

Name _____

amused

cooperate

describe

entertained

imagination

interact

patient

peaceful

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

1. The book club members talk and _____ with each other when they meet.
2. The singers _____ the people at the show.
3. My friend _____ us with his funny jokes.
4. The firefighters work together, or _____, to put out the fire.
5. When there is a long line at lunch, you must be _____.
6. It is easy to relax in a _____ place.
7. Can you _____ the drawing you made?
8. You can write a good story when you use your _____.

Name _____

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

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

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

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

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

1. needle _____ _____
2. bagel _____ _____
3. local _____ _____
4. puzzle _____ _____

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

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

20 "There are six actors in this play," said Mr. Webb.
30 "We'll need painters for the sets. We'll need helpers with
40 the lights and music. There will be a job for everyone."

51 The next day, the class read the play together. Luz
61 said, "I'm going to play the part of Henny Penny. That's
72 the most important part."

76 "No, I want to play that part," said Jade.

85 "I think I would be the best Henny Penny," chimed in
96 Stacy.

97 Before the talk could get out of hand, Mr. Webb spoke
108 up. "We have to be fair. We will have a try-out and I
122 will be the judge."

Name _____



126 Mr. Webb explained that children who wanted to act
135 in the play should practice the lines. Then Mr. Webb
145 would decide who was best for each part.

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

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

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

248 The class worked hard on their play. Everyone at
257 school said it was a big hit!

Name _____

A. Reread the passage and answer the questions.

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

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

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

B. Work with a partner. Read the passage aloud.

Pay attention to how you use your voice to show feelings.
Stop after one minute. Fill out the chart.

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

Name _____

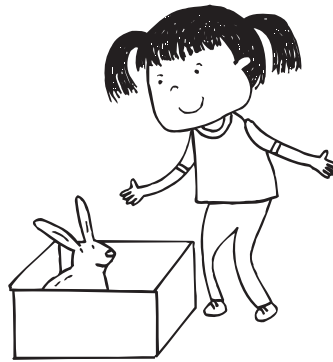
Read the selection.**Complete the Point of View chart.**

Character	Clue	Point of View

Name _____

Sharing the Class Pet

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



Answer the questions about the text.

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

2. What is the problem?

3. What is the solution?

Name _____

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

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

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

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

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

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

5. Everyone at school said **it was a big hit!**

Name _____

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

Draft Model

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

1. Which sentences could you make longer?
2. Which sentences could you combine?
3. How can you make the sentences flow from one to the next?

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

Name _____

Rachel used text evidence to answer the prompt: *In your opinion, what are the benefits of cooperating with others?*

I think that there any many benefits of cooperating with others, but there are two that I think are very important. Cooperating with others makes people happier. It also makes communities safer.

At the beginning of *Once Upon a Baby Brother*, Lizzie couldn't wait to go to school each morning so that she could get away from her brother, Marvin. At the end, she learned how to cooperate with him. She used him as a character in her comic book. She read the story to Marvin and she even hugged him. In the illustrations, I can see she looks much happier.

In "Bully-Free Zone," students in Seattle worked together to stop bullying. They learned how to be good friends to each other. After this, students didn't pick on each other very much. The students cooperated and the schools in Seattle were safer for everybody. I think cooperating with others is always a good idea!

Reread the passage. Follow the directions below.

- 1. Circle** Rachel's topic sentence.
- 2. Draw a box** around two linking words.
- 3. Underline** one short sentence and one long sentence.
- 4. Write** a sentence with the pronoun / on the line.

Name _____

agree

challenging

discover

heroes

interest

perform

succeed

study

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

1. My aunt has an _____ in learning to knit.
2. The boy found it _____ to complete the puzzle.
3. Do you _____ or disagree with my idea?
4. You should _____ the spelling words before taking the test.
5. The _____ helped many people to safety.
6. I would like to _____ a new star in the sky.
7. Five actors _____ in a play on stage.
8. You can _____ at playing the piano with lots of practice.

Name _____

The letters **oo**, **u_e**, **u**, **ew**, **ue**, and **ui** can stand for the vowel sound you hear in the words **moon**, **tune**, **flu**, **chew**, **blue**, and **suit**. The letters **oo**, **ou**, and **u** can also stand for the vowel sound you hear in **look**, **would**, and **push**.

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

drew

goose

could

full

flute

good

true

should

pool**book**

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

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

B. Write the contraction for each pair of words.

9. should not _____ 10. has not _____

11. would not _____ 12. could not _____

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

Dr. Elizabeth Blackwell

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

23 Early Life

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

62 Becoming a Doctor

65 Then one of Elizabeth's friends got very ill. She wanted
75 sick people to have less pain and discomfort. Elizabeth
84 started thinking about ways to help people like her
93 friend. She wanted to become a doctor.

Name _____



100 Elizabeth talked to men doctors who told her that
109 women could not go to **medical school**. Elizabeth did not
119 agree or accept that. She tried to get into a number of
131 medical schools. She did not give up.

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

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

223 Elizabeth Blackwell helped people her whole life. She
231 opened the door for women doctors.

Name _____

A. Reread the passage and answer the questions.

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

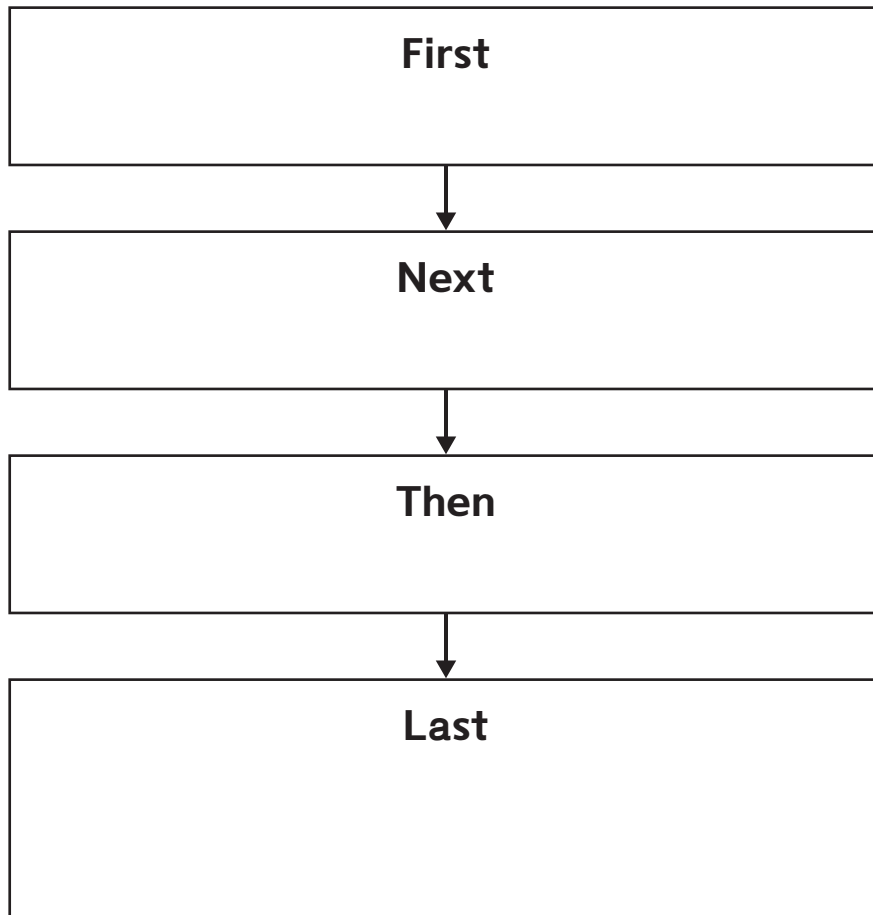
2. What happened next?

3. What happened last?

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

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

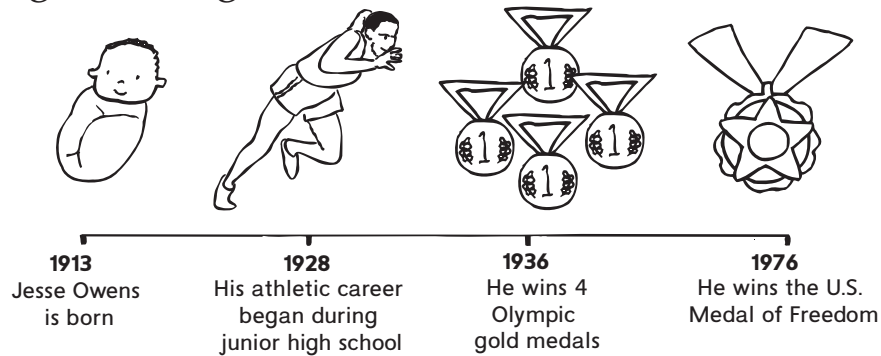
Name _____

Read the selection. Complete the Sequence chart.

Name _____

Jesse Owens

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



Answer the questions about the text.

1. How do you know this is a biography?

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

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

4. What happened to Jesse Owens in 1936?

Name _____

Synonyms are words that have almost the same meaning.**Read each sentence. Write the two words that are synonyms.**

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

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

3. Elizabeth did not agree or accept that.

4. Elizabeth studied and learned medicine for two years.

5. They also ran a school to train, or teach, other women as doctors.

Name _____

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

Draft Model

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

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

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

Name _____

Ahmed used text evidence to answer the prompt: *How are Bessie Coleman and Kate Shelley both heroes?*

Bessie Coleman and Kate Shelley are both heroes because they changed people's lives.

Bessie Coleman was determined to learn to fly, but she faced many challenges. Not many women became pilots in the early 1900s. She worked in Chicago and saved her money. Then she traveled to France to learn to fly in 1920. On June 15, 1921, she became the first African-American woman to become a lady pilot. Her dream of opening a school to teach others to fly came true after her death. She inspired other people to fly and follow their dreams.

On July 6, 1881, Kate Shelley stopped a train in the middle of the night. She crawled in the middle of the night to warn a station master that a bridge was out. If the train had continued, many people would have died. She did not think of herself, but of other people.

Both women were brave and faced many challenges. They are true heroes.

Reread the passage. Follow the directions below.

- 1. Circle** the sentence in which Ahmed introduces the topic.
 - 2. Draw a box** around the sequence, or order, in which Bessie became a pilot.
 - 3. Underline** a detail about the challenges that Kate faced.
 - 4. Write** a possessive pronoun that Ahmed used.
- _____

Name _____

curious	distance	Earth resources	enormous
gently	proudly	rarely	supply

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

Sam was eager to learn, or _____ about coal. He traveled quite a _____ to the library. There he found an _____ book. It was about _____. The book was _____ used, so it looked new. Sam did not want to rip the pages, so he turned them _____. He learned that there is a _____ of coal underground. Sam _____ reported all he had learned about coal to his class.

Name _____

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

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

1. **yawn** bank fault _____

2. **cause** hawk rail _____

3. **hall** fought last _____

4. **walk** sale tall _____

5. **taught** day chalk _____

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

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

6. yellow

7. awful

8. pointer

9. caution

Name _____

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

The Recycling Contest

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

29 Ms. Hines explained why recycling was important.
36 She ended her speech this way, "Let's help save the
46 Earth. If we all pitch in, we can make a difference."

57 The students cheered and went back to their rooms.
66 The next few days, Ms. Hines watched the students.
75 They were not recycling! Ms. Hines decided to try
84 another plan.

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

114 "Our class can win," said Eric. He was in second
124 grade.

125 His teacher, Mrs. Park, said, "Let's try our best."

Name _____



134 Ms. Hines gave each class a recycling bin. She made a
145 big wall chart. Each time a class filled a bin with paper,
157 they emptied it into a giant container. Ms. Hines kept
167 track of the paper on her chart.

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

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

225 "This is your prize," she said. "You get an extra ten
236 minutes outside at recess for one week. You can enjoy
246 the Earth that you are helping to save!"

Name _____

A. Reread the passage and answer the questions.

1. What is the problem in the passage?

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

3. What is the solution to the problem?

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

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

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Name _____

Read the selection. Complete the Problem and Solution chart.

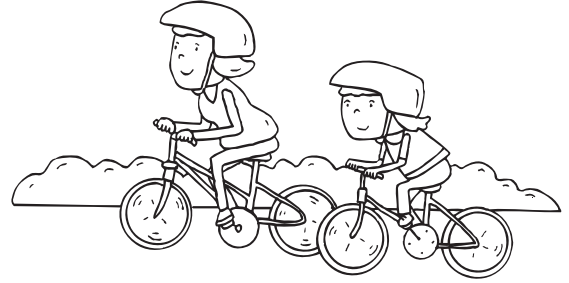
Problem
↓
Steps to Solution
↓
Solution

Name _____

Let's Ride!

"Let's drive to the park,"
said Mom.

Joan said, "Driving
cars can harm the Earth.
Let's ride our bikes there
instead."



Mom liked Joan's plan for protecting the Earth.

Answer the questions about the text.

1. How do you know this text is fiction?

2. What is Mom's dialogue in the story?

3. What is the problem?

4. What is the solution?

Name _____

Homophones are words that sound the same but have different spellings and meanings.

Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.

1. Each day, she saw that students **threw** away sheets and sheets of paper.

went from one side to another tossed

2. The students cheered and went back **to** their rooms.

in the direction of the number after one

3. The class that recycles the most paper in one **week** will win a prize.

seven days not strong

4. She **made** a big wall chart.

helper created

Name _____

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

Draft Model

My family I went to the park for a picnic. We sat in one area. We were not happy. People had left a lot of trash there. We moved to another area. We were happy.

1. Why does the family move from the first area?
2. Why is the family happy with the second area?
3. What are some words you can use to show how ideas are connected?

B. Now revise the draft by adding words that connect ideas and help readers understand why things happen.

Name _____

Hannah used text evidence to answer the prompt: *Add a scene to The Woodcutter's Gift where the community needs to decide whether to fix the town's community center or to build a new one.*

"This community center is falling apart," said the house painter.
"We need a new one."

"Yes," agreed the gardener. "Let's tear it down and build a new, beautiful center for our community."

"Wait!" said Marta, a little girl who was playing with her friends on the zoo in the town center near where the men were talking.

"Don't you remember what Tomás told us about the mesquite tree? He reminded us that the beauty of the tree wasn't on the outside, but it was on the inside."

"Yeah," said her friend Julio. "We need to reuse the things we have so we can protect our resources for the future."

"She's right," said the painter. "We should work together to fix up the building."

All at once, they said, "Let's get started

Reread the scene. Follow the directions below.

1. **Circle** a detail from *The Woodcutter's Gift* that tells you where the scene takes place.
2. **Draw a box** around a linking word.
3. **Underline** the text evidence that tells why reusing things is a good idea.
4. **Write** a contraction Hannah used on the line.

Name _____

exclaimed

finally

form

history

public

rules

united

writers

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

Throughout its long _____, Mr. Finch's town had never had a library. He wanted everyone to be able to read books by great _____. Mr. Finch _____, "We need a _____ library that everyone can use!"

Mr. Finch followed the town's strict _____. He took his time to make, or _____, a group. The people in the group were joined, or _____, in their cause. After much work, Mr. Finch and his group _____ got a library built for their town!

Name _____

The letters **ea** can stand for the vowel sound you hear in **bread**.
 The letters **ou** can stand for the vowel sound you hear in **touch**.
 The letter **y** can stand for the vowel sound you hear in **myth**.

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

1. rough double count _____

2. thread steak wealth _____

3. myth find gym _____

4. head breath please _____

When two words begin with the same letter, you can look at the second letter to put the word in alphabetical order.

B. Read the words in each row. Write them in alphabetical order.

5. after, apple, ahead _____

6. couple, class, crumb _____

7. swim, saddle, south _____

8. lead, lucky, land _____

Name _____

Read the passage. Use the make predictions strategy to tell what you think you might read about.

Sports Rules

Rules are important in sports. Rules tell players how
09 to play a game. They tell how to score points. They tell
21 how a game is won. They also tell players what they
32 can and cannot do. All players in a game must agree to
44 the same rules. Sometimes a player breaks a rule. Then
54 he or she may not be allowed to play for all or part of
68 the game.

70 Basketball Rules

72 Have you ever played basketball? If not, the name
81 “basketball” gives you a clue about some of the rules.
91 Basketball is played with a ball on a basketball court.
101 Players score points by throwing the ball through a
110 basket, or hoop.

113 There are rules about how to move the ball in
123 basketball. Players must dribble, or bounce, the ball.
131 They may also pass, or throw, the ball to another player.
142 They may not hold the ball and run with it. This would
154 not allow other players a chance to get the ball.

Name _____

Sport	Number of Players	Moving the Ball	Scoring
baseball	9	throw and hit	cross home plate for one run
basketball	5	dribble and pass	shoot basket for points

164 **Baseball Rules**

166 Baseball rules are different from basketball rules. The
 174 pitcher from one team throws a ball to the batter on the
 186 other team. The batter gets three chances to hit the ball
 197 with a bat. Sometimes the batter misses. This is called
 207 a strike. After three strikes, the batter is out. Then it is
 219 another batter’s turn.

222 When the batter hits the ball, he or she runs around
 233 four bases. The last base is home plate. The batter
 243 crosses home plate to score a run. The other team tries
 254 to get the batter out. They can tag the batter with the
 266 ball. Then the batter cannot score a run.

274 Without rules, sports would be confusing. No one
 282 would know the way to play a game. Rules make every
 293 player a good sport!

Name _____

A. Reread the passage and answer the questions.

1. Why are rules important in sports?

2. What happens when a basketball player shoots the ball through the hoop?

3. What happens when a batter in baseball gets three strikes?

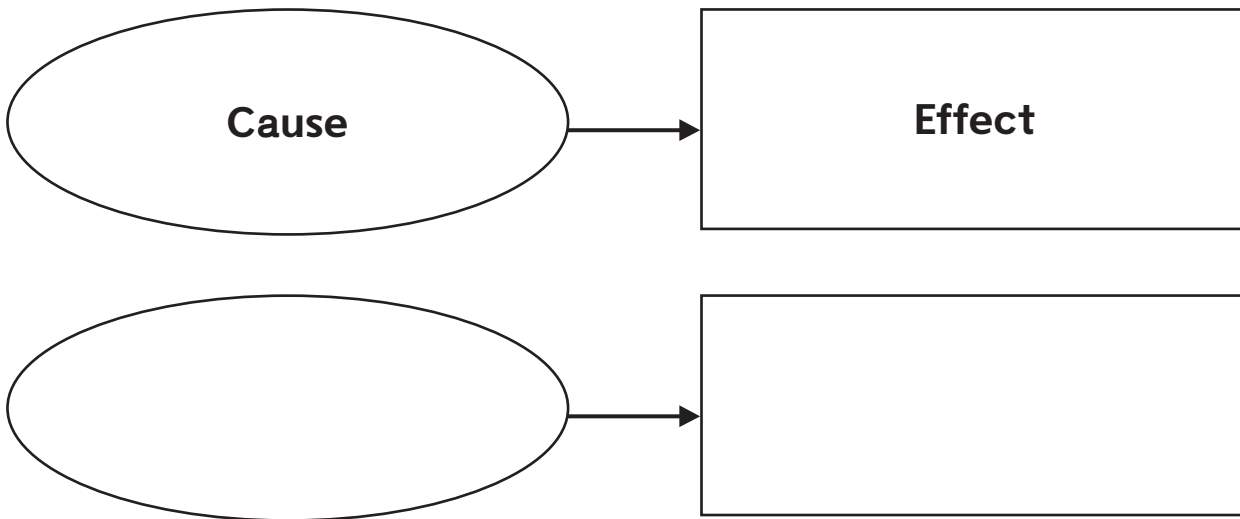
B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

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

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Name _____





Read the selection. Complete the Cause and Effect chart.



Name _____

Safety Rules

Here are some ways to stay safe while having fun.
When you ride a bike, wear a helmet. Wear a helmet and pads when you skateboard. If you take a trip in the car, always wear a seat belt.

Activity	Safety Equipment
bike ride	
skateboarding	
boat ride	
car ride	

Answer the questions about the text.

1. How do you know this is expository text?

2. What information can you learn from the chart?

3. What should someone wear when going for a boat ride?

Name _____

Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Choose the meaning of the word in bold print. Write it on the line.

1. **Rules** are important in sports.

things that tell how to behave make laws and decide things

2. Rules tell players how to **play** a game.

a story that is acted out to take part in a sports game

3. Basketball is played with a ball on a basketball **court**.

the place where a ruler lives an area used for playing a sport

4. Players must **dribble**, or bounce, the ball.

to move a ball by bouncing to spill drops of liquid

5. The pitcher throws a ball to the **batter** on the other team.

a mixture used in cooking a player who hits a baseball

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing more informal.

Draft Model

We have a great school because everyone follows the rules! Here are some of the rules. Walk in the halls. Do not run. Respect teachers and students. Enjoy learning every day.

1. Where could you use contractions?
2. Where could you add exclamations?
3. Which sentences could you change to make the writing sound more like natural speaking?

B. Now revise the draft by using a more informal voice, one that sounds like natural speaking.

Name _____

Dean used text evidence to answer the prompt: *What do the symbols of our country tell about what is important to us? Use a formal voice.*

The symbols of our country tell us about what is important to us. The Liberty Bell, the Statue of Liberty, and the Constitution stand for freedom. Freedom is very important to Americans. In the selection “Setting the Rules” on page 483, the text says that the Constitution “gives rights, or privileges, to all the people.” It also explains the Constitution gives Americans the right to express their ideas. On page 483, I read that Americans are even free to change their Constitution.

On page 485 of “American Symbols,” I read the Statue of Liberty is a “symbol of freedom and hope.” In “Setting the Rules” it says rules are added to the Constitution to help make a better life for people. The freedom to believe and to live the way you want is important to Americans. In “Visiting the Past” I read that the Liberty Bell rang for freedom when the Declaration of Independence was read for the first time. The Liberty Bell is in Philadelphia for people to visit. The symbols of America remind us about what our country stands for.

Reread the paragraphs. Follow the directions below.

- 1. Circle** a word that Dean used to show formal voice.
- 2. Draw** a box around a detail Dean included from “American Symbols.”
- 3. Underline** Dean’s concluding sentence.
- 4. Write** an example of pronoun-verb agreement on the line.

Name _____

appeared

crops

develop

edge

golden

rustled

shining

stages

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

The farmer had tried growing different _____, but each one failed. "I must _____ new seeds," thought the farmer. So this is what he did. He planted different kinds of seeds and recorded their _____ of growth.

Then the farmer chose the best seeds and planted them in his fields. Soon green sprouts _____. After many weeks, the farmer saw the _____ wheat growing. It grew fast in the _____ sun. The wheat _____ in the wind. The farmer walked along the _____ of his fields, proud of what he had done.

Name _____

A syllable must always have a vowel. When a syllable ends in a vowel, it is an **open syllable** and usually has a long vowel sound, as in *frozen, fro / zen*. When a syllable ends in a consonant, it is a **closed syllable** and usually has a short vowel sound, as in *kitten, kit / ten*.

A. Draw a line between the syllables in each word. Then write each syllable.

- | | | |
|-----------|-------|-------|
| 1. magnet | _____ | _____ |
| 2. robot | _____ | _____ |
| 3. hidden | _____ | _____ |
| 4. pencil | _____ | _____ |
| 5. crayon | _____ | _____ |

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

B. Read each sentence. Circle the compound word. Write its meaning.

- | | |
|---------------------------------------|-------|
| 6. The student wrote in his notebook. | _____ |
| 7. The girl painted her bedroom. | _____ |
| 8. Plants need water and sunlight. | _____ |

Name _____

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

The Contest of Athens

Long ago, the city of Athens needed a patron,
9 someone to watch over the city. There were two great
19 beings who wished to be the patron. One was Poseidon,
29 who ruled the seas. The other was Athena, who had
39 great wisdom.

41 The king of Athens had to select one of these two. So
53 he asked each one to give a valuable and important gift
64 to Athens.

66 “Your gift must be something useful for the city,” said
76 the king.

78 It was Poseidon’s turn first. He hit the ground with his
89 spear, the long-handled blade he always carried. From
98 the ground, a well appeared. Water began to flow.

107 The king hurried to the well to taste the water. He
118 found that the water was as salty as the sea.

128 “This will not do as a gift to Athens,” he said.

Name _____



139 Next, it was Athena's turn. She also hit the ground
149 with her spear. In that spot, she buried an olive branch
160 in the ground to make an olive tree. The olive tree
171 would give the people of Athens food, oil, and wood.

181 The king was very happy with Athena's fine gift. He
191 stated, "Because you have given us this olive tree, I will
202 make you the patron of Athens."

208 Athena was pleased, but Poseidon was dejected at
216 losing the contest. He flooded the land with seawater.
225 Once he calmed down, he drained the floodwater away.

Name _____

A. Reread the passage and answer the questions.

1. What was Poseidon's gift to Athens? How did the king feel about Poseidon's gift?

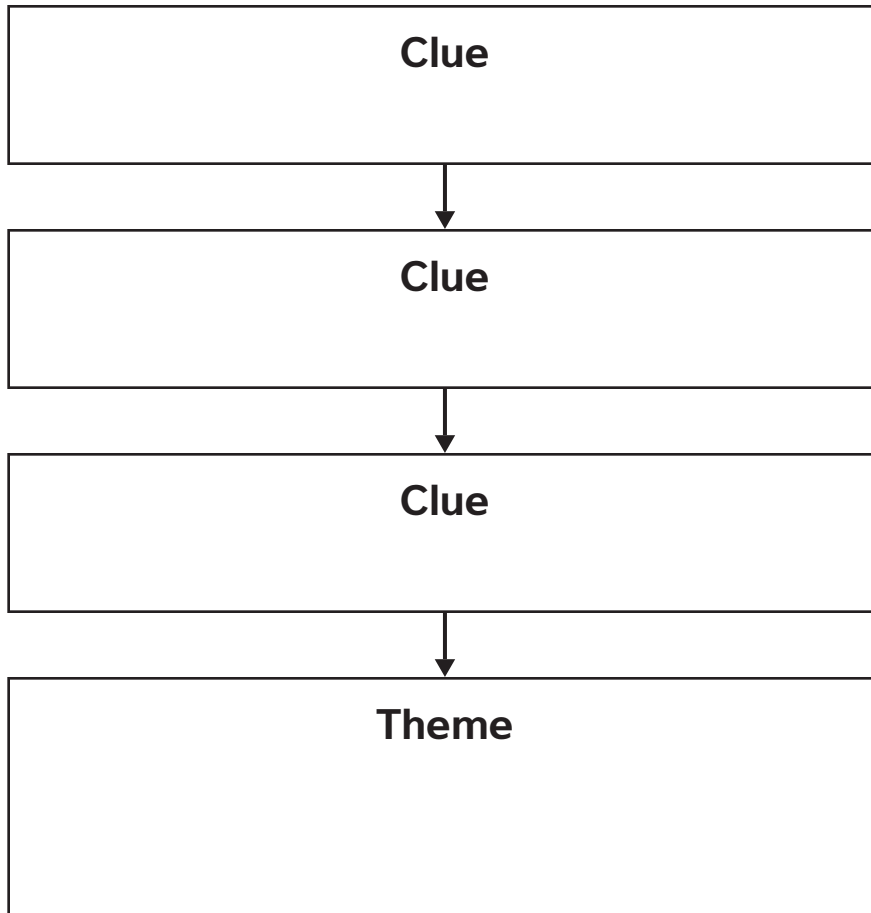
2. What was Athena's gift to Athens? How did the king feel about Athena's gift?

3. What is the theme of the passage?

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

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

Name _____

Read the selection. Complete the Theme chart.

Name _____

Clytie and Apollo

Apollo was the ruler of the sun. Clytie loved to watch Apollo as he moved across the sky. She watched him so often that she became a sunflower. Even today sunflowers turn to the sun.



Answer the questions about the text.

1. How do you know that this text is a myth?

2. Who is Apollo?

3. Why does Clytie look up at the sky?

4. What does the myth explain?

Name _____

Look at this example of **context clues** in a sentence. The underlined words help explain what *select* means.

The king of Athens had to **select** one of these two.

Read each sentence. Write the meaning of the word in bold print. Underline the context clues in the sentence that helped you.

1. Long ago, the city of Athens needed a **patron**, someone to watch over the city.

2. So he asked each one to give a **valuable** and important gift to Athens.

3. He hit the ground with his **spear**, the long-handled blade he always carried.

4. In that spot, she **buried** an olive branch in the ground to make an olive tree.

5. Athena was pleased, but Poseidon was **dejected** at losing the contest.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about a strong opening you can add.

Draft Model

Once there was a flower. It was in a forest. It needed rain.

1. What does the flower look like? How does it feel and act?
2. What does the forest look like?
3. What problem might the flower have?

B. Now revise the draft by writing a strong opening that tells about the character, the setting, and a problem.

Name _____

Andre used text evidence to answer the prompt: *Would you prefer to have a seed for the pumpkin in The Golden Flower or a seed for the pumpkin in “A Pumpkin Plant”?*

I would prefer to have a seed for the kind of pumpkin described in “A Pumpkin Plant.” The pumpkin in *A Golden Flower* shines like the sun, but there are no seeds inside. It is filled with water and sea creatures. I would like to have a pumpkin that has seeds inside it so that I can grow more pumpkins. I would plant the seeds in my garden. My garden is in a sunny spot in the backyard. The pumpkin plant’s flowers would make my garden really colorful!

In the fall, I would decorate some of the pumpkins and leave them outside for everybody to see. Then, I would take some seeds from inside those pumpkins and plant them in my garden, too. This is why I prefer to have a seed from the kind of pumpkin in “A Pumpkin Plant.”

Reread the paragraphs. Follow the directions below.

- 1. Circle** the sentence where Andre states his opinion.
- 2. Draw a box** around two linking words.
- 3. Underline** text evidence Andre included about why his garden would be a good place for a pumpkin seed.
- 4. Write** an adjective that tells “what kind” on the line.

Name _____

electricity

energy

flows

haul

power

silent

solar

underground

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

1. Will you help me _____ these bags of leaves to the shed?
2. We can get _____ from eating healthful foods.
3. The classroom was _____ during the test.
4. Moving water has the _____ to move rocks.
5. Worms make their home _____.
6. A river _____ through the middle of the city.
7. The man set up a _____ panel on the roof of his house to collect the sun's rays.
8. We cannot turn on a light without _____.

Name _____

A syllable that has the **vowel consonant e** pattern often has the long vowel sound. In the word *excite*, the syllable *cite* has the long *i* sound.

A. Circle four words in the box that have a vowel consonant e syllable. Then write the syllables in each circled word.

compete tiger replace zebra arrive pollute

1. _____

2. _____

3. _____

4. _____

A **prefix** is added to the beginning of a word. A **suffix** is added to the end of a word.

Prefixes*re-* = "again"*un-* and *dis-* = "not" or "opposite of"**Suffixes***-ful* = "full of"*-less* = "without"

B. Read each clue. Write a word with a prefix or a suffix to match each clue.

5. full of joy _____

6. not wise _____

7. without fear _____

8. visit again _____

9. the opposite of approve _____

Name _____

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

Ocean Energy

We use energy every day to do work. With energy, we
11 can turn on a light, heat a home, cook food, and run a
24 computer. Much of our energy comes from coal, oil, and
34 gas. Some of our energy comes from the sun and the
45 wind. One day, we might even get our energy from the
56 ocean.

57 Yes, energy can come from the ocean. There are not
67 many ocean power plants right now. But the ocean is a
78 big source of energy.

82 Tidal Energy

84 The ocean has high and low tides. This means the
94 water rises and falls every twelve hours. This tidal
103 energy can be used to make power.

110 When high tide flows in to shore, the water is trapped
121 behind a dam. The water is stored in a large pool. When
133 low tide occurs, the water behind the dam is let out.
144 The rushing water runs a machine inside the dam. The
154 machine makes electricity.

Name _____

**157 Ocean Wave Energy**

160 The water in the ocean is always moving. The
169 movement of ocean waves can run a machine built to
179 produce power. The waves move up and down inside the
189 machine. They spin parts of the machine. The machine
198 makes electricity.

200 Heat Energy

202 The water temperature on the ocean's surface is
210 warmer than below. That's because the sun heats the
219 water on top. Deep below the surface, the water is very
230 cold.

231 This temperature difference creates heat energy. A
238 power plant uses this heat energy to make electricity.

247 The ocean is a giant source of energy. Maybe one day
258 the ocean will power the world.

Name _____

A. Reread the passage and answer the questions.

1. What is this passage about?

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

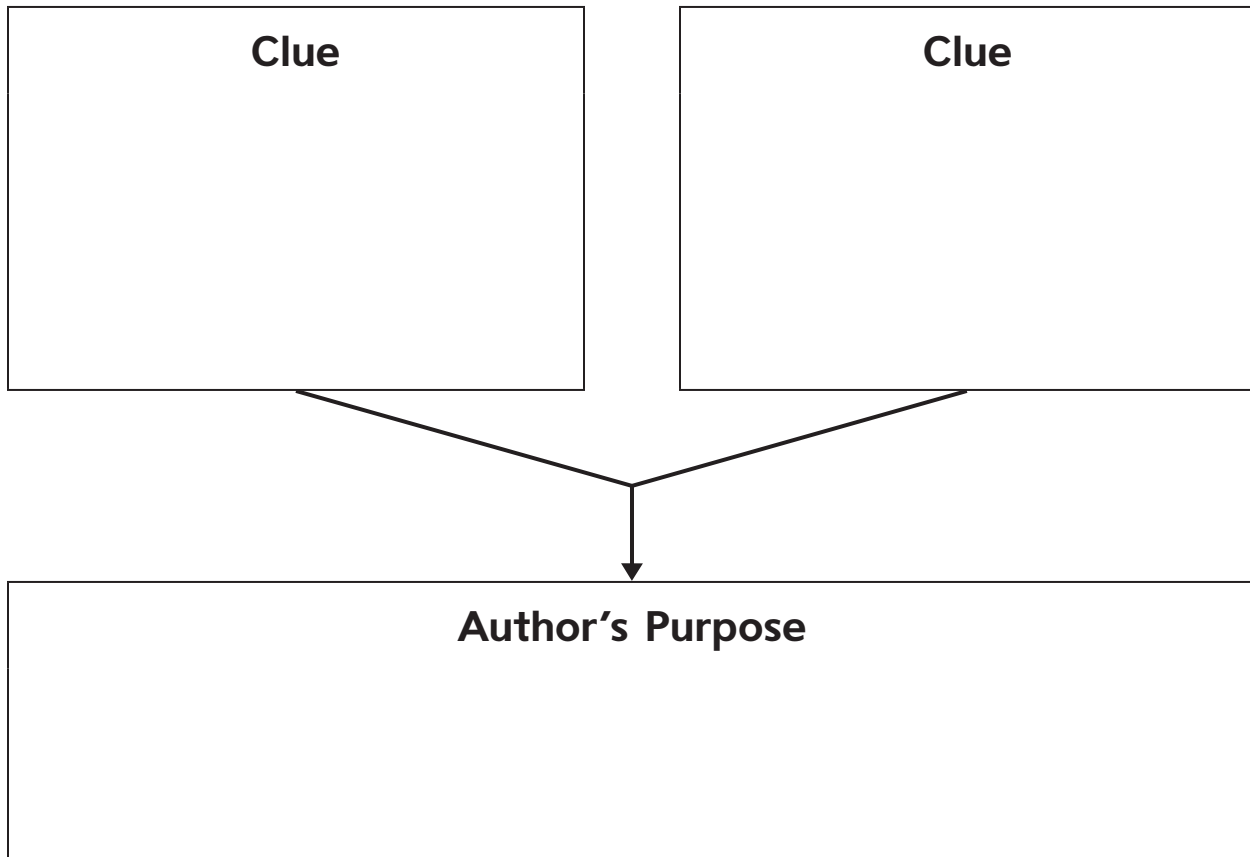
3. What is another fact that the author includes about ocean energy?

4. What is the author's purpose for writing this passage?

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

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

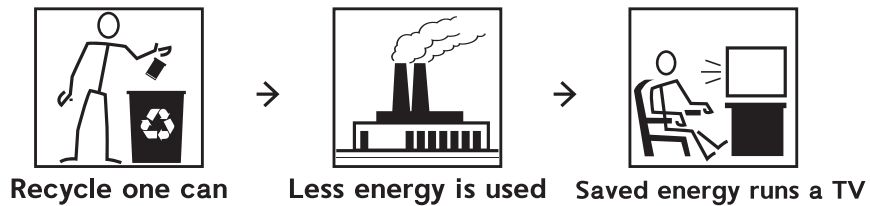
Name _____

Read the selection. Complete the Author's Purpose chart.

Name _____

Each Can Counts

Recycling a can means that the same material can be used again. Energy is not wasted getting new materials to make a new can. The energy saved by recycling one can may run a TV for three hours.



Answer the questions about the text.

1. How do you know this is expository text?

2. Why is it important to recycle cans?

3. What information does the diagram show?

4. What action does the first label tell about?

Name _____

Look at this example of **context clues** in a paragraph. The underlined words help explain what *energy* means.

We use **energy** every day to do work. With energy, we can turn on a light, heat a home, cook food, and run a computer.

Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.

1. Yes, energy can come from the ocean. There are not many ocean power plants right now. But the ocean is a big **source** of energy.
- _____

2. The ocean has high and low **tides**. This means the water rises and falls every twelve hours. This tidal energy can be used to make power.
- _____

3. The movement of ocean waves can run a machine built to produce power. The waves move up and down inside the machine. They spin parts of the machine. The machine makes **electricity**.
- _____

4. The water temperature on the ocean's **surface** is warmer than below. That's because the sun heats the water on top. Deep below the surface, the water is very cold.
- _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding content words.

Draft Model

A radio needs something to make it work. It can run on electricity. It can also run on a battery. Some radios have a sun panel to charge the battery.

1. What content words can you add to tell about a radio?
2. What content words can you add to tell about electricity?
3. What content words can you add to tell about a battery?

B. Now revise the draft by adding content words that are related to radios, electricity, and batteries.

Name _____

Héctor used text evidence to answer the prompt: *How do people depend on Earth for energy?*

People depend on the sunlight and the water on Earth for energy. The Sun's energy goes into the water on Earth. People trap the energy in dams and use it to make electricity. The electricity travels through power lines to help light our towns and cities. Water is recycled in the water cycle. It never disappears, so it is always there to use. People also depend on Earth for water to drink. And the Sun gives us food to eat. Plants use the Sun's energy to grow. We eat the plants then the energy is in us! People depend on Earth to give us electricity, water to drink, and food to eat.

Reread the passage. Follow the directions below.

- 1. Circle** one fact Héctor used from "The Power of Water."
- 2. Draw a box** around one content word that Héctor used.
- 3. Underline** a detail Héctor used to develop his point.
- 4. Write** the article that appears twice in the first sentence on the line.

Name _____

exploration

important

machines

prepare

repair

result

scientific

teamwork

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

1. Lawn mowers are _____ that make it easier to cut grass.
2. She will study the honeybees in a _____ way.
3. I need to _____ this broken computer.
4. It's _____ to listen when someone speaks to you.
5. The scientists planned for a rain forest _____.
6. The _____ of the heavy rain was a flood.
7. How will you _____ for your camping trip?
8. Use _____ to do a job that is too big for one person.

Name _____

When a word ends in a consonant plus *-le*, *-el*, or *-al*, the consonant and the letters *-le*, *-el*, or *-al* often make the last syllable in the word, as in ***needle***, ***bagel***, and ***local***.

A. Draw a line between the syllables in each word. Then write each syllable.

1. hazel _____
2. purple _____
3. sandal _____
4. cable _____

A **contraction** is used to combine two words. An apostrophe takes the place of a missing letter or letters: ***do not = don't***.

A **possessive noun** has an apostrophe and the letter *s* to show ownership: ***Mom's car***.

B. Read each sentence. Look at the underlined word. If it is a contraction, write the two words. If it is a possessive noun, write to tell who or what owns or has what.

5. The boy couldn't get his toy robot to work.

6. The boy's father put in a new battery.

Name _____

Read the passage. Use the summarize strategy to tell the important ideas in your own words.

An Antarctic Team

Teams of people explore places all over the globe.
09 Why do they work in teams? Each person has special
19 skills that help out the whole team.

26 The Antarctic is an incredible place to explore. Each
35 year, teams travel there to study the region. Each team
45 member has an important job to do.

52 One of the first jobs is to set up a research station,
65 or base camp. This is where people live and work and
76 set off on field trips. Some team members construct the
85 camp's buildings.

87 People can reach the camp by air. Pilots fly planes
97 and helicopters. They transport people and equipment
104 to the camp.

Name _____



A plane flies team members home from the camp.

107 Scientists work as part of the team to learn more
117 about the Antarctic. Each scientist conducts a different
125 project. Some study the animal and plant life. Some
134 study the climate and weather. Some study the glaciers.

143 Other team members take care of buildings and
151 vehicles. Some people inspect the camp's electricity
158 system to make sure it is working. Some people fix
168 broken equipment.

170 A doctor and a nurse take care of sick team members.
181 There are firefighters who work to prevent fires.

189 Exploring the Antarctic is not a job for one person.
199 A whole team must be involved. And each team
208 member must do the job he or she knows best.

Name _____

A. Reread the passage and answer the questions.

1. What was one key detail from the passage?

2. What was another key detail from the passage?

3. What is the main idea of the passage?

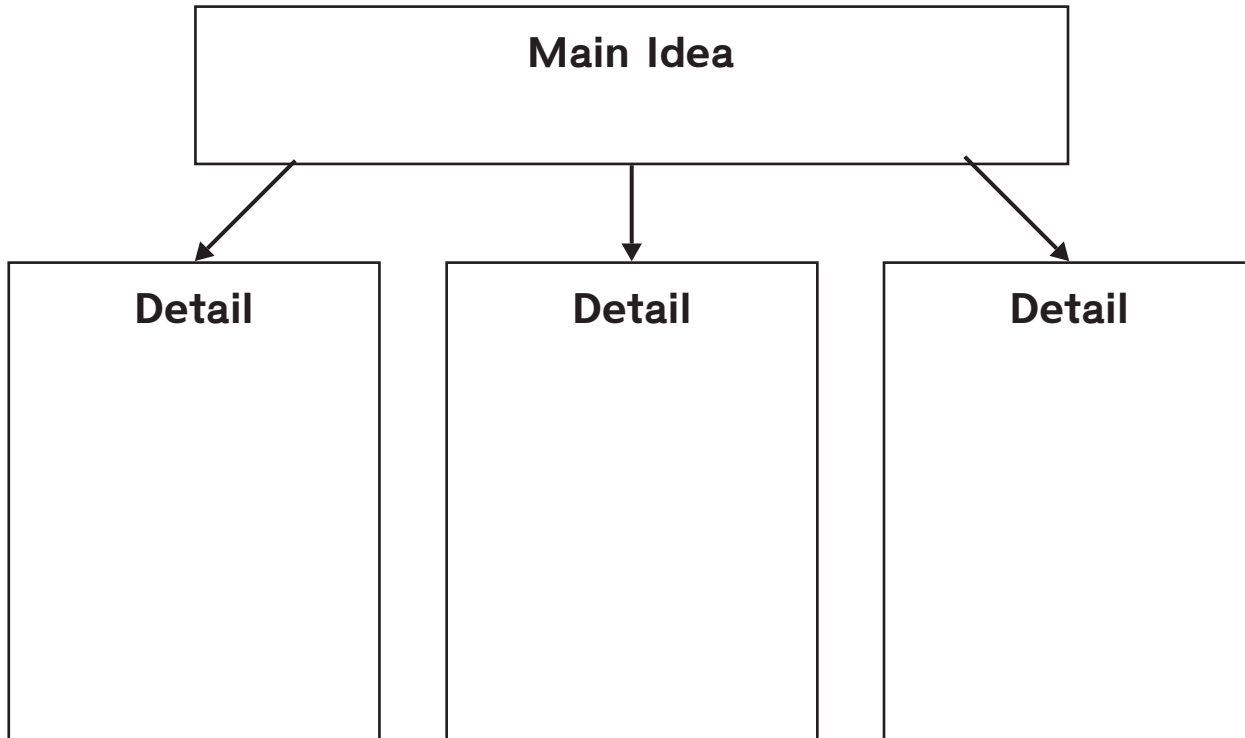
B. Work with a partner. Read the passage aloud.

Pay attention to how you pronounce the words. Stop after one minute. Fill out the chart.

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

Name _____

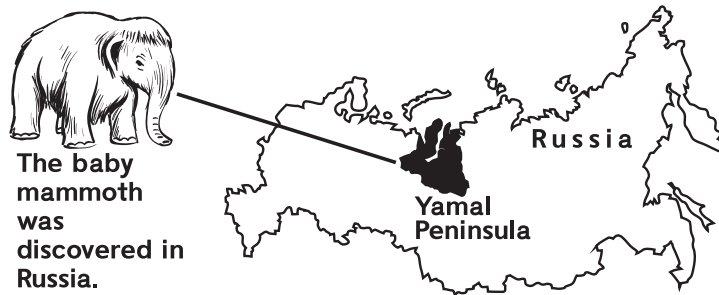
Read the selection. Complete the Main Idea and Key Details chart.



Name _____

A Baby Mammoth

A reindeer herder in Russia found a baby mammoth's body. She was moved to a museum. Scientists from around the world studied the baby. She was sent to Japan for tests. Scientists tried to learn all they could.



Answer the questions about the text.

1. How do you know this is expository text?

2. How did people work as a team when the baby mammoth was discovered?

3. What information can you learn from the map?

Name _____

You can figure out the meaning of unfamiliar words by looking for **word roots**. Some English words have Greek or Latin roots.

cred = to believe spect = to look

duc = to lead sta = to stand

port = to carry struct = to build

Read each sentence. Circle the word root in each bold print word. Then write a definition for the word.

1. The Antarctic is an **incredible** place to explore.

2. One of the first jobs is to set up a research **station**, or base camp.

3. Some team members **construct** the camp's buildings.

4. They **transport** people and equipment to the camp.

5. Some people **inspect** the camp's electricity system to make sure it is working.

Name _____

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

Draft Model

Teamwork is important for jungle explorers. There are many different jobs for team members. One team member reads maps so that the other team members know where they are.

1. Why does the team need maps?
2. What other kinds of jobs might team members have?
3. What other details can you add to show why teamwork is important?

B. Now revise the draft by adding details that support and explain the main idea of teamwork.

Name _____

Melissa used text evidence to answer the prompt: *Would you rather be an astronaut or a mountain climber?*

I would rather be an astronaut than a mountain climber. They both seem like hard work, but I think being an astronaut looks more exciting. I read that different kinds of people can become astronauts. I could become an astronaut, too! I would learn how to fly so that I can be the pilot of the space shuttle. I would get to wear a space suit with a TV camera in it, but I think I would have to wait until I'm older. The space suit is heavier than I am. It weighs 280 pounds! I could also float in a special plane called the Vomit Comet. I hope I don't get sick. To be a mountain climber, you have to do a lot of exercise to prepare. Team Jordan ran long distances carrying heavy backpacks and pulling tires. When they were near the top of the mountain, they had to wear oxygen masks so that they didn't get sick. I would rather float in space than have to pull tires!

Reread the passage. Follow the directions below.

- 1. Circle** the sentence that tells the topic of the paragraph.
 - 2. Draw a box** around a supporting detail about why Melissa will have to wait to be an astronaut.
 - 3. Underline** Melissa's strong conclusion.
 - 4. Write** on the line an adjective that compares.
- _____

Name _____

invented

money

prices

purchase

record

system

value

worth

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

1. how much something is worth _____
2. facts that are written down about something _____
3. made something that was not around before _____
4. how much you have to pay to buy things _____
5. a plan or set of rules for doing something _____
6. the value of something _____
7. the dollars and cents you can use to buy things _____
8. to get something by paying money _____

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

9. _____

Name _____

Vowel teams such as *ai, ay, oa, ow, oi, oy, oo*, and *ew* can help you read longer words with more than one syllable.

A. Read each word. Write the word from the box that has the same vowel team. Circle the letters in the vowel team.

raisin

vowel

soapy

cocoon

1. toaster _____ 2. powder _____

3. sooner _____ 4. contain _____

The ending *-er* is added to an adjective to compare two nouns. The ending *-est* is added to an adjective to compare more than two nouns. Make these spelling changes before adding an ending:

- words ending in *y*: change *y* to *i*
- words with final *e*: drop the final *e*
- words ending with a vowel and a consonant: double the final consonant

B. Add *-er* and *-est* to each word. Write the new words.

1. big _____

2. slim _____

3. windy _____

Name _____

Read the passage. Use the summarize strategy to tell the important ideas in your own words.

Make a Budget

11 You get some money, but you spend it all and have
22 nothing left. What can you do to take control? You can
22 make a budget to manage your money.

29 What Is a Budget?

33 A budget is a plan to keep track of money coming in
45 and money going out. The government has a budget.
54 Many families have a budget. You can have a budget,
64 too.

65 Income

66 First, think about money you get. Where does the
75 money come from? You might get an allowance, you
84 might earn money from a job, or you might get money
95 as a gift. All the money you get is called income.

106 Expenses

107 Now think about money you need to spend. Where
116 does the money go? You might have to buy lunch or pay
128 for music class. The money you spend is called expenses.

Name _____

**138 Spending Money**

140 Subtract the expenses from the income. The amount
148 that is left is money you can spend on things you want.
160 You may not have enough money to buy an item you
171 want, though.

173 Here's what you can do. Set a savings goal for the
184 item. Each time you get money, set aside a portion, or
195 part, of it. You might have to save for a few weeks or a
209 few months, depending on the cost of your item. Keep
219 saving until you reach your goal. Then you can buy
229 your item.

231 Many people make a budget to manage their money.
240 You can make a budget to make your money work for
251 you. A budget will help you pay your expenses and
261 save money to buy things you want.

Name _____

A. Reread the passage and answer the questions.

1. What problem was described in the first paragraph of the passage?

2. What was one step to solving the problem?

3. What was the solution to the problem?

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

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

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Name _____

Read the selection. Complete the Problem and Solution chart.

Problem
↓
Steps to Solution
↓
Solution

Name _____

How We Pay

Money Now

To pay for things now, people use bills and coins.
That may change.

Future Money

There may be no bills or
coins. People may pay
using only a computer
or a cell phone.



Answer the questions about the text.

1. How do you know this is expository text?

2. What is the first section of text about?

3. What does the subheading tell you about the second section of text?

Name _____

Look at this example of **context clues** in a paragraph.
The underlined words help explain what *subtract* means.

Subtract the expenses from the income. The amount that is left is money you can spend on things you want.

Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.

1. You get some money, but you spend it all and have nothing left. What can you do to take control? You can make a budget to **manage** your money.

2. A **budget** is a plan to keep track of money coming in and money going out. The government has a budget. Many families have a budget. You can have a budget, too.

3. First, think about money you get. Where does the money come from? You might get an allowance, you might earn money from a job, or you might get money as a gift. All the money you get is called **income**.

4. Now think about money you need to spend. Where does the money go? You might have to buy lunch or pay for music class. The money you spend is called **expenses**.

Name _____

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

Draft Model

People can save money at a bank. They can get money from the bank's ATM. People also use banks for paying their bills.

1. What is the topic of the writing?
2. What is the main idea?
3. What information could you include in a conclusion sentence?

B. Now revise the draft by writing a strong conclusion that sums up the main idea.

Name _____

Farah used text evidence to answer the prompt: *How do the authors of “Money Madness” and “King Midas and the Golden Touch” use sequence to organize the text?*

The authors of “Money Madness” and “King Midas and the Golden Touch” both use sequence to organize the text. They both start with the earliest event and tell the stories in the order the events happen. In “Money Madness,” the author begins by describing what life was like before money existed. Then he tells all about early kinds of money, like cows and rocks. After that, he describes how the money we use today was invented.

The author of “King Midas and the Golden Touch” also uses sequence. The author uses words like “Many years ago” and “one day” to let the reader know when events took place. The author tells about King Midas’s day in order. It starts in the garden during the day and ends at dinnertime. The authors of both selections used sequence to help me understand the events in the order they took place.

Reread the passage. Follow the directions below.

- 1. Circle** a fact Farah included from “Money Madness.”
 - 2. Draw a box** around two sequence words Farah used.
 - 3. Underline** the conclusion.
 - 4. Write** a prepositional phrase Farah used in the second paragraph.
-

Name _____

create

dazzling

imagination

seconds

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

1. something that is very bright _____
2. to make or invent something _____
3. the small parts of a minute _____
4. the ability to form ideas in your mind _____

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

5. How fast can you run in sixty _____?
6. The _____ sun was so bright it hurt my eyes.
7. Use your _____ to write a story.
8. My sister likes to _____ new kinds of cookies in the kitchen.

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

9. _____

Name _____

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

A. Read the sentences. Circle two words in each sentence that have an *r*-controlled syllable. Write each word and divide it into syllables.

1. This morning is perfect for walking in the meadow.

2. The artist paints a portrait at his easel.

3. The farmer grows garlic to sell to people.

When you divide a longer word into syllables, each syllable must have a vowel sound.

B. Read each word. Draw a line between each syllable.

4. important

5. respectful

6. operator

7. afternoon

Name _____

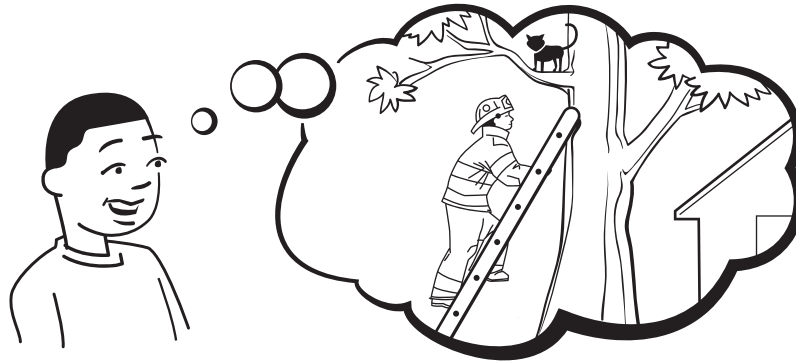
Read the poem. Use the summarize strategy to retell the poem in your own words.

Growing Up in One Day

If I could grow up in just one day,
09 how would I work to get my pay?
17 I could be a teacher
22 in a class,
25 helping children
27 to learn and pass.
31 The moving children
34 would be an army of ants,
40 walking to class in
44 a happy trance.

47 I could be a chef
52 in a busy kitchen,
56 I'd have helpers
59 that would always pitch in.
64 If a diner's stomach
68 was a bottomless pit,
72 My cooks and I
76 would never sit.

Name _____



79 I could be a firefighter
84 in a truck,
87 putting out fires
90 and helping cats that are stuck.
96 My legs would be machines.
101 I'd climb so fast
105 and bring the cat down
110 safe at last.

113 I won't grow up
117 for quite awhile,
120 but I have some ideas
125 that make me smile.

Name _____

A. Reread the passage and answer the questions.

1. How does the boy feel about being a teacher when he grows up?

2. How does the boy feel about being a firefighter when he grows up?

3. What is the boy's point of view in the poem?

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

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

Name _____

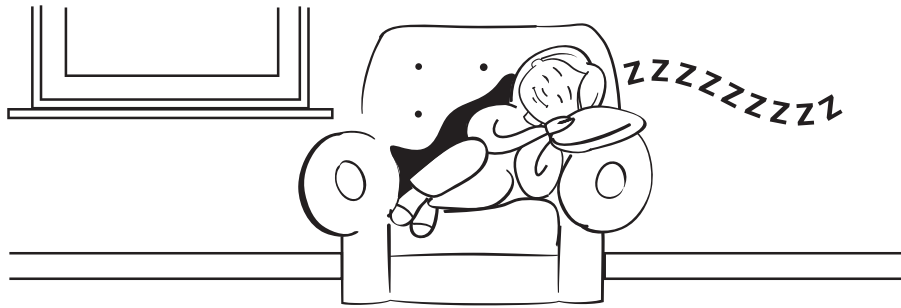
Read the selection. Complete the Point of View chart.

Character	Clue	Point of View

Name _____

My Imagination

I dive with a whale deep into the sea,
I climb with a monkey up a tall tree.
I fly with an eagle and off we zoom,
I have lots of adventures
Without leaving my room.



Answer the questions about the text.

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

2. Which words at the end of lines rhyme?

3. What do rhyming words add to the poem?

Name _____

A **metaphor** compares two different things, but it does not use the word *like* or *as*.

Read the lines. Write the two things the author compares. Then explain what each metaphor means.

1. The children were an army of ants, walking to class in a happy trance.

What two things are compared? _____

Both things _____.

2. My legs were a machine, moving me to the finish line.

What two things are compared? _____

Both things _____.

3. His smile was sunlight that lit up the room.

What two things are compared? _____

Both things _____.

4. The runner was lightning in the race.

What two things are compared? _____

Both things _____.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing better by using strong words.

Draft Model

I paint the adventures in my mind.
I make pictures of every kind.

1. Where could you add strong adjectives?
2. Where could you add strong adverbs?
3. Which words could you replace with stronger words?

B. Now revise the draft by adding strong words.

Name _____

Thomas used text evidence to answer the prompt: *Write a free verse or rhyming poem about how books and art let you use your imagination. Include a metaphor in the poem.*

My Moods

Whenever I am feeling blue,
Looking for something to do,
I grab paper, paints, and brush,
And quietly, without a hush
I find a corner in my room,
And plant a garden in full bloom.

No matter how I feel,
make-believe will help me heal.
It is better to let my imagination soar
Because then, my spirit will roar roar roar!

Reread the poem. Follow the directions below.

1. **Underline** the metaphor Thomas uses to describe what he paints.
2. Thomas uses strong rhyming words in his poem. Circle two rhyming words in the first stanza.
3. **Draw a box** around how Thomas chases his moods away.
4. On the line, **write** an adjective that Thomas uses.
