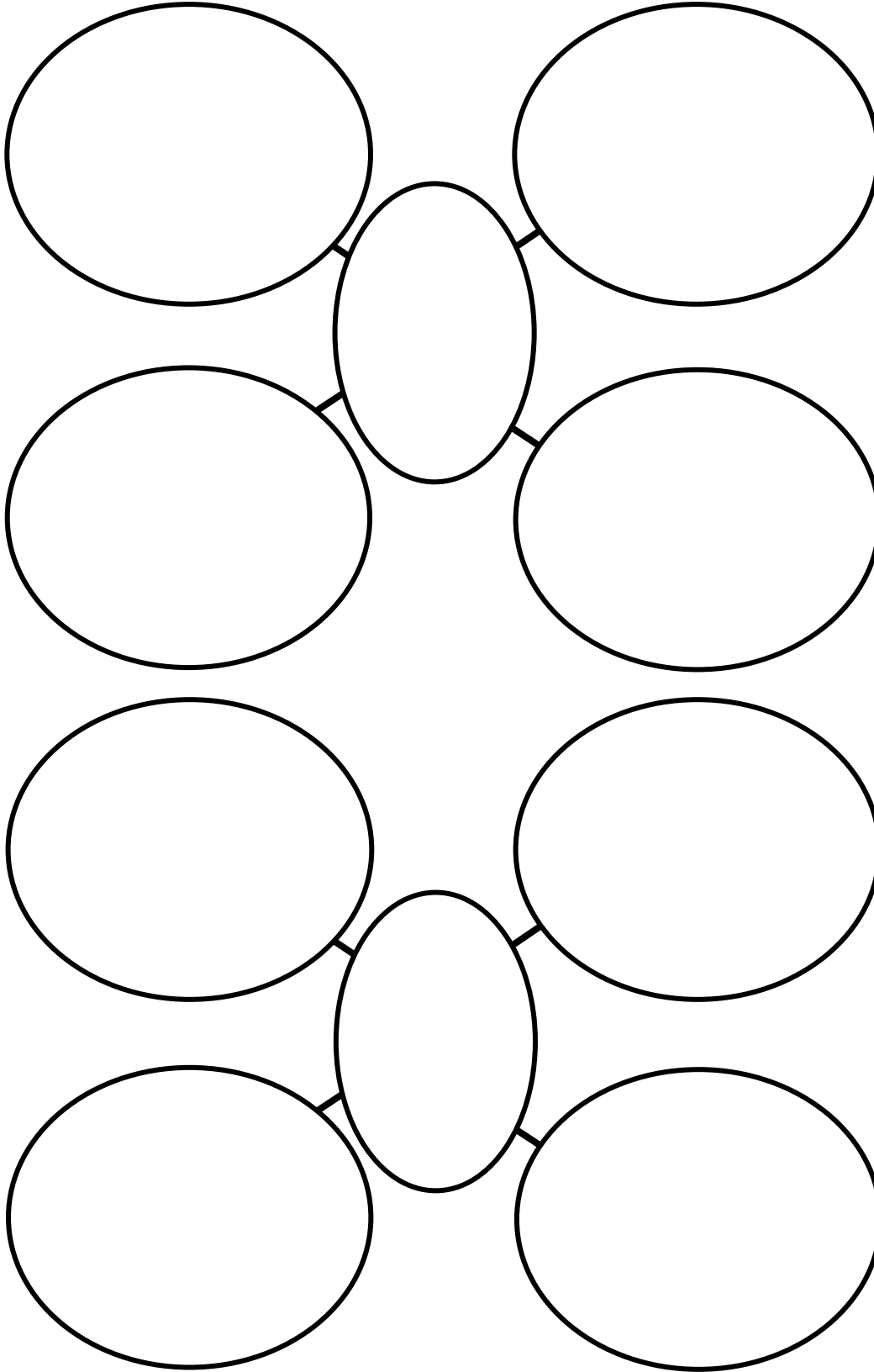
"Or we could go to the park," said Kyle's grandfather.

1. Who are the main characters in the story?
a. Kyle and his grandfather b. fish c. turtles and frogs
2. What is the setting of the story?
a. the park b. the lake c. the kitchen
3. What is the plot of the story?
a. Kyle and his father are at the park.
b. Kyle's grandfather was visiting.
c. Kyle and his grandfather did not catch any fish.



Name _____

As you read *Dear Juno*, fill in the Character Web.



How does the information you wrote in this Character Web help you analyze story structure in *Dear Juno*?

Name _____

As I read, I will pay attention to the dialogue and punctuation.

10 It was the first morning of third grade. Gina's spirits
 22 soared as she jumped into the car. Her best friend Tyra was
 25 in her class!
 36 Gina's mom picked Tyra up. The girls sat in the back
 37 seat.
 41 "Almost there!" Tyra said.
 44 "Yeah!" Gina shouted.
 54 That night, Gina logged on to her computer. She looked
 61 at a photograph of her and Tyra.
 71 Gina decided to send her friend an e-mail. She wrote:
 73 Hi, T!
 79 Wasn't that the best day ever?
 G 80

Comprehension Check1. Why are the girls so excited? **Plot**2. Why does Gina send Tyra an e-mail? **Make Inferences**

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



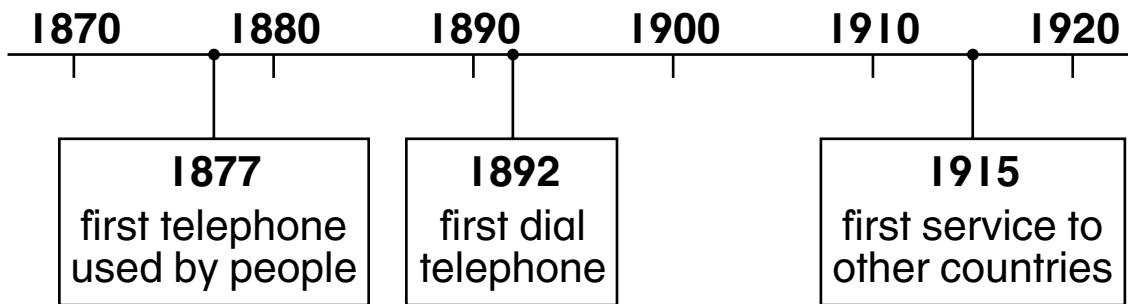
Name _____

A **time line** shows when important events took place.

To read a time line:

- Look at the time line to see what it is about.
- Read the time line from left to right.
- Read each event given.
- Look at the date for each event.

History of the Telephone



Use the time line to answer the questions. Circle the letter for your answers.

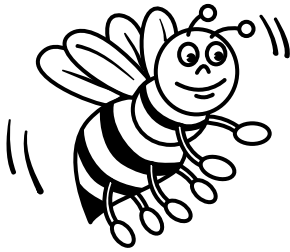
- What is the time line about?
 - history of other countries
 - history of the telephone
- What is the first event on the time line?
 - first dial telephone
 - first telephone used by people
- When was the first telephone used to call another country?
 - 1877
 - 1915
- When were people first able to dial a telephone number?
 - 1892
 - 1915

Practice

Spelling:
r-Controlled Vowels
ar, or

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. bark |
| 2. _____ | 2. sore |
| 3. _____ | 3. hard |
| 4. _____ | 4. storms |
| 5. _____ | 5. yard |
| 6. _____ | 6. sport |
| 7. _____ | 7. sharks |
| 8. _____ | 8. porch |
| 9. _____ | 9. story |
| 10. _____ | 10. chore |
| 11. _____ | 11. card |
| 12. _____ | 12. store |
| 13. _____ | 13. far |
| 14. _____ | 14. more |
| 15. _____ | 15. part |
| Challenge Words 16. _____ | 16. board |
| 17. _____ | 17. artist |
| Review Words 18. _____ | 18. first |
| 19. _____ | 19. third |
| 20. _____ | 20. burn |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A forck
- B forek
- C fork
- D forke

Sample B:

- E start
- F stairt
- G staret
- H staart

1. A porch
 B pourch
 C porech
 D portch

6. E shareks
 F shorks
 G sharks
 H shraks

11. A moir
 B mor
 C more
 D morr

2. E stormes
 F storms
 G stroms
 H stormns

7. A store
 B stor
 C storre
 D stoar

12. E yard
 F yared
 G yarrd
 H yart

3. A storie
 B stoary
 C story
 D stroy

8. E fer
 F faar
 G farr
 H far

13. A barrk
 B bark
 C barek
 D barck

4. E parte
 F part
 G prat
 H paret

9. A caard
 B card
 C carrd
 D caird

14. E chor
 F choar
 G chore
 H chroe

5. A sore
 B sor
 C soare
 D sorr

10. E sporet
 F sport
 G sprt
 H spourt

15. A haird
 B harrd
 C hardd
 D hard



Name _____

- A verb in the **present tense** tells what happens now.
- A present-tense verb must **agree** with its subject.
- Add -s to most verbs if the subject is singular.
- Add -es to verbs that end in *s*, *ch*, *sh*, *x*, or *z* if the subject is singular.
- Change *y* to *i* and add -es to verbs that end with a consonant and *y*.
- Do not add -s or -es to a present-tense verb when the subject is plural or *I* or *you*.

She wishes.The ink dries.They wish.The papers dry.

For each verb below, write the form that agrees with the subject given.

1. carry Ann _____.
2. pitch Mike _____.
3. wash We _____.
4. fix They _____.
5. guess Flora _____.
6. push We _____.
7. match They _____.
8. mix Kim _____.
9. squash She _____.
10. fly Don _____.
11. snatch They _____.
12. toss Lee _____.

To the Teacher: Complete the entire page *with* students.
Have students reread the sentences to a partner.

Name _____

1. Fill in the blanks. You may look back at your last journal entry if you need help remembering the answers.

Every sentence ends with _____.

You can use a _____, a _____, or
a _____.

2. Now, read the sentences below and add the correct punctuation mark at the end.
 - a. Tom drove us to the movies
 - b. When did you get that haircut
 - c. Look out
 - d. Who is that guy
 - e. Those clouds look pretty stormy
 - f. The phone is ringing

Extra Practice: Do the same exercise with these sentences:

- a. May I go to the restroom, please
- b. Yesterday I was late for school
- c. Stop it
- d. Do you think this picture is nice
- e. I was excited to finish my book
- f. Fall is my favorite season

Name _____

A **prefix** is a word part that can be added to the beginning of base words.

A prefix changes the meaning of the base word.

Prefix	Means	
<i>re-</i>	again	<i>rebuild</i> means “to build again”
<i>un-</i>	not or opposite	<i>unclean</i> means “not clean”
<i>pre-</i>	before or ahead	<i>preschool</i> means “school before kindergarten”
<i>mis-</i>	wrong; incorrect	<i>misread</i> means “to read incorrectly”

In each sentence, underline the word that includes the prefix *un-*, *re-*, *pre-*, or *mis-*. Then write its meaning.

1. We should recount the number of messages we received.

2. My brother can preview the movie and tell us if we should watch it.

on the computer. _____

3. Please unplug the computer when you are finished using it.

4. Can you please reprint the e-mail you sent to Evan?

5. If we misbehave, we'll lose our computer time.

6. The e-mail invitation was unexpected. _____



Name _____

focus

estimate

record

A. Read each clue. Then find the vocabulary word in the row of letters and circle it.

1. Using what you know to make a good guess:

x p a s t e e s t i m a t e b r e s m a r o e s t

2. Concentrate all your energy on someone or something:

r e d e s t p a l l o r d f o c u s s t m a t o r d

3. Something that no one has done before, or something that has never happened before:

f o c e s t r e c o r d d o l m p e s t f o r e c

B. Write a sentence using one of the vocabulary words.

4. _____

Name _____

A **problem** is the difficulty or challenge that a character in a story faces. The **solution** is the way in which a character solves his or her problem.

Read the stories below. Then write the problem and solution for each of the stories.

Sanjay couldn't wait to call his grandfather. He wanted to tell him that he scored the winning goal in his soccer game. But Sanjay's grandfather lived across the country, and it was the middle of the night. Then Sanjay had an idea. He could send a text message. When his grandfather woke up, he could read the message.

PROBLEM: _____

SOLUTION: _____

Ellie wanted to invite her friends to a pool party on Saturday. Since it was Thursday, Ellie didn't have time to mail invitations. Calling everyone on the phone would take too long. Ellie decided to send an e-mail invitation. It would take a few minutes, and her friends could write back with their responses.

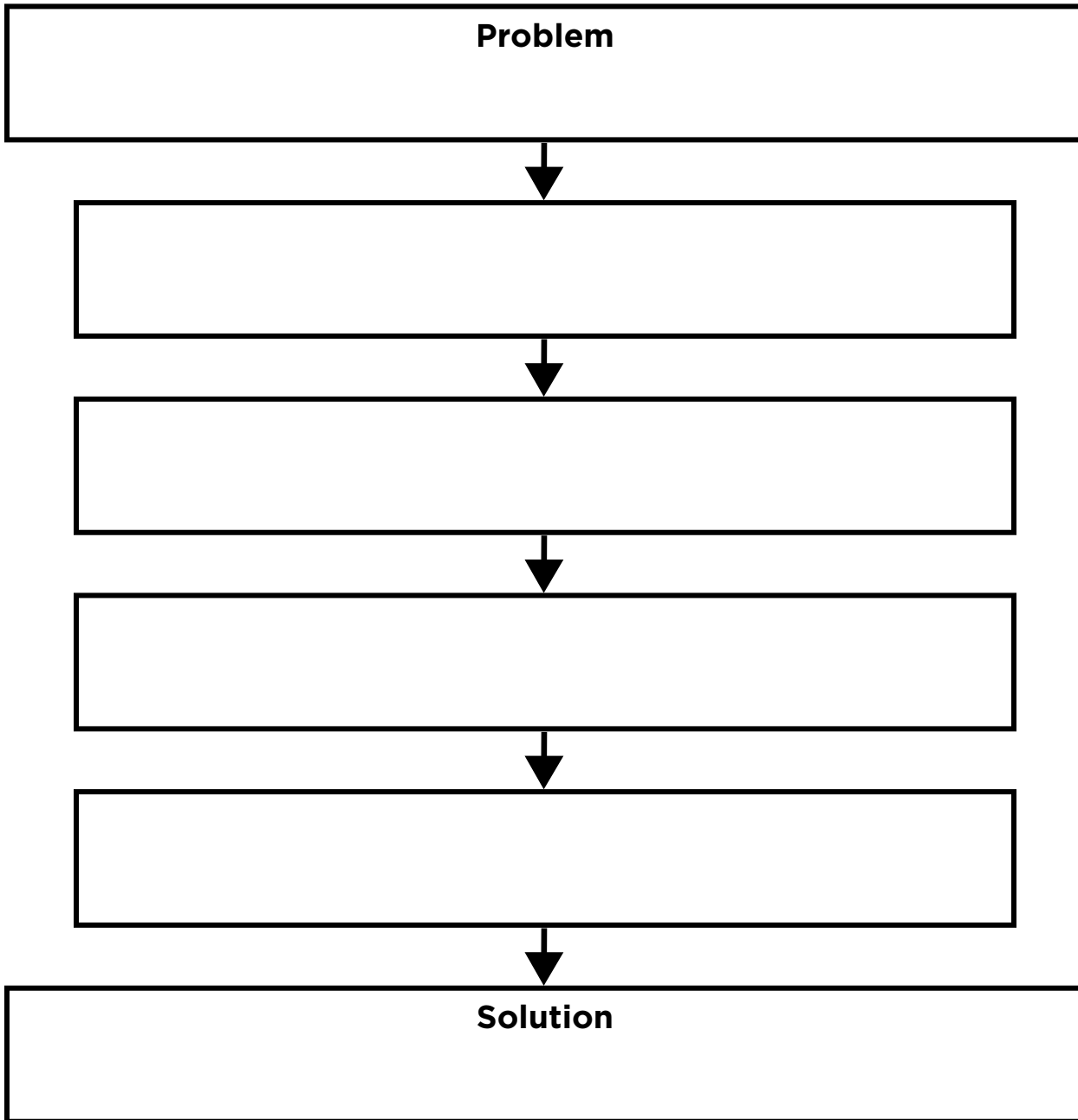
PROBLEM: _____

SOLUTION: _____



Name _____

As you read *Messaging Mania*, fill in the Problem and Solution Chart.



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How does the information you wrote in this Problem and Solution Chart help you understand *Messaging Mania*?



Name _____

As I read, I will pay attention to my pronunciation and phrasing.

14 A star looks like a tiny point of light. But a star is really
 14 a giant ball of hot gas.

20 The sun is our closest star. That's why it looks bigger
 31 than other stars. On a clear night, you can easily see
 42 thousands of stars. Some stars look very bright. Others
 51 look dim. The stars that are very far away from Earth are
 63 the hardest to see.

67 Astronomers study the stars to find out what they are
 77 made of and how they create light. One of their main jobs
 89 is to compare the brightness of stars. 96

Comprehension Check1. What is a star? **Main Idea and Details**2. Why are some stars brighter than others? **Main Idea and Details**

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



Name _____

You will find many resources in the library to help you find information.

- You can look up information about subjects, authors, and titles in the **electronic card catalog**.
- A **telephone directory** will tell you addresses and telephone numbers for people and businesses. You can find the directory in a book or online.
- **Newspapers** and **magazines** will tell you about people, places, and things. You can learn about events that have just happened. You can find newspapers and periodicals in the library or online.

Circle the letter of the correct library resource to answer each question.

1. Which library resource would you use to find a book about Benjamin Franklin?
a. electronic card catalog b. telephone directory
2. Which library resource would you use to find an article about the concert held last night in your town?
a. electronic card catalog b. newspapers and periodicals
3. Which library resource would you use to find poetry books?
a. newspapers and periodicals b. electronic card catalog
4. Which library resource would you use to look for the name of a local bike-repair shop?
a. telephone directory b. electronic card catalog

Name _____

Problem and Solution Writing Frame

A. Summarize *Messaging Mania*. Use the Problem and Solution Writing Frame below.

Instant messaging has resulted in several **problems**.

One problem is _____ because _____

Another problem is _____ because _____

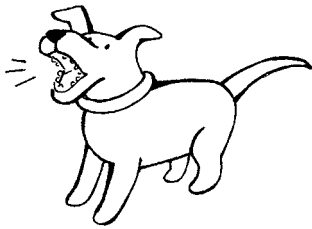
The **solution** to these problems is _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

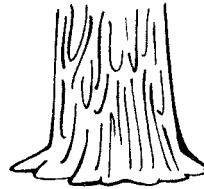
Name _____

If two words are spelled the same but have different meanings, they are **homographs**. For example, the word *bark* has two meanings.

Tom's dog will *bark* when we walk into the yard.



Don't lean on the tree because the *bark* might be sticky.



Write the correct homographs from the box to answer the question, using the pictures as clues.

pitcher

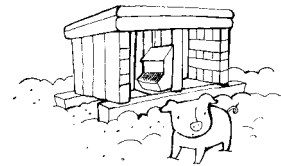
fly

pen

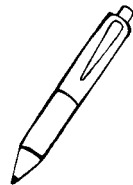
1. What do you pour juice from?



2. What is the place where pigs live?



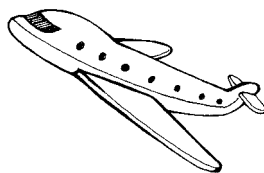
3. What is something you write with?



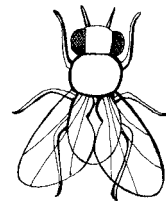
4. What is the name of the baseball player who throws to the other team's batter?



5. What does a bird, an airplane, or a kite do?

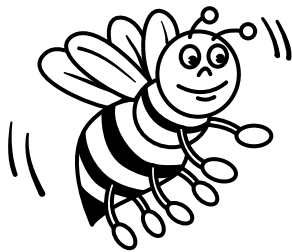


6. What is an insect that people think of as a pest?



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|--------------|
| 1. _____ | 1. unfair |
| 2. _____ | 2. undo |
| 3. _____ | 3. unhappy |
| 4. _____ | 4. undone |
| 5. _____ | 5. unload |
| 6. _____ | 6. retell |
| 7. _____ | 7. recall |
| 8. _____ | 8. rename |
| 9. _____ | 9. misfile |
| 10. _____ | 10. misdo |
| 11. _____ | 11. misread |
| 12. _____ | 12. mistreat |
| 13. _____ | 13. precut |
| 14. _____ | 14. preplan |
| 15. _____ | 15. presale |
| Challenge Words 16. _____ | 16. unwanted |
| 17. _____ | 17. retold |
| Review Words 18. _____ | 18. hard |
| 19. _____ | 19. far |
| 20. _____ | 20. more |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ rearead
- Ⓑ rered
- Ⓒ rerread
- Ⓓ reread

Sample B:

- Ⓔ prbuild
- Ⓕ prebild
- Ⓖ prebuild
- Ⓗ preabuild

- 1. Ⓐ unlod
- Ⓑ unnload
- Ⓒ unload
- Ⓓ unlode

- 6. Ⓔ preasale
- Ⓕ presale
- Ⓖ preesale
- Ⓗ presayl

- 11. Ⓐ precut
- Ⓑ preecut
- Ⓒ precutt
- Ⓓ percut

- 2. Ⓔ renam
- Ⓕ rename
- Ⓖ reename
- Ⓗ renname

- 7. Ⓐ unefair
- Ⓑ unnfair
- Ⓒ unfair
- Ⓓ unfaire

- 12. Ⓔ unndo
- Ⓕ undo
- Ⓖ undor
- Ⓗ undoo

- 3. Ⓐ misfile
- Ⓑ missfile
- Ⓒ misfiell
- Ⓓ misfille

- 8. Ⓔ retell
- Ⓕ reetell
- Ⓖ retel
- Ⓗ reeteell

- 13. Ⓐ reecall
- Ⓑ recawl
- Ⓒ rekall
- Ⓓ recall

- 4. Ⓔ unhappy
- Ⓕ unnhappy
- Ⓖ unehappy
- Ⓗ unhapy

- 9. Ⓐ mistreat
- Ⓑ misstreat
- Ⓒ misttreat
- Ⓓ mistreet

- 14. Ⓔ undon
- Ⓕ unndone
- Ⓖ undun
- Ⓗ undone

- 5. Ⓐ missread
- Ⓑ misreed
- Ⓒ misread
- Ⓓ misrede

- 10. Ⓔ preeplan
- Ⓕ preplant
- Ⓖ preplain
- Ⓗ preplan

- 15. Ⓐ missdo
- Ⓑ misdo
- Ⓒ misdoo
- Ⓓ missdue



Name _____

- A verb in the **past tense** tells about an action that already happened.
- Add **-ed** to most verbs to show past tense.
- If a verb ends with **e**, drop the **e** and add **-ed** to show past tense.
- If a verb ends with a consonant and **y**, change **y** to **i** and add **-ed**.
- If a verb ends with one vowel and one consonant, double the consonant and add **-ed**.

Choose the correct past-tense verb for each sentence. Circle your answer.

- | | | |
|---|----------|----------|
| 1. Felix _____ across the beach. | marchedd | marched |
| 2. The hot sand _____ his feet. | burnd | burned |
| 3. The sand dunes _____ toward the water. | sloped | slopped |
| 4. Felix _____ down the dunes. | rolld | rolled |
| 5. He _____ the sand off his face. | dusted | dustted |
| 6. Casey _____ from the water. | wavved | waved |
| 7. Felix _____ toward the water. | skippd | skipped |
| 8. The waves _____ over his feet. | splashd | splashed |
| 9. Felix _____ on his back. | floated | floatted |
| 10. Casey _____ to do a handstand. | tryed | tried |
| 11. Jellyfish _____ on the water. | coasted | coastted |
| 12. We _____ in the shade. | ressted | rested |

Name _____

- A verb in the **past tense** tells about an action that already happened.
- Add **-ed** to most verbs to show past tense.
- If a verb ends with **e**, drop the **e** and add **-ed** to show past tense.
- If a verb ends with a consonant and **y**, change **y** to **i** and add **-ed**.
- If a verb ends with one vowel and one consonant, double the consonant and add **-ed**.

A. Proofread the paragraph. Circle past-tense verbs that are incorrect.

On Saturday, our class clean up the beach at Perch Bay. We picked up litter twigs and seaweed. We packked the other garbage into bags. We discovered all kinds of things while we work. Sam showd me movie tickets bottle tops and even a watch. The beach lookked much better when we were finished. The sand glitterd like the sun on the water. I'm glad we workd so hard at the beach.

B. Rewrite the paragraph. Write the past-tense verbs correctly. Add commas where necessary.

Name _____

Writing Rubric	
4 Excellent	1 Unsatisfactory
Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions
Word Choice	Word Choice
Voice	Voice
Presentation	Presentation
3 Good	2 Fair
Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions
Word Choice	Word Choice
Voice	Voice
Presentation	Presentation

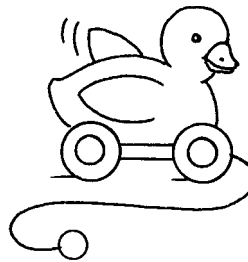
Name _____

- Two vowel letters together can stand for a special sound.
- The letters **oi** and **oy** stand for the /oi/ sound you hear in **boil** and **boy**.

A. Look at these pictures and the words that name them. Say the words and listen for the /oi/ sound.



coin



toy

B. Write the correct spelling of the word with the /oi/ sound to complete each sentence.

- The illustrator had a _____ of using charcoal or paints.
 - choyce
 - choice
- The small _____ drew all his pictures with a red crayon.
 - boy
 - boi
- Sarah broke the _____ on her pencil when she started to draw.
 - poynt
 - point
- Pat felt great _____ when she won the drawing contest.
 - joi
 - joy
- The _____ from the street was too loud for the artist.
 - noise
 - noyse

Name _____

- Events in nonfiction often take place in a certain order, or **sequence**.
- Understanding the sequence of events helps you better understand the story.
- Clue words can help you understand the sequence. Some clue words are: *first*, *next*, *then*, and *finally*.

The pictures below show the sequence of events in a story. The story is about an artist who is getting ready to paint.

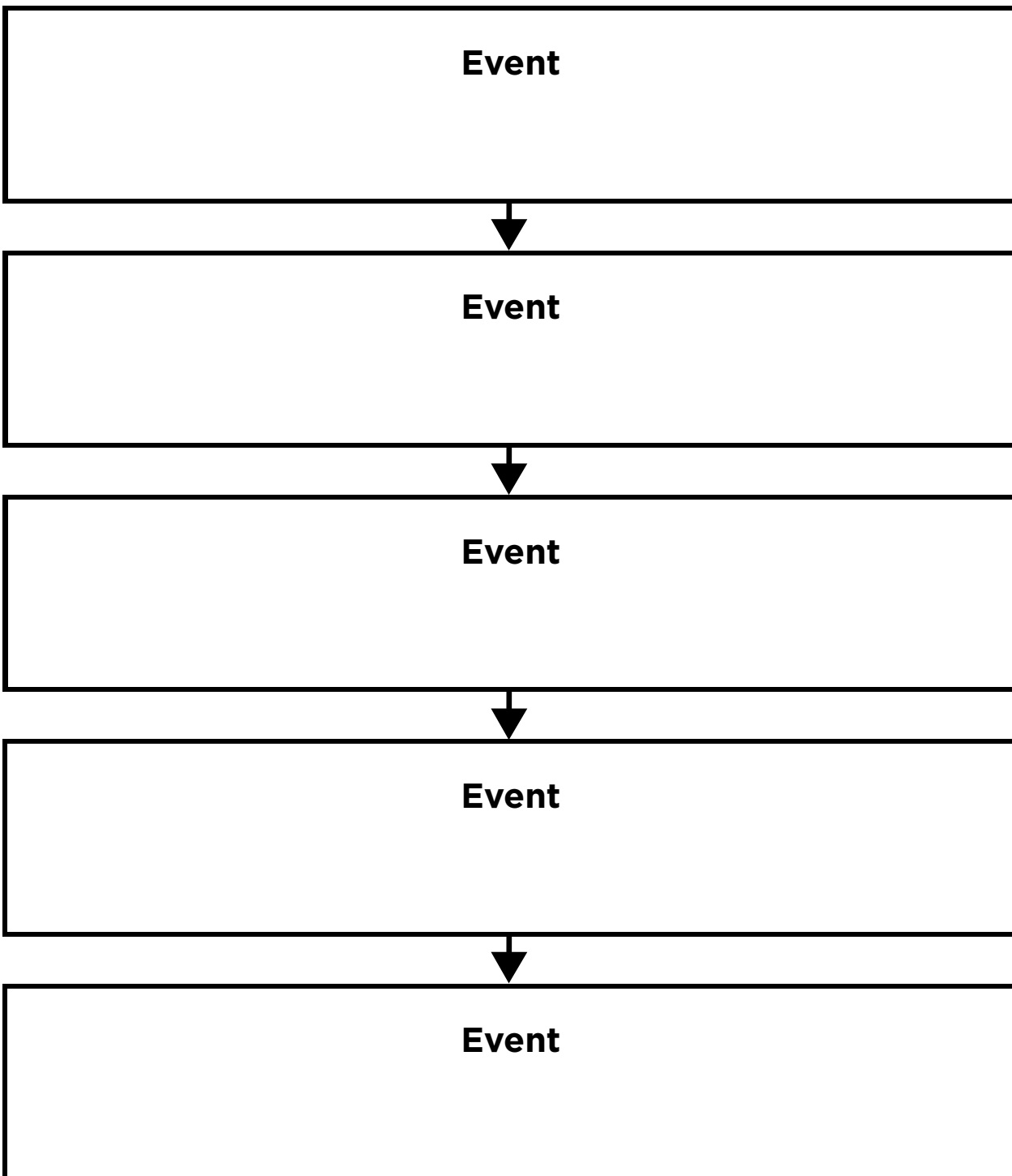


Read the sentences below. Use the clue words in italics to help you understand the sequence. Write the numbers 1 through 5 next to the sentences to show the correct sequence of events.

- _____ *First*, an illustrator decides what to draw.
- _____ *After that*, the illustrator uses the sketches to make final drawings or paintings.
- _____ *Finally*, the illustrator sends the finished drawings to a publisher.
- _____ *Then*, the illustrator makes a sketch.
- _____ *Next*, the illustrator gathers all the supplies needed to make the drawings.

Name _____

As you read *What Do Illustrators Do?*, fill in the Sequence Chart.



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How does the information you wrote in this Sequence Chart help you analyze text structure in *What Do Illustrators Do?*

Name _____

As I read, I will pay attention to phrasing and pacing.

13 No dog's coat is as smooth as a piece of paper. It has
24 texture. You can use your pencil to show what the coat
feels like.

26 If your dog is a collie, you will want to draw his coat
39 using long, flowing lines. If your dog is a poodle, fill in his
52 coat with round, curly lines.

57 Shading is another way to make your dog look real.
67 Pretend there is a light shining on your dog. Darken the
78 areas where the shadows would fall.

84 One suggestion for shading is to turn your pencil and
94 draw with the side of the pencil lead, not the point. 105

Comprehension Check

1. How can you show texture on a drawing of a poodle? **Main Idea and Details**
2. How does shading add to a drawing of a dog? **Main Idea and Details**

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

Name _____

Interviews have both questions and answers.

- The interviewer asks questions.
- The subject of the interview answers the questions.
- Interviews are used to gather firsthand information about something.

Read the following interview. Below, write a checkmark (✓) next to the facts that are part of the interview.

Interviewer: When did you first know that you liked to draw?

Sally: When my mom put my drawing of a dog on the refrigerator!

Interviewer: How old were you when that happened?

Sally: That was three years ago, so I was five years old.

Interviewer: Where have your drawings been shown?

Sally: My mom still hangs them on the refrigerator. I give some drawings as presents to my grandparents and my brother. You can see them at my grandma's house and on my brother's wall.

Interviewer: What are your favorite things to draw?

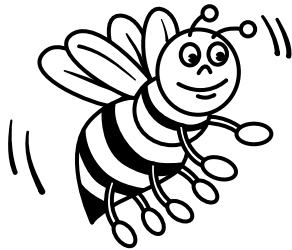
Sally: I still like to draw dogs. But my favorite thing to draw is houses. I like to draw big and little houses, and even doghouses.

1. _____ Sally is the artist being interviewed.
2. _____ Sally likes to draw.
3. _____ Sally is now five years old.
4. _____ Sally's pictures are on her refrigerator, at her grandma's house, and on her brother's wall.
5. _____ Sally likes to draw dogs the most.



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. soil |
| 2. _____ | 2. foil |
| 3. _____ | 3. toil |
| 4. _____ | 4. coins |
| 5. _____ | 5. point |
| 6. _____ | 6. noise |
| 7. _____ | 7. boiled |
| 8. _____ | 8. spoiled |
| 9. _____ | 9. enjoys |
| 10. _____ | 10. voice |
| 11. _____ | 11. choice |
| 12. _____ | 12. toy |
| 13. _____ | 13. join |
| 14. _____ | 14. boy |
| 15. _____ | 15. oil |
| Challenge Words 16. _____ | 16. moist |
| 17. _____ | 17. joyful |
| Review Words 18. _____ | 18. unhappy |
| 19. _____ | 19. retell |
| 20. _____ | 20. misread |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- jump
- jumpe
- junp
- jumppe

Sample B:

- graide
- grade
- graid
- graed

- | | | |
|---|--|---|
| 1. <input checked="" type="radio"/> soil | 6. <input type="radio"/> noise | 11. <input checked="" type="radio"/> choice |
| <input type="radio"/> sol | <input type="radio"/> noys | <input type="radio"/> shoyce |
| <input type="radio"/> soyl | <input type="radio"/> noice | <input type="radio"/> choys |
| <input type="radio"/> soyle | <input type="radio"/> niose | <input type="radio"/> schoice |
| 2. <input type="radio"/> foyel | 7. <input checked="" type="radio"/> bouled | 12. <input type="radio"/> toy |
| <input type="radio"/> fuoll | <input type="radio"/> boyled | <input type="radio"/> toye |
| <input type="radio"/> foil | <input type="radio"/> boilt | <input type="radio"/> toie |
| <input type="radio"/> foel | <input type="radio"/> boiled | <input type="radio"/> toi |
| 3. <input checked="" type="radio"/> toyl | 8. <input type="radio"/> spolt | 13. <input checked="" type="radio"/> joyn |
| <input type="radio"/> tiol | <input type="radio"/> spoiled | <input type="radio"/> join |
| <input type="radio"/> tolle | <input type="radio"/> spoyled | <input type="radio"/> joine |
| <input type="radio"/> toil | <input type="radio"/> spoilted | <input type="radio"/> joun |
| 4. <input type="radio"/> coynes | 9. <input checked="" type="radio"/> enjoys | 14. <input type="radio"/> boie |
| <input type="radio"/> coins | <input type="radio"/> injoys | <input type="radio"/> boy |
| <input type="radio"/> counes | <input type="radio"/> enjoies | <input type="radio"/> boye |
| <input type="radio"/> coyens | <input type="radio"/> injoyce | <input type="radio"/> boey |
| 5. <input checked="" type="radio"/> pount | 10. <input type="radio"/> voise | 15. <input checked="" type="radio"/> oel |
| <input type="radio"/> point | <input type="radio"/> voyse | <input type="radio"/> oul |
| <input type="radio"/> poiynt | <input type="radio"/> voice | <input type="radio"/> ole |
| <input type="radio"/> poynte | <input type="radio"/> vouse | <input type="radio"/> oil |



Name _____

- A **present-tense verb** tells what happens now.
- A **past-tense verb** tells about an action that already happened.
- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the special verb *will*.

Each sentence below has a time clue that tells whether the action is happening now, in the past, or in the future. Choose the correct form of the verb to complete each sentence. Write your answer on the line.

1. Now Pete (needs, needed) a gift for his Uncle Carl. _____
2. Tomorrow he (will shop, shop) for something. _____
3. Years ago, Uncle Carl (will play, played) baseball. _____
4. Today he (works, worked) as an announcer at games.

5. Now Pete (walks, walked) through the stores. _____
6. In the past, his mother (will pick, picked) out presents for him.

7. Now he (chooses, will choose) a big book about baseball.

8. The baseball stars in the book (play, played) many years ago.

9. Pete (will give, gives) it to Uncle Carl on Saturday. _____
10. Uncle Carl (enjoyed, will enjoy) reading the book on the plane ride home. _____

Name _____

- A **present-tense verb** tells what happens now.
- A **past-tense verb** tells about an action that already happened.
- A **future-tense verb** tells about an action that is going to happen.

A. Read the dialogue. Circle any verbs that are not written in the correct tense or do not agree with their subjects.

“Ann I hoped you can help me, said Jim.

I will tried my best, said Ann.

I needs a gift for Aunt Cara, said Jim.

She will mention something last week, said Ann.

Tell me now! cry Jim.

She said that next year she will learned to fly, said Ann.

“I will looked for a book about airplanes, said Jim.

“That’s great Jim! I think she will liked that,” said Ann.

B. Writing Activity

Rewrite the dialogue. Write verbs correctly. Make sure that quotation marks are in the right place. Be sure to put a comma before the name of anyone being spoken to.

Name _____

Recess

By: Josie Fredricks

Our walk broke into a run as we sprang onto the playground for recess. I plugged my ears as I ran by the screaming kids arguing over who would go first on the monkey bars. I leaped over puddles of water from last night's rain. It smelled like rain. The grass was as green as the broccoli I ate last night! I sat down on the damp grass to eat my snack before the kickball game began. My tongue turned red with the strawberry flavor of my fruit roll-up.

1. Read the journal entry above:
2. Please look at the chart below. Each of your 5 senses is listed across the top, and under each heading is a sensory detail from the journal entry above that goes along with each sense.

Setting: Playground

Sound	Smell	Sight	Touch	Taste
Screaming	Rain	Puddles, green grass	Damp grass	Strawberry roll-up

3. Using the charts below, try to think of sensory details that you might be able to write about to describe the settings listed. Remember, sensory details are descriptions of sight, taste, touch, hearing, and smell.

Setting: Cafeteria

Sound	Smell	Sight	Touch	Taste

Setting: In a kitchen, making pizza dough

Sound	Smell	Sight	Touch	Taste

4. Now try it with a setting of your choice.

Name _____

Say each word in the left column. Then write the word in the column that has the same vowel patterns and vowel sounds as the word.

		/ü/ (oo, ue, ew)	/ũ/ (oo)	/ū/ (CVCe, ue, ew)
		moon, cool, due, stew	hood, look, wool	cube, fumes, hue, few
1.	huge			
2.	room			
3.	cook			
4.	pew			
5.	wood			
6.	spoon			
7.	goose			
8.	good			
9.	hoof			
10.	refuse			
11.	choose			
12.	grew			
13.	cue			
14.	clue			

Name _____

- Authors do not always tell readers how characters feel or why they act the way they do.
- Authors give clues to readers about how a character feels by what the character says or does.
- Readers must **make inferences**, or use the author’s clues plus what they already know, to figure out some things.

Read the following passage. Answer the questions below.

“I can’t wait. I’m visiting my grandmother next weekend,” Maya told Pam. “She lives in the country and has horses.”
“I love horses. I know how to ride, too,” said Pam.
Maya said, “There’s always lots of people there, too.”
“Boy, that sounds like fun. You’re so lucky!” Pam said.
“I have a great idea!” Maya said, clapping her hands.

1. How does Maya feel about going to her grandmother’s?
 - a. She is excited and wants to go.
 - b. She would rather stay home.
2. What do you think Maya loves to do at her grandmother’s?
 - a. She eats good food there.
 - b. She loves to ride horses.
3. What do you think Maya is going to do?
 - a. Ask her grandmother if Pam can join them.
 - b. Ask her grandmother if they can visit Pam.
4. If the girls visit Maya’s grandmother, what will they probably do?
 - a. They will go swimming all day.
 - b. They will ride horses.

Name _____

As you read *The Jones Family Express*, fill in the Inference Chart.

Clues	Inference

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How does the information you wrote in this Inference Chart help you visualize details in *The Jones Family Express*?

Name _____

As I read, I will pay attention to intonation and expression.

10 Aunt Louise had always visited them each year on her
11 **annual** vacation.

12 “Aunt Louise can’t come here. You must go to visit her
23 this time,” said Mom.

27 “Doesn’t Aunt Louise live on a tropical island now?”
36 Keisha asked.

38 “Yes, she works for a bank on Grand Cayman Island in
49 the Caribbean,” her mom said.

54 “Why did she move so far away?” Keisha asked.

63 “It’s a very good job,” her mom said. “She has good
74 skills, and she will probably get a raise soon.”

83 “I won’t like it there,” Keisha said. “It’s much too far
94 away.” 95

Comprehension Check

1. Where does Aunt Louise live? **Main Idea and Details**

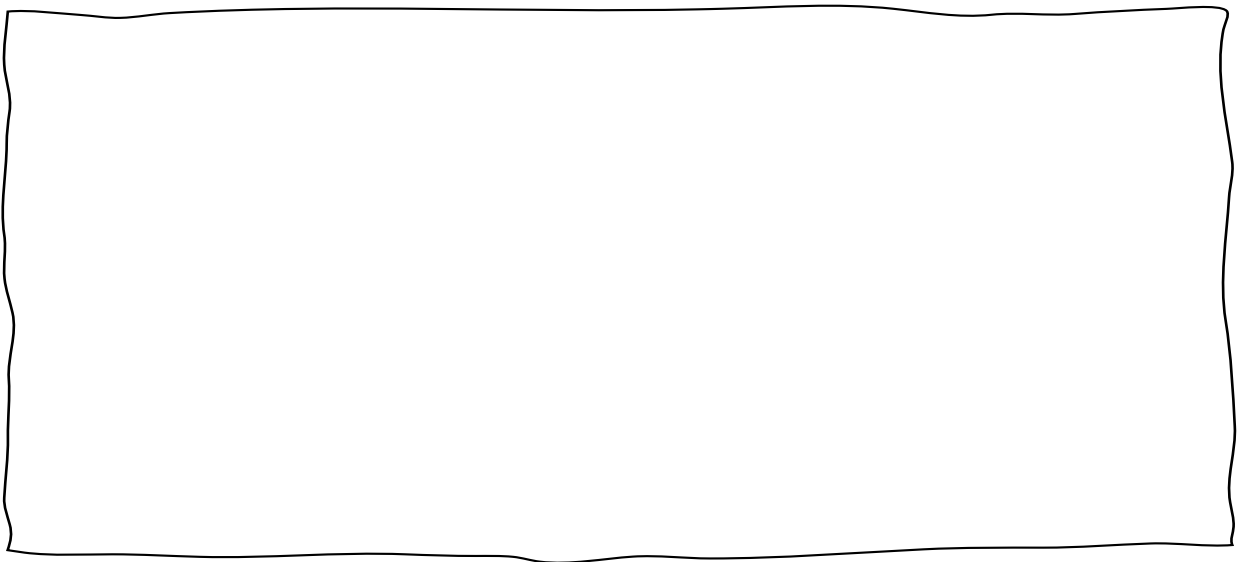
2. How does Keisha feel about going to visit her aunt? **Plot Development**

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

Name _____

Reading **directions** tells you how to do something or how to get someplace. Directions must follow a certain order. Directions should be clear and to the point.

Follow the directions to make a map of a schoolyard. Draw your map in this space below.



1. Draw a building in the upper left corner of the schoolyard.
2. Label your building SCHOOL.
3. Draw another rectangle below the school to show a volleyball court.
4. Label this rectangle VOLLEYBALL COURT.
5. To the right of the volleyball court, draw two stick figures.
6. Choose names and write them under each figure.

Name _____

- **Homophones** are words that sound the same.
- Homophones have different meanings.
- Words that are homophones are spelled differently from each other.

Read each pair of homophones. Write the correct homophone on each line in the sentence.

1. I, eye

My doctor said that _____ need an operation on my left
_____.

2. right, write

Tim had to _____ the postcard with his left hand because he
broke his _____ hand.

3. sea, see

My uncle said that he can't _____ the difference between an
ocean and a _____.

4. eight, ate

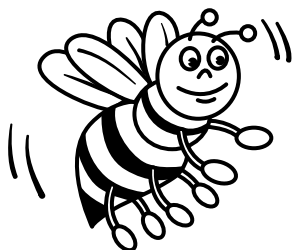
At the hotel we _____ breakfast around _____ in the
morning.

5. to, two

We saw _____ friends on our trip _____ the city.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
- Challenge Words** 16. _____
17. _____
- Review Words** 18. _____
19. _____
20. _____

1. loop
2. rude
3. look
4. clue
5. spoon
6. blue
7. cubes
8. goose
9. true
10. shoe
11. soup
12. group
13. food
14. glue
15. hoop
16. classroom
17. childhood
18. toy
19. soil
20. noise



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ smile
- Ⓑ smiel
- Ⓒ smil
- Ⓓ smyle

Sample B:

- Ⓔ paynt
- Ⓕ pante
- Ⓖ paint
- Ⓗ painte

1. Ⓐ lewp
Ⓑ loupe
Ⓒ loop
Ⓓ lupe

2. Ⓔ rood
Ⓕ rude
Ⓖ roud
Ⓗ rewd

3. Ⓐ look
Ⓑ leuk
Ⓒ lewk
Ⓓ loock

4. Ⓔ cloo
Ⓕ klew
Ⓖ klue
Ⓗ clue

5. Ⓐ spone
Ⓑ spoon
Ⓒ speun
Ⓓ spuen

6. Ⓔ blooe
Ⓕ blue
Ⓖ blewe
Ⓗ bleu

7. Ⓐ kubes
Ⓑ kewbes
Ⓒ quoobs
Ⓓ cubes

8. Ⓔ goose
Ⓕ gewse
Ⓖ gues
Ⓗ goows

9. Ⓐ troo
Ⓑ trew
Ⓒ troue
Ⓓ true

10. Ⓔ shou
Ⓕ shew
Ⓖ shoe
Ⓗ shooe

11. Ⓐ sewp
Ⓑ soop
Ⓒ supe
Ⓓ soup

12. Ⓔ group
Ⓕ grewpe
Ⓖ groop
Ⓗ gruop

13. Ⓐ foode
Ⓑ fewd
Ⓒ food
Ⓓ fuede

14. Ⓔ gloo
Ⓕ glew
Ⓖ gleu
Ⓗ glue

15. Ⓐ hupe
Ⓑ huep
Ⓒ houpe
Ⓓ hoop



Name _____

- When two vowel sounds appear together in the same syllable, they are usually pronounced as one sound.
- The letters **ou** and **ow** can stand for the /ou/ sound. That is the vowel sound you hear in *mouse* and *crown*.

A. Fill in the letters that spell the /ou/ sound in each word.

1. The concert was very l_____d, and I had to put my hands over my ears.
2. Uncle Jim got a brand new r_____nd swimming pool.
3. That br_____n shirt looks good with the blue pants.
4. Did anyone hear the coyote h_____l last night?
5. The pizza was too hot and hurt my m_____th.

B. Circle the word in each sentence that has the /ou/ sound.

6. The clown came into the tent.
7. He had a big frown on his face.
8. A dog ran in, dressed as a cloud.
9. The crowd laughed at the funny dog.
10. They began to shout as the dog danced in a circle.

Name _____

You **draw conclusions**, or decide what you think about something, based on facts or on information in a story and what you know from experience. Drawing conclusions helps you figure out what the author doesn't tell you and better understand what you read.

Read each paragraph below. Is the conclusion correct? Write yes on the line if it is correct. Write no if it is not.

1. Joy and Susan are skipping rope. They share the jump rope. Each makes sure that the other girl gets a turn.

Conclusion: The girls are fighting. _____

2. James wants to watch a movie on television. His big brother wants to watch a football game. They agree to watch the football game first.

Conclusion: Their family is happy that they solved their problem.

3. Jordan tries to trip Josh as they walk in line. Josh yells at Jordan.

Conclusion: The teacher is glad to see them getting along. _____

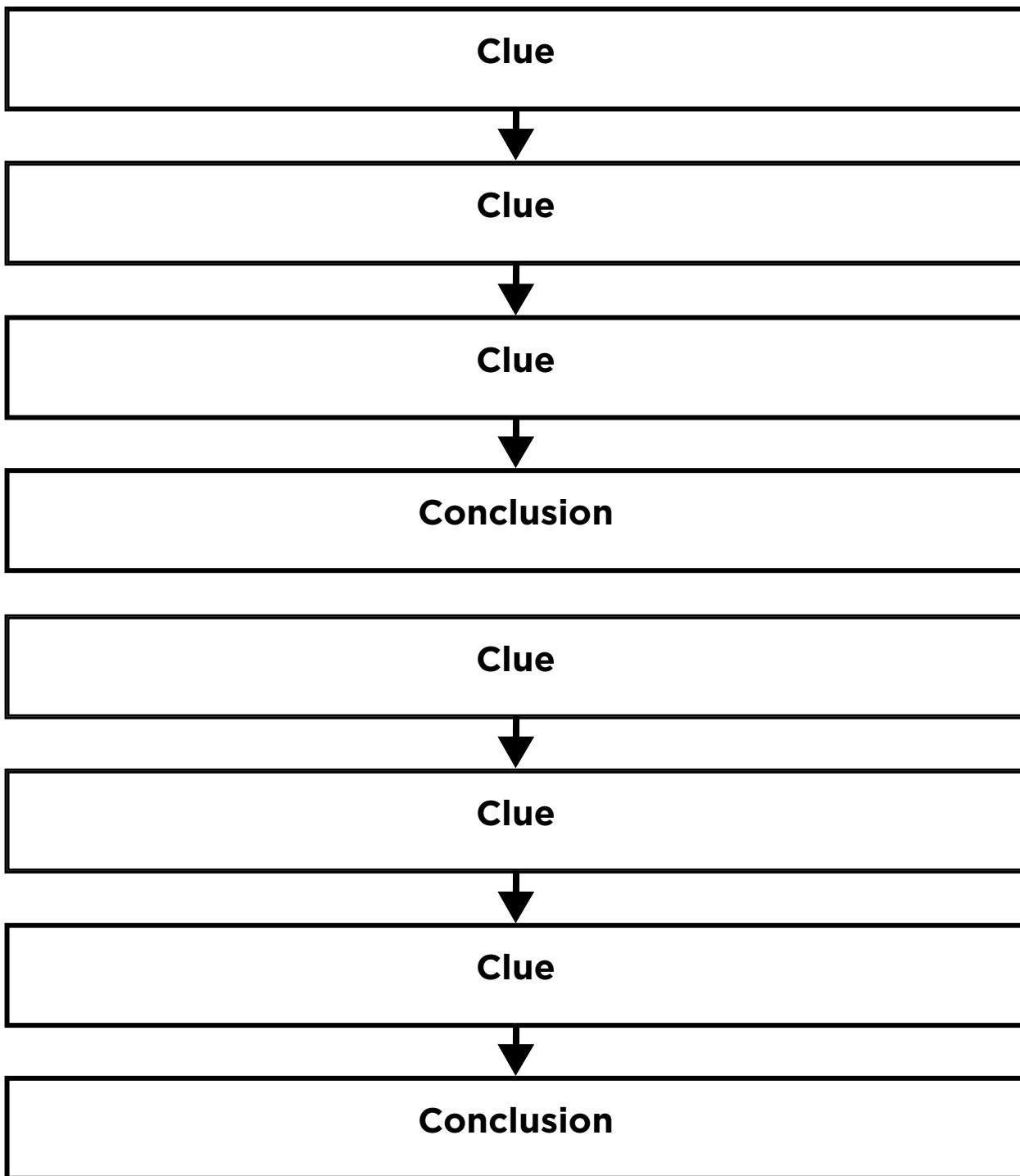
4. Tanya has borrowed her sister's new shirt without asking. Her sister is angry and wants the shirt back.

Conclusion: They are not getting along. _____

5. Write the correct conclusion for Number 1.

Name _____

As you read *Seven Spools of Thread*, fill in the Conclusion Map.



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How does the information you wrote in this Conclusion Map help you better understand *Seven Spools of Thread*?

Name _____

As I read, I will pay attention to phrasing.

In Rome there once lived a slave named Androcles.

9 The master who purchased him treated him poorly. One
18 day, Androcles took his few **possessions** and ran away. In a
29 dark forest, he heard a loud roar.

36 “That sounds like a lion!” he thought.

43 He heard the roar again. Now it sounded more like a
54 moan. In a clearing, he saw the lion. Androcles was
64 frightened. But the lion didn’t move.

70 The beast was in pain. Its right paw was bleeding. A
81 large thorn was stuck in it.

87 Androcles could see that the lion was hurt.

95 Androcles was scared, but he was brave. 102

Comprehension Check

1. Why did Androcles run away? **Main Idea and Details**
2. What do you think Androcles will do next? **Plot Development**

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



Name _____

Rules are directions that guide people's behavior or action.

- Rules tell people how to behave and what is expected of them.
- Rules are often written in a numbered or bulleted list.
- Lists of rules usually have a title that tells who should follow them.

A. Read the following questions and circle the letter of the correct answer.

1. Why are rules important?
 - a. They tell people how to act.
 - b. They help keep the score in a game.
2. How are rules usually written?
 - a. on a wall
 - b. in a numbered or bulleted list
3. What is usually at the top of a list of rules?
 - a. a person's name
 - b. a title
4. Why might there be a title at the top of a list of rules?
 - a. to tell who should follow the rules
 - b. to make it look scary
5. Where are some places you might see a list of rules?



Name _____

Multiple-meaning words have more than one meaning. The word *light* is an example:

Read this sentence: *I think someone is home, because I see **light** on.* The word *light* means “brightness or illumination.”

Read this sentence: *My little sister was able to lift the bag because it was so **light**.* The word *light* means “not heavy.”

If you are not sure of a word’s meaning, use a dictionary to figure out which definition is correct.

Choose the word or phrase that has the same meaning as the word in boldface type. Then put a check mark next to the word or phrase that has the same meaning. Use a dictionary if you need help.

1. In the **play**, Mark and Jim argued about sports.

_____ a story that is acted out on stage _____ to do something for fun

2. It was **kind** of Gina to pick up the paper that the older man dropped.

_____ type or sort of person, place, or thing _____ nice

3. I let Carlos take my place at **bat**.

_____ a small, furry animal _____ a turn to hit the ball in baseball

4. It is not **fair** to make a team of first-graders play a team of third-graders.

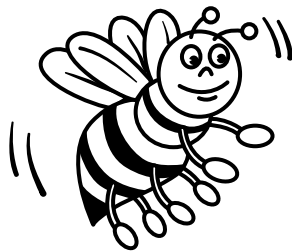
_____ going by the rules _____ a large show

5. I write with my **left** hand.

_____ went out _____ the opposite of “right”

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. found |
| 2. _____ | 2. town |
| 3. _____ | 3. shout |
| 4. _____ | 4. owl |
| 5. _____ | 5. bow |
| 6. _____ | 6. round |
| 7. _____ | 7. plow |
| 8. _____ | 8. crowd |
| 9. _____ | 9. proud |
| 10. _____ | 10. clouds |
| 11. _____ | 11. mouse |
| 12. _____ | 12. down |
| 13. _____ | 13. house |
| 14. _____ | 14. gown |
| 15. _____ | 15. sound |
| Challenge Words 16. _____ | 16. outline |
| 17. _____ | 17. louder |
| Review Words 18. _____ | 18. look |
| 19. _____ | 19. true |
| 20. _____ | 20. food |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ play
- Ⓑ plae
- Ⓒ playe
- Ⓓ plaiy

Sample B:

- Ⓔ gold
- Ⓕ goald
- Ⓖ goled
- Ⓗ golde

1. Ⓐ fonde
Ⓑ fownd
Ⓒ found
Ⓓ fuond

6. Ⓔ rond
Ⓕ round
Ⓖ ronde
Ⓗ rownd

11. Ⓐ mowss
Ⓑ mowse
Ⓒ mouce
Ⓓ mouse

2. Ⓔ town
Ⓕ toun
Ⓖ towne
Ⓗ toune

7. Ⓐ plow
Ⓑ ploue
Ⓒ plowe
Ⓓ plowel

12. Ⓔ down
Ⓕ downen
Ⓖ doune
Ⓗ duwn

3. Ⓐ showt
Ⓑ sheut
Ⓒ shout
Ⓓ shote

8. Ⓔ krowd
Ⓕ crowd
Ⓖ kroud
Ⓗ croued

13. Ⓐ hows
Ⓑ hous
Ⓒ howse
Ⓓ house

4. Ⓔ oul
Ⓕ owel
Ⓖ ouwl
Ⓗ owl

9. Ⓐ prowd
Ⓑ proued
Ⓒ proud
Ⓓ pruod

14. Ⓔ goen
Ⓕ gown
Ⓖ gown
Ⓗ gowen

5. Ⓐ bowe
Ⓑ boue
Ⓒ bou
Ⓓ bow

10. Ⓔ clouds
Ⓕ clouds
Ⓖ klouds
Ⓗ cloudeds

15. Ⓐ scound
Ⓑ sownd
Ⓒ sound
Ⓓ souned



Name _____

- The verb **be** has special forms. The chart shows which form of *be* to use with a sentence subject.

SUBJECT	PRESENT	PAST
he, she, it	is	was
we, you, they	are	were
I	am	was

Write the correct form of *be* to finish each sentence.

- Tanya _____ a baker.
- She _____ 16 years old when she took her first baking job.
- We _____ among her first customers at her shop.
- We _____ nearby when the shop opened.
- Now we _____ big fans of her strawberry pies.
- They _____ the best pies in the world.
- I _____ certain you would like them.
- Years ago, Tanya _____ a strawberry picker.
- “That is why I _____ now a strawberry expert,” she explains.
- Strawberries _____ at their best in June.
- Baking _____ lots of fun!
- Where _____ the sugar for the strawberries?
- Tanya _____ mixing the batter.
- We _____ ready to put the pie in the oven.

Name _____

- Remember that the verbs **be**, **do**, and **have** have special forms.

A. Proofread the passage. Circle any incorrect uses of *be*, *do*, or *have*.

I is learning to bake. Grandma are teaching me. We was at her house today. She asked if I knew how to bake a strawberry shortcake. I told her I did not. I does like strawberries, though! Grandma agreed to let me help her.

After we baked the cake, we served it to the family.

“I is very impressed,” declared Mom.

“It be a fantastic strawberry shortcake!” said Dad.

“You does a great job!” said Grandma.

“We was a good team,” I said.

B. Writing Activity

Rewrite the passage. Use the correct forms of *be*, *do*, or *have*.

Name _____

- To form the **plural** of most nouns, add **-s**:

book books

- To form the plural of most nouns that end in a **consonant** and **y**, change the **y** to **i** and add **-es**:

story stories

- To form the plural of nouns ending in **x**, **ch**, and **sh**, add **-es**:

wish wishes

Circle the correct plural form of each word.

- bunny bunnes bunnys bunnies
- bunch bunchs bunches bunchies
- tray traies trays trayses
- fox foxs foxies foxes
- cherry cherryes cherrys cherries
- fly flys flyes flies
- twin twinnes twinnies twins
- boy boys boyes bois
- ash ashs ashes ashies
- monkey monkies monkeyes monkeys



Name _____

Every story has a **theme**, or message, that the author wants the reader to understand. Sometimes the author states the theme. When it is not stated, use information that the author gives to identify the theme.

Read the passages and underline the parts of the passage that help you figure out the message or theme. Then answer the questions.

During the summer, Grasshopper spent his days playing, singing, and chirping. Ant worked hard, gathering corn to store in his nest. Grasshopper made fun of Ant. He said that he was wasting the beautiful summer days. When winter came, Grasshopper had no food and was nearly starving. Ant, on the other hand, had plenty.

1. Circle the letter next to the sentence that states the theme of the passage.
 - a. It's best to play in the summer, when it is warm.
 - b. Ants make the best workers.
 - c. It's best to prepare for the days ahead.

A very thirsty Crow saw a pitcher. She flew over to it, anxious to quench her thirst. When she put her beak into the pitcher, she couldn't reach the water. Crow was so disappointed. Then she thought of a clever plan. She gathered pebbles and dropped them into the pitcher, one by one. The water rose higher and higher. Finally it was high enough for Crow to drink.

2. Circle the letter next to the sentence that states the theme of the passage.
 - a. Crows are much smarter than most other birds.
 - b. When you really have to, you can figure out a plan.
 - c. Crows should look for water in a pond or stream.



Name _____

As you read *Nacho and Lolita*, fill in the Theme Map.

Clue
↓
Clue
↓
Clue
↓
Theme

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How does the information you wrote in this Theme Map help you evaluate *Nacho and Lolita*?



Name _____

As I read, I will pay attention to expression.

The snail kite is very rare. Only a few hundred are left.

12 Snail kites are picky eaters. They only eat apple snails.

22 No apple snails means no snail kites. And the apple snail
33 is disappearing.

35 Apple snails need a special place to live. If the swamp
46 gets too dry, the snail dies. If the swamp gets too wet, fish
59 eat the snails.

62 This shows how an animal is hurt by a change in its
74 habitat. Today, scientists are making new homes for the
83 snails in the swamp, an area of wet land. If they restore
95 the apple snail, they can help the snail kite. 104

Comprehension Check

1. What is the main idea of this passage? **Main Idea and Details**
2. How can scientists help the snail kite? **Relevant Details**

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



Name _____

Poets use **consonance** and **metaphor** to make their writing descriptive.

Consonance is the repetition of the same consonant sound at the end of words that are close together, such as the /t/ sound in: *We bought a boat and sat on the seat.*

A **metaphor** is a kind of figurative language that suggest that one thing is like another.

Example: **My bedroom is a fire pit.** This means that your bedroom is really hot.

A. Read each pair of sentences. Write the letter of the sentence pair that has consonance.

1. ____

- a. We meet on our street.
Then we eat a good treat.

- b. Go to the house.
Find the garden.

2. ____

- a. Why do we wait?
It's not time to leave.

- b. The dog Wag can beg.
Wag can beg for an egg.

B. Read each pair of sentences. Write the letter of the sentence that is a metaphor.

3. ____

- a. My apple is bright red.
b. My apple is a shiny red ball.

4. ____

- a. Our classroom is an icebox.
b. Our classroom is really cold.

Name _____

Words that have similar meanings are **related words**.

A thesaurus is a dictionary of similar, or related words.

Finding related words in a thesaurus can help you figure out the meaning of a new word.

For example, this is a thesaurus entry for the word *permit*.

permit allow, let, consent

The words *permit*, *allow*, *let*, and *consent* are related words because they have similar meanings.

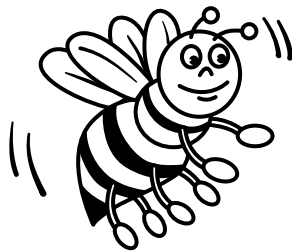
Circle the letter next to a related word for the word in dark print.

1. If you're here to help with the costumes, please **locate** a seat.
 - a. build
 - b. sit**
 - c. find
2. According to the poster, we need **cash** to pay for the tickets.
 - a. money
 - b. friends**
 - c. bank
3. Please don't **interrupt** the student who is giving a speech.
 - a. disturb
 - b. cheer for**
 - c. copy
4. If you **enjoy** the production, you should certainly clap.
 - a. disapprove
 - b. like**
 - c. see



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. years |
| 2. _____ | 2. twins |
| 3. _____ | 3. trays |
| 4. _____ | 4. states |
| 5. _____ | 5. ashes |
| 6. _____ | 6. foxes |
| 7. _____ | 7. inches |
| 8. _____ | 8. flies |
| 9. _____ | 9. cities |
| 10. _____ | 10. lunches |
| 11. _____ | 11. horses |
| 12. _____ | 12. ties |
| 13. _____ | 13. skies |
| 14. _____ | 14. bodies |
| 15. _____ | 15. boxes |
| Challenge Words 16. _____ | 16. pinches |
| 17. _____ | 17. toys |
| Review Words 18. _____ | 18. town |
| 19. _____ | 19. round |
| 20. _____ | 20. crowd |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ charss
- Ⓑ chairs
- Ⓒ chaires
- Ⓓ chairz

Sample B:

- Ⓔ bushes
- Ⓕ bushs
- Ⓖ bushez
- Ⓗ bushess

1. Ⓐ foxess
Ⓑ foxez
Ⓒ foxiz
Ⓓ foxes

6. Ⓔ boxs
Ⓕ boxes
Ⓖ boxez
Ⓗ boxess

11. Ⓐ cityes
Ⓑ cityies
Ⓒ cities
Ⓓ citeyes

2. Ⓔ bodyys
Ⓕ bodyes
Ⓖ bodies
Ⓗ bodyies

7. Ⓐ yeers
Ⓑ yearz
Ⓒ years
Ⓓ yeares

12. Ⓔ stayts
Ⓕ states
Ⓖ staites
Ⓗ staitis

3. Ⓐ lunches
Ⓑ lunchs
Ⓒ lunchez
Ⓓ lunchies

8. Ⓔ twins
Ⓕ twinez
Ⓖ twines
Ⓗ twinz

13. Ⓐ inches
Ⓑ inchis
Ⓒ inchez
Ⓓ inchs

4. Ⓔ flys
Ⓕ flyes
Ⓖ flies
Ⓗ flyies

9. Ⓐ skyes
Ⓑ skys
Ⓒ skyies
Ⓓ skies

14. Ⓔ ashes
Ⓕ ashiz
Ⓖ ashez
Ⓗ ashis

5. Ⓐ trays
Ⓑ traiss
Ⓒ trayes
Ⓓ traies

10. Ⓔ horsis
Ⓕ horsess
Ⓖ horss
Ⓗ horses

15. Ⓐ tyess
Ⓑ teyses
Ⓒ tiez
Ⓓ ties



Name _____

- The verb *be* is a common **linking verb**. *Be* has special forms in the past tense.

Jim **was** at the door.My brothers and I **were** sorry.

For each sentence below, write the verb form of *be* that agrees with the subject of the sentence.

1. My brothers and I _____ always fighting.
2. Dad _____ upset about our fights.
3. The solution _____ to make us work together.
4. Our task _____ to build a tree house.
5. We all _____ eager to have a tree house.
6. I _____ in charge of measuring.
7. Dad _____ there to help us cut and nail.
8. We _____ hard at work.
9. It _____ all very peaceful.
10. We _____ glad we did something together.
11. My brothers and I _____ careful with the nails.
12. The wooden planks _____ everywhere.
13. We _____ out back all day.
14. Dad _____ happy with our progress.
15. We _____ thirsty in the hot sun.

Name _____

- The verb **be** connects the subject to the rest of the sentence. *Be* has special forms in the present tense and the past tense.

PRESENT

I **am**He, she, it **is**You, they, we **are**

PAST

I **was**He, she, it **was**You, they, we **were****A. Proofread the story. Circle any linking verbs that are not correct.**

my brother and I helped Grandma decorate for Kwanzaa. I is the oldest, so I got the red, black, and green candles. I arranged them in the center of the table

“That be my job” Carl said. “I did it last year.”

Then we started yelling at each other.

“Boys” said Grandma. “why don’t you work together to arrange the table”

So we did and made the table look nice. It are not so bad. in fact, we be a pretty good team

B. Rewrite the paragraph. Use the correct linking verbs. Make sure that all sentences begin with a capital letter and have an end mark.

Name _____

1. Please read the following TELLING sentences:

The turtle escaped. Mom and I were looking for it everywhere.

2. Now turn this into a dialogue. Use verbs that SHOW that the two people were feeling upset.

Example:

I screamed, “The turtle is missing.” Then running downstairs, I begged my mother, “Please stop what you are doing and help me look for the turtle until we find it.”

3. Rewrite this again, substituting verbs that SHOW that the people are feeling not at all concerned.

Extra Practice: Change the following TELLING sentence into a dialogue using verbs that SHOW that the people are excited:

Kurt and Myles got ready for Juanita’s surprise party.

Name _____

Say these words and listen for the vowel sound: **Paul, saw, salt, walk, tall, cough**. This is the /ô/ sound.

The /ô/ sound has a different spelling in each word. In these six words, /ô/ is spelled **au, aw, alt, alk, all, and ough**.

Circle the letters that stand for the /ô/ sound in each word.

- | | |
|------------------|-------------------|
| 1. p a w | 7. s m a l l |
| 2. y a w n | 8. c l a w |
| 3. f a l l | 9. A u g u s t |
| 4. t a l k | 10. c h a l k |
| 5. s a u c e | 11. f a u l t |
| 6. b r o u g h t | 12. t h o u g h t |



Name _____

A. Write the letter of the correct definition next to each vocabulary word.

- | | |
|--------------------|---|
| 1. pollution _____ | a. knowing about something |
| 2. utilize _____ | b. point something out so that other people will notice |
| 3. awareness _____ | c. dirt and garbage in the environment |
| 4. emphasize _____ | d. make good use of something |

B. Choose the vocabulary word that completes each sentence correctly. Write the word on the line.

utilize

awareness

pollution

emphasize

5. My class wants to clean up the _____ at the lake.
6. We will make posters to raise _____ about the problem.
7. The posters will _____ the things we need to do to clean up the problem.
8. We will _____ the experience of our teachers and parents to create a plan.

Name _____

A **problem** is the difficulty or challenge that a character in a story faces. The **solution** is the way in which a character solves the problem.

Read the passages. Then write each problem and solution.

Kerry wanted to plant vegetables. But she lived in an apartment and there was no space for a garden. One day she and her mom took a walk and saw people creating a community garden. The garden was divided into sections for many families. Kerry and her mom signed up to plant and care for one section in the garden. Kerry was going to be a farmer!

PROBLEM: _____

SOLUTION: _____

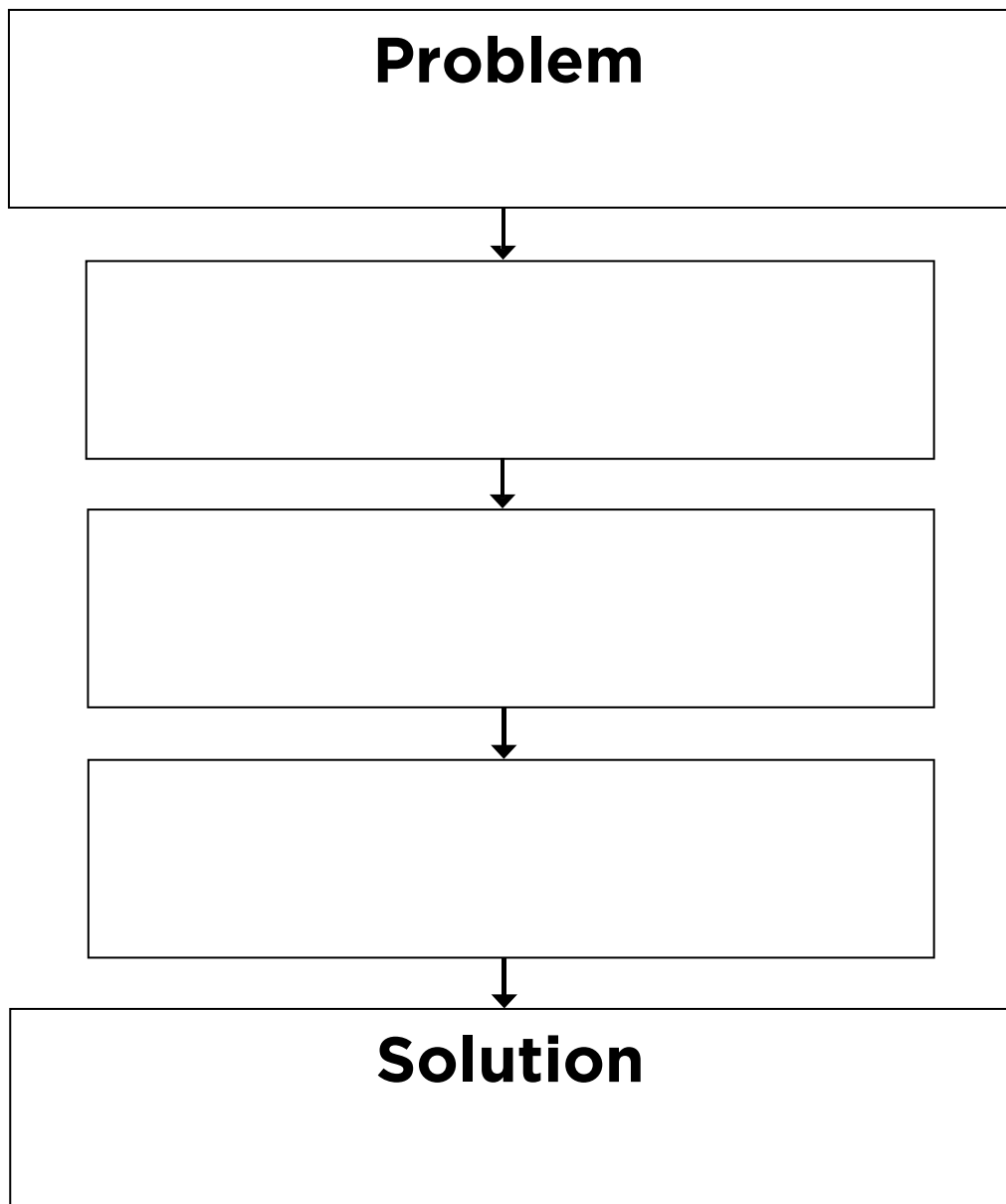
Some third-graders learned about a school that lost all of their books in a flood. The students wanted to help. Their teacher suggested that they hold a pancake breakfast to raise money. The students helped to organize the breakfast. They bought books and other supplies with the money they earned and sent these items to the school.

PROBLEM: _____

SOLUTION: _____

Name _____

As you read *A Solution to Pollution*, fill in the Problem and Solution Chart.



How does the information you wrote in the Problem and Solution Chart help you summarize *A Solution to Pollution*?

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Name _____

As I read, I will pay attention to my pronunciation and phrasing.

Without water there can be no life. Your body needs
 10 water to stay healthy. You take a bath in it to stay clean.
 23 You wash your clothes in clean water.
 30 Cars won't run without water. Without water, our native
 39 plants would not grow. Animals we raise for food need
 49 water too. Without water, we'd all be thirsty and hungry.
 59 But where do we find water?
 65 About 70 percent of Earth is covered with water. But
 74 most of Earth's water is salt water. We cannot drink it
 85 because it has too much salt.
 91 About three percent of Earth's water is fresh. Only
 100 fresh water is good for drinking. 106

Comprehension Check

1. Why is water an important natural resource? **Plot Development**
2. How much of Earth's water is fresh? **Main Idea and Details**

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

Name _____

A **media center** is a place where you can use computers to do research on the Internet. It is helpful to understand these important terms.

- **Search engine:** a computer program system that uses key words to look for information on the Internet
- **Key words:** important words that identify a subject or articles about the subject on the Internet
- **URLs:** addresses for Web sites on the Internet

Answer the following questions about a media center.

1. What is a search engine?
 - a. a computer program system that uses key words to look for information on the Internet
 - b. a computer that tells other computers what to do
2. What are URLs?
 - a. addresses of Web sites on the Internet
 - b. people's home addresses
3. A media center is _____.
 - a. a place to watch many televisions at one time
 - b. a place where you can use computers to do research
4. Key words are _____.
 - a. important words that identify a subject or articles on the Internet
 - b. vocabulary words that help you use computers
5. To research a subject on the Internet, type _____ into a search engine.
 - a. correct answers
 - b. key words



Name _____

Problem/Solution Writing Frame

A. Summarize *A Solution to Pollution*. Use the Problem/Solution Writing Frame below.

California has many beautiful beaches. However, these beaches face several **problems**.

One **problem** is _____ because _____

Another **problem** is _____ because _____

To help **solve** these problems, _____

The **result** is that _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

The **suffixes** *-ful* and *-ly* are word parts that can be added to the end of words. Adding a suffix creates a new word with its own meaning.

The suffix *-ful* means “full of.” The word *cheer* means “good feeling.” The word *cheerful* means “full of good feeling.”

The suffix *-ly* means “in a certain way.” The word *rapid* means “fast.” The word *rapidly* means “in a fast way.”

Write a word with a suffix to match the meaning of each underlined phrase.

1. My teacher speaks in a quiet way when we go to the library.

2. Being in the library is always full of rest for me. _____
3. Our bus driver drives in a slow way down my street. _____
4. Please be full of care when you cross the street. _____
5. The block party on our street was full of joy. _____
6. I walked in a sad way when I couldn't find my cat. _____

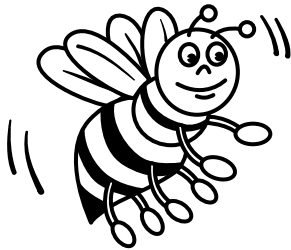


Practice

Spelling:
Words with Variant
Vowels *au, aw, alt,*
alk, all, ough

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. yawn |
| 2. _____ | 2. salt |
| 3. _____ | 3. lawn |
| 4. _____ | 4. halls |
| 5. _____ | 5. hauls |
| 6. _____ | 6. hawks |
| 7. _____ | 7. caused |
| 8. _____ | 8. small |
| 9. _____ | 9. paw |
| 10. _____ | 10. straw |
| 11. _____ | 11. crawl |
| 12. _____ | 12. draw |
| 13. _____ | 13. saw |
| 14. _____ | 14. mall |
| 15. _____ | 15. ball |
| Challenge Words 16. _____ | 16. bought |
| 17. _____ | 17. paused |
| Review Words 18. _____ | 18. twins |
| 19. _____ | 19. flies |
| 20. _____ | 20. toys |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- A taul
- B tall
- C tal
- D taal

Sample B:

- E law
- F lau
- G lough
- H laaw

1. A cauld
 B coughzed
 C cawsed
 D caused

2. E baul
 F bawll
 G ball
 H baall

3. A yawn
 B yaun
 C youghn
 D yauwn

4. E sault
 F sawlt
 G saltt
 H salt

5. A strauw
 B strau
 C straw
 D strough

6. E hauls
 F haulls
 G hawls
 H hawlls

7. A drau
 B drough
 C draw
 D drauw

8. E hawcks
 F hauks
 G hawks
 H hauwks

9. A saw
 B sawe
 C sau
 D sauw

10. E laun
 F lawn
 G lauwn
 H lawne

11. A halz
 B hawls
 C hals
 D halls

12. E small
 F smaul
 G smawl
 H smal

13. A crawl
 B craul
 C crawl
 D crall

14. E pawe
 F paw
 G pau
 H pough

15. A mawel
 B mauwl
 C mall
 D mawll



Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out. In most contractions with *not*, the apostrophe takes the place of the letter *o*.

Rewrite each sentence using a contraction in place of the underlined verb. Make the sentence mean the opposite.

1. I did want to share a room with my brothers.

2. There was enough space for all of us.

3. There is a place in the house for me to call my own.

4. At first, we were sure what to do.

5. "I do mind using the storage room," I told Mom.

6. "I will mind," said Mom.

7. I have had a room of my own yet.

8. I was sure how to fix it up.

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out.

A. Proofread these paragraphs. Circle any contractions that are not correctly written. Add the apostrophes where they belong.

Its very difficult to share a room. You dont have any space of your own. You cant ever have the whole place to yourself. I had this problem. I shared my room with my brothers. They came in and played when I tried to do homework. We fought all the time. I didnt have a way to get away from everyone!

Then I had an idea. Our attic hadnt been used much. Mom and Dad said that they werent planning to use all the space. I cleared out an area in the attic. I put up curtains to make it private. I found old furniture that wasnt being used. Suddenly I had an office. Its my own special place. Best of all, my brothers and I arent fighting anymore! So if you havent got a place of your own, look around. There might be a special place just waiting for you to find it!

B. Writing Activity

Write a short poem that describes a space of your own. Use at least two contractions.

Name _____

Writing Rubric			
	4 Excellent	3 Good	2 Fair
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation
			1 Unsatisfactory
			Ideas and Content/ Genre
			Organization and Focus
			Sentence Structure/ Fluency
			Conventions
			Word Choice
			Voice
			Presentation

Name _____

Homophones are words that sound the same but are spelled differently and have different meanings.

Read these homophones and their definitions.

by: close to, beside

buy: to get something by paying money

A. Read the clues. Then write the correct homophone.

beat	beet	plane	plain	peace	piece
sail	sale	rowed	road		

1. It is a dark red vegetable. _____
2. You can fly in this machine. _____
3. It means the same thing as "a slice." _____
4. It is a part of some boats. _____
5. A car travels on it. _____

B. Write one sentence that uses both of these words: *ate*, *eight*.

6. _____
- _____
- _____
- _____



Name _____

A. Write the letter of the correct definition next to each vocabulary word.

- | | |
|------------------------|--|
| 1. anxious _____ | a. angry |
| 2. cross _____ | b. was in charge of planning, organizing, and running an event |
| 3. managed _____ | c. unluckily |
| 4. alarmed _____ | d. make believe something is happening |
| 5. pretend _____ | e. worried or nervous about something |
| 6. unfortunately _____ | f. feeling frightened or afraid |

B. Choose the vocabulary word that completes each sentence correctly.

7. _____, family members sometimes have problems and need help.
8. Sometimes people feel _____ when they have to give up doing what they planned in order to help a family member.
9. We all were _____ when my brother got sick and had to go to the hospital.
10. It's not right to _____ that you're too busy to help when a family member has a problem.

Name _____

A story has a **problem** and a **solution**.

The **problem** is what a character wants to do, needs to find out, or wants to change.

The way the problem is solved is called the **solution**.

Read each pair of sentences below. If the sentence tells about a problem, write *P* in front of the sentence. If the sentence tells about a solution, write *S* in front of the sentence.

___ 1. Dad leaves for work very early, so he can't feed the dog.

___ My brother and I take turns feeding the dog.

___ 2. Joe helped his sister do her math homework.

___ Joe's sister had trouble understanding her math problems.

___ 3. Sue, her brothers, and her parents painted the house on Saturday.

___ The paint on Sue's house was peeling.

___ 4. Carla wanted to buy her mom a present but she didn't have enough money.

___ Carla's brother suggested they put their money together to buy a gift from both of them.



Name _____

As you read *Ramona and Her Father*, fill in the Problem and Solution Chart.

<h2>Problem</h2>
↓
↓
↓
↓
↓
↓
<h2>Solution</h2>

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How does the information you wrote on the Problem and Solution Chart help you better understand *Ramona and Her Father*?



Name _____

As I read, I will pay attention to intonation.

Bergh's behavior did not tend to make him well liked.
 10 A cartoon showed him with a long nose, "butting it into
 21 other people's business."
 24 Bergh carried on. He had sturdy drinking fountains
 32 made for the horses. He saw to it that clinics were built to
 45 help animals who were sick.
 50 Bergh had to convince people that the ASPCA was a
 60 good idea. He gave talks whenever and wherever he could.
 70 Soon people began to listen. The society spread to other
 80 cities. Soon it reached all the way across the United States.
 91 Bergh saw that some cats and dogs were abused too.
 101 Dogs were forced to pull carts. They were made to fight
 112 each other in shows. Stray dogs and cats were caught and
 123 killed. 124

Comprehension Check

1. How did Henry Bergh help animals? **Plot Development**
2. How did Bergh try to improve things for horses? **Main Idea and Details**

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



Name _____

- In a poem, a **speaker** tells the story and makes the experience more personal.
- **Alliteration** is the repetition of the same beginning sound in a series of words.
- Tongue twisters use alliteration. “Little Larry Lyons likes lemonade” repeats the sound of /l.

Circle the alliterated sounds in the poem below. Draw a line under the words that tell who the speaker of the poem is.

I’m an oak tree, oh so old.

Here’s a story I’ve often told.

When the sun is high and hot,

I spread soft shade to cool the lot.

The children rest beneath the shade

And pick pretty pansies after they’ve played.

Name _____

Prefixes are word parts that can be added to the beginning of a base word. When a prefix is added to a base word, it changes the meaning of the base word. Some common prefixes are *re-*, *un-*, *dis-*, and *pre-*.

- *re-* means “again”
re + make = remake
- *un-* means “not” or “opposite of”
un + kind = unkind
- *mis-* means “wrong”
mis + spent = misspent
- *pre-* means “before”
pre + order = preorder

Use a word from the box below to complete each sentence.

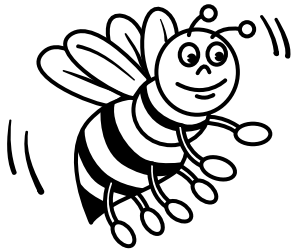
unhappy replace misinform unable rebuild prepay

1. My sister Rosa was _____ when she heard about the problems at the community park.
2. Kids were _____ to play there because the swings were broken and the slide was rusty.
3. Rosa wanted to tell people about the park, but she didn’t want to _____ anyone.
4. One friend wanted to _____ the swings and the slide, but my sister thought that would be too hard.
5. Rosa wanted to buy new playground equipment, but she needed money to _____ for all the equipment.
6. The city council agreed to donate the money to _____ the broken and rusty playground equipment, so Rosa was happy.



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. sale |
| 2. _____ | 2. sail |
| 3. _____ | 3. beet |
| 4. _____ | 4. beat |
| 5. _____ | 5. rode |
| 6. _____ | 6. road |
| 7. _____ | 7. two |
| 8. _____ | 8. its |
| 9. _____ | 9. it's |
| 10. _____ | 10. your |
| 11. _____ | 11. you're |
| 12. _____ | 12. to |
| 13. _____ | 13. too |
| 14. _____ | 14. see |
| 15. _____ | 15. sea |
| Challenge Words 16. _____ | 16. they're |
| 17. _____ | 17. there |
| Review Words 18. _____ | 18. salt |
| 19. _____ | 19. lawn |
| 20. _____ | 20. small |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ sint
- Ⓑ sent
- Ⓒ sente
- Ⓓ cente

Sample B:

- Ⓔ som
- Ⓕ sume
- Ⓖ some
- Ⓗ soum

1. Ⓐ beete

- Ⓑ beet
- Ⓒ beyt
- Ⓓ bete

2. Ⓔ sayle

- Ⓕ saal
- Ⓖ sail
- Ⓗ sayl

3. Ⓐ tue

- Ⓑ twoe
- Ⓒ too
- Ⓓ tuew

4. Ⓔ beat

- Ⓕ beit
- Ⓖ bete
- Ⓗ bete

5. Ⓐ rode

- Ⓑ rood
- Ⓒ roud
- Ⓓ rodd

6. Ⓔ itz

- Ⓕ its
- Ⓖ itts
- Ⓗ itzs

7. Ⓐ you're

- Ⓑ yo're
- Ⓒ your'e
- Ⓓ yur'e

8. Ⓔ road

- Ⓕ rodde
- Ⓖ rowd
- Ⓗ rowde

9. Ⓐ sei

- Ⓑ sea
- Ⓒ cee
- Ⓓ cea

10. Ⓔ yur

- Ⓕ your
- Ⓖ youre
- Ⓗ yure

11. Ⓐ tou

- Ⓑ two
- Ⓒ tue
- Ⓓ toue

12. Ⓔ tou

- Ⓕ to
- Ⓖ touw
- Ⓗ towe

13. Ⓐ saal

- Ⓑ sale
- Ⓒ sael
- Ⓓ sayl

14. Ⓔ cee

- Ⓕ sei
- Ⓖ cea
- Ⓗ see

15. Ⓐ its'

- Ⓑ itz'
- Ⓒ it's
- Ⓓ ite's



Name _____

- *Is, are, am, was, were, and will* can be **helping verbs**.
- Use *is, are, and am* to tell about what is happening now.
I **am** reading about plant life.
Jeff **is** reading about plant life.
We **are** reading about plant life.
- Use *was and were* to tell about what happened in the past.
I **was** learning about sea creatures last week.
We **were** learning about sea creatures last week.
- Use *will* to tell about something that will happen in the future.
We **will** visit the bay tomorrow.

Write a helping verb to finish each sentence.

1. Last week we _____ learning about spartina.
2. I _____ listening to Mr. Perkins.
3. He _____ talking about the problems in the bay.
4. Kim and I _____ doing a project about native bay life.
5. I _____ looking for good photos to use.
6. We _____ finding lots of interesting information.
7. We _____ trying to find a way to use it all.
8. Kim _____ bringing her camera to the bay.
9. She _____ going to take her own pictures.
10. As we walked, I _____ feeling very surprised.
11. I _____ looking for spartina.
12. I _____ walking in some muddy water.

Name _____

- **Helping verbs** help other verbs show an action.
- Forms of *have*—*have*, *has*, and *had*—are used with verbs ending in *-ed*.
- Forms of *be*—*is*, *are*, *was*, and *were*—are used with verbs ending in *-ing*.
- *Will* helps to tell what will happen in the future.

A. Proofread the passage. Circle any incorrect helping verbs.

We has gotten on the buses very early, at 7:00 A.M. We slept on the way to Padilla Bay. We finally arrived at 9:00 A.M.

“I has never been so tired! yawned Steph.

“Wake up! said Tory. I is planning to take a class picture.”

“She have taken pictures at every class trip sighed Steph.

“Hurry up!” said Ms. Harper. We has a lot of activities planned for today.

B. Writing Activity

Rewrite the passage. Write the helping verbs correctly. Add commas and quotation marks where necessary.

Name _____

1. Please write the following dialogue, and add quotation marks around the words that come out of each person's mouth:

Where are you going? Millie asked.

I can't tell you. It's a secret, Jameel said.

Come on! Tell me, please! begged Millie.

2. Now do the same with the next two dialogues:

a. Does anyone want the rest of this cookie? asked Jonas.

No way, said Ramon. Those were nasty.

b. This is my favorite song. Turn it up! Stevie begged.

What? I can't hear you, yelled Marta.

- Extra Practice:** Place quotation marks in the following dialogue:

Mom, have you seen my jeans? asked Danny.

No, Mom answered. Did you look in your drawer?

Oh yeah, Danny agreed. Good idea.

Name _____

The letter **c** often stands for a **soft c** sound when it is followed by the vowels **e, i, or y**.

The letter **g** often stands for a **soft g** sound when it is followed by the vowels **e, i, or y**.

Say the following words. Listen to the **soft c** or **soft g** sound in each.

gem

giant

cent

nice

Fill in the blank with a word that has the soft c or a soft g sound.

1. Parks are _____ in the city with natural resources.

a. places

b. plants

2. Part of the beauty of a desert is the wide open _____.

a. span

b. space

3. The _____ redwood trees grow in northern California.

a. great

b. giant

4. There is sometimes a warm and _____ breeze blowing across the desert.

a. gentle

b. soft

5. Be careful not to slip on the _____.

a. ice

b. crack



Name _____

A. Choose a word from the box to match each clue. Write the word on the line.

communicate responsible specialist research essential decisions

1. choices that you make _____
2. to be very much needed _____
3. to use words, gestures, or pictures to express yourself to others

4. a person who is an expert in a subject _____
5. to study a subject in order to learn new things _____
6. to be in charge of taking care of a certain task _____

B. Choose the vocabulary word that completes each sentence correctly.

7. Team members _____ with one another so they can share what they know about their project.
8. To find out new information, members of a team do _____.
9. The person _____ for a project meets with all the members of the team.
10. Team members talk about their ideas before they make _____.

Name _____

Sequence is the order in which events happen. It is also called time order.

- Clue words can help you understand the sequence. Some clue words are *first*, *next*, *then*, and *finally*.
- Understanding the order in which story events happen helps you better understand the story.

The pictures below show the sequence of events in a story. The story is about a team that is working together to make a cake.



Read the sentences below. Use the clue words in italics to help you understand the sequence. Write the numbers 1 through 5 next to the sentences to show the correct sequence of events.

- _____ *First*, the team reads a recipe.
- _____ *Finally*, the cake is ready to be baked.
- _____ *After that*, team members gets out the ingredients and the items for mixing.
- _____ *Next*, the team chooses the recipe for the cake they'll bake.
- _____ *Then*, a team member mixes the ingredients.

Name _____

As you read *Out of This World! The Ellen Ochoa Story*, fill in the Sequence Chart.

↓
↓
↓
↓
↓
↓
↓
↓

How does the information you wrote on the Sequence Chart help you better understand *Out of This World! The Ellen Ochoa Story*?

Name _____

As I read, I will pay attention to my pronunciation and phrasing.

Iceboating has existed for more than 4,000 years. It is
 9 one of the fastest winter sports. Racers in boats with sails
 20 glide over an area of ice to see who can go the fastest.
 33 Iceboating began in Europe in the mid-1600s. When
 41 their canals froze, the Dutch used iceboats to move their
 51 goods. In the 1800s, iceboats were used on the Great
 60 Lakes to transport lumber and food during the winter.
 69 Today, iceboat racing is just a fun sport.
 77 Iceboats are powered by the wind. How? Iceboaters
 85 turn the sails to catch the wind. The wind then moves the
 97 boat. Iceboaters also use the speed of the wind and the
 108 direction in which it is blowing to help steer their
 118 boats. 119

Comprehension Check1. What is iceboating? **Main Idea and Details**2. How did iceboating begin? **Main Idea and Details**

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



Name _____

- **Imagery** is the use of words to create a detailed picture in a reader's mind.
- To create vivid pictures in a reader's mind, writers use words that tell about how things look, smell, sound, taste, and feel.

A. For each sentence below, circle the letter of the word or phrase that creates a vivid picture in your mind.

1. The twinkling star-filled sky was an amazing sight.
a. sky b. twinkling star-filled c. amazing sight
2. The shiny silver spacecraft was ready for the trip.
a. ready for the trip b. spacecraft c. shiny silver
3. When the spacecraft was launched, the sound was deafening.
a. spacecraft was launched b. the sound c. sound was deafening
4. A rough, black, and bumpy rock was a souvenir from space.
a. rough, black, and bumpy b. souvenir from space c. rock was a souvenir

B. Write the words from the following sentence that show imagery.

The spacecraft crossed the sky like a speeding bullet.

Name _____

- A root word is a word that can have a prefix, suffix, or both added to it.
- A thesaurus is a dictionary of related words. **Related words** are words that have similar roots or similar meanings.
- When you read a word whose meaning you don't know, you can find related words in a thesaurus to help you figure out the meaning of the new word.

Read the thesaurus entry to find related words that will help you learn the meaning of a word you may not know. Pay attention to prefixes and suffixes. Then read each sentence and circle the correct answer.

inspect, *v.* examine, observe, study, check out, contemplate

1. The inspector came to see whether the pool was safe.

What does *inspector* mean?

- a. an examination b. a student c. a person who checks out something

2. We had the problem fixed, and the roof was reinspected.

What does *reinspected* mean?

- a. checked out again b. observed c. checked out for the first time

3. After a careful inspection of my skin, the doctor said I had a rash.

What does *inspection* mean?

- a. contemplate b. examination c. student

4. The spectators cheered when the team scored a point.

What does *spectators* mean?

- a. people who observe an event b. players in a game c. examiners

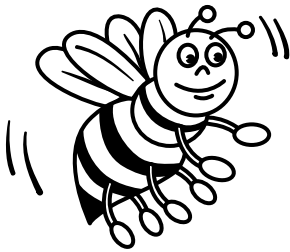


Practice

Spelling:
Words with
Soft *c* and *g*

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. cell |
| 2. _____ | 2. gems |
| 3. _____ | 3. age |
| 4. _____ | 4. place |
| 5. _____ | 5. gyms |
| 6. _____ | 6. city |
| 7. _____ | 7. cents |
| 8. _____ | 8. price |
| 9. _____ | 9. space |
| 10. _____ | 10. nice |
| 11. _____ | 11. giant |
| 12. _____ | 12. pages |
| 13. _____ | 13. ice |
| 14. _____ | 14. large |
| 15. _____ | 15. pencil |
| Challenge Words 16. _____ | 16. Egypt |
| 17. _____ | 17. germ |
| Review Words 18. _____ | 18. sale |
| 19. _____ | 19. rode |
| 20. _____ | 20. you're |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- circle
- sercel
- circil
- circel

Sample B:

- geurm
- gurm
- germ
- girm

- | | | |
|---------------------------------|--------------------------------|----------------------------------|
| 1. <input type="radio"/> sints | 6. <input type="radio"/> citty | 11. <input type="radio"/> spaece |
| <input type="radio"/> sentz | <input type="radio"/> city | <input type="radio"/> spase |
| <input type="radio"/> centz | <input type="radio"/> sitee | <input type="radio"/> space |
| <input type="radio"/> cents | <input type="radio"/> sitty | <input type="radio"/> spaes |
| 2. <input type="radio"/> gemz | 7. <input type="radio"/> giant | 12. <input type="radio"/> pajes |
| <input type="radio"/> gimes | <input type="radio"/> jiant | <input type="radio"/> pages |
| <input type="radio"/> gems | <input type="radio"/> gyant | <input type="radio"/> pagez |
| <input type="radio"/> girms | <input type="radio"/> gaint | <input type="radio"/> payges |
| 3. <input type="radio"/> cell | 8. <input type="radio"/> price | 13. <input type="radio"/> ise |
| <input type="radio"/> sel | <input type="radio"/> pryce | <input type="radio"/> ice |
| <input type="radio"/> scell | <input type="radio"/> priec | <input type="radio"/> iese |
| <input type="radio"/> ceal | <input type="radio"/> priece | <input type="radio"/> eyece |
| 4. <input type="radio"/> place | 9. <input type="radio"/> jims | 14. <input type="radio"/> larjde |
| <input type="radio"/> plase | <input type="radio"/> gyms | <input type="radio"/> larje |
| <input type="radio"/> plaes | <input type="radio"/> gims | <input type="radio"/> lardge |
| <input type="radio"/> plaece | <input type="radio"/> gymz | <input type="radio"/> large |
| 5. <input type="radio"/> pencil | 10. <input type="radio"/> nyce | 15. <input type="radio"/> aje |
| <input type="radio"/> pensle | <input type="radio"/> niec | <input type="radio"/> aage |
| <input type="radio"/> pensil | <input type="radio"/> nice | <input type="radio"/> age |
| <input type="radio"/> pencil | <input type="radio"/> nise | <input type="radio"/> ajh |



Name _____

- The past tense of regular verbs end with *-ed*. **Irregular verbs** have special forms to show the past tense: *I **saw** a parrot.*
- Some **irregular verbs** have another form when they follow the helping verb *have*: *I **have seen** a parrot before.*

A. Rewrite these sentences. Write the underlined verbs correctly.1. We goed to the zoo often during the summer.

2. We seened a special bird exhibit.

3. The colorful birds singed loudly.

4. Now they have goed to another zoo.

5. Our zoo has growed in the last few years.

B. Finish each sentence with the correct form of the verb.

6. We _____ to the zoo last week. come came

7. We _____ the polar bears being fed. saw seen

8. The zoo attendant _____ a bucket
of food. bringed brought9. She carefully _____ the food to
the bears. gave has gived

10. The bears _____ with their big paws. ate have eat

Name _____

- An **irregular verb** has a special form to show the past tense.
- Some **irregular verbs** have another special form when used with the helping verb *be*.

A. Proofread the paragraphs. Circle any incorrect irregular verbs.

In class, we read about Angel Arellano. She seen that the Chaffee Zoo was having money problems. She worried about the animals at the zoo. She wrote a letter to her local newspaper. It bringed attention to the zoo. Angel have a suggestion. She has gave a dollar to the zoo. She hoped everyone else would give a dollar, too. People begun to donate money. It helped the zoo survive.

We wondered what we could change. If we all given a dollar, who could we help?

B. Writing Activity

Rewrite the paragraphs. Write the irregular verbs correctly. Make sure other verbs are also written in the correct tense.

Name _____

1. Please read the following dialogue. Notice that before the closed quotation marks, there always has to be some punctuation first. If it is a regular sentence, not a question or an exclamation, a comma goes inside the quotation marks, and a period goes at the end. **Example:**

“I’m thirsty,” said Joe.

“Me too,” agreed Byron.

“Well, let’s stop at the next store,” Jo said.

2. Now copy these dialogues, adding the quotation marks, commas, and periods:

a. There aren’t enough seats complained Jaya

Go ask those people for their extra chair Mom said

I’m too shy Jaya whined

b. This movie is boring whispered Wilson

Yeah Frankie agreed

Then lets get out of here Wilson said

Extra Practice: Copy this dialogue, and add the punctuation:

I’m glad we got here before it closed Eva said

We’re lucky. We were almost out of gas noticed Tony.

I’ll pump the gas, you pay ordered Eva

Name _____

A **compound word** is made by joining together two smaller words.

The smaller words in a compound word are pronounced the same way as when the words stand alone.

You can usually figure out the meaning of a compound word.

Look at the smaller words and put their meanings together:

blue + berry = blueberry

A blueberry is a berry, or a kind of fruit, that is blue in color.

Circle the compound words in each sentence below. Write the two words that make up the compound word.

1. Someday Jay will start his own business.

Word parts: _____ + _____

2. He is studying cookbooks for tasty recipes.

Word parts: _____ + _____

3. He wants to bake and sell strawberry muffins.

Word parts: _____ + _____

4. His mom bought him some muffin tins for his birthday.

Word parts: _____ + _____

5. Jay put an ad in the newspaper.

Word parts: _____ + _____

6. Jay will be a good storekeeper.

Word parts: _____ + _____

Name _____

A. Read each clue. Then write the vocabulary word that matches the clue on the line.

down
junior

echoes
shuffles

fierce
huddle

1. very strong _____
2. soft, fluffy feathers _____
3. young or younger _____
4. to stay close together in a group _____
5. repeated sounds caused by sound waves bouncing off a surface

6. walks without lifting the feet off the ground

B. Use the vocabulary words to fill in the blanks below.

7. I liked to pet the chick's soft _____.
8. We _____ together to stay warm.
9. The dog's bark sounded _____.
10. She _____ through the pile of leaves.

Name _____

The **main idea** is the most important point an author wants to make. **Details** tell readers more about the main idea.

Put an X next to each detail that supports the main idea.

1. Main Idea: My friend Conrad has many pets.

Details:

- ___ He has a gerbil.
- ___ He also wanted a rabbit.
- ___ He has two cats.

2. Main Idea: Cassie is a great baseball player.

Details:

- ___ Cassie hit three home runs in the last game.
- ___ She kept the other team from scoring.
- ___ She has a newspaper route.

3. Main Idea: Matt helps out around the house.

Details:

- ___ He does his homework.
- ___ He sets the table.
- ___ He makes his bed.

4. Main Idea: I take good care of my body.

Details:

- ___ I eat five fruits and vegetables each day.
- ___ I get eight hours of sleep.
- ___ I play on the computer.

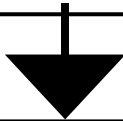
Name _____

As you read *Penguin Chick*, fill in the Main Idea and Details Chart.

Main Idea _____

Detail 1: _____

Detail 2: _____



Summary _____

How does the information you wrote in your Main Idea and Details Chart help you summarize *Penguin Chick*?



Name _____

As I read, I will pay attention to pacing.

Blue whales live in the icy ocean around
 8 Antarctica (ant•ARK•ti•kuh). The whales
 11 spend most of the year here. In the coldest
 20 months, however, they leave. They swim
 26 hundreds of miles to warmer water.

32 The blue whale is a mammal, a warm-blooded
 41 animal whose baby drinks milk from its mother's
 49 body. A baby whale is called a calf.

57 A blue whale is the largest animal on Earth. An
 68 adult weighs more than 100 tons! That's the same
 75 weight as 16 elephants. 78

Comprehension Check1. What is a mammal? **Context Clues**2. Where do blue whales spend most of their time? **Main Idea and Details**

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



Name _____

Imagery is the use of words to create a picture in the reader's mind: *Glittering* icebergs *sparkled* in the sun.

A. Read the poem. Then answer the questions.

Penguins

The penguin is a funny clown
Dressed up in black and white.
He slips and slides on glassy ice
And chatters with delight,
Then zips and darts through deep blue sea
To catch a tasty bite.

1. Which words from the poem show imagery about what the penguin looks like? _____
2. Which word shows imagery about the ice? _____
3. Which words show imagery about the way penguins move on ice?

B. Think of an animal you know. Write one sentence about the animal using imagery. Use some of the words in the box to help you.

scaly
shiny

furry
sharp

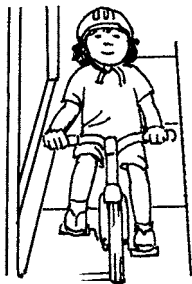
slimy
slippery

wooly
cuddly

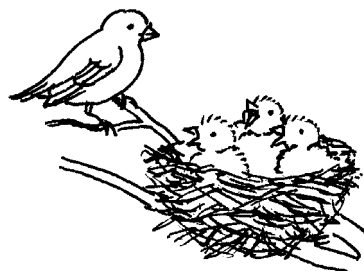
Name _____

If a word has more than one meaning, but it is spelled the same, it is a **homograph**. For example, the word *down* can be used in two different ways.

Amy rode her bike **down** the street.



The birds lost their **down** as they grew.



Write a homograph from the box to answer each question.

nail

wind

fair

1. What is on the end of each of your fingers?



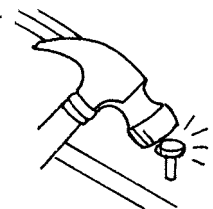
4. What do we do to make the watch run?



2. In a courtroom, how does the judge act?



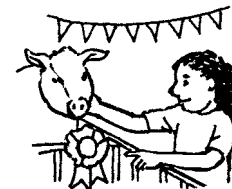
5. What is the hammer hitting?



3. What is blowing the scarf?

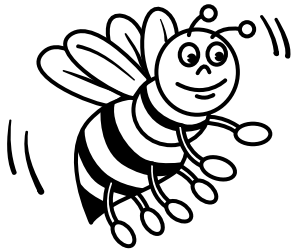


6. What outside event is for selling items?



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-----------------|
| 1. _____ | 1. airplane |
| 2. _____ | 2. daytime |
| 3. _____ | 3. birthday |
| 4. _____ | 4. daylight |
| 5. _____ | 5. sunset |
| 6. _____ | 6. notebook |
| 7. _____ | 7. birdhouse |
| 8. _____ | 8. railroad |
| 9. _____ | 9. headlight |
| 10. _____ | 10. sometime |
| 11. _____ | 11. someone |
| 12. _____ | 12. newspaper |
| 13. _____ | 13. sidewalks |
| 14. _____ | 14. doghouse |
| 15. _____ | 15. stoplight |
| Challenge Words 16. _____ | 16. somebody |
| 17. _____ | 17. handwriting |
| Review Words 18. _____ | 18. age |
| 19. _____ | 19. city |
| 20. _____ | 20. pencil |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ age
- Ⓑ aje
- Ⓒ adge
- Ⓓ aj

Sample B:

- Ⓔ citie
- Ⓕ citey
- Ⓖ city
- Ⓗ sittie

1. Ⓐ areplane
Ⓑ airplain
Ⓒ airplane
Ⓓ airplaine
2. Ⓔ daytim
Ⓕ daytime
Ⓖ datime
Ⓗ daytyme
3. Ⓐ birthday
Ⓑ berthday
Ⓒ burthday
Ⓓ birthdae
4. Ⓔ daylite
Ⓕ dalight
Ⓖ dailite
Ⓗ daylight
5. Ⓐ sunnset
Ⓑ sunset
Ⓒ sunsette
Ⓓ sunsett

6. Ⓔ notbook
Ⓕ noatebook
Ⓖ notebook
Ⓗ notbooke
7. Ⓐ berdhouse
Ⓑ burdhouse
Ⓒ birdhouse
Ⓓ birdhowse
8. Ⓔ raleroad
Ⓕ railroad
Ⓖ railrode
Ⓗ railerroad
9. Ⓐ hedlite
Ⓑ headlight
Ⓒ headlite
Ⓓ hedlight
10. Ⓔ sometime
Ⓕ somtyme
Ⓖ sumtime
Ⓗ somtime

11. Ⓐ someone
Ⓑ somone
Ⓒ sumwun
Ⓓ somwun
12. Ⓔ nusepaper
Ⓕ newspaper
Ⓖ newspapper
Ⓗ newspaper
13. Ⓐ sidewalk
Ⓑ sidwalks
Ⓒ sidewocks
Ⓓ sidewaks
14. Ⓔ doughouse
Ⓕ doghouse
Ⓖ doghowse
Ⓗ dogehouse
15. Ⓐ stoplite
Ⓑ stopplite
Ⓒ stopelight
Ⓓ stoplight



Name _____

- Plural **pronouns** are ***we, you, they, us,*** and ***them.***

Read each sentence. Replace the underlined word or words with a plural pronoun. Use clues in the sentences to help you decide.

1. James, Sarah, and I decided to start a cookie business.

2. Have you and your friends ever tried to start a business?

3. James and Sarah made the cookies. _____
4. I painted signs while I waited for James and Sarah. _____
5. Then there was a phone call for James, Sarah, and me.

6. James, Sarah, and I had our first customers! _____
7. The cookies were still warm from the oven. _____
8. Sarah carefully wrapped the cookies. _____
9. James, Sarah, and I delivered the cookies to our customers.

10. The people were delighted and promised to order more.

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun that it replaces.
- Singular pronouns are ***I, you, he, she, it, me, him, and her.***
- Plural pronouns are ***we, you, they, us, and them.***

A. Proofread the paragraph. Circle any incorrect pronouns.

We recently read *Boom Town*. They is the story of a girl named amanda, who lived in california in the 1800s. Her helped her town grow by starting a pie business. Us decided to try the gooseberry pie recipe in the book. Mom suggested using blueberries instead. Then Mom thought there wasn't enough sugar. Him kept adding more. I thought there weren't enough berries. You piled them so high that there wasn't enough dough to cover them. Then me forgot to turn on the oven. No wonder the pie took so long to bake!

B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and *I* are capitalized.

Name _____

1. Read:

Jake ran to catch the ball.

The batter hit the ball into the outfield.

It bounced out of his glove.

He scooped the ball up and threw it to Kevin.

2. Think: Are these sentences in an order that makes sense?**3. Write** the sentences in order:

1. _____

2. _____

3. _____

4. _____

Name _____

The **inflectional ending -s or -ed** is added to the end of a verb to show when an action happens.

*He **plays** the piano well. He **played** baseball yesterday.*

If the letter before the final **y** is a consonant, change the **y** to **i** and add **-es** or **-ed**, as with the word *carry*.

*She often **carries** a pile of books. She **carried** the flowers to Grandma.*

A. Circle the word that shows the correct spelling for the inflectional ending.

1. Base word: stay

stayed

stayd

staied

2. Base word: try

tries

trys

tryes

3. Base word: enjoy

enjoied

enjoyd

enjoyed

4. Base word: supply

supplies

supplis

supplys

5. Base word: deny

denys

denies

dennies

B. Write the correct inflectional endings for each word.

6. cry _____

7. reply _____

8. employ _____

Name _____

A. Draw a line to connect each vocabulary word with the correct definition.

- | | |
|---------------|--------------------------------------|
| 1. architects | a. any things that are built |
| 2. shallow | b. something that covers or protects |
| 3. structures | c. to draw or move back |
| 4. contain | d. not deep |
| 5. retreats | e. to hold |
| 6. shelter | f. people who design buildings |

B. Choose a vocabulary word from above that has the same or almost the same meaning as the underlined word or phrase in each sentence. Write the correct vocabulary word on the line.

7. The building designers came to our class and explained how they design buildings.
 a. retreats b. architects _____
8. The river was not deep, so we decided to wade across it.
 a. structures b. shallow _____
9. It was difficult to hold my pet dog when we wanted to give him a bath.
 a. contain b. retreats _____
10. My pet cat moves back every time a stranger approaches her.
 a. retreats b. contain _____

Name _____

Nonfiction articles often use **description** to tell about a topic. The author uses **relevant facts and details** to help readers identify characteristics or qualities that help you understand the topic.

A. Read the passage below, and look for important details.**The Beaver**

The beaver has all the right tools to build a lodge. First, it has sharp teeth to cut trees.

Its flat tail helps it move in the water. The beaver also uses its tail to splash the water when danger is near. This action warns other beavers to get into the lodge for safety. A lodge may contain six or more beavers.

B. On each line, write one detail about the beaver that you read in the passage. Circle the words in the passage that helped you find the detail.

1. Detail: _____

2. Detail: _____

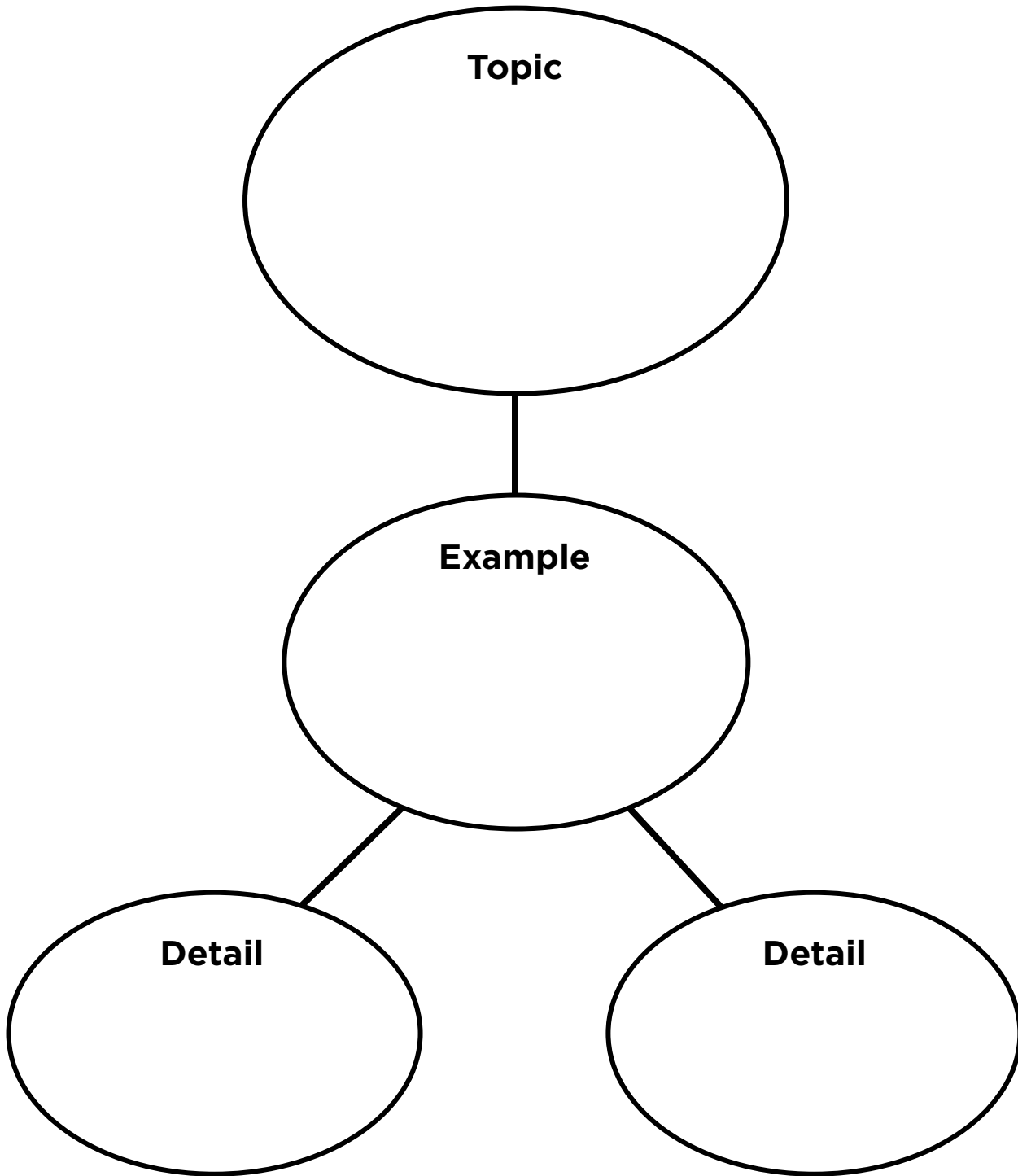
3. Detail: _____

4. Detail: _____

5. Detail: _____

Name _____

As you read *Animal Homes*, fill in the Description Web.



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How does the information you wrote in this Description Web help you summarize *Animal Homes*?

Name _____

As I read, I will pay attention to pacing and phrasing.

9 Birds aren't the only animals that build nests. Harvest
 19 mice are nest builders as well. Their materials are long
 30 strips of grass. Their tools are their teeth and tiny claws.
 40 Harvest mice build their nests in fields. Their nests are
 49 shallow and small. They often hang between two grass
 50 stems.
 60 Harvest mice use these grass stems to climb up into
 70 their nests. These nests contain fur. This fur keeps their
 75 babies warm in their home.
 85 Pack rats build nests, too. Their nests are made from
 96 sticks and grass. But these little creatures have an eye for
 104 shiny things. They collect anything that sparkles. For
 113 example, glass, mirrors, coins, and spoons are some of
 their favorite things. 116

Comprehension Check

1. Where can you find the nest of a harvest mouse? **Main Idea and Details**
2. What do you think a pack rat's nest might look like? **Plot Development**

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



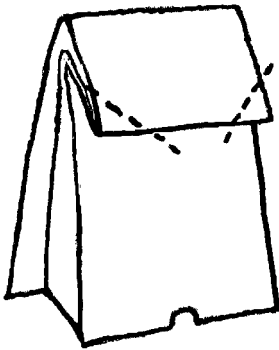
Name _____

Directions help you follow the steps in a process.

Writing down steps in the correct order will help you remember them.

The directions for making a bear puppet are written below, but they are out of order. Next to each step, write a number from 1 to 6 to show the right order.

Materials: a small brown paper bag, paper scraps, glue, scissors, markers or crayons



- ___ Glue the ears and eyes to the bear's head.
- ___ Finally, glue a paw to each side of the bag.
- ___ First, fold under the two square edges of the paper bag. This gives shape to the head.
- ___ Next, cut out ears and eyes from a piece of paper.
- ___ Finish the bear's face. Draw a nose and a mouth with a marker or a crayon.
- ___ After you finish the head and face, cut out two paws.

Name _____

- **Homophones** are words that sound the same.
- Words that are homophones have different meanings.
- Words that are homophones are spelled differently from each other.

Read each pair of homophones. Write the correct homophone on each line in the sentence.

1. it's, its

_____ important for an animal to provide shelter for
_____ babies.

2. maybe, may be

_____ you've seen a hole in the ground that _____ the
entrance to an animal's home.

3. past, passed

In the _____, we've seen birds that _____ through here
as they gathered twigs for their nests.

4. there, their

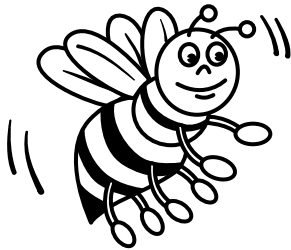
Animals build _____ homes in an area with materials they find
_____.

5. weather, whether

_____ an animal builds its home above ground or below the
ground depends on the _____ in the area.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
- Challenge Words** 16. _____
17. _____
- Review Words** 18. _____
19. _____
20. _____

1. tries
2. tried
3. trying
4. dries
5. dried
6. drying
7. cries
8. cried
9. crying
10. flies
11. flying
12. stays
13. plays
14. played
15. playing
16. stayed
17. staying
18. birthday
19. sunset
20. someone



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- (A) stayeed
- (B) stayed
- (C) stayd
- (D) staiyed

Sample B:

- (E) birtheday
- (F) burthday
- (G) birthday
- (H) birthdaie

- | | | |
|--------------------------------------|--------------------------------------|--|
| 1. <input type="radio"/> (A) trys | 6. <input type="radio"/> (E) dryeing | 11. <input type="radio"/> (A) fliing |
| <input type="radio"/> (B) tries | <input type="radio"/> (F) dreying | <input type="radio"/> (B) flying |
| <input type="radio"/> (C) triys | <input type="radio"/> (G) drieng | <input type="radio"/> (C) fliying |
| <input type="radio"/> (D) triyes | <input type="radio"/> (H) drying | <input type="radio"/> (D) flyying |
| 2. <input type="radio"/> (E) tride | 7. <input type="radio"/> (A) cryies | 12. <input type="radio"/> (E) stays |
| <input type="radio"/> (F) treid | <input type="radio"/> (B) cries | <input type="radio"/> (F) stayes |
| <input type="radio"/> (G) tryed | <input type="radio"/> (C) criez | <input type="radio"/> (G) stais |
| <input type="radio"/> (H) tried | <input type="radio"/> (D) creyes | <input type="radio"/> (H) stayies |
| 3. <input type="radio"/> (A) triying | 8. <input type="radio"/> (E) creid | 13. <input type="radio"/> (A) plaies |
| <input type="radio"/> (B) tryeing | <input type="radio"/> (F) cride | <input type="radio"/> (B) plaes |
| <input type="radio"/> (C) triing | <input type="radio"/> (G) cried | <input type="radio"/> (C) playz |
| <input type="radio"/> (D) trying | <input type="radio"/> (H) cryed | <input type="radio"/> (D) plays |
| 4. <input type="radio"/> (E) dries | 9. <input type="radio"/> (A) crying | 14. <input type="radio"/> (E) plade |
| <input type="radio"/> (F) dreis | <input type="radio"/> (B) creyeing | <input type="radio"/> (F) plaide |
| <input type="radio"/> (G) driez | <input type="radio"/> (C) crying | <input type="radio"/> (G) playd |
| <input type="radio"/> (H) drys | <input type="radio"/> (D) crieing | <input type="radio"/> (H) played |
| 5. <input type="radio"/> (A) dried | 10. <input type="radio"/> (E) flyz | 15. <input type="radio"/> (A) playeing |
| <input type="radio"/> (B) dryde | <input type="radio"/> (F) flies | <input type="radio"/> (B) plaiyng |
| <input type="radio"/> (C) dried | <input type="radio"/> (G) flyes | <input type="radio"/> (C) playing |
| <input type="radio"/> (D) dride | <input type="radio"/> (H) fleis | <input type="radio"/> (D) playingg |

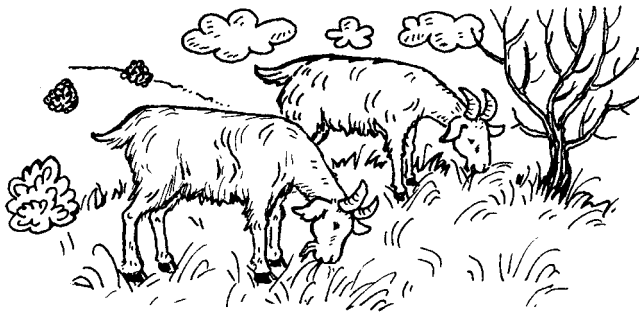


Name _____

- Use an **object pronoun** after an action verb or after a word such as *for*, *at*, *of*, *with*, or *to*.
- **Me**, **you**, **him**, **her**, **it**, **us**, and **them** are object pronouns.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

- Ms. Robinson read _____ *Beatrice's Goat*. (us, we)
- It is about a girl named Beatrice and the goat given (her, she) to _____.
- The story showed how Beatrice's family took the (it, its) goat's milk and sold _____ to raise money.
- Beatrice's family used the money to send (her, she) _____ to school.
- Josh listened to the story with _____. (I, me)
- I told _____ I had met some goats last (he, him) summer at a farm.
- We played with _____ a lot while we (they, them) were there.
- "I will show _____ a picture of a baby (you, your) goat," I said.



Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- **Me, you, him, her, it, us, and them** are object pronouns.

A. Proofread the paragraphs below. Circle any pronouns that are used incorrectly.

My class read a book called *Beatrice's Goat*. Us learned how the gift of a goat from Heifer International helped Beatrice go to school. The book had an influence on we all. Everyone wanted to do something to help others.

We decided to make and sell farm-animal pins. Everyone in town loved they. Them helped the class raise a lot of money. We were glad to give the money to Heifer International. We felt good—we were helping they. Maybe yous can help someone, too!

B. Rewrite the paragraph. Write the pronouns correctly.

Name _____

1. Review:

There are many ways to start a journal entry:

Four Types of Leads

Action

Dialogue

Observation

Question

2. Read:

“Why are you eating my sandwich?” Jim demanded.

“I didn’t know it was yours,” Cara replied. _____

Type of Lead

Have you ever been lost in a book? _____

Type of Lead

The motorcycle rider slammed on the brakes. _____

Type of Lead

I noticed the rain as it pattered softly on the window. _____

Type of Lead**3. Write** the correct type of lead next to each sentence above.

Name _____

- Every syllable in a word has only one vowel sound.
- When a syllable ends in a consonant, it is called a **closed syllable**.
- Most closed syllables have a short vowel sound, as in *dad*.

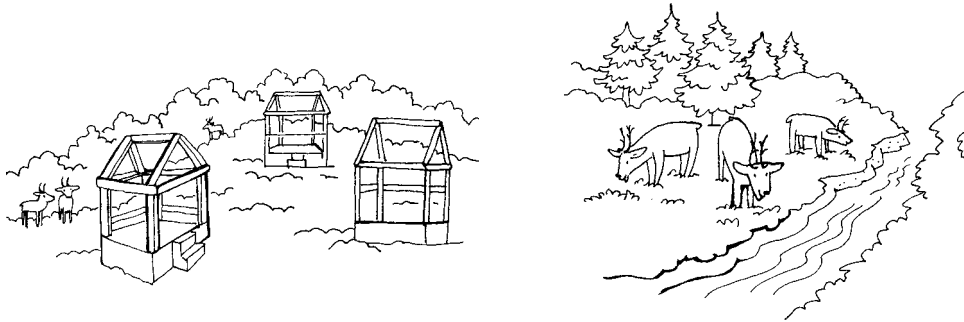
Circle the word that best completes the sentence. Be sure the word includes only closed syllables.

1. I like to swim in the _____.
a. pond b. ocean
2. My favorite sea animal is the _____.
a. octopus b. shark
3. Last week, we went to the zoo and saw a _____.
a. parrot b. tiger
4. Sometimes birds like to sleep in a _____.
a. tree b. nest
5. Would you hand me the _____ from the toolbox?
a. hammer b. pliers
6. On our vacation, we stayed in a _____.
a. hotel b. cabin
7. I am afraid of _____.
a. spiders b. insects
8. The children found a _____ room in the attic.
a. hidden b. secret

Name _____

A **cause** is an event or an action that makes something happen. An **effect** is what happens because of an event or an action.

A. Look at the pictures, and answer the questions.



1. What is the cause of the problem?

- a. People are building houses where the deer used to live.
- b. The houses are very big.

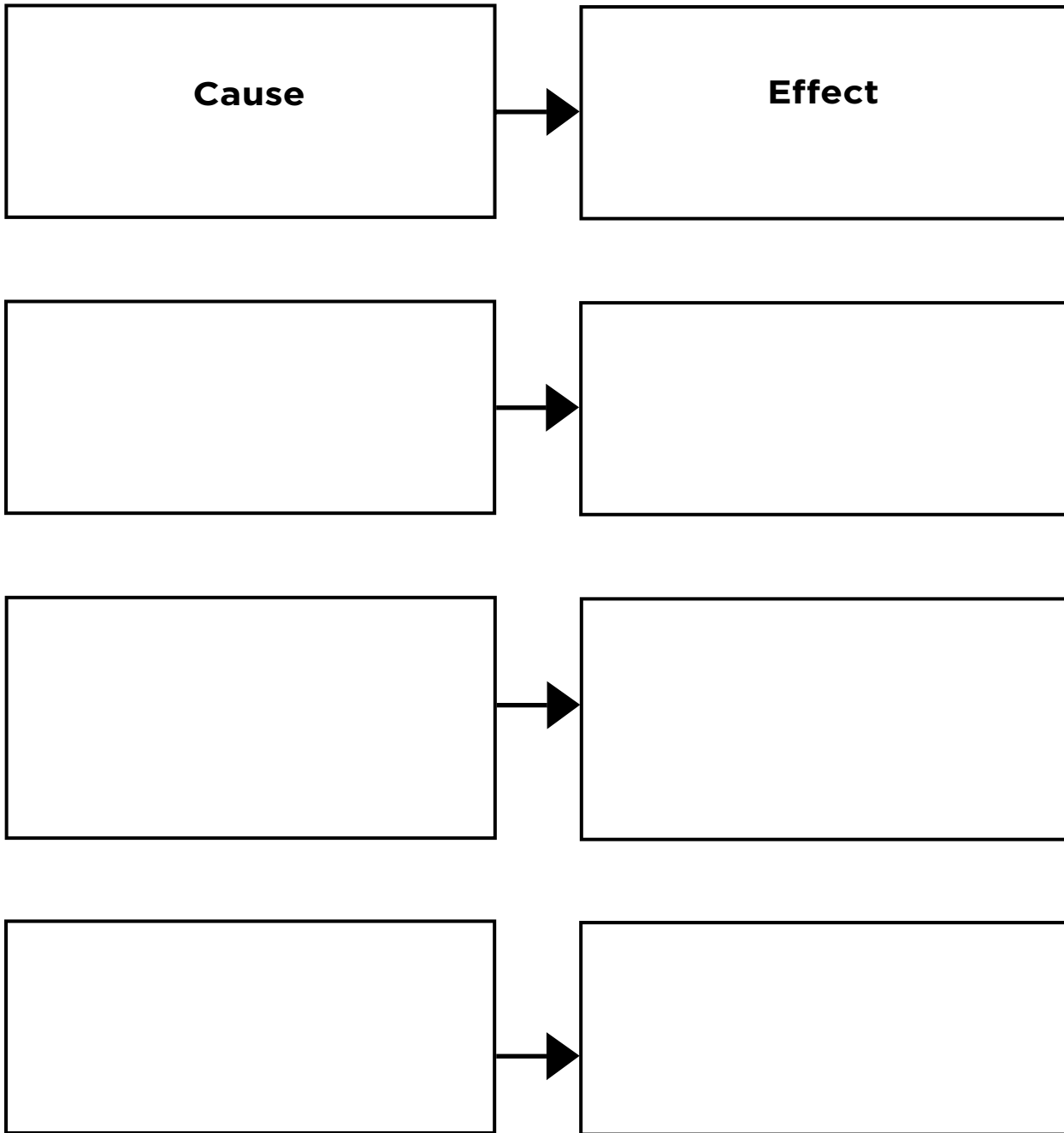
2. What is the effect of the problem?

- a. The deer are placed in a zoo.
- b. The deer move to another place to find food and water.

B. Write a sentence that tells about the cause and its effect shown in the pictures. Use signal words.

Name _____

As you read *Call of the Wild*, fill in the Cause and Effect Chart.



How does the information you wrote on the Cause and Effect Chart help you better understand *Call of the Wild*?

Name _____

As I read, I will pay attention to phrasing.

10 Some people are in real danger during a storm. How
 19 are they helped? Friends and neighbors can be blizzard
 29 heroes. They shovel walks and scrape ice from cars. They
 38 bring food and medicine to people who are ill.

49 During a blizzard, several feet of snow can fall within a
 60 very short time. If the wind is blowing too hard, the
 71 snowplows may not be able to do their job. The wind
 81 could blow the snow right back to where it was.
 89 Sheriffs or state troopers must close off roads.

98 Even with warnings, some people drive their cars or
 107 stay outdoors longer than they should. Often they get
 stuck. The police or the National Guard may help them. 117

Comprehension Check

1. How can friends and neighbors be blizzard heroes? **Main Idea and Details**
2. Who are some people who have important roles during a blizzard? **Main Idea and Details**

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



Name _____

To **skim** means to read quickly to find the main ideas and details.

To skim a passage:

- Read the first sentence in each paragraph.
- Read the first and last paragraphs.

To **scan** means to search for key words about a certain topic.

To scan a passage:

- Move your eyes quickly, searching for key words or ideas.
- Stop scanning when you find a key word and then read the information you are looking for.

Skim and scan the passage to answer the following questions. Underline the words in the passage that helped you answer each question.

A habitat is the place where an animal lives. In a habitat, there can be changes in the temperature, light, and amount of water in the area. Animals living in the habitat have to adjust to survive. One way animals adjust is to move to a place that meets their needs. Salmon, humpback whales, geese, and monarch butterflies are examples of animals that migrate, or move, in order to survive.

1. What is a good title for this passage?
 - a. Animals Like to Travel
 - b. Animals Move to Survive
2. What are some examples of animals that migrate?
 - a. salmon, humpback whales, geese, and monarch butterflies
 - b. bears, deer, and bats

Name _____

Cause/Effect Writing Frame

A. Summarize *Call of the Wild*. Use the Cause/Effect Writing Frame below.

Many animals have had to adapt to their environments to survive.

Arctic foxes have adapted to living in the Arctic **because** _____

The **result** of this is _____

The breaks of the Galapagos Island finches have changed **because** _____

The **result** of this is _____

Other animals that have changed are _____

They have changed **because** _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

- **Synonyms** are words with the same or similar meanings.
- Writers often include a synonym for a word you may not know. Look for synonyms in the sentence or in nearby sentences.
- When you read a word whose meaning you don't know, you can also find synonyms in a thesaurus.

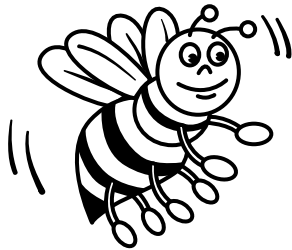
Circle the letter next to the synonym of the word in dark type.
Look for the synonym in the sentences.

1. Some animals **thrive** when they move to a new habitat. They do well because the new area has what the animals need to survive.
a. survive b. do well c. need
2. Animals sometimes move to a new habitat looking for **nourishment**. They need a new source of food in order to survive.
a. need b. source c. food
3. Animals that move into a place where people live can be a **nuisance**. They become pests when they turn over garbage pails looking for food.
a. become b. pests c. turn over
4. When an animal's habitat changes, the animal's **behavior** also can change. The animal's actions change so that the animal can survive in the new place.
a. actions b. change c. survive



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. basket |
| 2. _____ | 2. rabbit |
| 3. _____ | 3. hello |
| 4. _____ | 4. latter |
| 5. _____ | 5. invite |
| 6. _____ | 6. number |
| 7. _____ | 7. lesson |
| 8. _____ | 8. chapter |
| 9. _____ | 9. follow |
| 10. _____ | 10. problem |
| 11. _____ | 11. army |
| 12. _____ | 12. butter |
| 13. _____ | 13. Sunday |
| 14. _____ | 14. ladder |
| 15. _____ | 15. pepper |
| Challenge Words 16. _____ | 16. mammal |
| 17. _____ | 17. tender |
| Review Words 18. _____ | 18. tried |
| 19. _____ | 19. cries |
| 20. _____ | 20. drying |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- kitten
- kittin
- kiten
- kittenn

Sample B:

- sunsit
- sunset
- sonset
- suncet

- | | | |
|---------------------------------|-----------------------------------|-----------------------------------|
| 1. <input type="radio"/> envite | 6. <input type="radio"/> nomber | 11. <input type="radio"/> lesen |
| <input type="radio"/> inviit | <input type="radio"/> number | <input type="radio"/> leson |
| <input type="radio"/> invite | <input type="radio"/> numbur | <input type="radio"/> lessin |
| <input type="radio"/> invyte | <input type="radio"/> numbor | <input type="radio"/> lesson |
| 2. <input type="radio"/> rabit | 7. <input type="radio"/> army | 12. <input type="radio"/> buttur |
| <input type="radio"/> rabbet | <input type="radio"/> armee | <input type="radio"/> buter |
| <input type="radio"/> rabet | <input type="radio"/> armie | <input type="radio"/> butter |
| <input type="radio"/> rabbit | <input type="radio"/> arney | <input type="radio"/> butur |
| 3. <input type="radio"/> helo | 8. <input type="radio"/> chapture | 13. <input type="radio"/> Sundaie |
| <input type="radio"/> helloe | <input type="radio"/> chaptar | <input type="radio"/> Sunday |
| <input type="radio"/> hello | <input type="radio"/> chapter | <input type="radio"/> Sondag |
| <input type="radio"/> hellow | <input type="radio"/> chaptore | <input type="radio"/> Sundeigh |
| 4. <input type="radio"/> latter | 9. <input type="radio"/> peapper | 14. <input type="radio"/> problim |
| <input type="radio"/> later | <input type="radio"/> peper | <input type="radio"/> problem |
| <input type="radio"/> ladder | <input type="radio"/> peppur | <input type="radio"/> proeblem |
| <input type="radio"/> lattir | <input type="radio"/> pepper | <input type="radio"/> problem |
| 5. <input type="radio"/> basket | 10. <input type="radio"/> laddor | 15. <input type="radio"/> folow |
| <input type="radio"/> baskit | <input type="radio"/> lader | <input type="radio"/> follo |
| <input type="radio"/> bascket | <input type="radio"/> ladder | <input type="radio"/> follow |
| <input type="radio"/> bassket | <input type="radio"/> lador | <input type="radio"/> foloe |



Name _____

- The verbs *have* and *be* have special forms in the present tense.

Forms of *have*

I have

You have

He has

We have

She has

They have

It has

Forms of *be*

I am

You are

He is

We are

She is

They are

It is

Write the correct form of the verb in parentheses to complete each sentence.

- I _____ on our school newspaper staff this year. (be)
- I _____ many different jobs to do at our newspaper. (have)
- It _____ fun to learn about putting a paper together. (be)
- We _____ help from Ms. Lawrence and Mr. Green. (have)
- He _____ in charge of the photography. (be)
- She _____ there to help us with writing. (be)
- They _____ many good ideas. (have)
- He _____ several types of cameras. (have)
- She _____ friends at real newspapers. (have)
- We _____ happy to visit their offices today. (be)
- It _____ a lot different than I expected. (be)
- Do you _____ a newspaper at your school? (have)

Name _____

- A **present-tense** verb must agree with its **subject pronoun**.
- Add -s to most present-tense action verbs when you use the pronouns *he*, *she*, and *it*.
- Do not add -s to present-tense action verbs when you use the pronouns *I*, *we*, *you*, and *they*.
- The verbs *have* and *be* have special forms.

A. Proofread the paragraph. Circle any verbs that do not agree with their subject pronouns.

This summer, my best friend and I are doing something new. We puts out our own newspaper every week. It be only four pages long, but it take a lot of time to do it well. I are in charge of the stories. Curt take all the pictures. Each week, I has to find new stories for our paper. I talk to people in town. I look for interesting things. Curt take his's camera everywhere. He have more pictures than pages!

B. Writing Activity

Rewrite the paragraph. Make sure the verbs agree with their subject pronouns. Fix incorrect possessive pronouns, too.

Name _____

Writing Rubric			
	3 Good	2 Fair	1 Unsatisfactory
4 Excellent	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
	Organization and Focus	Organization and Focus	Organization and Focus
	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
	Conventions	Conventions	Conventions
	Word Choice	Word Choice	Word Choice
	Voice	Voice	Voice
	Presentation	Presentation	Presentation

Name _____

You can add a word part to the end of a base word. *Jump*, *jog*, and *blame* are base words.

- The **inflectional endings** **-s**, **-es**, **-ed**, and **-ing** added to the end of verbs show when action happens, as in: *He jumps up*; *He jumped rope yesterday*; *He is jumping the fence*.
- Most words that end with the vowel *e* drop the final *e* before adding **-ed** or **-ing**, as in *blamed*, *blaming*.
- Words with a consonant-vowel-consonant pattern double the final consonant before adding **-ed** or **-ing**, as in *jogged*, *jogging*.

dances/danced/dancing
bakes/baked/baking

hopes/hoped/hoping
stops/stopped/stopping

Choose the correct form of one of the words above for each sentence below.

1. Last May, club members _____ to raise money for very sick children.
2. They _____ brownies and cookies and sold them to people who came to the school play.
3. Several club members were _____ with joy when they added up the money they had earned.
4. The group is not _____ its work until next year.



Name _____

Use a vocabulary word to complete each sentence. Some words may be used more than once.

boasting

conversation

interrupted

seized

rebuild

scrambled

1. Rabbit and Piglet were on the phone having a _____.
2. Their call was _____ when the doorbell rang.
3. Robin had come to ask if she could _____ her nest on Rabbit's roof.
4. Rabbit _____ the opportunity to help. "Yes! And I will work with you."
5. Piglet _____ over to Rabbit's house to join the action.
6. Rabbit, Piglet, and Robin had a lively _____ as they built the nest.
7. Later, Robin started _____ that she had the best nest in the neighborhood.
8. Piglet _____ Robin to tell her that her nest was sliding down the roof.

Name _____

When you **make judgments** while reading a story, you form an opinion of a character's actions. Readers should use story details and their own experience to support judgments. Making judgments helps you understand plot development.

Read the passage and answer the questions below.

Angela and Roberto are quarreling over a book. A teacher hears them and enters the room to end their disagreement. Angela claims the book belongs to her. Roberto claims the book belongs to him. From the look on each child's face, the teacher cannot tell who is the book's rightful owner. So he tells the two students that to be fair, he will cut the book in half. Each person will receive one half of the book. Roberto agrees that dividing the book is the best solution. Angela tells the teacher that Roberto should have the book. The teacher ends up giving the book back to the real owner.

1. Who do you think the teacher gave the book to? _____

2. How did the teacher reach this judgment? _____

3. What kind of person do you think Angela is? _____

4. What kind of person do you think the teacher is? _____



Name _____

As you read *Wilbur's Boast*, fill in the Judgment Chart.

Action	Judgment

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How does the information you wrote in this Judgment Chart help you understand plot development in *Wilbur's Boast*?



R 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Name _____

As I read, I will pay attention to pacing and phrasing.

11 The elephant had a terrible habit of showing off to the
 21 others. When it came to boasting, he never missed a
 27 chance to describe his many talents.

39 “Can you use your teeth to rip out a full-grown tree and
 44 toss it across a river?”

44 “No,” said the lion.

48 “I did not think so,” replied the elephant. “Not only do I
 60 have these mighty tusks, I have amazing strength.”

68 The ape, who had been relaxing in the shade of a circus
 80 wagon, stood up. He puffed out his big chest. “Listen to
 91 you, big guy,” he said. “It so happens that my power is
 103 nothing to sneeze at. Watch this.”

109 The ape picked up the seal and held her high over his
 121 head. 122

Comprehension Check

1. What does the word *boasting* mean? **Context Clues**
2. How does the ape compare himself to the elephant? **Compare and Contrast**

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



Name _____

Personification means giving human characteristics to an animal or thing. Examples:

a talking telephone a smiling moon an ant that juggles

The **moral** is the lesson that a fable teaches. It is usually at the end of the fable.

Read the fable below. Then answer the questions.

A crane flew by. When a peacock saw the crane, he spread his feathers and began to boast. “I am dressed like a king. My beautiful feathers are purple and gold and blue. You, Crane, have no color on your wings.”

The crane said, “What you say is true. But this is also true. I fly up to the sky and the clouds and the stars. You, Peacock, must keep your feet on the ground. You must stand in the dirt, among crawling insects.”

1. Which human characteristic do the two birds have?

- a. They can both fly.
- b. They can both sing.
- c. They can both talk.

2. What does a fable teach? _____

3. Where is the moral usually found in a fable? _____

4. Write a moral for this fable. _____



Name _____

Prefixes are word parts that can be added to the beginning of a base word. Some common prefixes are *re-*, *un-*, *dis-*, and *pre-*. Adding prefixes forms new words with new meanings.

- *re-* means “again”
remake = make again
- *dis-* means “not, opposite of”
dislike = not like
- *un-* means “not, opposite of”
unkind = not kind
- *pre-* means “before”
prepay = pay before

Use a word from the box below to complete each sentence.

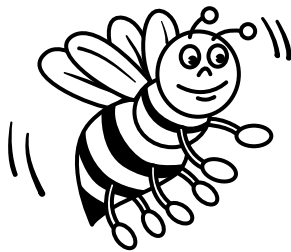
unwrap disappear uncover retold prepay reread

1. I know I will want to _____ this book about birds.
2. I asked Dad to _____ the birdcage in the backyard for the parrot.
3. The vet said that we had to _____ the fee at the animal hospital.
4. The parrot would _____ when it was time for his medicine.
5. The parrot told and _____ the story of how she came to live with us.
6. We _____ the parrot cage every morning.



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|--------------|
| 1. _____ | 1. names |
| 2. _____ | 2. named |
| 3. _____ | 3. naming |
| 4. _____ | 4. hopes |
| 5. _____ | 5. hoped |
| 6. _____ | 6. hoping |
| 7. _____ | 7. races |
| 8. _____ | 8. raced |
| 9. _____ | 9. racing |
| 10. _____ | 10. drops |
| 11. _____ | 11. dropped |
| 12. _____ | 12. dropping |
| 13. _____ | 13. hugs |
| 14. _____ | 14. hugged |
| 15. _____ | 15. hugging |
| Challenge Words 16. _____ | 16. driving |
| 17. _____ | 17. traded |
| Review Words 18. _____ | 18. rabbit |
| 19. _____ | 19. hello |
| 20. _____ | 20. problem |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ flipped
- Ⓑ flipped
- Ⓒ flipd
- Ⓓ flipt

Sample B:

- Ⓔ tuging
- Ⓕ tugging
- Ⓖ taging
- Ⓗ tuggng

1. Ⓐ names
Ⓑ namez
Ⓒ nams
Ⓓ naimes
2. Ⓔ naymd
Ⓕ namd
Ⓖ named
Ⓗ namet
3. Ⓐ nayming
Ⓑ nameng
Ⓒ naming
Ⓓ nameing
4. Ⓔ hopes
Ⓕ hopez
Ⓖ hoeps
Ⓗ hopps
5. Ⓐ hoppd
Ⓑ hoped
Ⓒ hopt
Ⓓ hopet

6. Ⓔ hopeing
Ⓕ hopng
Ⓖ hoeping
Ⓗ hoping
7. Ⓐ rasces
Ⓑ racez
Ⓒ races
Ⓓ races
8. Ⓔ racet
Ⓕ rasced
Ⓖ raced
Ⓗ raiset
9. Ⓐ rascing
Ⓑ raceing
Ⓒ racing
Ⓓ raicing
10. Ⓔ dropz
Ⓕ drups
Ⓖ dropps
Ⓗ drops

11. Ⓐ droped
Ⓑ droppt
Ⓒ dropped
Ⓓ droppet
12. Ⓔ dropping
Ⓕ droping
Ⓖ drupping
Ⓗ droppng
13. Ⓐ huges
Ⓑ hugs
Ⓒ hugz
Ⓓ huggs
14. Ⓔ hugd
Ⓕ hugged
Ⓖ huged
Ⓗ hugte
15. Ⓐ huging
Ⓑ hugeing
Ⓒ huggng
Ⓓ hugging



Name _____

- Some **possessive pronouns** can stand alone. These include *mine, yours, his, hers, its, ours, yours,* and *theirs*.

Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun.

1. The students in _____ class are designing carousels. (our, ours)
2. I am almost finished with _____. (my, mine)
3. Did you finish _____? (your, yours)
4. Nina and Nick showed me _____ designs. (their, theirs)
5. Nina used dinosaurs in _____. (her, hers)
6. Nick put only birds in _____ carousel. (his, their)
7. I liked both of _____. (their, theirs)
8. Each carousel had _____ own style. (its, their)
9. _____ carousel would be different from anyone else's design. (Your, Yours)
10. All of _____ are different. (our, ours)
11. I hope the teacher likes _____! (my, mine)
12. _____ class has worked really hard. (Our, Ours)

Name _____

1. Read:

When we went on vacation, we had so much fun. We went swimming, we went shopping, we went hiking in the mountains, and we even went sailing. It was the best time ever.

2. List the four moments this student could write about:

1. _____

2. _____

3. _____

4. _____

3. Circle one moment from your list.

4. Write three more sentences about that moment.

Swimming: The water was cold, but I jumped in anyway. It made a big splash that soaked Dad. He jumped in and made an even bigger splash.

Extra Practice: Do the same activity with one of the other moments.

Name _____

- Every syllable in a word has only one vowel sound.
- When a syllable ends in a vowel, it is called an **open syllable**.
- The vowel in an open syllable usually has a long vowel sound. For example, ***baby*** has two open syllables.
- A syllable that ends in a consonant is called a **closed syllable**. The vowel in a closed syllable has a short vowel sound. For example, ***until*** has two closed syllables.

A. Circle the words with one or more open syllables in each line. Then write the syllables on the line.

1. human nature cactus _____
2. babies hidden silent _____
3. female insects able _____
4. cozy reptile spider _____

B. Circle the words with closed syllables in each line. Then write the syllables on the line.

5. animal balance locate _____
6. mammal tidy suggest _____
7. provide habit kitten _____
8. upset except easy _____

Name _____

A. Choose a word from the box to match each clue. Write the word on the line.

related to females identical sight odor venom

1. two things that are exactly the same

2. when things are connected

3. something that is poisonous

4. to be able to see

5. a strong smell

6. animals that are able to give birth

B. Circle the vocabulary word that completes each sentence correctly. Write it on the line.

7. Some animals are like each other in some ways, but they are not

_____.

a. females

b. identical

8. One way some animals protect themselves is by giving off a terrible

_____.

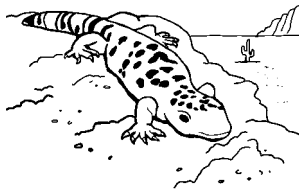
a. odor

b. sight

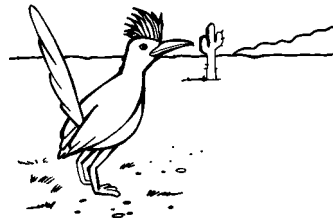
Name _____

- When you **compare and contrast** things, you tell how they are alike and how they are different.
- **Compare** means telling how things are alike.
- **Contrast** means telling how things are different.

A. Study the pictures. Then answer the questions below.



Gila monster



Roadrunner

- In what ways are these animals alike?
 - They are both animals that live in the desert, and they both have long tails.
 - They both have long legs.
- In what ways are these animals different?
 - The roadrunner is a bird, and the Gila monster isn't.
 - The Gila monster lives in the desert, and the roadrunner lives in the swamp.

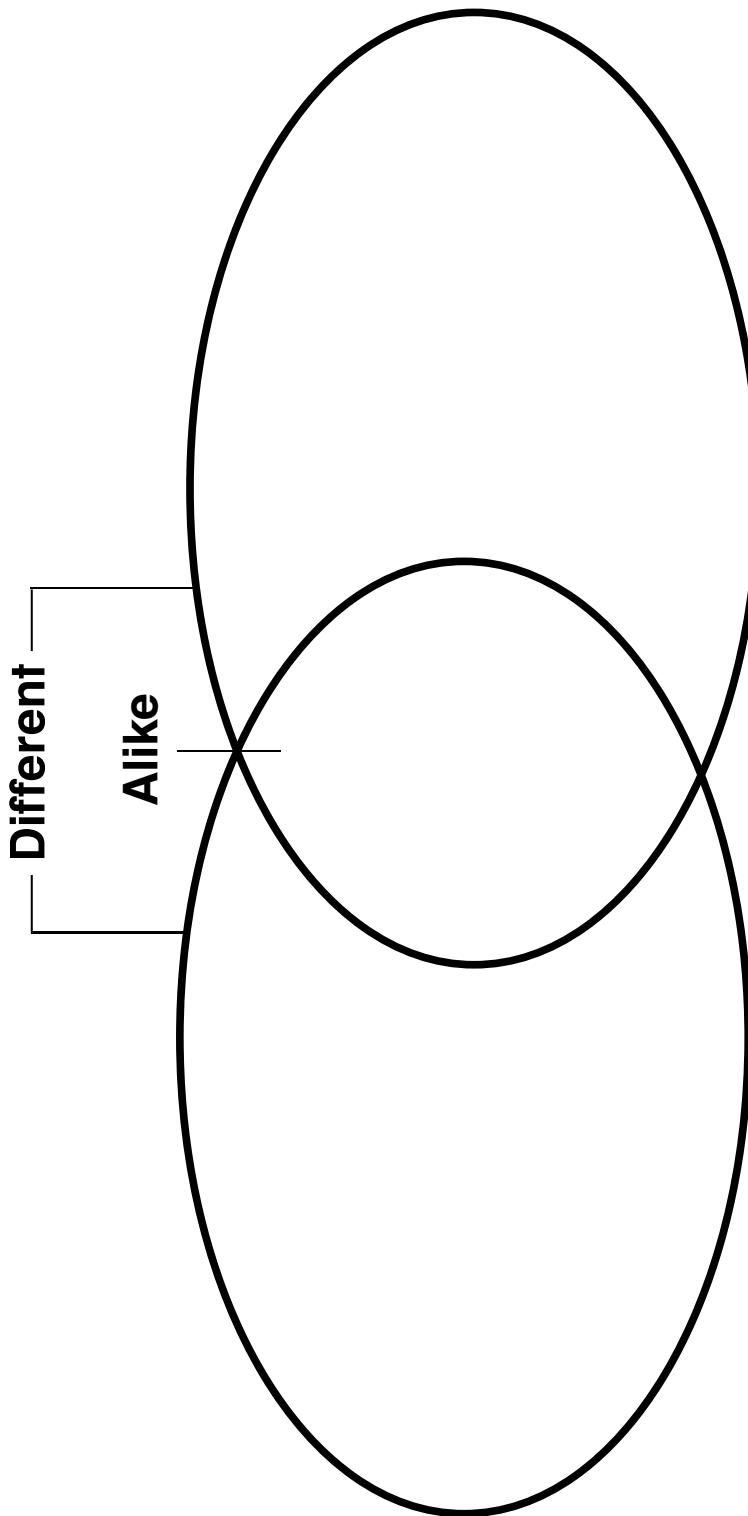
B. Write sentences that compare and contrast the Gila monster and the roadrunner.

Compare: _____

Contrast: _____

Name _____

As you read *Unique Animals of the Southwest*, fill in the Venn Diagram.



How does the information you wrote in the Venn Diagram help you better understand *Unique Animals of the Southwest*?

Name _____

As I read, I will pay attention to intonation.

In 1777, colonial America won freedom from England.

7 Americans wanted their own flag.

12 The first flag was made up of thirteen red and white
23 stripes and thirteen white stars on a blue background. The
33 stars and stripes stood for the thirteen states.

41 The color red stands for courage. White stands for
50 purity. Blue stands for justice.

55 At first, the stars were in a different pattern on every
66 flag. On some flags, the stars were in a circle. On others,
78 the stars were in rows of twos and threes. On one flag, the
91 stars were arranged in the shape of one big star.

101 A new stripe and star were added to the flag with every
113 new state. Soon the flag was filled with stripes and stars.

124 Many people disputed the requirements of a new flag. 133

Comprehension Check

1. What do the stripes on the American flag stand for? **Main Idea and Details**
2. What do the colors on the flag stand for? **Main Idea and Details**

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

Name _____

- **Foreshadowing** is a way that storytellers give hints about what is going to happen in a story.
- Myths often include foreshadowing to make the story more interesting and to add suspense.

A. Read the passage below. Then answer the questions.

In days long ago, Opossum's tail was long and fat. He thought his tail was the most beautiful tail of any animal. He'd spend all day cleaning and brushing it. He even made up songs and poems about it. Whenever he bumped into another animal, he'd make the animal listen to him. And when all the animals got together for a party, Opossum demanded a special seat so everyone could see and admire his beautiful tail.

My! He was so boring!

Rabbit couldn't stand it any more.

1. What do you think will happen in the story?
 - a. Opossum will figure out that the other animals find him boring.
 - b. Opossum will forget about his tail after a while.
 - c. Rabbit will play a trick on Opossum that will cause something to happen to his tail.
 2. What hint in the story helps you figure out what will probably happen?
 - a. Opossum demanded a special seat at parties.
 - b. Rabbit couldn't stand it any more.
 - c. In days long ago, Opossum's tail was long and fat.
 3. Where is foreshadowing usually found in a myth? _____
 4. Why do myths often include foreshadowing? _____
- _____

Name _____

**A. Use a dictionary to find two meanings for each word.
Write them in the chart below.**

Word	First Meaning	Second Meaning
bark		
tire		
mark		
limbs		

B. Write a sentence for each meaning of *limbs*.

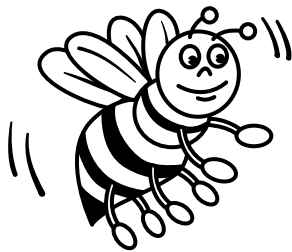
1. _____

2. _____



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|------------|
| 1. _____ | 1. pilot |
| 2. _____ | 2. diner |
| 3. _____ | 3. tiger |
| 4. _____ | 4. limit |
| 5. _____ | 5. lemon |
| 6. _____ | 6. planet |
| 7. _____ | 7. model |
| 8. _____ | 8. ever |
| 9. _____ | 9. robot |
| 10. _____ | 10. tiny |
| 11. _____ | 11. cover |
| 12. _____ | 12. salad |
| 13. _____ | 13. silent |
| 14. _____ | 14. spider |
| 15. _____ | 15. frozen |
| Challenge Words 16. _____ | 16. melon |
| 17. _____ | 17. water |
| Review Words 18. _____ | 18. named |
| 19. _____ | 19. hoping |
| 20. _____ | 20. traded |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ icy
- Ⓑ iccy
- Ⓒ eyecy
- Ⓓ icy

Sample B:

- Ⓔ maybe
- Ⓕ maybe
- Ⓖ maebe
- Ⓗ maiybe

1. Ⓐ piolet
Ⓑ pilot
Ⓒ pilet
Ⓓ pielot

6. Ⓔ plannit
Ⓕ plannet
Ⓖ plannut
Ⓗ planet

11. Ⓐ cuver
Ⓑ covver
Ⓒ cover
Ⓓ cuvver

2. Ⓔ dienner
Ⓕ dinnor
Ⓖ diener
Ⓗ diner

7. Ⓐ modil
Ⓑ mauddle
Ⓒ moedel
Ⓓ model

12. Ⓔ saled
Ⓕ sallid
Ⓖ sallad
Ⓗ salad

3. Ⓐ tiyger
Ⓑ tieger
Ⓒ tiger
Ⓓ tigor

8. Ⓔ evver
Ⓕ ever
Ⓖ evur
Ⓗ evir

13. Ⓐ sielent
Ⓑ silent
Ⓒ silunt
Ⓓ sillunt

4. Ⓔ limit
Ⓕ limmet
Ⓖ limmit
Ⓗ limitt

9. Ⓐ robut
Ⓑ robot
Ⓒ rowbot
Ⓓ roebot

14. Ⓔ spyder
Ⓕ spidir
Ⓖ spider
Ⓗ spieder

5. Ⓐ lemon
Ⓑ lumon
Ⓒ lemen
Ⓓ lemmon

10. Ⓔ tieny
Ⓕ tinee
Ⓖ tiny
Ⓗ tynny

15. Ⓐ froozen
Ⓑ frosen
Ⓒ frowzen
Ⓓ frozen



Name _____

- Remember, a **contraction** is a shortened form of two words.

Here are some contractions:

I have = I've

I will = I'll

we will = we'll

you have = you've

he will = he'll

you will = you'll

we have = we've

she will = she'll

they will = they'll

they have = they've

Underline the two words in each sentence that you can make into a contraction. Then write each sentence with the contraction.

- We have seen two beavers building a home in our pond.

- It will be fun to watch them work.

- You will see them when you come over.

- I have read about beavers and their homes.

- She will find branches for their home.

- He will build with branches and mud.

- They will build an underwater door to their home.

- They have lots of building to do!

Name _____

- A **contraction** is a shortened form of two words.

A. Proofreading

Proofread the paragraph. Circle any incorrectly written contractions.

Im hoping to become a zoologist someday. That is someone who studies animals. Until then I can learn a lot by just watching the animals that live all around me. There are plenty of rabbits in our backyard. Theyve built their warren near our fence. Ive seen a rabbit hop across the yard. Then suddenly its gone. Its jumped down the hole into the warren. I cant go down there, of course, but I can guess what its like inside. Its got several entrances. They lead down long tunnels. Then theyve got nests at the end of the tunnels.

B. Writing Activity

Rewrite the paragraph. Write each contraction with the apostrophe in the right place. Make sure possessive pronouns and contractions are used correctly.

Name _____

1. Read:

As I threw the ball to my dog, I heard the snow crunch as my foot slipped. My face was frozen, and I could see my breath. Suddenly, a snowball hit my leg, and I dove to the ground. I heard my sister laughing hysterically and could feel the cold from the snow that had gotten in my coat.

2. List the two moments and two details about each moment.

Moment 1: threw the ball

Detail: heard the snow crunch

Detail: _____

Moment 2: _____

Detail: sister laughing

Detail: _____

3. Read:

She was sweating as she ran towards the goal line. Clouds of dust and the screams of the other players surrounded her. Launching herself into the air, she snatched the plastic disk out of the sky and landed with her arms raised victoriously. Her heart pounded, and her face was a giant smile.

4. List the two moments and two details about each moment.

Moment 1: ran towards the goal line

Detail: _____

Detail: _____

Moment 2: _____

Detail: _____

Detail: _____

Name _____

A **prefix** is a word part that can be added to the beginning of a base word.

Adding a prefix changes the meaning of the base word.

Prefix	Means	
<i>dis-</i>	not or opposite	<i>Dishonest</i> means “the opposite of honest.”
<i>un-</i>	not or opposite	<i>Unusual</i> means “not usual.”
<i>pre-</i>	before or ahead of time	<i>Preheat</i> means “heat ahead of time.”
<i>re-</i>	again	<i>Retell</i> means “tell again.”

In each sentence, underline the word that includes the prefix *un-*, *dis-*, *re-*, or *pre-*. Then write its meaning.

1. In preschool you listen to stories about animals that talk.

2. Some people dislike stories about pigs that fly. _____

3. I was unable to find the pig that went to market. _____

4. It was an unlucky day for the two pigs who cried all the way home.

5. When the pig on a flying carpet disappeared, I was very surprised.

6. Our tickets to Pig World were reprinted.

Name _____

A. Write the vocabulary word from the box that can replace the underlined word or words in each sentence.

gaze
banquet

agreeable
untrusting

guests
curiosity

1. Our family always prepares enough food for people who come to visit.

2. The winning soccer team is having a special meal prepared for a lot of people. _____
3. The school cafeteria workers are nice and kind to all the students.

4. The cookie was an unusual and different thing because it was made without fat, sugar, or flour. _____
5. He would not try rare steak because he was not convinced it was safe.

6. Under Mom's stern look and stare, we stopped playing and quickly ate our food. _____

B. Choose two vocabulary words. Use each one in a sentence.

7. _____

8. _____

Name _____

Sometimes an author wants the reader to make an inference about missing information. You **make inferences** by finding clues in the text and thinking about what you already know to figure out something the author doesn't tell you directly.

Read each passage. Circle the inference that makes sense based on what you read and what you know.

1. Janna took a bite of the taco. She chewed as quickly as she could. She swallowed and then yelled, "Quick! Get me a drink of cold water!"
 - a. The taco was hot and spicy.
 - b. The taco was too dry.

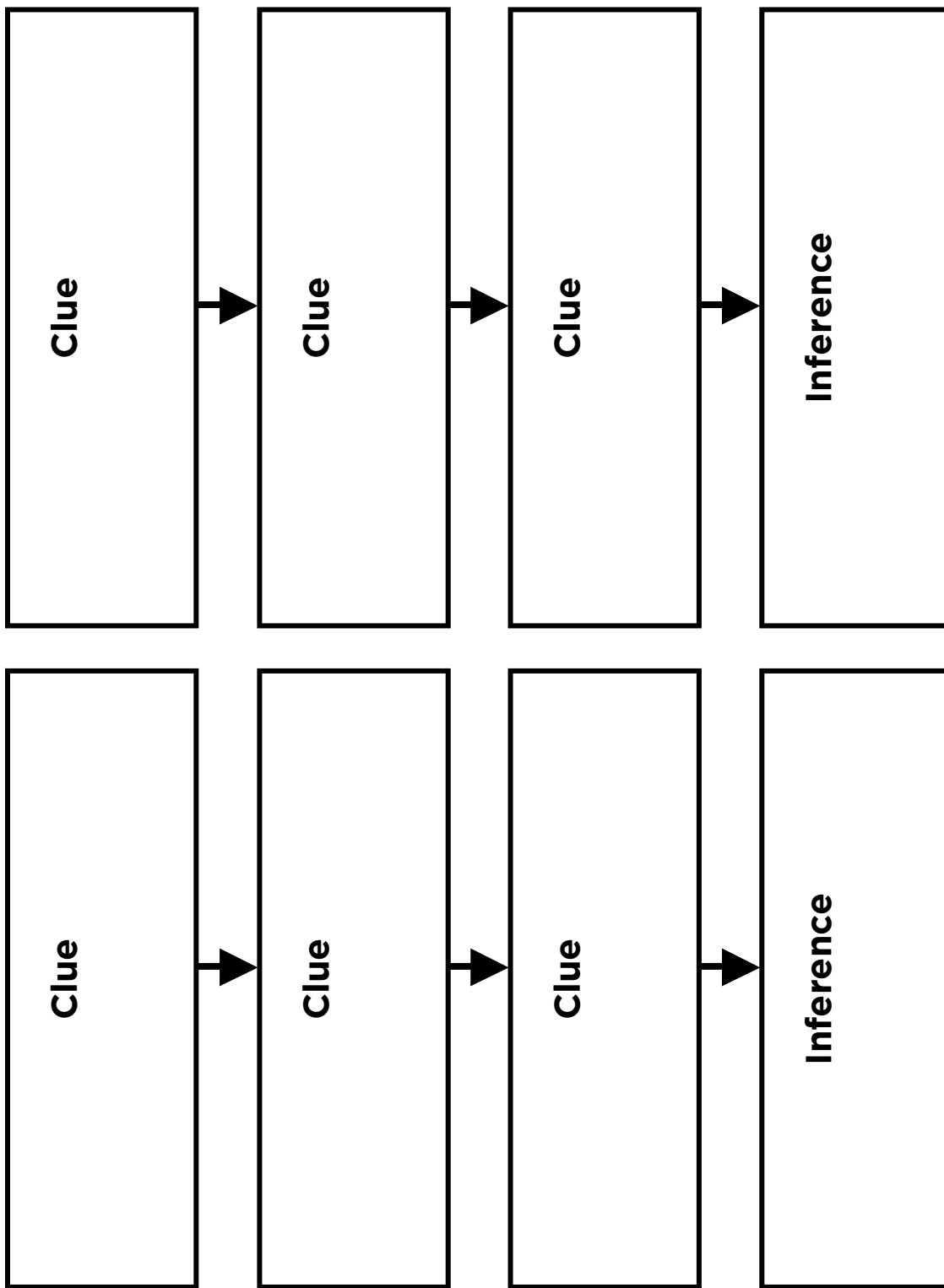
2. Peter and his friend Ana were going to the new Indian restaurant. Ana grabbed her coat and said, "Hurry up, we might not get a table."
 - a. Ana does not like Indian food.
 - b. Ana was excited.

3. Each guest brought special food to the banquet. Everyone brought something different. After only five minutes, all of the pizza was eaten.
 - a. Guests at the banquet liked pizza the most.
 - b. There was not enough food at the banquet.

4. Marge lined up all the ingredients for soup. She then realized she had to go to the store for white pepper.
 - a. Marge does not like white pepper.
 - b. Marge needs white pepper for a recipe.

Name _____

As you read *Stone Soup*, fill in the Inference Map.



How does the information you wrote in this Inference Map help you visualize details in *Stone Soup*?

Name _____

As I read, I will pay attention to phrasing.

Joe and Rose’s mom was dressed up to go to a **banquet**.
 12 But she couldn’t find anybody to stay with the children.
 22 “Would you like to visit your grandfather while I go to
 33 my formal dinner party?” she asked.
 39 Both kids yelled, “Yes!”
 43 “You guys sound so **agreeable**,” laughed Mom. “Are
 51 you really that happy to get away from me?”
 60 “No,” said Joe. He hugged his mom tightly. “We just
 70 love being Big Joe’s **guests**.”
 75 “It is always fun visiting Big Joe’s cabin,” said Rose.
 85 Big Joe’s cabin was full of treasures. 92

Comprehension Check1. Who is Big Joe? **Plot Development**2. Why do Joe and Rose like visiting Big Joe? **Main Idea and Details**

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



Name _____

Charts arrange information into columns and rows. To use a chart, read the title to find out the subject of the chart. Then read the headings to find out what information is in each column. Finally, read the information in each category to see how it is related.

Special Foods from Africa		
Country	Name of Food	Main Ingredients
Kenya	Oysters Mombasa Jollof Rice	small oysters, garlic, butter white rice, cooked chicken, bacon, shrimp, tomato paste
Liberia	Beef Internal Soup	beef, tomatoes, dried fish, smoked fish
Morocco	Couscous Marrakesh	couscous, lamb, chicken

Use the chart above to answer these questions.

1. What information does this chart tell you? _____

2. Which three countries does this chart have information about? Where are they located? _____

3. Which two foods are made with chicken? _____

4. Which three foods are made with some kind of fish? _____



Name _____

A **synonym** is a word that has the same, or nearly the same, meaning as another word.

These are synonyms for the word *happy*: *glad, joyful, cheerful, pleased*.

A. Circle the letter of a synonym for each word below.

- | | | | |
|-------------|----------|------------|------------|
| 1. stop | a. halt | b. go | c. stand |
| 2. closed | a. enter | b. shut | c. open |
| 3. farewell | a. greet | b. hello | c. goodbye |
| 4. quiet | a. calm | b. loud | c. cloudy |
| 5. home | a. store | b. house | c. office |
| 6. end | a. begin | b. short | c. finish |
| 7. discover | a. find | b. hide | c. cover |
| 8. rich | a. poor | b. wealthy | c. plain |

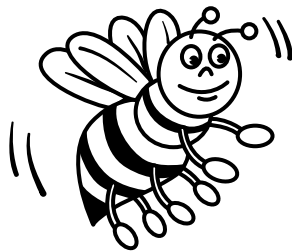
B. Write synonyms for the following words.

9. job _____
10. share _____
11. meal _____
12. stone _____



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|---------------|
| 1. _____ | 1. untied |
| 2. _____ | 2. repay |
| 3. _____ | 3. unhappy |
| 4. _____ | 4. preheat |
| 5. _____ | 5. unfold |
| 6. _____ | 6. return |
| 7. _____ | 7. dislike |
| 8. _____ | 8. review |
| 9. _____ | 9. resell |
| 10. _____ | 10. precook |
| 11. _____ | 11. prepay |
| 12. _____ | 12. unkind |
| 13. _____ | 13. reprint |
| 14. _____ | 14. redo |
| 15. _____ | 15. unlucky |
| Challenge Words 16. _____ | 16. preschool |
| 17. _____ | 17. disorder |
| Review Words 18. _____ | 18. tiger |
| 19. _____ | 19. planet |
| 20. _____ | 20. silent |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ uncut
- Ⓑ encut
- Ⓒ oncut
- Ⓓ unncut

Sample B:

- Ⓔ replay
- Ⓕ riplly
- Ⓖ riplay
- Ⓗ replay

- | | | |
|---------------|---------------|----------------|
| 1. Ⓐ untied | 6. Ⓔ riturn | 11. Ⓐ prepeigh |
| Ⓑ untyed | Ⓕ retern | Ⓑ prepay |
| Ⓒ ontied | Ⓖ ritern | Ⓒ pripay |
| Ⓓ unteid | Ⓗ return | Ⓓ preepay |
| 2. Ⓔ repay | 7. Ⓐ dizlike | 12. Ⓔ unkind |
| Ⓕ ripay | Ⓑ dissllike | Ⓕ uncind |
| Ⓖ repaye | Ⓒ dislike | Ⓖ onkind |
| Ⓗ reepay | Ⓓ deslike | Ⓗ unkynd |
| 3. Ⓐ unhapy | 8. Ⓔ raview | 13. Ⓐ reeprint |
| Ⓑ onhappy | Ⓕ rivyou | Ⓑ reprint |
| Ⓒ unhappy | Ⓖ review | Ⓒ reaprint |
| Ⓓ unhappey | Ⓗ revuew | Ⓓ reprint |
| 4. Ⓔ preeheat | 9. Ⓐ recell | 14. Ⓔ redoe |
| Ⓕ preheat | Ⓑ reacell | Ⓕ redo |
| Ⓖ preheet | Ⓒ resell | Ⓖ reto |
| Ⓗ preaheat | Ⓓ risell | Ⓗ reedo |
| 5. Ⓐ unfolde | 10. Ⓔ pricook | 15. Ⓐ inlucky |
| Ⓑ unfold | Ⓕ prekook | Ⓑ unluky |
| Ⓒ unfoeld | Ⓖ preecook | Ⓒ unluckky |
| Ⓓ unfoldd | Ⓗ precook | Ⓓ unlucky |



LC 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*).

Name _____

- An **adjective** tells *what kind* or *how many*.
- Use the **articles** *a* and *an* before singular nouns. Use *a* before a word that starts with a consonant. Use *an* before a word that starts with a vowel.
- Use *the* before a singular or plural noun.

Complete each sentence with an adjective from the box. Some adjectives may be used more than once.

an	one	the	magic	strange	tall
tiny	two	a	beautiful	new	

1. My brothers and I share _____ room.
2. Our _____ apartment doesn't have much space.
3. I like to look at _____ houses while walking to school.
4. One _____ house always catches my attention.
5. It has a _____ tower on one corner.
6. The house looks like a _____ castle.
7. It is _____ unusual sight on our street.
8. I think about living in _____ castle like that.
9. Our room has _____ windows.
10. One house has a _____ garden.
11. We helped by putting _____ shelf up.
12. There is a _____ rug on the floor.

Name _____

- An **adjective** tells *what kind* or *how many*.
- Use the **articles** *a* and *an* before singular nouns. Use *a* before a word starting with a consonant. Use *an* before a word starting with a vowel.
- Use *the* before a singular or plural noun.

Proofread the paragraph. Underline the adjectives. Circle any articles that are used incorrectly.

No one had lived in an old house on Cray Street for a long time. It was in bad shape. Windows were broken. The porch sagged. A wall had fallen down inside. Then a community group bought the house. They were going to fix it and give it to an family in town. I helped clean up the rooms. I carried materials to a carpenters. I learned how to measure and cut wood. Best of all, I got to pick out colors for a rooms! Everyone loves the new living room and dining room that I painted.

Rewrite the paragraph. Write the articles correctly. Add any adjectives that will make the paragraph better.

Name _____

1. Brainstorm three things you did yesterday or today. These should be things you think other kids your age do sometimes too.

Example: *ate a snack*

- 1.
- 2.
- 3.

2. Circle one of the moments from your brainstorm.

3. Think about the moment you circled.

4. List three things you did or said in the moment you circled.

Example: *asked Mom for another cookie*

- 1.
- 2.
- 3.

5. Write three to five sentences about a made-up kid doing the activity you described. What does the kid do and say in that moment?

Name _____

When two-syllable words have a final unstressed syllable ending in **-el** or **-le**, the **final /əl/** vowel sound is usually the sound you hear in *angel* and *bottle*.

- Divide a word like *bottle* between the double consonants: *bot / tle*.
- Divide a word like *rebel* after the consonant if the first vowel sound is short: *reb / el*.
- Divide a word like *cable* before the consonant if the first vowel sound is long. *ca / ble*.

A. Each of the words below ends with *el* or *le*. Read each word. Circle the choice that shows the word correctly divided into syllables.

- | | | |
|-----------|--------------|--------------|
| 1. puzzle | a. puzz / le | b. puz / zle |
| 2. eagle | a. ea / gle | b. eag / le |
| 3. travel | a. trav / el | b. tra / vel |
| 4. able | a. ab / le | b. a / ble |


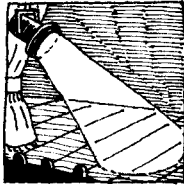
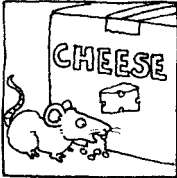



B. Read each word. Then write it divided into syllables.

- | | |
|-----------------|-----------------|
| 5. camel _____ | 9. purple _____ |
| 6. tunnel _____ | 10. level _____ |
| 7. table _____ | 11. bugle _____ |
| 8. people _____ | 12. maple _____ |

Name _____

Read the vocabulary words. Write the correct word in the spaces below.

gnaws weakest symbol securing darkened decorated

<p>1. a picture or shape that stands for something</p>		
<p>2. made or became darker</p>		
<p>3. chews on something</p>		
<p>4. made prettier</p>		
<p>5. fastening something firmly</p>		
<p>6. least strong</p>		

Name _____

When we **summarize**, we tell the most important event or main idea. The **main idea** is the most important point an author wants to make. **Details** tell more about the main idea.

Read each story. Circle the main idea.

1. The curtain will go up in two minutes. Mrs. Matthews's third-graders are nervous. Mary feels like she might start to cry. Aaron's knees are shaking. The play is about to begin.
 - a. The children are nervous about the play.
 - b. Mary is going to cry.
 - c. Mrs. Matthews teaches third grade.

2. During the play, there was a blackout. The lights went out. The microphones did not work. The audience sat still. The performers did not say a word. Luckily, it lasted only for five minutes. Then the lights went back on and the play continued.
 - a. The audience sat still during the blackout.
 - b. The microphones do not work in a blackout.
 - c. There was a blackout during the play. Then the lights went on and the play continued.



Name _____

As you read *The Strongest One*, fill in the Story Map.

Character

Setting

Beginning

Middle

End

How does the information you wrote in this Story Map help you summarize *The Strongest One*?



Name _____

As I read, I will pay attention to expression and intonation.

- 11 **Narrator:** There was once a river so beautiful that all the
23 animals came to drink from it. One day, a giant moose came
26 to this river.
26 **Beaver # 1:** He's so big!
30 **Beaver # 2:** His antlers are decorated with strange
37 symbols.
38 **Muskrat # 1:** He sure is thirsty.
43 **Muskrat # 2:** He's drinking so much, the river is going
52 down!
53 **Narrator:** The animals grew worried.
58 **Beavers:** Our beaver dams will be destroyed!
65 **Musk rats:** We'll have no water to drink! 72

Comprehension Check

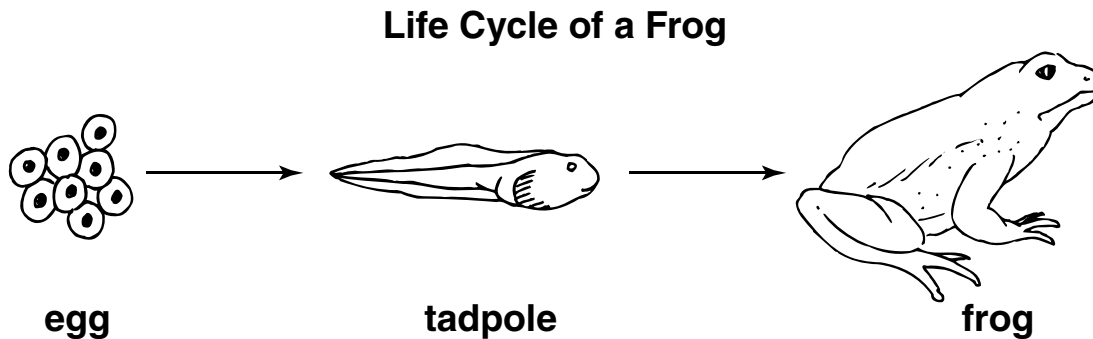
1. What do the animals notice about the moose? **Summarize**
2. Why do the animals become worried? **Plot**

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



Name _____

A **diagram** is a drawing that explains information. Some information is easier to understand by looking at a diagram than by reading about it.



A. Follow the directions.

1. Draw ☆ next to the words that tell what the diagram is about.
2. Draw □ around the word that names the grown animal.
3. Draw ○ around the word that names the animal in the middle of the life cycle.
4. Draw △ around the word that names the beginning of the life cycle.

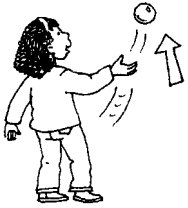
B. Use the diagram to find the answers. Circle the answer.

5. The _____ is the first stage of the life cycle.
 a. egg b. tadpole
6. How many stages are in the life cycle of a frog?
 a. two b. three

Name _____

Antonyms are words that have opposite meanings.

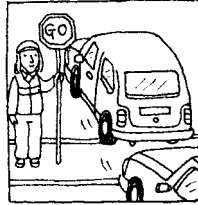
Look at the pictures and words. The words in each pair are antonyms.



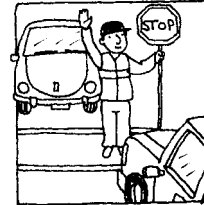
up



down



go



stop

A. Circle the antonym for each word.

- | | | |
|----------|-----------|-----------|
| 1. happy | a. funny | b. sad |
| 2. clean | a. neat | b. dirty |
| 3. above | a. below | b. inside |
| 4. weak | a. strong | b. tired |

B. Write the antonym for each underlined word. Use the words in the box.

enjoyed

thick

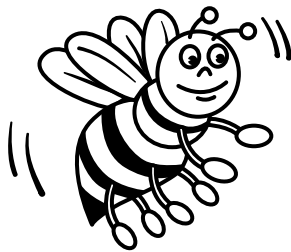
fancy

finish

- First she made a thin black stripe, and then a red stripe. _____
- Mai hoped to start the painting by her father's birthday. _____
- The tables and chairs in the restaurant were very plain. _____
- Everyone disliked the new movie showing at the Main Street Cinema.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|-------------|
| 1. _____ | 1. able |
| 2. _____ | 2. purple |
| 3. _____ | 3. global |
| 4. _____ | 4. table |
| 5. _____ | 5. towel |
| 6. _____ | 6. eagle |
| 7. _____ | 7. puzzle |
| 8. _____ | 8. middle |
| 9. _____ | 9. little |
| 10. _____ | 10. bottle |
| 11. _____ | 11. camel |
| 12. _____ | 12. pickle |
| 13. _____ | 13. travel |
| 14. _____ | 14. tunnel |
| 15. _____ | 15. ankle |
| Challenge Words 16. _____ | 16. motel |
| 17. _____ | 17. sample |
| Review Words 18. _____ | 18. unhappy |
| 19. _____ | 19. return |
| 20. _____ | 20. unkind |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ buble
- Ⓑ bubble
- Ⓒ bubbel
- Ⓓ bubel

Sample B:

- Ⓔ meddle
- Ⓕ medel
- Ⓖ medal
- Ⓗ meddal

1. Ⓐ abil

Ⓑ abal

Ⓒ abel

Ⓓ able

6. Ⓔ eagal

Ⓕ eegle

Ⓖ eagel

Ⓗ eagle

11. Ⓐ camel

Ⓑ cammel

Ⓒ camal

Ⓓ camil

2. Ⓔ purpil

Ⓕ perple

Ⓖ purpel

Ⓗ purple

7. Ⓐ puzle

Ⓑ puzzle

Ⓒ puzzel

Ⓓ puzzal

12. Ⓔ pickel

Ⓕ pickkle

Ⓖ pickal

Ⓗ pickle

3. Ⓐ globe

Ⓑ globel

Ⓒ global

Ⓓ globbal

8. Ⓔ middel

Ⓕ middal

Ⓖ middle

Ⓗ midle

13. Ⓐ travle

Ⓑ travel

Ⓒ travil

Ⓓ travvel

4. Ⓔ tabil

Ⓕ table

Ⓖ tabel

Ⓗ tabal

9. Ⓐ liddle

Ⓑ littal

Ⓒ little

Ⓓ littel

14. Ⓔ tunnil

Ⓕ tunnel

Ⓖ tunel

Ⓗ tunnle

5. Ⓐ towel

Ⓑ touwel

Ⓒ towal

Ⓓ towil

10. Ⓔ bottle

Ⓕ boddal

Ⓖ botle

Ⓗ bottal

15. Ⓐ ancle

Ⓑ ankul

Ⓒ ankel

Ⓓ ankle



Name _____

- If an adjective ends in a consonant and **y**, change the **y** to **i** before adding **-er** or **-est**.
- If an adjective ends in **e**, drop the **e** before adding **-er** or **-est**.
- If an adjective has a single vowel before a final consonant, double the final consonant before adding **-er** or **-est**.

Change **y** to **i**: happy happier happiestDrop the **e**: safe safer safest

Double the consonant: hot hotter hottest

A. Add -er or -est to each adjective. Write the correct form.**Add -er**

- pretty _____
- blue _____
- big _____
- noisy _____
- red _____

Add -est

- white _____
- tiny _____
- pale _____
- fat _____
- silly _____

B. Write the correct form of each adjective in parentheses.

- Charlotte was the (nice) _____ spider anyone knew.
- The (busy) _____ worker in the barn was Charlotte.
- Templeton was (lazy) _____ than Wilbur.
- It was the (wet) _____ day anyone had ever seen.
- The fair was the (happy) _____ day of Wilbur's life.

Name _____

- Add **-er** to an adjective to compare two nouns and **-est** to compare more than two nouns.
- If an adjective ends in a consonant and **y**, change the **y** to **i** before adding **-er** or **-est**.
- If an adjective ends in **e**, drop the **e** before adding **-er** or **-est**.
- If an adjective has a single vowel before a final consonant, double the final consonant before adding **-er** or **-est**.

A. Proofread these lines of dialogue. Circle any adjectives that are incorrectly used or misspelled.

“I remember the scariest thing that ever happened to me. I woke up before dawn and couldn’t go back to sleep. I turned on the kitchen light and walked through the door. Suddenly, there was something on my face—the biggest, gummyest spiderweb I had ever seen! I let out the loudest scream I had ever screamed. Then I started to laugh. After all, what was sillyer than getting upset about a spiderweb?”

B. Rewrite the dialogue. Write the comparative adjectives correctly.

Name _____

- Every syllable in a word has only one vowel sound.
- When two vowels come together and stand for one vowel sound, the vowel sound is usually long.
- When two vowels come together and stand for one vowel sound, they are a vowel team.
- A vowel team stays in the same syllable. That syllable is called a **vowel team syllable**. Example: ex/plain

Circle the words with vowel team syllables in each line. Then write the syllables on the line.

1. teacher feature story _____
2. away remain silent _____
3. thirteen upset balloon _____
4. about classroom open _____
5. amount balance fourteen _____
6. stories leaving little _____
7. railroad grocery soaking _____
8. under mailbox eating _____

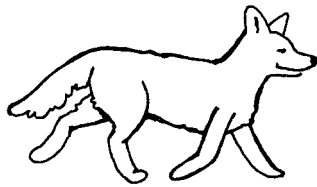
Name _____

When you **compare and contrast** things you tell how they are alike and how they are different.

- **Compare** means telling how things are alike.
- **Contrast** means telling how things are different.

Use these pictures to help you compare and contrast these Native American trickster characters.

Native American Trickster Characters



Coyote, a character in many Native American trickster tales



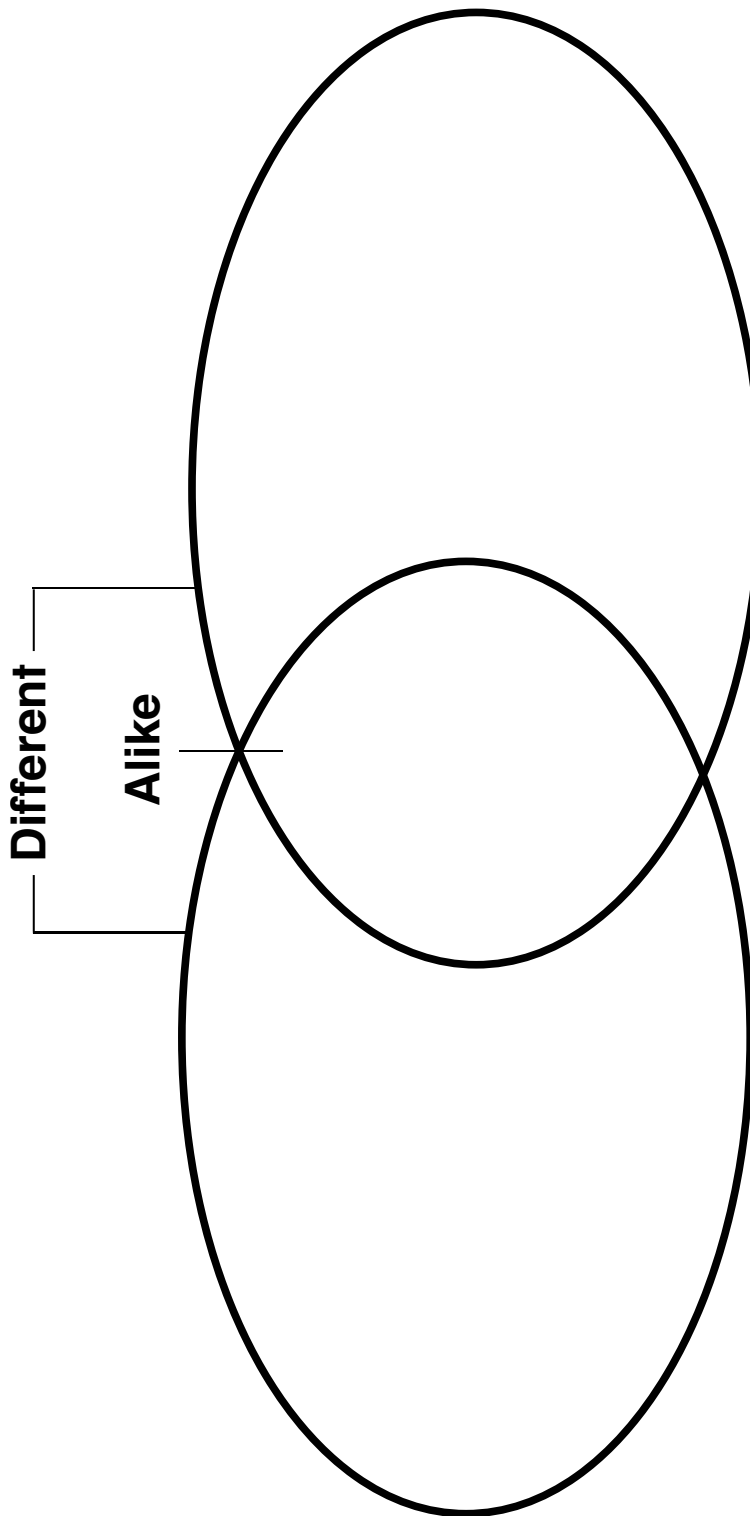
Raven, a character in many Native American trickster tales

1. How are the characters alike?

2. How are the characters different?

Name _____

As you read *Tales of the Trickster*, fill in the Venn Diagram.



How does the information you wrote in the Venn Diagram help you better understand *Tales of the Trickster*?

Name _____

As I read, I will pay attention to pronunciation and phrasing.

9 John James Audubon was born in Haiti in 1785. When
 9 he was a young boy, he moved to France with his family.
 21 His father was in the French Navy. He owned a farm in the
 34 United States. When John was 18, his father sent him to
 44 the farm, hoping John would take care of it. But John
 55 didn't want to do that. He wanted to hunt, fish, and draw
 67 birds.
 68 John drew lots of pictures of birds. He wanted to make
 79 them look real.
 82 He studied the birds closely. He painted birds eating.
 91 He painted birds nesting. He painted them looking for food.
 101 The more he painted, the more lifelike the birds looked.
 111 There was a touch of grace and power in his work. 122

Comprehension Check

1. Why did John's father send him to the United States? **Main Idea and Details**
2. What were John Audubon's interests? **Relevant Details**

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

Name _____

A **functional document** may tell people how something works or how to do something. It gives people useful or important information. Some functional documents are advertisements, posters, and bus schedules.

Read the poster below and answer the questions.

WHO: *Everyone at Maple Heights Elementary School*

WHAT: *Canned foods drive*

WHERE: *All classrooms*

WHEN: *November 1 – November 15*

HOW: *Bring cans of food to your classroom*

WHY: *To make Thanksgiving food baskets for the homeless shelter*

CAN YOUR GRADE BRING THE MOST CANNED FOODS?

1. Who needs to know the information on the poster? _____

2. Where are the canned foods being collected? _____
3. What grades are taking part in this canned goods drive? _____
4. Why is this poster a functional document? _____

Name _____

Compare/Contrast Writing Frame

A. Summarize *Tales of the Trickster*. Use the Compare/Contrast Writing Frame below.

Both Robert Greygrass and Rose Red Elk are the **same** in some ways. They are the same because _____

However, in other ways Robert Greygrass and Rose Red Elk are **different**. They are different because _____

So, Robert Greygrass and Rose Red Elk have both **similarities and differences**.

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

- A **prefix** is a word part that can be added to the beginning of a word.
- When a prefix is added to a base word, it changes the meaning of the word.

Prefix	Meaning	Base Word	Example
<i>re-</i>	again	make	remake
<i>un-</i>	not, opposite of	kind	unkind
<i>dis-</i>	not, opposite of	like	dislike

- A **suffix** is a word part that can be added to the end of a word.
- When a suffix is added to a base word, it changes the meaning of the word.

Suffix	Meaning	Base Word	Example
<i>-ful</i>	full of, tending to	play	playful
<i>-er</i>	someone who does	read	reader
<i>-ly</i>	in a certain manner	sharp	sharply

Use a word from the box below to complete each sentence.

listener cleverly wonderful retold uninteresting dislike

1. People all over the world love to hear _____ stories.
2. Trickster tales are never _____.
3. Few people _____ trickster tales.
4. The tricksters in the tales always behave _____.
5. When trickster stories are _____, events in the story can change.
6. Each _____ can learn an important lesson from the tale.

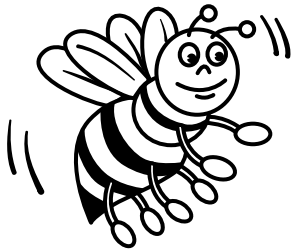


Practice

Spelling:
Words with
Vowel Team Syllables

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1. about
2. allow
3. appear
4. away
5. coffee
6. complain
7. enjoy
8. explain
9. poison
10. remain
11. repeat
12. unreal
13. unclear
14. reading
15. detail
16. fourteen
17. holiday
18. able
19. middle
20. little

Challenge Words

Review Words



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- shoutid
- shuoted
- showted
- shouted

Sample B:

- deerest
- dearest
- daerest
- dairest

- | | | |
|----------------------------------|-----------------------------------|-----------------------------------|
| 1. <input type="radio"/> abuoat | 6. <input type="radio"/> complaen | 11. <input type="radio"/> repeat |
| <input type="radio"/> about | <input type="radio"/> complane | <input type="radio"/> repete |
| <input type="radio"/> abowt | <input type="radio"/> complain | <input type="radio"/> repeat |
| <input type="radio"/> aboud | <input type="radio"/> complaine | <input type="radio"/> repeatt |
| 2. <input type="radio"/> allough | 7. <input type="radio"/> injoi | 12. <input type="radio"/> unreele |
| <input type="radio"/> alow | <input type="radio"/> enjoi | <input type="radio"/> unrael |
| <input type="radio"/> allow | <input type="radio"/> injoy | <input type="radio"/> unreil |
| <input type="radio"/> alouw | <input type="radio"/> enjoy | <input type="radio"/> unreal |
| 3. <input type="radio"/> apear | 8. <input type="radio"/> explaine | 13. <input type="radio"/> unclair |
| <input type="radio"/> appare | <input type="radio"/> explaen | <input type="radio"/> unclear |
| <input type="radio"/> appar | <input type="radio"/> explane | <input type="radio"/> unclare |
| <input type="radio"/> appear | <input type="radio"/> explain | <input type="radio"/> unclar |
| 4. <input type="radio"/> away | 9. <input type="radio"/> poyson | 14. <input type="radio"/> reading |
| <input type="radio"/> awae | <input type="radio"/> poison | <input type="radio"/> reeding |
| <input type="radio"/> awaay | <input type="radio"/> poyzin | <input type="radio"/> raeding |
| <input type="radio"/> awway | <input type="radio"/> poizen | <input type="radio"/> redeing |
| 5. <input type="radio"/> coffee | 10. <input type="radio"/> remane | 15. <input type="radio"/> deetale |
| <input type="radio"/> caffee | <input type="radio"/> remain | <input type="radio"/> deetail |
| <input type="radio"/> coughfee | <input type="radio"/> remian | <input type="radio"/> detale |
| <input type="radio"/> coffy | <input type="radio"/> remaine | <input type="radio"/> detail |



Name _____

- **Adverbs** can be put in different places in a sentence. Moving an adverb may make the sentence sound better.

People **eagerly** follow space missions.People follow space missions **eagerly**.

Add -ly to the adjective in parentheses to form an adverb. Write the sentence, placing the adverb where you think it sounds best.

1. (swift) The shuttle launches.

2. (wild) The crowd cheers.

3. (immediate) The astronauts get to work.

4. (careful) John Glenn checks his heartbeat.

5. (eager) The scientists follow his progress.

6. (great) They are excited about the experiments.

7. (automatic) Some of the shuttle's systems run.

8. (perfect) The shuttle runs itself.

Name _____

- An **adverb** is a word that tells more about a verb.
- Most adverbs that tell *how* end in **-ly**. They are formed by adding **-ly** to an adjective.

A. Proofread the paragraph. Circle any adverbs that are incorrect or in the wrong place.

I made my own space shuttle for a science project. I worked endless on it! First, I careful drew a design. Then I measured and cut out pieces of cardboard. The pieces had to fit together perfect. I was sad when some didn't fit exact. But I just went back and tried again. This time everything slid easy into place. I used tape to hold it together secure. Then I painted neatly some small details onto it. I gentle added a string. Then I pulled it rapid through the air. It real looked like it was flying!

B. Rewrite the paragraph. Write the adverbs correctly.

Name _____

Writing Rubric			
4 Excellent	3 Good	2 Fair	1 Unsatisfactory
Ideas and Content/Genre	Ideas and Content/Genre	Ideas and Content/Genre	Ideas and Content/Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/Fluency	Sentence Structure/Fluency	Sentence Structure/Fluency	Sentence Structure/Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation

Name _____

When a vowel comes before the letter *r*, the vowel sound is different from both the long and short vowel sounds.

- The letters **ar** together usually stand for the /**är**/ sound you hear in the middle of *barn* and *star*.
- The letters **or** together usually stand for the /**ôr**/ sound you hear in the middle of *torn* and *corn*.

Write the word from the box that answers each question.

start	sort	place	park	lake
pork	ham	horn	dark	date

1. What do you do when you begin to cook a meal? _____
2. Hal put all the vegetables in one drawer. He put all the fruit in another drawer. What did Hal do with the food? _____
3. The Millers had a picnic on the grass, under the trees. Where did they go for their picnic? _____
4. The Millers stayed on the grass to see the sunset. Which word tells about the sky after sunset? _____
5. What do you call the kind of meat that comes from pigs? _____
6. You should honk this when you get home. _____



Name _____

A. Write the letter of the definition that matches each vocabulary word.

- | | |
|----------------------|--|
| 1. recipes _____ | a. something done with great skill |
| 2. tasty _____ | b. very beautiful and grand |
| 3. masterpiece _____ | c. a custom that is handed down |
| 4. ingredient _____ | d. lists of ingredients and instructions for making things |
| 5. magnificent _____ | e. pleasing to the sense of taste |
| 6. tradition _____ | f. one of the parts that goes into a mixture |

B. Circle the letter of the vocabulary word that best completes each sentence.

7. My mother made the most _____ cake I have ever seen. There were so many layers and a lot of decorations.
- a. recipes b. magnificent
8. We did not follow the _____ for the pie and cake, and they tasted terrible.
- a. recipes b. masterpiece
9. My grandma always made the most _____ cookies whenever I visited her.
- a. ingredient b. tasty
10. At the museum gift shop, I bought a magnet with a picture of the artist's greatest _____.
- a. masterpiece b. ingredient

Name _____

When you **compare** characters, settings, or events, you tell how they are alike.

When you **contrast** characters, settings, or events, you tell how they are different.

Read the passage below. Use the information to answer the questions.

Sally and Mike will bake for the school fair. Sally will bake peanut-butter cookies. Mike will bake oatmeal cookies.

Sally decorated her round cookies with chocolate-covered peanuts. She put them in rows on a tray. Mike's cookies were shaped like hearts. He wrapped each one in yellow cellophane and tied it with a blue ribbon. Both kinds of cookies sold well. There were none left.

1. Compare and contrast what Sally and Mike are going to bake. _____

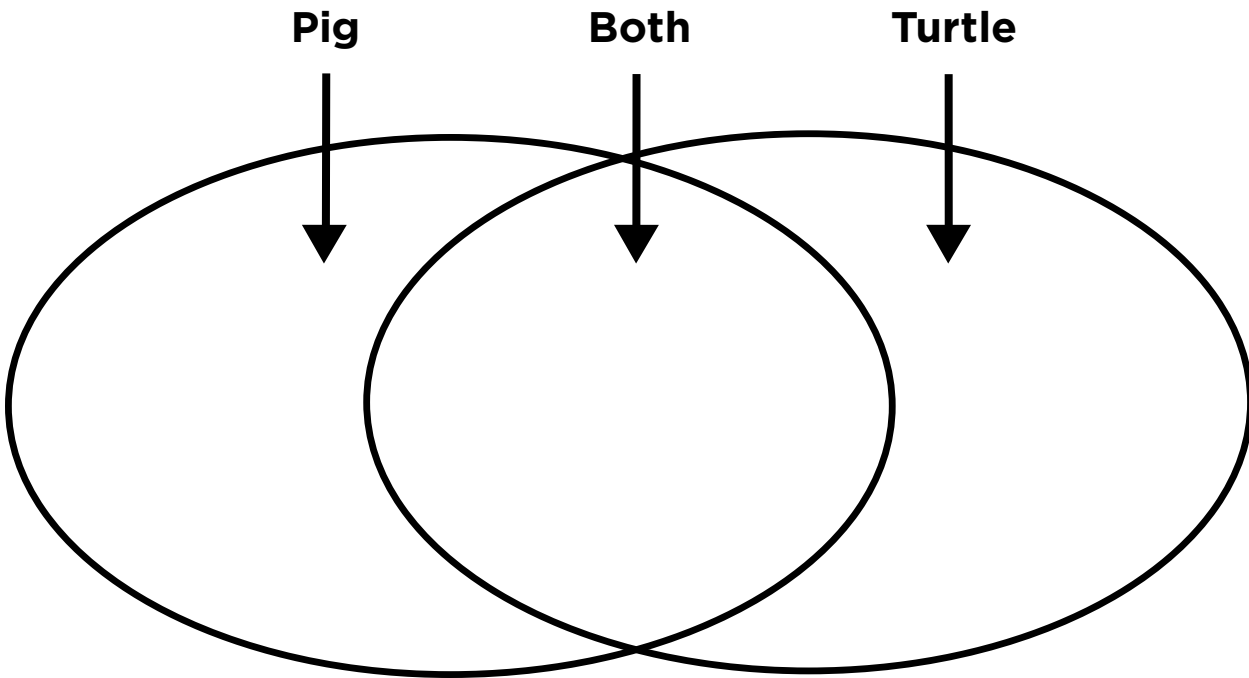
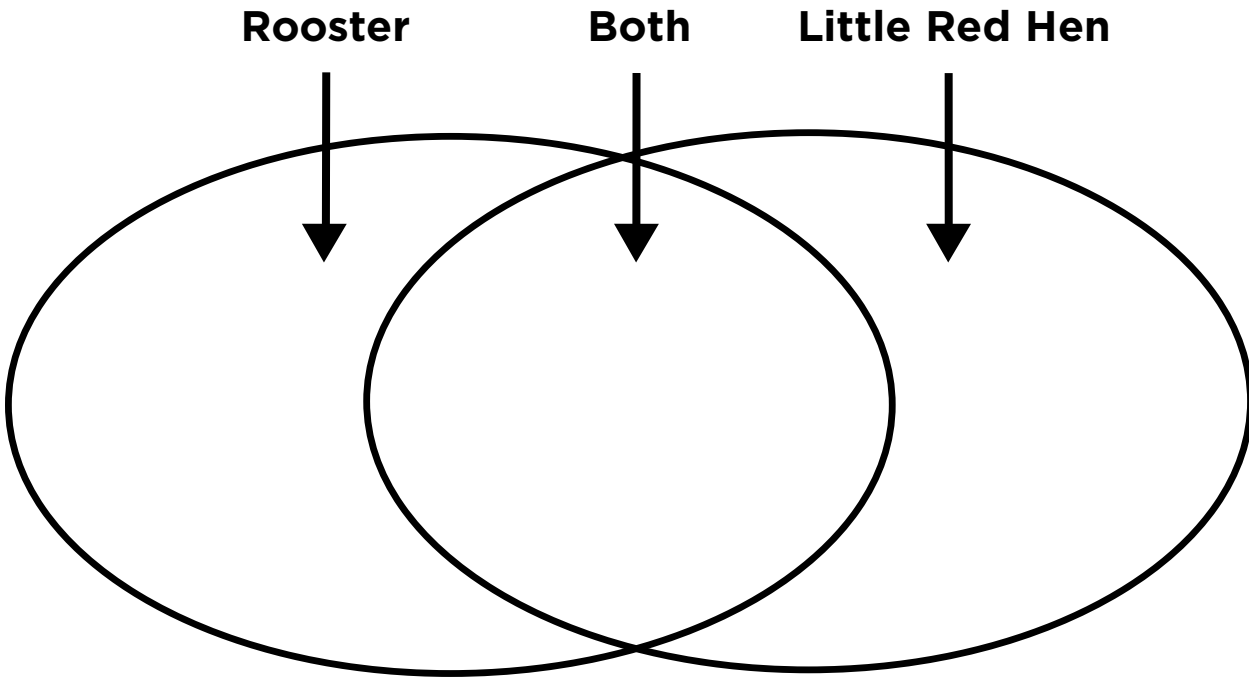
2. How was the shape of the cookies different? _____

3. Contrast the way Sally and Mike presented the cookies. _____

4. Compare the way the cookies sold. _____

Name _____

As you read *Cook-a-Doodle-Do!*, fill in the Venn Diagram.



How does the information you wrote in this Venn Diagram help you compare and contrast characters in *Cook-a-Doodle-Do!*?

Name _____

As I read, I will pay attention to phrasing.

9 There are thousands of farms across the United States.
 20 But most people don't live near farms. The food has to
 24 travel to reach them.
 34 Food did not always travel far from farms. Travel took
 45 a long time. There were no roads, only bumpy dirt trails.
 57 And the only way to get around was with a wagon pulled
 60 by a horse.
 69 Then things began to change. New roads were built.
 77 Steamboats appeared on the rivers. Railroad trains were
 85 introduced. Many towns and cities were connected. Now
 food could travel farther from the farms. 92

Comprehension Check

1. Why did it take a long time for food to travel before things began to change? **Main Idea and Details**
2. What changes allowed for food to travel farther from farms? **Main Idea and Details**

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



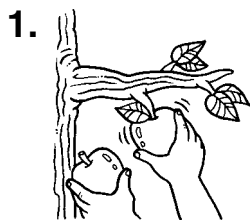
Name _____

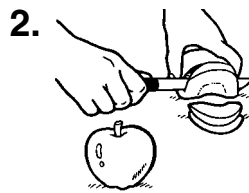
A **diagram** is a drawing that helps you visualize information that you read. A **diagram** may have numbered photos with captions.

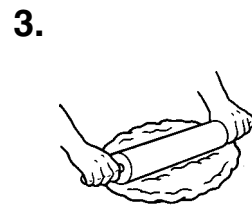
Look at the diagram. Use these terms to label each step in the process. Then answer the questions.

- | | | |
|----------------------|-----------------|-----------------|
| slice the apples | shape the crust | roll the crust |
| pour the ingredients | bake the pie | pick the apples |

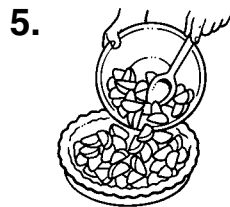
How to Make an Apple Pie

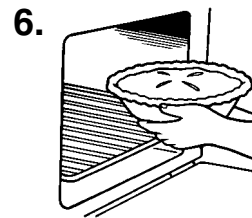












7. What is the first step shown in the diagram? _____

8. Which step shows when the apples are added? _____

Name _____

An **idiom** is a special phrase with a meaning that is different from the meanings of each separate word. Authors use idioms to make their language more colorful.

To figure out the meaning of an idiom, read the sentence carefully. That will help you understand the meaning of the idiom in the sentence.

Look at the idioms and their meanings below. Fill in each sentence with one of the following idioms.

- a smart cookie = very smart
- beside myself with joy = very happy
- spoke from the heart = spoke honestly
- eat us out of house and home = eat all the food
- put on my thinking cap = think hard

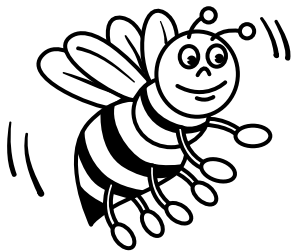
1. My brother eats so much cereal that my mom says he will _____
_____.
2. Ana was _____ to figure out the math problem so quickly.
3. I was _____ because everyone loved my cookies.
4. Ben _____ when he told Grandma that she is the best cook in the world.
5. I had to _____ to figure out the science experiment.

Practice

Spelling:
Words with
r-Controlled
Vowel Syllables

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|--------------|
| 1. _____ | 1. sister |
| 2. _____ | 2. sailor |
| 3. _____ | 3. dollar |
| 4. _____ | 4. toaster |
| 5. _____ | 5. winter |
| 6. _____ | 6. doctor |
| 7. _____ | 7. later |
| 8. _____ | 8. dancer |
| 9. _____ | 9. better |
| 10. _____ | 10. writer |
| 11. _____ | 11. silver |
| 12. _____ | 12. solar |
| 13. _____ | 13. actor |
| 14. _____ | 14. December |
| 15. _____ | 15. author |
| Challenge Words 16. _____ | 16. tiger |
| 17. _____ | 17. motor |
| Review Words 18. _____ | 18. about |
| 19. _____ | 19. explain |
| 20. _____ | 20. repeat |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ buter
- Ⓑ butter
- Ⓒ botter
- Ⓓ buttor

Sample B:

- Ⓔ colar
- Ⓕ color
- Ⓖ collar
- Ⓗ kolor

1. Ⓐ sistar
Ⓑ sistre
Ⓒ sister
Ⓓ sistor

6. Ⓔ docter
Ⓕ docta
Ⓖ doctar
Ⓗ doctor

11. Ⓐ silver
Ⓑ silvor
Ⓒ silvir
Ⓓ silvar

2. Ⓔ saylor
Ⓕ sailer
Ⓖ sailor
Ⓗ sailar

7. Ⓐ laytor
Ⓑ later
Ⓒ latta
Ⓓ later

12. Ⓔ solur
Ⓕ solar
Ⓖ sollar
Ⓗ soler

3. Ⓐ dolur
Ⓑ doller
Ⓒ dolar
Ⓓ dollar

8. Ⓔ danser
Ⓕ dancur
Ⓖ dancer
Ⓗ danca

13. Ⓐ acter
Ⓑ actor
Ⓒ actor
Ⓓ actur

4. Ⓔ toester
Ⓕ toaster
Ⓖ tostar
Ⓗ toestar

9. Ⓐ betta
Ⓑ betor
Ⓒ better
Ⓓ bettur

14. Ⓔ Decembir
Ⓕ Desembur
Ⓖ Decembre
Ⓗ December

5. Ⓐ winta
Ⓑ winter
Ⓒ wintor
Ⓓ wintar

10. Ⓔ writer
Ⓕ ritor
Ⓖ ritter
Ⓗ writur

15. Ⓐ awther
Ⓑ authur
Ⓒ awthur
Ⓓ author



Name _____

- Some **adverbs** tell where an action takes place.
- Adverbs that tell *where* include *there, outside, up, here, nearby, ahead, around, far, away, and everywhere*.

Draw one line under each adverb that tells where. Draw two lines under the verb it describes.

1. The baby tigers didn't live outside.
2. They stayed here inside the apartment.
3. The tigers roamed everywhere in the apartment.
4. They didn't go far from Helen, though.
5. She stayed nearby and watched them.
6. Dacca saw the curtains and climbed up.
7. Rajpur crawled around the sofa.
8. Raniganj jumped ahead of the others.
9. Finally, the tigers went away to the zoo.
10. With some help, Helen and Fred moved the tigers there.
11. They do not always like being inside.
12. I have been here before.
13. The tigers went everywhere with them.
14. The zoo was not far from my school.
15. We walked around the zoo.

Practice

Writing:
Character Development:
Shows Change and
Growth

Name _____

1. **Think** of a thing or activity that you **didn't** like before, but **do** like now.
2. **Write** the name of that thing or activity.

3. **Write** two or three sentences about when you **didn't** like it. What did you do or say?

4. **Write** two or three sentences that show what you do or say now that you **do** like it.

Name _____

Suffixes are word parts with specific meanings that are added to the end of base words. Adding a suffix to a base word forms a new word with a new meaning.

Suffix	Meaning	Base Word	Example
-ful	full of, tending to	play	playful
-less	not having, without	care	careless
-ly	in a certain manner	sharp	sharply

Complete each sentence with the correct word from the box.

carefully harmless helpful homeless colorful fearful

- The vet _____ examined the strange animal.
- If an animal doesn't know you, it may be scared and _____ around you.
- Ana thought the birds looked _____.
- The friendly dog seemed _____, but Ana knew that she should leave it alone.
- If you see a _____ animal, tell an adult.
- Adults can be _____ in deciding what is best for the animal.

Name _____

The **plot** is the series of events that happen in a story.
The **setting** is where and when the story events happen.
Sometimes, the setting is an important part of a plot's development.
The **characters** are the people or animals the story is about.

Read each story. Circle the letter that answers each question.

Ahmad went to Bob's house for his birthday present. Bob was hiding with it, and Ahmad had to answer riddles to find it. Each answer gave a clue to help Ahmad find his present. He answered the riddles and found Bob and his present.

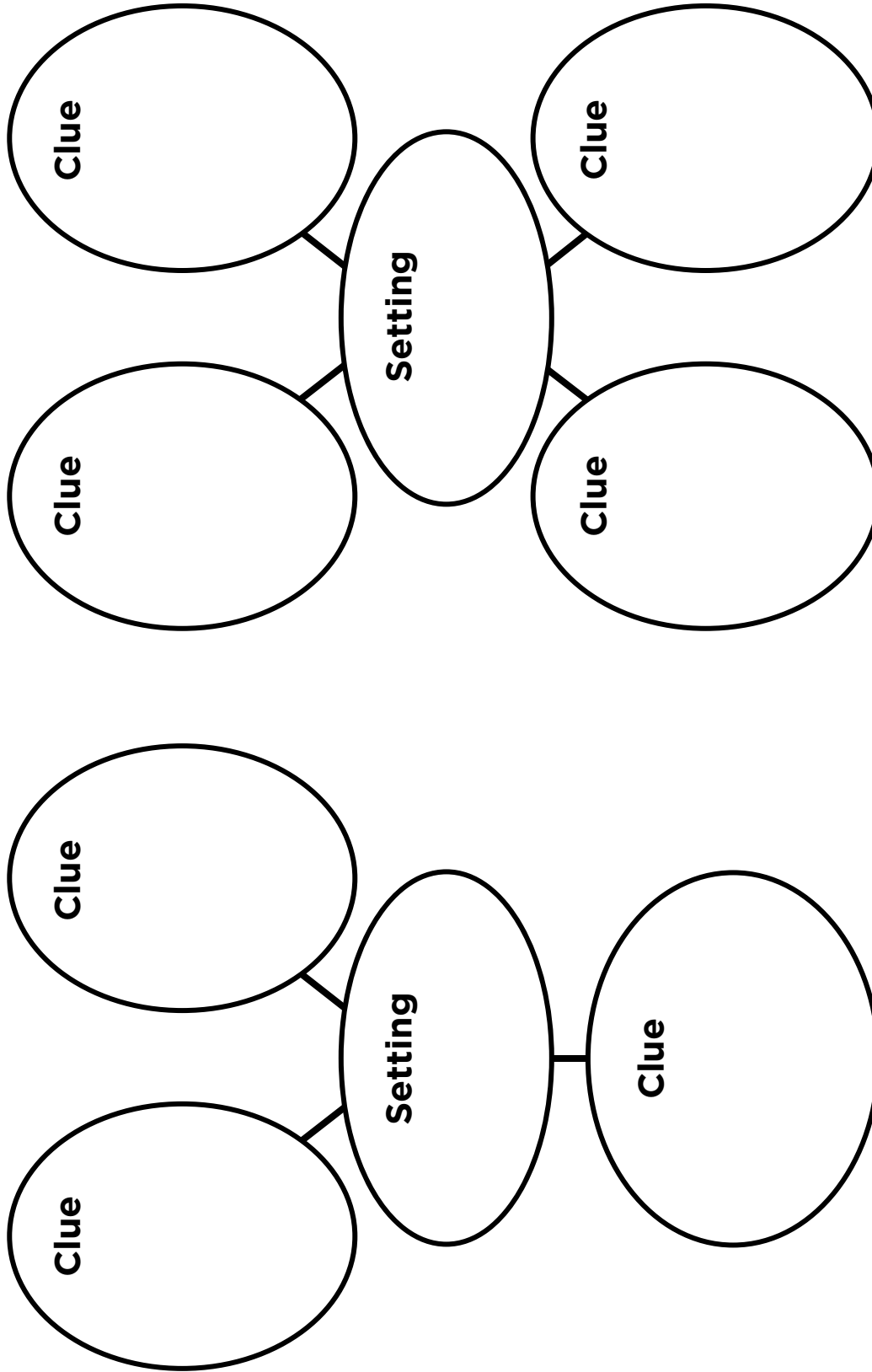
1. Which sentence tells the **plot** of the story?
 - a. Ahmad answers riddles to find his present.
 - b. Ahmad and Bob are friends.
2. What is the **setting** of the story?
 - a. Bob's home
 - b. Ahmad's school

Kendra's sister lost her new ball. She was sad. The next day, Kendra went to the school fair. There was a contest to guess the number of beans in a jar, and the prize was a new ball! Kendra won and gave the ball to her sister.

3. Which sentence tells the **plot** of the story?
 - a. Kendra's sister is sad.
 - b. Kendra enters a contest and wins a ball for her sister.
4. Who are the **characters** of the story?
 - a. Kendra and her sister
 - b. the school fair

Name _____

As you read *One Riddle, One Answer*, fill in the Setting Web.



How does the information you wrote in this Setting Web help you analyze story structure in *One Riddle, One Answer*?

Name _____

As I read, I will pay attention to phrasing and intonation.

10 Long ago in China, there lived twin sisters. One sister
 21 was named Yin. The other was Yi. They looked alike, but
 many things about them were not the same.

29 Yin loved to learn. She read all sorts of books. She also
 41 spent hours working on math problems. To Yin, numbers
 50 were fun and interesting.

54 Yi only liked to play in the yard. Learning did not interest
 66 her. She played with their kitten, Lotus, all day. “You are
 77 my best friend,” she often told Lotus.

84 One day the wind blew the gate open. Yi did not see it but
 98 Lotus did. 100

Comprehension Check

1. How are Yin and Yi different? **Compare and Contrast**

2. What do you think Lotus will do? **Plot Development**

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



Name _____

- **Imagery** is the way that a writer uses words to create pictures in the reader's mind.
- Writers include strong adjectives, vivid verbs, and many details to help the reader imagine how people or events in a story look, smell, act, or feel.

A. Read each pair of sentences. Write the letter of the sentence that includes imagery.

1. _____

- a. The tiny castle sat on top of a huge mountain, and puffy clouds spinning around it kept it hidden from sight.
- b. The small castle was on the mountain and hard to see.

2. _____

- a. The woman in the castle scared the princess.
- b. The princess became very frightened when the ugly, smelly woman in the castle danced quickly around her and made strange, loud noises.

3. _____

- a. The fire burning in the huge, shiny kettle smelled horrid and filled the air with dark, heavy smoke.
- b. The fire smelled bad and made the air black.

4. _____

- a. The princess felt she'd never return to her loving family and her close and loyal friends, Anna and Peter.
- b. The princess didn't think she'd ever see her family and friends again.

B. Write the words from the following sentence that show imagery.

5. The joyful princess ran speedily away from the ugly, smelly woman and raced toward home.

Name _____

When you see an **unfamiliar word** while reading, try to figure out the meaning of the word using context clues. If you cannot figure out its meaning, look up the word in a dictionary. If you find more than one meaning, try each meaning in the sentence to find the one that makes sense.

Read each sentence. Circle the letter whose meaning makes sense for the underlined word in the sentence.

1. Kyle put the bedding on his bed so he could stay warm.
 - a. material for a bed
 - b. a bell
2. We had been talking about our trip for hours.
 - a. a tall king
 - b. to speak to another person
3. We made frequent trips to get ice cream because it was so hot.
 - a. free
 - b. happening often
4. We watched the firefighters march in the parade.
 - a. to walk with regular steps
 - b. to stand still
5. The weather forecast warned of some precipitation during the day.
 - a. an earthquake
 - b. rain, sleet, or snow
6. My favorite baseball player autographed my ball as a souvenir.
 - a. something kept for memories
 - b. a fruit

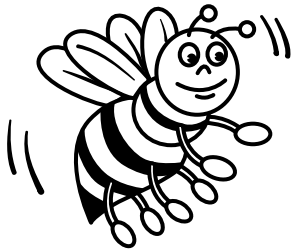


Practice

Spelling:
Words with
Suffixes

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|----------------------------------|---------------|
| 1. _____ | 1. careful |
| 2. _____ | 2. cheerful |
| 3. _____ | 3. helpful |
| 4. _____ | 4. harmful |
| 5. _____ | 5. careless |
| 6. _____ | 6. handful |
| 7. _____ | 7. painless |
| 8. _____ | 8. priceless |
| 9. _____ | 9. helpless |
| 10. _____ | 10. sleepless |
| 11. _____ | 11. rainless |
| 12. _____ | 12. weekly |
| 13. _____ | 13. wisely |
| 14. _____ | 14. hopeful |
| 15. _____ | 15. restless |
| Challenge Words 16. _____ | 16. carefully |
| 17. _____ | 17. colorful |
| Review Words 18. _____ | 18. doctor |
| 19. _____ | 19. dollar |
| 20. _____ | 20. December |

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Name _____

Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

- Ⓐ neyesly
- Ⓑ nisely
- Ⓒ nicelee
- Ⓓ nicely

Sample B:

- Ⓔ joyful
- Ⓕ joiful
- Ⓖ joyfull
- Ⓗ joyfil

- | | | |
|---------------|-----------------|----------------|
| 1. Ⓐ cairful | 6. Ⓔ handfil | 11. Ⓐ rainless |
| Ⓑ careful | Ⓕ handfull | Ⓑ raneless |
| Ⓒ carefil | Ⓖ hanful | Ⓒ raynless |
| Ⓓ kareful | Ⓗ handful | Ⓓ rainles |
| 2. Ⓔ chairful | 7. Ⓐ paneliss | 12. Ⓔ weeklee |
| Ⓕ cheerful | Ⓑ panless | Ⓕ weekly |
| Ⓖ cheerfil | Ⓒ painles | Ⓖ wekley |
| Ⓗ cherful | Ⓓ painless | Ⓗ weakley |
| 3. Ⓐ helpfil | 8. Ⓔ priseless | 13. Ⓐ wizely |
| Ⓑ helpfel | Ⓕ pricless | Ⓑ wisely |
| Ⓒ helpful | Ⓖ priceless | Ⓒ weyesly |
| Ⓓ helpfull | Ⓗ pryceless | Ⓓ wiselee |
| 4. Ⓔ harmfel | 9. Ⓐ hilpless | 14. Ⓔ hopeful |
| Ⓕ harmful | Ⓑ helples | Ⓕ hopefull |
| Ⓖ hormful | Ⓒ helpless | Ⓖ hopeful |
| Ⓗ harmfell | Ⓓ hepless | Ⓗ hopefill |
| 5. Ⓐ careless | 10. Ⓔ slepeless | 15. Ⓐ retless |
| Ⓑ cairless | Ⓕ sleapless | Ⓑ ristless |
| Ⓒ careliss | Ⓖ slepless | Ⓒ restles |
| Ⓓ careles | Ⓗ sleepless | Ⓓ restless |



Name _____

Two sentences can be combined by using an **adverb** from one of the sentences.

The butterfly lands on my finger. It lands **neatly**.

The butterfly lands **neatly** on my finger.

Combine each pair of sentences by adding an adverb to one sentence. Write the new sentence on the line.

1. We enter the butterfly room.

We enter quietly.

2. A butterfly brushes against my face.

It brushes gently.

3. Tim reaches for a butterfly.

He reaches quickly.

4. The butterfly darts away.

It darts speedily.

5. The butterfly's wings echo through the room.

They echo softly.

Practice

Writing:
Character Development:
Shows Change and
Growth

Name _____

1. **Think** of a time when you or someone you know changed the way he or she looked. **Write** that person's name.

2. **Write** two to three sentences that show what the person looked like **before** the change.

3. **Write** two to three sentences that show what the person looked like **after** the change.

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