Directions: Follow the outline to complete the daily required assignments. Your packets will be graded upon returning to school. Please see the attached rubric to see how you will be graded.

Day 1 (Wonders Your Turn Practice pages 7, 8, 11, 20)
- Spelling Short Vowels e, o, u
- Vocabulary
- Comprehension & Fluency
- Grammar: Proofread

Day 2 (Wonders Your Turn Practice pages 8, 10, 16)
- Spelling Short Vowels
- Genre / Visual Elements
- Grammar: Commands & Exclamations

Day 3 (Wonders Your Turn Practice pages 9, 11, 12, 13, 14, 15)
- Spelling
- Vocabulary
- Grammar: Exclamations

Day 4 (Wonders Your Turn Practice pages 6, 12, 17, 18)
- Spelling
- Context Clues (Vocabulary)
- Inflectional Endings (Spelling)
- Grammar: Commands

Day 5: (Wonders pages 12-21)
- Weekly Assessment (Reading)
- Spelling Quiz (Please have someone read the spelling words found on Day 1 Spelling to complete the quiz)

Day 6 (Wonders Your Turn Practice pages 12, 13, 21, 28)
- Spelling (Final e)
- Vocabulary
- Final e / Inflectional Endings
- Grammar: Multiword Subjects
Day 7 (Wonders Your Turn Practice pages 14, 15, 21, 30)
- Spelling (Final c)
- Vocabulary
- Write to Sources
- Grammar: Subjects

Day 8 (Wonders Your Turn Practice pages 14, 15, 26)
- Spelling
- Genre / Text Features
- Grammar: Proofread

Day 9 (Wonders Your Turn Practice pages 16, 22, 23, 24)
- Spelling
- Comprehension & Fluency
- Sequencing
- Grammar: Subjects

Day 10 (Wonders pages 25-35)
- Weekly Assessment (Reading)
- Spelling Quiz (Please have someone read the spelling words found on Day 6 Spelling to complete the quiz)
<table>
<thead>
<tr>
<th>Name</th>
<th>step</th>
<th>crops</th>
<th>clock</th>
<th>jumps</th>
<th>slump</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mess</td>
<td>stop</td>
<td>sock</td>
<td>shut</td>
<td>bugs</td>
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<td></td>
<td>head</td>
<td>rock</td>
<td>pond</td>
<td>luck</td>
<td>mug</td>
</tr>
</tbody>
</table>

Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.

1. pep  | seem | step | time |
2. tug  | goat | take | mug  |
3. drops| close| crops| days |
4. duck | luck | lake | done |
5. dock | state| rock | pool |
6. bumps| bakes| lunch| jumps|
7. nut  | use  | foot | shut |
8. bond | pond | bank | sand |
9. shop | shine| stop | skip |
10. less| mess | lost | rose |
11. bread| road | bride| head |
12. rugs| rings| bugs | grow |
13. thump| thing| name | slump|
14. block| stick| clock| walk |
15. knock| nice | took | sock |
Name ____________________________

| celebrate | pride       | disappointment | remind     |
|           | precious    | tradition     | courage    | symbols   |

Label each statement True or False. If the statement is false, rewrite it as a true statement.

1. You show courage when you are too scared to overcome something.

2. Roses and hearts are often symbols of love.

3. A diamond is considered a precious stone.

4. If you have a birthday, you may want to celebrate.

5. To remind someone is to help them forget.

6. You will feel disappointment if you live up to all your hopes.

7. A tradition is something that is passed down within a culture.

8. When you have pride, you feel bad about something you have done.
The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: Write a short narrative in which a member of Yoon’s class shares his or her family traditions with Yoon.

One rainy Tuesday, Yoon’s teacher gave the class an assignment. “Today we’re going to learn about the traditions of our classmates. Choose a partner and talk about one of your family’s traditions.”

“Yoon, would you be my partner?” asked Kimi. Yoon was new to the school, and Kimi wanted to get to know her better.

“Yes!” said Yoon with a smile, sliding her desk closer to Kimi’s. She was happy to work with Kimi.

Kimi said, “My family is Native American. My grandparents tell us stories of our people from long ago. First, we learn the stories. Next we learn dances that tell these stories. Then we dance at big celebrations called pow wows. This helps keep our culture alive.”

“My mom tells me stories too,” explained Yoon. She showed Kimi her bracelet. “She gave me this bracelet for my birthday and told me the story of jade. It will bring me good luck and a happy year.”

“I love your bracelet!” said Kimi.

Reread the passage. Follow the directions below.

1. Draw a box around a detail about the tradition the student includes.

2. Circle text that shows what Yoon was thinking and feeling.

3. Underline an example of Kimi telling about events in order.

4. Write a command from the narrative on the first line and an exclamation on the second line.
Name

- A **command** is a sentence that tells someone to do something. It ends with a **period**.
- An **exclamation**, or exclamatory sentence, is a sentence that shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write **statement**, **question**, **command**, or **exclamation** for the kind of sentence it is. Place the correct punctuation at the end of the sentence.

1. I want to go to Florida next summer ______________
2. What a beautiful state it is ______________
3. Have you ever been there ______________
4. Wow, my grandmother sent me a free ticket ______________
5. Go with me to Miami ______________
6. The capital of Florida is Tallahassee ______________
7. Hey, I'll send Grandmother a card to thank her ______________
8. Where is the address book ______________
9. I cannot wait to go see her ______________
10. Do you think she will like the card ______________
A. Write a spelling word that goes with the other two words.

1. ocean, lake, _______________
2. ants, grasshoppers, _______________
3. plate, fork, _______________
4. stone, pebble, _______________
5. hops, leaps, _______________

B. Write the spelling word that best completes each sentence.

6. We know to _______________ at a red light.
7. Please _______________ the door when you go out.
8. I hope to win the game, so wish me _______________.
9. I lost one blue _______________ in the laundry.
10. I need an alarm _______________ to wake up.
11. I need to clean up the _______________ in my room.
12. Our new puppy is white with brown spots on his _______________.
13. Take a big _______________ over that spilled water.
14. Our team started out winning, but now we’re in a _______________.
15. The farmer spoke to our class about growing ______________._
A Family Tradition

My mother asked, “How do you say good-bye to your lola, Jomar?”
*Lola* is a Filipino word. It means “grandmother.”

“I say ‘good-bye’?” I asked.

My mother explained, “We have a tradition in the Philippines. It is called *Mano Po*. When you say ‘hello’ or ‘good-bye’ to your elders, you touch their right hand to your forehead. It is a sign of respect.”

I pressed my lola’s hand to my forehead. “*Mano Po, Lola!*” I said.

---

Answer the questions about the text.

1. Realistic fiction tells a made-up story that could happen in real life. How can you tell that this is realistic fiction?

2. Realistic fiction includes dialogue. How do the characters’ words show that the story is realistic?

3. What information does the illustration give about the characters?
Grammar: Punctuation in Commands and Exclamations

Name

- Use a period at the end of a statement.
- Use a question mark at the end of a question.
- Use a period at the end of a command.
- Use an exclamation mark at the end of an exclamation.

Rewrite the letter from Carly, adding correct punctuation to the end of each sentence.

Dear Aunt Jackie,

Wow, I was so happy to hear your good news. It will be fun to read your poem in the magazine. Mom says we can cut it out and put it in a frame. Will you get extra copies? Send me an extra one, please. I want to take it to school to show my class. They will see that I have the best aunt ever.

I have a small favor to ask. Would you mind giving me some tips on writing a poem? Find out if you can come for a visit soon. We can have an amazing poetry reading together.

Your favorite niece,

Carly
**Spelling: Short Vowels e, o, u**

Name ________________________________

<table>
<thead>
<tr>
<th>jumps</th>
<th>mug</th>
<th>clock</th>
<th>step</th>
<th>rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>sock</td>
<td>stop</td>
<td>mess</td>
<td>shut</td>
<td>bugs</td>
</tr>
<tr>
<td>luck</td>
<td>slump</td>
<td>pond</td>
<td>head</td>
<td>crops</td>
</tr>
</tbody>
</table>

A. Write the spelling words that contain each short vowel sound below.

<table>
<thead>
<tr>
<th>short e</th>
<th>short u</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>short o</td>
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<td>9.</td>
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</tbody>
</table>

B. Compare the words step and stop. How are they alike? How are they different?

__________________________________________________________________________
__________________________________________________________________________
Finish each sentence using the vocabulary word provided.

1. (tradition) Our family gets together for _____________________________.

2. (celebrate) After the girl won the spelling contest, _________________________.

3. (courage) He won a badge of honor _____________________________.

4. (disappointment) When I didn’t get to see my friend, _______________________.

5. (symbols) Shaking hands and hugging are _____________________________.

6. (pride) My mom was so happy for me _____________________________.

7. (remind) I always forget my lunch _____________________________.

8. (precious) This photo of my grandfather _____________________________.

Vocabulary
Read the passage. Use the visualize strategy to help you understand what the characters are describing.

**Giving Thanks**

Tom was happy. It was the last day before Thanksgiving weekend. He grabbed his lunch from his kitchen table and went to school. At lunchtime he sat next to Ana, a new student from India.

"Are you ready for the long weekend?" he asked.

"Of course," she said. "But why do we have these days off?"

"Thanksgiving, of course!" Tom said. "Do you know what it is?"

"No, we don't have it where I am from," she said.

**Thanksgiving in America**

"Thanksgiving is so much fun," Tom said. "We get to spend precious time with family and friends. First, we have a big feast with turkey and mashed potatoes. Next, we have pie. After we eat, we go outside and play football."

"But why do you have this tradition?" she asked.

"It's to remind people to give thanks for our food and things we received this past year," he said. "I learned in Ms. Boone's class that the first Thanksgiving was back in 1621 between the English Colonists and Native Americans."
Thanksgiving in India

"That sounds great," said Ana. "In my country we also give thanks."
"Really?" Tom said. "How?"
"I am from a place in India called Tamil Nadu," she said.
"Each year we have Pongal."
"What does Pongal mean?" Tom asked.
"It's an Indian dish," she said. "During Pongal, food is cooked in pots until it boils and spills over. It is a symbol of good times."
"Wow," Tom said. "How do you celebrate?"
"First, we give thanks to the rain and sun for help with farming. We even thank the cattle," said Ana. "Then we throw away old things and wear new clothes. We eat food and spend time with family."
"I thought the United States was the only country that had a holiday like Thanksgiving," Tom said. "I guess I was wrong."
"Yes, there are many types of harvest fairs all over the world where people give thanks for food and crops," she said.
"I guess we all have a lot to be thankful for," he said. They both agreed.
Read the selection. Complete the sequence graphic organizer.

Character

Setting

Beginning

Middle

End
A. Reread the passage and answer the questions.

1. Events in a story happen in sequence, or time order. In paragraph six, what is the first thing that Tom does on Thanksgiving?
   a. He has pie.       b. He has a big feast.       c. He plays football.

2. What is the second thing Tom does on Thanksgiving?
   a. He has pie.       b. He plays football.       c. He has a big feast.

3. What is the last thing Tom does on Thanksgiving?
   a. He has a feast.   b. He has pie.            c. He plays football.

4. What is the second thing that happens on Pongal?
   a. People give thanks to the rain.
   b. People throw away old things and wear new clothes.
   c. People give thanks to the sun.

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

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________

- A **statement** tells something. It ends with a **period**.
- A **question** asks something. It ends with a **question mark**.
- A **command** tells someone to do something. It ends with a **period**.
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write **statement**, **question**, **command**, or **exclamation** for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. what a great day for a parade ____________________

   ______________________________

2. does the parade start at noon _________________

   ______________________________

3. we can see the parade from Green Street _________________

   ______________________________

4. walk down Oak Street, then over to the corner of Green and Third _________________

   ______________________________

5. wow, here come the marching bands _________________

   ______________________________
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. step
2. ___________________________ 2. mess
3. ___________________________ 3. head
4. ___________________________ 4. crops
5. ___________________________ 5. stop
6. ___________________________ 6. rock
7. ___________________________ 7. clock
8. ___________________________ 8. sock
9. ___________________________ 9. pond
10. ___________________________ 10. jumps
11. ___________________________ 11. shut
12. ___________________________ 12. luck
13. ___________________________ 13. slump
14. ___________________________ 14. bugs
15. ___________________________ 15. mug

Review Words
16. ___________________________ 16. clap
17. ___________________________ 17. sick
18. ___________________________ 18. snack

Challenge Words
19. ___________________________ 19. ready
20. ___________________________ 20. does
Look at the example of **context clues** in the sentence below. The underlined words explain what *migrate* means.

Most birds like to **migrate**, moving from one place to another, once a year to the South where it is warmer.

Read each sentence below. Underline the context clues that help you understand the meaning of each word in bold. Then circle the letter of the best definition for each word in bold.

1. He **grabbed** his lunch from his kitchen table and went to school.
   - a. left behind  
   - b. hid  
   - c. took

2. “First, we have a big **feast** with turkey and mashed potatoes.”
   - a. meal  
   - b. appointment  
   - c. parade

3. “During Pongal, food is cooked in pots until it **boils** and spills over.”
   - a. freezes  
   - b. gets hot and bubbles  
   - c. sits still

4. “Yes, there are many types of **harvest** fairs all over the world where people give thanks for food and crops,” she said.
   - a. party  
   - b. money  
   - c. collection of food
The vowels e, o, and u sometimes stand for short vowel sounds.

Short e in fed  Short o in top  Short u in cut

A. Read each set of words. Circle the word that has the correct vowel sound. The first one has been done for you.

1. short e  sled  top  lean
2. short o  toe  clap  rock
3. short u  lock  tube  pump
4. short e  mess  keep  bug
5. short o  pond  rope  low

For many base words, adding -s, -ed, and -ing does not change the base word’s spelling. For most base words that end with a vowel and a consonant, double the final consonant before adding -ed and -ing.

B. Circle the correct -s, -ed, and -ing form of each word. The first one has been done for you.

1. tag + s =  tags  tages
2. bat + ed =  bated  batted
3. sip + ed =  sipped  siped
4. run + ing =  runing  running
5. skip + s =  skipps  skips
Name ________________________________

- A sentence is a group of words that expresses a complete thought.
- Remember that a statement tells something. A question asks something.
- A command is a sentence that tells someone to do something. It ends with a period.
- The word you is understood at the beginning of a command.

After each sentence, write statement, question, or command for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. we can help you put the groceries away ________________

   ________________________________________________

2. put the cans of food on the shelves ________________

   ________________________________________________

3. do you want me to put the apples in the bowl ________________

   ________________________________________________

4. where should I put the flour and sugar ________________

   ________________________________________________

5. close the door when you are finished ________________

   ________________________________________________
Read the passage “A Lesson Learned” before answering Numbers 1 through 5.

**A Lesson Learned**

There once lived a wealthy man named Katu. Because he was so rich, he wanted only the finest things in life. Everything he owned was the best. He made sure his village knew it.

Katu thought his house was not good enough. Katu wanted a bigger house. So, he decided to build a new house. He would use the tallest logs. He bragged to everyone that his logs were the best money could buy.

Katu needed a sturdy elephant to move the heavy logs to build his house. He hired a man with an elephant. The elephant’s name was Lago. Lago was the strongest elephant. All the villagers watched as Lago easily piled the heavy logs. They were amazed by his strength. Katu watched as Lago piled the logs higher. He began bragging about his house to two men.

“Look how wonderful my house will be. It will be the best in the village,” said Katu.
Katu continued to brag about Lago’s strength and his house. But Lago was also very smart. Lago understood everything that Katu said. The elephant did not like what he heard. Lago decided that he had heard enough. Katu was still bragging when one of the men interrupted him. The man pointed over Katu’s shoulder.

“What is it?” Katu asked angrily. “Can’t you see I am busy?”

Katu tried to ignore the man, but the man kept pointing. Katu finally turned around. Lago was coming straight at him! The two men quickly scrambled out of the way. Katu was too afraid to move. Lago seized Katu with his trunk. He lifted him high in the air. The elephant held Katu over his new house. Then Lago ran into the house as hard as he could. The house swayed and collapsed into a heap of logs. Lago set Katu gently on the ground.

It took Katu many weeks to rebuild his house, but he learned his lesson. From that day on, he promised to never brag again.
Now answer Numbers 1 through 5. Base your answers on “A Lesson Learned.”

1. Read the sentence from the passage.
   Katu needed a sturdy elephant to move the heavy logs to build his house.
   What does sturdy mean?
   A. friendly
   B. smart
   C. strong
   D. young

2. Read the sentences from the passage.
   The two men quickly scrambled out of the way. Katu was too afraid to move.
   What does scrambled mean?
   A. hurried
   B. laughed
   C. looked
   D. pointed
3. What happens after Katu brags to the men but before Lago runs into Katu’s house?

A. Lago builds the house.
B. Katu’s house falls apart.
C. Lago holds Katu over the house.
D. Katu promises to never brag again.

4. Put the events from the passage in order. Number the events from 1 to 3.

- Katu hires a man who owns Lago.
- Lago runs into Katu’s house.
- Katu decides to build the biggest house in the village.
This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which word best describes Katu at the end of the passage?

A) braver  
B) richer  
C) stronger  
D) wiser

**Part B:** Which sentence describes Katu at the end of the passage?

A) "Because he was so rich, he wanted only the finest things in life."
B) "He bragged to everyone that his logs were the best money could buy."
C) "Katu tried to ignore the man, but the man kept pointing."
D) "From that day on, he promised to never brag again."
Read the passage “The Ship of the Desert” before answering Numbers 6 through 10.

The Ship of the Desert

Long ago, a man was traveling on the edge of the desert. He carried food and water on his back. He lugged his heavy tent on the ground behind him. The man was returning to his family far away. The hot sun and his heavy load made the journey difficult.

Suddenly, he saw a strange creature. It was large, brown, and hairy. The creature bellowed at him. The loud noise frightened him! The man rushed away. He ran as fast as he could.

The next day, he saw another one. It kept drinking lots of water. The creature had long, skinny legs. Most remarkably, it had a huge hump on its back.

The third day, the man saw more of these odd creatures. He observed them carefully. He wanted to see what he could learn. Sometimes one
would stare straight at him. Another might even bellow. But the man realized that the stares and bellows were not mean. The creatures were actually meek and gentle.

The man saw some coming over a sand dune. He knew the desert went on for miles past that dune. “They must be able to go without water for a long time!” he thought.

On the fourth day, the man came across one of the gentle giants. It was down in the sand with its eyes closed, dozing. The man had an idea.

“Perhaps this creature could help me carry my load,” he thought. So he walked up quietly. He slipped a rope around its mouth and back over its ears. He loaded all of his belongings onto its back. Then he slipped onto its hump.

The animal awoke and got to its feet. The man rode it all the way home. His children greeted him excitedly. They wanted to ride the wonderful creature.

“No we can make the desert our home!” the man said happily. That is how the camel came to be humans’ great helper. And that is why we call it “the ship of the desert.”
Now answer Numbers 6 through 10. Base your answers on "The Ship of the Desert."

6 This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the passage.

He carried food and water on his back. He ___ lugged ____ his heavy tent on the ground behind him.

What does the word **lugged** mean?

A) followed  
B) kicked  
C) pulled  
D) smashed

Part B: Which word from the sentences helps you know what **lugged** means?

A) food  
B) back  
C) tent  
D) carried
7. What happens each day in the passage?
   A. The camels look more upset.
   B. The man gets farther from home.
   C. The camels walk farther from the man.
   D. The man learns more about the camels.

8. Read the sentence from the passage.
   It was down in the sand with its eyes closed, dozing.

   What does the word dozing mean?
   A. digging
   B. drinking
   C. sleeping
   D. walking

9. What happens after the man rides the camel home?
   A. The camel falls asleep.
   B. The man lets the camel go.
   C. The camel frightens the man.
   D. The man’s children greet him.
10 Put the events from the passage in order. Number the events from 1 to 3.

The man catches and rides the creature.

The man sees a creature that scares him.

The man realizes the creatures do not need water for a long time.
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.

<table>
<thead>
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<th>1.</th>
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</tr>
</tbody>
</table>

1. date
2. lake
3. skate
4. plane
5. grade
6. fine
7. life
8. rice
9. wise
10. smile
11. rose
12. globe
13. smoke
14. come
15. used

**Review Words**

16. step
17. rock
18. luck

**Challenge Words**

19. sneeze
20. stripe
Use the vocabulary words in the box to create a short story about the people that live in your neighborhood. Write your story on the lines below. Include all of the vocabulary words above.
Name

A. Read each sentence. Circle the words that have a long vowel sound and a final e.

1. I think the large whale is safe in the tank.
2. I sealed the envelope after I went to the skate park.
3. I want the kitten with the black stripe to win the prize.
4. The soccer team will arrive when the game is over.
5. The art class learned to divide a shape in half.
6. The hikers followed the smell of smoke to the campfire.

B. Write the correct -ed and -ing forms for each verb in the first column.

<table>
<thead>
<tr>
<th>Verb</th>
<th>+ed</th>
<th>+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. paste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. debate</td>
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<td></td>
</tr>
<tr>
<td>3. relate</td>
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<td>4. escape</td>
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</tr>
<tr>
<td>5. scrape</td>
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</tr>
</tbody>
</table>
Grammar: Multiword Subjects

Name ________________________________

- The subject of a sentence tells what or whom the sentence is about.
- A complete subject is all the words in a subject.
- A complete subject can be one word, more than one word, or a compound subject connected by and.

Place a checkmark \( \checkmark \) next to the sentence if it has a compound subject. Write the complete subject on the line.

1. Jane and Lia rode their bikes to the park. ________________
2. Carlos and Shane were playing soccer. ________________
3. The sun shone brightly. ________________
4. Coach Tate and Chris walked toward the field. ________________
5. Mrs. Chan sat on a bench reading. ________________
6. The Smith twins played on the swings. ________________
7. Many birds and squirrels live in the park. ________________
8. Dark clouds began to gather around noon. ________________
9. The adults and children started to leave. ________________
10. A cold rain poured down the rest of the day. ________________
Name ____________________________

date       plane       life       smile       smoke
lake       grade       rice       rose       come
skate       fine       wise       globe       used

Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.

1. fused  fussy  used  loose  ______
2. robe   globe  cold  stale  ______
3. tile   smile  toil  clay   ______
4. made   sod    glad  grade  ______
5. spice  teach  rice  slick  ______
6. snake  sneak  shell  lake  ______
7. wife   with  life  soft   ______
8. crate  date   crane  dart  ______
9. pose   lost   porch  rose  ______
10. some  come   storm  cone  ______
11. spine  spill  poem  fine   ______
12. lane  clean  plane  link   ______
13. broke  shook  brake  smoke ______
14. rise  wise   trees  raise  ______
15. state  slick  skate  fleet  ______
Name ____________________________

admires    community    practicing    scared
classmate   contribute   pronounce    tumbled

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is another word for afraid? ____________________________

2. What word can describe a friend who sits next to you at school? ____________________________

3. What is another word for give? ____________________________

4. What helps people get better at doing something? ____________________________

5. What word means say the sound of? ____________________________

6. What word describes a place where people live and work together? ____________________________

7. What word means thinks well of? ____________________________

8. What happened to the fruit when it fell out and rolled to the ground? ____________________________
The student who wrote the paragraph below used text evidence from two different sources to respond to the prompt: How can people follow their own dreams and at the same time celebrate their traditional cultures? Use text evidence from two sources to support your answer.

People can follow their dreams while celebrating their traditional culture by figuring out how to combine the two things. For example, Gary Soto was a dreamer who loved to read. He also loved his Mexican culture, and his family enjoyed Mexican mariachi music. Later, as an adult, Gary shared his Mexican culture with others through his writing.

The Polonia Ensemble of Chicago is another example. They love to dance, and they love their Polish culture. They follow their dream of sharing their culture through their costumes, music, and dancing. They march in parades and dance at festivals. They show that by combining their traditional culture with their personal dreams, they can enjoy both.

Reread the passage. Follow the directions below.

1. Draw a box around the topic sentence that explains the main idea.

2. Circle text that helps you understand the sequence of events.

3. Underline the sentence that sums up the informational text.

4. Write the complete subject of this sentence: The Polonia Ensemble of Chicago is another example.
Name _____________________________________________________________

A. Write the complete subject of each sentence.

1. The sun is at the center of our solar system. _______________________

2. Our Earth gets heat and light from the sun. _________________

3. People and animals need energy from the sun’s rays. ________________

4. Plants could not live without the sun. _______________________

5. All living things need the sun to live and grow. _________________

B. Choose a subject from the box that best completes each sentence.
Rewrite the sentence using the correct punctuation and capitalization.

Other good fruits Oranges Florida and California

6. _______________ are a kind of fruit ________________________________

7. _______________ are apples, pears, and blueberries. _____________________________

8. _______________ are two states that grow oranges. ________________________________
A. Write the spelling words that contain each long vowel sound below.

**long a**
1. 
2. 
3. 
4. 
5. 

**long o**
11. 
12. 
13. 

**long u**
14. 

**long i**
6. 
7. 
8. 
9. 
10. 

15. Which word has an unexpected vowel spelling? ______________

B. Compare the words lake and smoke. How are they alike? How are they different?

______________________________
Keith Little

During World War II, I was a soldier and fought battles in the Marshall Islands and on Iwo Jima in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers used the language of the Navajo people to send messages to the troops. The enemy didn’t know this language and couldn’t read our code. Our work helped the United States win many battles. After the war, I taught people about Navajo language and culture.

Answer the questions about the text.

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

2. What text features does the text include?

3. What information does the map give you?
Name ________________________________________

- A **complete subject** is all the words in a subject. It can be one word, more than one word, or a **compound subject** connected by *and*.
- A **fragment** may be a sentence that does not have a subject. It does not express a complete thought.
- Correct some **sentence fragments** by adding a subject.

Underline the complete subject in each sentence. For sentence fragments, add a subject. Then write the sentence correctly. Use capital letters and end marks.

1. my class will go on a field trip to a museum next week

2. a museum is a good place to learn about the past

3. can see all kinds of things used long ago

4. wagons and buggies were once used for transportation

5. had not been invented yet
A. Write the spelling word that belongs with each group of words below.

1. puddle, pond, ______________
2. jet, rocket, ______________
3. flames, ashes, ______________
4. clever, smart, ______________
5. map, atlas, ______________

B. Write the spelling word that completes each sentence.

6. The bride had one bright red ______________ in her hand.
7. Dad ______________ the rake to clear the leaves.
8. Do you know today’s ______________?
9. When I am happy, I always have a ______________ on my face.
10. Where is the third ______________ classroom?
11. The weather was just ______________ for a picnic.
12. He broke the front wheel on his ______________.
13. She gave a report about ______________ in the desert.
15. Will you ______________ to my house on Saturday?
Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Joseph Bruchac

Growing Up Near Mountains

Joseph Bruchac grew up in the mountains of New York. He lived with his grandmother and grandfather. Young Joseph loved to go with his grandfather everywhere he went. His grandfather showed him how to walk softly through the woods and how to fish in the lakes and rivers.

As a child, Joseph spent time working in his grandparents’ store. When he made mistakes, his grandfather would never shout or yell at him. Instead, he would talk to Joseph about what had happened, so that Joseph could know how to do better the next time. During the winter, farmers would come to the store. They would sit around the stove and tell Joseph stories about the mountains.

While growing up, Joseph loved to read and write. Joseph’s grandmother kept bookshelves in the house full of books, so there was always plenty to read. He liked to read storybooks about animals. He also liked reading poetry and reciting poetry. He even wrote some poems of his own! One time, he wrote a poem for his teacher. She was very proud.
**Abenaki Storyteller**

Joseph’s grandfather was an Abenaki Native American. Because of this, Joseph became interested in stories told by the Abenaki. When he was in college, Joseph would sometimes visit Native American elders and listen to them tell stories. These stories were fun to listen to, but they also taught great lessons about life. Later, when Joseph started to have children of his own, he wrote down the stories he heard. He read them to his two sons. Soon after that, Joseph began to write children’s books. These books told the stories of the Abenaki and other Native American peoples.

**Helping Others**

In the fourth grade, Joseph’s teacher told him, “Whatever you want to do, you should do it.” Joseph wanted to write and help others, and that’s just what he did. First, he began to write stories. These stories taught children about being kind and caring for the Earth. Then, Joseph went to schools all over the United States where he read his stories to children. Now, Joseph helps other writers share their stories.

Today, Joseph spends time in his garden. He has gardens all around his house. The inside of his house is full of many plants. Joseph has been all over the world. But he still lives in the hometown where he grew up. “It is a place I love,” says Joseph. He still likes to walk through the woods and mountains. Every day he gets ideas for brand-new stories.
Read the selection. Complete the sequence graphic organizer.

Event

Event

Event

Event
A. Reread the passage and answer the questions.

1. Reread the second paragraph. What did Joseph’s grandfather do after Joseph made mistakes? Why did his grandfather do this?

2. What happened during the winter at Joseph’s grandparents’ store?

3. Reread the fifth paragraph. What did Joseph do after he began to write stories? How do you know that?

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

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A sentence is a group of words that expresses a complete thought.
- Every sentence has two parts: the subject and the predicate.
- The subject tells what or whom the sentence is about.
- The predicate identifies what the subject does or is.
- A complete subject is all the words in a subject.

What or whom is each sentence about? Draw a line under the complete subject.

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.
6. Pet supplies are on the shelves.
7. The owner answers a lot of questions.
8. A little boy points to a sleeping puppy.
9. The brown puppy wakes up and barks.
10. A family buys the puppy and goes home.
Read the article “Pasta Comes to America” before answering Numbers 6 through 10.

Pasta Comes to America

Many Americans like pasta. They enjoy making and eating pasta dishes. Pasta can be long and thin. It can be short and thick. It can even come in shapes like wheels or stars. The names of different types of pasta often describe the way the noodle looks. For example, the word *spaghetti* means “little strings” in Italian. Some people eat pasta with cheese sauce or tomato sauce. Others love it with meat sauce or even just a little oil.

People who like pasta can thank Italian Americans. They helped bring pasta to America. Italians first came to America more than one hundred years ago. Many Italians came to live in the big cities in America. Often they would live together in their own neighborhoods. That is why many big cities today have a neighborhood called “Little Italy.”

Italians loved many things about America. But they did not always like the food in their new country. They missed the food from Italy. They especially missed pasta. They liked the hard cheeses that they could cook with pasta. They grew vegetables and spices in their gardens. They would add fresh vegetables and spices to their sauces and pasta. They also liked fruit. They would eat it with pasta.

This was a different way of eating than most Americans were used to. They did not often use fresh fruits and vegetables in their cooking. And pasta was new to them, too.

Italian Americans found ways to get the foods they liked. First, they planted vegetables and spices in their own gardens. Then, they bought cheeses and pasta that came from faraway Italy.
Then war broke out. Pasta and cheese could not be shipped all the way from Italy. Pasta factories began to open in America. They could make the pasta that Italians wanted.

As a result, there was a lot of pasta being made in America. It did not cost much money to buy. Then it was discovered that pasta was healthy. Recipes for homemade pasta meals were included in cookbooks and magazines. Americans began to eat pasta at mealtimes in their homes. Spaghetti and meatballs became a favorite meal.

Italian Americans started to open pasta restaurants. They called them spaghetti houses. Italian restaurants soon became very popular restaurants. People liked these restaurants. It made them feel like they were in Italy. Even today, Americans enjoy eating at Italian restaurants.
Now answer Numbers 6 through 10. Base your answers on "Pasta Comes to America."

6. How does the author organize "Pasta Comes to America"?
   A) by comparing Italian foods to other foods
   B) by describing the foods Italian Americans enjoyed
   C) by listing the order of events that led to Italian food's popularity
   D) by explaining how Italian Americans were able to find the food they wanted

7. Read the sentence from the article.
   Recipes for homemade pasta meals were included in cookbooks and magazines.
   Based on the words home and made, what is the meaning of the compound word homemade?
   A) materials used to build a home, such as wood or brick
   B) made at home, rather than in a store or factory
   C) family dinners served at home, rather than in a restaurant
   D) different types of homes, such as ranches or log cabins
8. How does the author help the reader understand how Americans came to love pasta?
   A. by comparing Italian food to American food
   B. by giving the reasons why Italians eat pasta
   C. by explaining how eating pasta helped Americans
   D. by telling what happened once Italians moved to America

9. This question has two parts. First, answer part A. Then, answer part B.

   Part A: How does the author explain the opening of American pasta factories?
   A. The factories were the cause for war breaking out.
   B. The factories were a contrast to the Italian factories.
   C. The factories were the reason Italian restaurants became popular.
   D. The factories were a key step in how Italians found the food they wanted.

   Part B: Which sentence from the article best supports your answer in part A?
   A. “They could make the pasta that Italians wanted.”
   B. “Then it was discovered that pasta was healthy.”
   C. “Italian Americans started to open pasta restaurants.”
   D. “Then, they bought cheeses and pasta that came from faraway Italy.”
Which three words from the article are compound words?

A. vegetables  
B. cookbooks  
C. factories  
D. gardens  
E. mealtimes  
F. meatballs
Now answer Number 11. Base your answer on “Pasta Comes to America.”

11 How did pasta come to America? Your answer should include at least three key events, in order, from the article.