

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 drop + ing = <u>dropping</u>	2 win + er = _____
3 sad + est = _____	4 act + ing = _____
5 land + ed = _____	6 shop + er = _____
7 help + er = _____	8 fast + est = _____
9 sit + ing = _____	10 hot + est = _____
11 bit + en = _____	12 rent + ed = _____

★ Practice spelling each word twice.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 melt + ing = <u>melting</u>	2 sad + est = _____
3 bad + ly = _____	4 flat + en = _____
5 ship + ment = _____	6 glad + ly = _____
7 clip + er = _____	8 quit + er = _____
9 rot + en = _____	10 step + ing = _____
11 red + ness = _____	12 dim + ly = _____

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 shine + ing = <u>shining</u>	2 dive + ing = _____
3 pave + ment = _____	4 use + ful = _____
5 lone + ly = _____	6 joke + er = _____
7 wise + er = _____	8 hope + ful = _____
9 rise + ing = _____	10 like + ly = _____
11 blame + ed = _____	12 safe + er = _____

★ Practice spelling each word twice.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 ride + ing = <u>riding</u>	2 brave + ly = _____
3 state + ment = _____	4 drive + ing = _____
5 rake + ing = _____	6 hike + er = _____
7 like + ness = _____	8 bare + ly = _____
9 joke + ing = _____	10 nice + ly = _____
11 bike + er = _____	12 broke + en = _____

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1 hope + ing = <u>hoping</u>	2 hop + ing = _____
3 bite + er = _____	4 bit + en = _____
5 cute + est = _____	6 cut + ing = _____
7 ripe + en = _____	8 rip + ing = _____
9 tape + ing = _____	10 tap + ing = _____
11 mope + ing = _____	12 mop + ing = _____

★ Practice spelling each word twice.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1 use + ful = <u>useful</u>	2 use + ing = _____
3 sad + ly = _____	4 sad + est = _____
5 ship + ment = _____	6 ship + ing = _____
7 brave + ly = _____	8 brave + er = _____
9 safe + er = _____	10 safe + ty = _____
11 dim + ness = _____	12 dim + er = _____

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

washable	joyous	structure	miserable	option
nature	election	enjoyable	loyal	numerous
dangerous	musical	departure	attention	magical

<b>able</b>		
<u>washable</u>	_____	_____
<b>tion</b>		
_____	_____	_____
<b>ous</b>		
_____	_____	_____
<b>ture</b>		
_____	_____	_____
<b>al</b>		
_____	_____	_____

★ Choose one word from each group and write a sentence for each.

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

active	manage	voyage	vacant	attentive
different	safety	empty	liberty	student
fragrant	excellent	expensive	average	elegant

ive		
active	_____	_____
ty		
_____	_____	_____
ant		
_____	_____	_____
age		
_____	_____	_____
ent		
_____	_____	_____

★ Choose one word from each group and write a sentence for each.

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

distance	assistant	influence	visible	explosion
flexible	division	possible	expression	tenant
sentence	balance	important	evidence	allowance

ance

distance

sion

ence

ant

ible

★ Choose one word from each group and write a sentence for each.

Name: \_\_\_\_\_



Circle the word to best complete each sentence. Then, write the word on the line.

1	Our long hike in the woods was quite an <u>adventure</u> .	invention adventure
2	The octopus is an interesting sea _____.	creature caution
3	Katie did a _____ job acting in the school play.	marvelous moveable
4	It has been raining for _____ days.	structural several
5	The computer has been an important _____.	invasion invention
6	My Uncle Mitch is a close _____.	relative reaction
7	We will plan a trip to see you in the _____.	fiction future
8	I need to add eggs to the _____.	mixture massive

★ Read these sentences to a partner.

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the suffix. Then, write each word on the line next to the correct definition.

absence	edible	migrant	expensive
movable	musical	dangerous	invasion

1	a time of being away or absent	<u>absence</u>
2	full of danger; unsafe	_____
3	a person that migrates or moves from place to place	_____
4	able to be moved; not fixed in one place	_____
5	high priced; having a great expense	_____
6	related to or making music	_____
7	an entrance made by invading	_____
8	something that can be eaten	_____

★ Choose three words from above and write a sentence for each.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 A tree grew next to Jaden’s house. One spring day, Jaden passed by the tree and saw a nest in it. A little blue-green bird was in the nest. It sat very still.

Jaden did not want to scare the bird, so she did not get too close. She spoke in a soft voice. “Keep your eggs warm and safe,” Jaden said to the bird. “I want to see them hatch.”

Every day, Jaden spoke to the little bird in its nest. “When will your eggs hatch?” Jaden asked. One day, the bird was not in its nest. Jaden saw the bird on a branch. It had a large bug in its beak.

Jaden leaned in to look at the nest. Three tiny birds had their mouths wide open. “They hatched!” Jaden whispered. She stepped back so that the bird could feed its babies.

2 Kim was sick with the flu. Sometimes her fever gave her chills. Sometimes her fever made her hot. Her nose was stuffed up. “Poor Kim,” said Dad. “Would you like some soup to eat?” “I would like to feel well,” said Kim. “Could you wave a magic wand and make me better?” “I wish I could,” said Dad.

After Kim had been sick for a week, she felt much better. “Can my friends visit me?” she asked. “Yes, you can invite your friends over,” said Dad.

Betsy and Rosa came over and sat in Kim’s room. “What’s it like to have the flu?” asked Rosa. “It’s awful,” said Kim. “One second, I’m burning up, and the next second I’m freezing. You do not want to get the flu!”

**3 Discuss each reading with your partner.**

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Have you ever seen a tennis match? A net stretches across the middle of the court. There may be one player on each side of the net or a team of two players. Each player swings a racket to hit the ball over the net. The player tries to aim the ball so that the player on the other side cannot hit it back. Tennis players run and leap to keep the ball flying.

Tennis players use their rackets in different ways. To start a game, a player serves it. To serve, the player throws the ball up, then hits it over the net. The other player swings the racket to hit the ball back. A player may make the ball drop just over the net. The other player must run fast to reach it. An overhead smash is a strong, fast shot. A smash is hard to hit back.

2 Some animals do not match their names. The glass snake is not made of glass. It is not even a snake. The glass snake is really a lizard. Most glass snakes have no legs, just like snakes. So a glass snake moves along the ground like a snake. It slithers. Snakes cannot blink, but glass snakes can blink. Snakes have long bodies and short tails. But glass snakes have short bodies and long tails.

Glass snakes live where it's hot. They hunt at night, when it's cooler. They get their names because of their tails. The tail can break off, like a handle breaks off a glass cup. The glass snake does this when being hunted. The broken tail keeps wiggling like it's alive. The hunter attacks the tail. The glass snake races away. Soon it grows a new tail. But the new tail is shorter than the old one.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

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- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Your teeth start growing before you're born. They start to come in when you're six to twelve months old. These are your baby teeth. You have twenty baby teeth in your mouth. Then these teeth start falling out, one by one. This begins to happen when you're about five. The tooth feels loose. You can move it back and forth. At last, it comes out! You have an empty space where you once had a tooth.

It takes years to lose all your baby teeth. You'll be done losing them when you're about 13. Now, you'll have adult teeth. You'll have more teeth than before. Instead of 20 baby teeth, you'll have 28 adult teeth. A few years later, most kids get four more teeth. These are called wisdom teeth. They grow at the back of the mouth. Now there are 32 teeth. These are the last teeth to grow in.

2 Ben wanted to give his mother a birthday gift she would like. But he had no money. Ben made a picture book. On each page, he drew something his mother did to help the family. He showed her going to work. He showed her helping with homework and cooking a meal. He showed her giving hugs. Ben wrote words to go with each picture. His book showed ten things on ten pages.

Ben's mother opened her birthday gifts. Poppa gave her perfume. "Thank you! I love it!" shouted Mum. Ben's sister gave her a scarf. "Thank you! I love it!" shouted Mum. Aunt Val gave her a blouse. "Thank you! I love it!" shouted Mum. Mum opened the book Ben made. It showed all the things she did to help the family. She looked at each page. She did not speak. "Thank you," she whispered. "I love it."

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

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**THE LISTENER SHOULD:**

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 A turtle living in a river bank was bored. “I want to travel,” she said. “I want to see the world.” As the turtle spoke, two ducks swam by. One duck told the turtle, “We fly to distant lands. We can carry you with us. But you must do just what we tell you.” The ducks told the turtle to hold the middle of a stick in her mouth. The turtle bit on the stick. “Keep biting on that stick,” one duck said. “Don’t let go!” said the other duck. The two ducks held the ends of the stick and rose into the air. The turtle hung between them. Her trip had begun! “What a silly sight!” said a crow. “Turtles can’t fly!” Turtle didn’t like hearing that. “I CAN fly!” she said. But when she opened her mouth to speak, she fell to the ground. Her trip was over.

2 The only mammal with wings is the bat. All mammals have the same body parts. But the bones of a bat’s arms, hands, and fingers are shaped to hold wings. Skin stretches between these bones and the bat’s body. The stretched skin forms the wings. Many kinds of bats swoop and swerve to catch insects in the air. Some bats fly long distances, and some reach high speeds. Bats are mammals of the air.

Have you ever seen a flying squirrel? These mammals are hard to see. They come out at night. A flying squirrel does not have true wings. A fold of skin connects the front and back legs on each side of its body. When the flying squirrel leaps from a branch, it spreads out its legs. The squirrel glides on the stretched skin. Flying squirrels glide from tree to tree as they look for food.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: \_\_\_\_\_



Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1 I became so tired and could not finish the long race today. I...	
2 Marty spoiled the surprise party. I can't believe he...	
3 Ivan is so funny and tells the best jokes. I always...	
4 Fred was the only one on the team with a red shirt. He...	
5 Pedro was so excited when he won the spelling bee. He...	

★ Explain the meaning of each idiom to a partner.



let the cat out  
of the bag

was on top  
of the world

ran out  
of steam

get a kick  
out of him

stuck out like  
a sore thumb

Name: \_\_\_\_\_



Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1 Jake is so upset that his team lost. He is...	
2 I am too busy to help him today. I am...	
3 Tess is in trouble for not doing her chores. She is...	
4 Fiona has a cold and missed school today. She is...	
5 We got lost in the woods without a map. We were...	

★ Explain the meaning of each idiom to a partner.



in hot water	down in the dumps	in a pickle	tied up	under the weather
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Name: \_\_\_\_\_



Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Rita was all ears when Lee told her the secret. Lee knew that Rita would not spill the beans. Rita has always been a true friend and has a heart of gold.

a Rita was all ears. What does this mean?

\_\_\_\_\_

b Was Lee worried about telling Rita her secret?

\_\_\_\_\_

c Rita has a heart of gold. What is a word that can describe Rita?

\_\_\_\_\_

2 Julia has cold feet about sledding down the big hill. Her friends hope that she does not chicken out. They had a ball when they sled down that same hill.

a Julia has cold feet. How does she feel?

\_\_\_\_\_

b What will happen if Julia chickens out?

\_\_\_\_\_

c Do you think her friends will sled down the hill again? Why or why not?

\_\_\_\_\_

★ Read each story to a partner and explain the meaning of the idioms.

Name: \_\_\_\_\_



Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Max was tied up with tennis practice this afternoon and has not had much time to do his homework. If he does not finish his book report today, he will be in hot water with his teacher. He is already on thin ice since his last book report was late.

a Max was tied up with tennis practice. What does this mean?

\_\_\_\_\_

b Max may be in hot water with his teacher. How will his teacher feel?

\_\_\_\_\_

c He is already on thin ice. Why?

\_\_\_\_\_

2 Because Mindy is under the weather, she does not have to do her chores. She is off the hook! Instead, she will catch some Zs and will hopefully feel better tomorrow.

a Mindy is under the weather. What does this mean?

\_\_\_\_\_

b Mindy is off the hook and does not have to do her chores. Why?

\_\_\_\_\_

c Mindy is going to catch some Zs. What is she going to do?

\_\_\_\_\_

★ Read each story to a partner and explain the meaning of the idioms.

Name: \_\_\_\_\_



Draw a line to connect each idiom to its correct meaning.

<u>Idiom</u>	<u>Meaning</u>
1 to get up on the wrong side of the bed means	to be extremely happy
2 to be on pins and needles means	to wait in suspense
3 to be on cloud nine means	to be in a tricky situation
4 to be in a pickle means	to be in a bad mood

<u>Idiom</u>	<u>Meaning</u>
5 to stay on your toes means	to tell a secret
6 to sleep on it means	to pay attention
7 to hit the nail on the head means	to take time to think about it
8 to spill the beans means	to be right

★ Choose an idiom from above and write a sentence using the idiom.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**achieve** (verb) To achieve is to succeed at doing something.

- 2 **Reread the drama on the next page, “A New Record!”** Dramas, or plays, are stories that are performed by actors.
- 3 Dramas have a cast of characters—people or animals in the play. Go back to the drama, and **circle the cast of characters.**
- 4 The words that actors read aloud in a drama are called lines. In Scene 2, Annie speaks twice; she has two lines. **Put a checkmark (✓) in the margin next to each one of Annie’s lines in Scene 2.**
- 5 What did Annie achieve? **Explain Annie’s achievement** below.

<b>Annie’s achievement</b>	
----------------------------	--

- 6 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud. **Underline the stage directions that describe Annie in Scene 2.**
- 7 In your own words, **describe how Annie feels in Scene 2** below.

<b>Annie’s feelings</b>	
-------------------------	--

- 8 **Ian and Omar read about people who achieved amazing goals. How is Annie’s achievement similar? How is it different?** Use your notes and specific examples from the drama to support your answer. Write on another page.

★ **Read the drama aloud with two partners. Remember that the stage directions are not read aloud.**

**1A New Record!****Cast of Characters**

ANNIE, a 6-year-old girl

IAN, Annie's older brother

OMAR, Ian's friend

**Scene 1**

[ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]

**IAN.** Omar, look! This guy set a record for smashing concrete blocks with his hand!

**OMAR.** [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?

**IAN.** They rowed that boat all the way across the Atlantic Ocean.

**OMAR.** [Reading] They broke a speed record doing it!

**ANNIE.** What's a record?

**IAN.** That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.

**OMAR.** That crowd broke a record for the world's largest snowball fight! Sounds fun.

[Curtain.]

**Scene 2**

[15 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

**ANNIE.** [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

**IAN.** Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

**ANNIE.** [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

**OMAR.** [Shrugging] Well, she DID break her own record.

**IAN.** [To ANNIE] You're the champ!

[ANNIE stands tall and pumps her fists over her head. Curtain.]





- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**survive** (verb) To survive is to stay alive.

- 2 **Reread the informational text on the next page, “What Happened to the Giant Kangaroo?”** Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 2. **Go back to the text, and put a star (★) in the margin next to the main idea.**
- 4 **Write the main idea** below.

<b>main idea</b>	
------------------	--

- 5 A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. **Put a checkmark (✓) in the margin next to each cause.**
- 6 In your own words, **explain the two possible causes** below.



- 7 **How might both possible causes be true?** Use your notes and key details from the text to support your answer. Write on another page.

★ **Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.**



## What Happened to the Giant Kangaroo?

- 1 Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But **scientists have offered two theories about what killed off the giant kangaroos:**
- 2 • Climate change made them extinct. Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- 3 • Humans made them extinct. Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.
- 4 In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

### GLOSSARY

**extinct** (adjective) Extinct means no longer living or existing.

**droughts** (noun, plural) A drought is a long period without rain.

**crops** (noun, plural) Crops are plants that are grown for food.

**theories** (noun, plural) A theory is an idea based on facts that might explain something.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**moral** (noun) The moral of a story is the lesson it teaches about life.

- 2 **Reread the fable on the next page**, “The Donkey and the Salt.” Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and **circle the two characters**.
- 4 The major events in the fable are underlined. **Put a checkmark (✓) in the margin next to each major event**.
- 5 In your own words, **describe each major event** below.

<b>major event 1</b>	
<b>major event 2</b>	
<b>major event 3</b>	

- 6 Fables also have a lesson about life called a moral. **Put a star (★) next to the moral** of the fable.
- 7 **Write the moral** in your own words.

<b>moral</b>	
--------------	--

- 8 **How do the characters and events show the moral of the fable?** Use your notes and evidence from the fable to support your answer. Write on another page.

★ **Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.**



### The Donkey and the Salt

- 1 Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.
- 2 They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.
- 3 The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.
- 4 The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.
- 5 The moral is *The same trick will not work if it is played too many times.*

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**rule** (noun) A rule tells people what they can, or cannot, do.

- 2 **Reread the informational text**, “Fair Bike Rules.” This informational text gives facts and the author’s point of view about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 The main idea of this text—the author’s point of view—is stated in Paragraph 1. Go back to the text, and **put a star (★) in the margin next to the main idea**.
- 4 **Write the main idea**—the author’s point of view—below.

<b>main idea</b>	
------------------	--

- 5 Authors give reasons to support a point of view. Three reasons are underlined in the text. **Put a checkmark (✓) in the margin next to each reason**.
- 6 **Write the reasons the author gives to support the point of view**.

<b>reason 1</b>	
<b>reason 2</b>	
<b>reason 3</b>	

- 7 The author gives important information in a bulleted list. **Put a box around the list** in the text.
- 8 **In your own words, describe the information in this list.**

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- 9 **What is your point of view on banning bikes from sidewalks?** Look back at your notes, and give reasons to support your point of view. Write on another page.

★ **Does your classroom have rules? Choose one rule, and state your point of view about this rule—orally or in writing. Be sure to give reasons to support your point of view.**



## Fair Bike Rules

- 1 The city council here in Karlinsburg is going to vote on a new rule: No bicycles on sidewalks. This rule is unfair to youngsters in this community.
- 2 First of all, riding bikes in the street is too dangerous for children. Car drivers may not see a bike in time to stop. The door of a parked car may suddenly open. Bicyclists are injured as a result.
- 3 The sidewalk is safer than the street. Some people have complained about bicyclists on sidewalks. They say that speeding bikes have knocked down pedestrians who cannot get out of the way. But instead of banning bikes on sidewalks, how about making a few simple rules for safe riding?
  - Slow down.
  - Politely ask pedestrians if you can pass them.
  - Walk the bike if the sidewalk is crowded.
  - Stop at every driveway and cross street.
- 4 Sidewalk rules like these can give everyone a safe way to get around. When a Karlinsburg youngster learns to ride a bike, these rules can be part of the training. Please let council members know that they should vote for safe riding on sidewalks, not for banning bicycles.

### GLOSSARY

**banning** (verb) To ban something is to make it against the rules.

**community** (noun) A community is a group of people who have something in common and support each other.

**council** (noun) A council is a group that makes rules for a community.

**pedestrians** (noun, plural) A pedestrian is someone walking.

# Core5 Level 13

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Structural Analysis  
Spelling Rules 2

Name: \_\_\_\_\_

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1	drop + ing = <u>dropping</u>	win + er = <u>winner</u>
3	sad + est = <u>saddest</u>	act + ing = <u>acting</u>
5	land + ed = <u>landed</u>	shop + er = <u>shopper</u>
7	help + er = <u>helper</u>	fast + est = <u>fastest</u>
9	sit + ing = <u>sitting</u>	hot + est = <u>hottest</u>
11	bit + en = <u>bitten</u>	rent + ed = <u>rented</u>

★ Practice spelling each word twice.

Lexia Skill Builders®

1

Structural Analysis  
Spelling Rules 2

Name: \_\_\_\_\_

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1	melt + ing = <u>melting</u>	sad + est = <u>saddest</u>
3	bad + ly = <u>badly</u>	flat + en = <u>flatten</u>
5	ship + ment = <u>shipment</u>	glad + ly = <u>gladly</u>
7	clip + er = <u>clipper</u>	quit + er = <u>quitter</u>
9	rot + en = <u>rotten</u>	step + ing = <u>stepping</u>
11	red + ness = <u>redness</u>	dim + ly = <u>dimly</u>

★ Choose three words and write a sentence for each.

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2



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Structural Analysis  
Spelling Rules 2

Name: \_\_\_\_\_

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1	shine + ing = <u>shining</u>	2	dive + ing = <u>diving</u>
3	pave + ment = <u>pavement</u>	4	use + ful = <u>useful</u>
5	lone + ly = <u>lonely</u>	6	joke + er = <u>joker</u>
7	wise + er = <u>wiser</u>	8	hope + ful = <u>hopeful</u>
9	rise + ing = <u>rising</u>	10	like + ly = <u>likely</u>
11	blame + ed = <u>blamed</u>	12	safe + er = <u>safer</u>

★ Practice spelling each word twice.

Lexia Skill Builders®

3

Structural Analysis  
Spelling Rules 2

Name: \_\_\_\_\_

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1	ride + ing = <u>riding</u>	2	brave + ly = <u>bravely</u>
3	state + ment = <u>statement</u>	4	drive + ing = <u>driving</u>
5	rake + ing = <u>raking</u>	6	hike + er = <u>hiker</u>
7	like + ness = <u>likeness</u>	8	bare + ly = <u>barely</u>
9	joke + ing = <u>joking</u>	10	nice + ly = <u>nicely</u>
11	bike + er = <u>biker</u>	12	broke + en = <u>broken</u>

★ Choose three words and write a sentence for each.

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4



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Structural Analysis  
Spelling Rules 2

Name: \_\_\_\_\_

Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1	hope + ing = <u>hoping</u>	2	hop + ing = <u>hopping</u>
3	bite + er = <u>biter</u>	4	bit + en = <u>bitten</u>
5	cute + est = <u>cutest</u>	6	cut + ing = <u>cutting</u>
7	ripe + en = <u>ripen</u>	8	rip + ing = <u>ripping</u>
9	tape + ing = <u>taping</u>	10	tap + ing = <u>tapping</u>
11	mope + ing = <u>moping</u>	12	mop + ing = <u>mopping</u>

★ Practice spelling each word twice.

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Name: \_\_\_\_\_

Structural Analysis  
Latin Suffixes

Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

washable	joyous	structure	miserable	option
nature	election	enjoyable	loyal	numerous
dangerous	musical	departure	attention	magical

washable	miserable	enjoyable
option	election	attention
joyous	numerous	dangerous
structure	nature	departure
loyal	musical	magical

★ Choose one word from each group and write a sentence for each.

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2

Name: \_\_\_\_\_

Structural Analysis  
Latin Suffixes

Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

active	manage	voyage	vacant	attentive
different	safety	empty	liberty	student
fragrant	excellent	expensive	average	elegant

active	attentive	expensive
safety	empty	liberty
elegant	vacant	fragrant
manage	voyage	average
different	student	excellent

★ Choose one word from each group and write a sentence for each.

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2



Structural Analysis  
Latin Suffixes

Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

distance	assistant	influence	visible	explosion
flexible	division	possible	expression	tenant
sentence	balance	important	evidence	allowance

distance	ance	balance	allowance
explosion	sion	division	expression
influence	ence	sentence	evidence
assistant	ant	tenant	important
visible	ible	flexible	possible

★ Choose one word from each group and write a sentence for each.

Lexia Skill Builders®

3

Structural Analysis  
Latin Suffixes

Circle the word to best complete each sentence. Then, write the word on the line.

1	Our long hike in the woods was quite an <u>adventure</u> .	invention adventure
2	The octopus is an interesting sea <u>creature</u> .	creature caution
3	Katie did a <u>marvelous</u> job acting in the school play.	marvelous moveable
4	It has been raining for <u>several</u> days.	structural several
5	The computer has been an important <u>invention</u> .	invasion invention
6	My Uncle Mitch is a close <u>relative</u> .	relative reaction
7	We will plan a trip to see you in the <u>future</u> .	fiction future
8	I need to add eggs to the <u>mixture</u> .	mixture massive

★ Read these sentences to a partner.

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Name: \_\_\_\_\_

Read the words at the top of the page. Circle the suffix. Then, write each word on the line next to the correct definition.

	absence	edible	migrant	expensive
	movable	musical	dangerous	invasion
1	a time of being away or absent	absence		
2	full of danger; unsafe	dangerous		
3	a person that migrates or moves from place to place	migrant		
4	able to be moved; not fixed in one place	movable		
5	high priced; having a great expense	expensive		
6	related to or making music	musical		
7	an entrance made by invading	invasion		
8	something that can be eaten	edible		

★ Choose three words from above and write a sentence for each.



Fluency  
Passage Fluency 2

Fluency  
Passage Fluency 2

Name: \_\_\_\_\_

Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**

- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 A tree grew next to Jaden's house. One spring day, Jaden passed by the tree and saw a nest in it. A little blue-green bird was in the nest. It sat very still. Jaden did not want to scare the bird, so she did not get too close. She spoke in a soft voice: "Keep your eggs warm and safe," Jaden said to the bird. "I want to see them hatch." Every day, Jaden spoke to the little bird in its nest. "When will your eggs hatch?" Jaden asked. One day, the bird was not in its nest. Jaden saw the bird on a branch. It had a large bug in its beak. Jaden leaned in to look at the nest. Three tiny birds had their mouths wide open. "They hatched!" Jaden whispered. She stepped back so that the bird could feed its babies.

2 Kim was sick with the flu. Sometimes her fever gave her chills. Sometimes her fever made her hot. Her nose was stuffed up. "Poor Kim," said Dad. "Would you like some soup to eat?" "I would like to feel well," said Kim. "Could you wave a magic wand and make me better?" "I wish I could," said Dad. After Kim had been sick for a week, she felt much better. "Can my friends visit me?" she asked. "Yes, you can invite your friends over," said Dad. Betsy and Rosa came over and sat in Kim's room. "What's it like to have the flu?" asked Rosa. "It's awful," said Kim. "One second, I'm burning up, and the next second I'm freezing. You do not want to get the flu!"

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Fluency  
Passage Fluency 2

Fluency  
Passage Fluency 2

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1

Fluency  
Passage Fluency 2

Fluency  
Passage Fluency 2

Name: \_\_\_\_\_

Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**

- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**

- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Have you ever seen a tennis match? A net stretches across the middle of the court. There may be one player on each side of the net or a team of two players. Each player swings a racket to hit the ball over the net. The player tries to aim the ball so that the player on the other side cannot hit it back. Tennis players run and leap to keep the ball flying. Tennis players use their rackets in different ways. To start a game, a player serves it. To serve, the player throws the ball up, then hits it over the net. The other player swings the racket to hit the ball back. A player may make the ball drop just over the net. The other player must run fast to reach it. An overhead smash is a strong, fast shot. A smash is hard to hit back.

2 Some animals do not match their names. The glass snake is not made of glass. It is not even a snake. The glass snake is really a lizard. Most glass snakes have no legs, just like snakes. So a glass snake moves along the ground like a snake. It slithers. Snakes cannot blink, but glass snakes can blink. Snakes have long bodies and short tails. But glass snakes have short bodies and long tails. Glass snakes live where it's hot. They hunt at night, when it's cooler. They get their names because of their tails. The tail can break off, like a handle breaks off a glass cup. The snake does this when being hunted. The broken tail keeps wiggling like it's alive. The hunter attacks the tail. The glass snake races away. Soon it grows a new tail. But the new tail is shorter than the old one.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Fluency  
Passage Fluency 2

Fluency  
Passage Fluency 2

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2



Name: \_\_\_\_\_

Fluency  
Passage Fluency 2

Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

THE READER SHOULD:	THE LISTENER SHOULD:
<ul style="list-style-type: none"> <li>● Read the words carefully and clearly.</li> <li>● Pay attention to punctuation and read with expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen closely to the reader. Is the reading smooth, clear, and easy to understand?</li> <li>● As you listen, think of a question about the passage to ask the reader when he or she has finished reading.</li> </ul>

1 Your teeth start growing before you're born. You start to come in when you're six to twelve months old. These are your baby teeth. You have twenty baby teeth in your mouth. Then these teeth start falling out, one by one. This begins to happen when you're about five. The tooth feels loose. You can move it back and forth. At last, it comes out! You have an empty space where you once had a tooth. It takes years to lose all your baby teeth. You'll be done losing them when you're about 13. Now, you'll have adult teeth. You'll have more teeth than before. Instead of 20 baby teeth, you'll have 28 adult teeth. A few years later, most kids get four more teeth. These are called wisdom teeth. They grow at the back of the mouth. Now there are 32 teeth. These are the last teeth to grow in. 15

2 Ben wanted to give his mother a birthday gift she would like. But he had no money. Ben made a picture book. On each page, he drew something his mother did to help the family. He showed her going to work. He showed her helping with homework and cooking a meal. He showed her giving hugs. Ben wrote words to go with each picture. His book showed ten things on ten pages. 31

Ben's mother opened her birthday gifts. Poppa gave her perfume. "Thank you! I love it!" shouted Mum. Ben's sister gave her a scarf. "Thank you! I love it!" shouted Mum. Aunt Val gave her a blouse. "Thank you! I love it!" shouted Mum. Mum opened the book Ben made. It showed all the things she did to help the family. She looked at each page. She did not speak. "Thank you," she whispered. "I love it." 46

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

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3

Name: \_\_\_\_\_

Fluency  
Passage Fluency 2

Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

THE READER SHOULD:	THE LISTENER SHOULD:
<ul style="list-style-type: none"> <li>● Read the words carefully and clearly.</li> <li>● Pay attention to punctuation and read with expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen closely to the reader. Is the reading smooth, clear, and easy to understand?</li> <li>● As you listen, think of a question about the passage to ask the reader when he or she has finished reading.</li> </ul>

1 A turtle living in a river bank was bored. "I want to travel," she said. "I want to see the world." As the turtle spoke, two ducks swam by. One duck told the turtle, "We fly to distant lands. We can carry you with us. But you must do just what we tell you." The ducks told the turtle to hold the middle of a stick in her mouth. The turtle bit on the stick "keep biting on that stick," one duck said. "Don't let go!" said the other duck. The two ducks held the ends of the stick and rose into the air. The turtle hung between them. Her trip had begun! "What a silly sight!" said a crow. "Turtles can't fly!" Turtle didn't like hearing that. "I CAN fly!" she said. But when she opened her mouth to speak, she fell to the ground. Her trip was over. 19

2 The only mammal with wings is the bat. All mammals have the same body parts. But the bones of a bat's arms, hands, and fingers are shaped to hold wings. Skin stretches between these bones and the bat's body. The stretched skin forms the wings. Many kinds of bats swoop and swoerve to catch insects in the air. Some bats fly long distances, and some reach high speeds. Bats are mammals of the air. Have you ever seen a flying squirrel? These mammals are hard to see. They come out at night. A flying squirrel does not have true wings. A fold of skin connects the front and back legs on each side of its body. When the flying squirrel leaps from a branch, it spreads out its legs. The squirrel glides on the stretched skin. Flying squirrels glide from tree to tree as they look for food. 36

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

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4

If the Lexia Skill Builders are used for timed readings, the following National Oral Reading Fluency Norms (Hasbrouck & Tindal, 2017) can be used as general guidelines for rate and accuracy performance:

50th Percentiles			
Words Correct per Minute (wcpm)			
GRADE	FALL	WINTER	SPRING
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146


It is important to note that these norms are based on an initial reading of a passage. Therefore, the student performance on the Skill Builders may be slightly higher. In general, students who score >10 wcpm below the average may benefit from additional support in developing reading fluency.



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Name: \_\_\_\_\_




Vocabulary Idioms 1


Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1	I became so tired and could not finish the long race today. I...	ran out of steam
2	Marty spoiled the surprise party. I can't believe he...	let the cat out of the bag
3	Ivan is so funny and tells the best jokes. I always...	get a kick out of him
4	Fred was the only one on the team with a red shirt. He...	stuck out like a sore thumb
5	Pedro was so excited when he won the spelling bee. He...	was on top of the world

★ Explain the meaning of each idiom to a partner.




let the cat out of the bag	ran out of steam	get a kick out of him	stuck out like a sore thumb
----------------------------	------------------	-----------------------	-----------------------------



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1

Name: \_\_\_\_\_




Vocabulary Idioms 1


Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1	Jake is so upset that his team lost. He is...	down in the dumps
2	I am too busy to help him today. I am...	tied up
3	Tess is in trouble for not doing her chores. She is...	in hot water
4	Fiona has a cold and missed school today. She is...	under the weather
5	We got lost in the woods without a map. We were...	in a pickle

★ Explain the meaning of each idiom to a partner.



in hot water	down in the dumps	in a pickle	tied up
		under the weather	



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2



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Name: \_\_\_\_\_

  
Vocabulary  
Idioms 1

Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Rita was all ears when Lee told her the secret. Lee knew that Rita would not spill the beans. Rita has always been a true friend and has a heart of gold.

a Rita was all ears. What does this mean?  
Rita was ready to listen.

b Was Lee worried about telling Rita her secret?  
No, Lee was not worried about telling Rita her secret.

c Rita has a heart of gold. What is a word that can describe Rita?  
Rita is kind.


2 Julia has cold feet about sledding down the big hill. Her friends hope that she does not chicken out. They had a ball when they sled down that same hill.

a Julia has cold feet. How does she feel?  
Julia is afraid.

b What will happen if Julia chickens out?  
If Julia chickens out, she will not sled down the hill.


c Do you think her friends will sled down the hill again? Why or why not?  
Yes, her friends will sled down the hill again because they had a great time the first time.

★ Read each story to a partner and explain the meaning of the idioms.

  
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3

Name: \_\_\_\_\_

  
Vocabulary  
Idioms 1

Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Max was tied up with tennis practice this afternoon and has not had much time to do his homework. If he does not finish his book report today, he will be in hot water with his teacher. He is already on thin ice since his last book report was late.

a Max was tied up with tennis practice. What does this mean?  
Max was very busy with soccer practice.

b Max may be in hot water with his teacher. How will his teacher feel?  
His teacher will feel angry.

c He is already on thin ice. Why?  
His last book report was late.


2 Because Mindy is under the weather, she does not have to do her chores. She is off the hook! Instead, she will catch some Zs and will hopefully feel better tomorrow.

a Mindy is under the weather. What does this mean?  
Mindy does not feel well.

b Mindy is off the hook and does not have to do her chores. Why?  
Mindy doesn't have to do her chores because she does not feel well.

c Mindy is going to catch some Zs. What is she going to do?  
Mindy is going to get some sleep.

★ Read each story to a partner and explain the meaning of the idioms.

  
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4





Name: \_\_\_\_\_

Draw a line to connect each idiom to its correct meaning.

Idiom                      Meaning

- 1 to get up on the wrong side of the bed means
- 2 to be on pins and needles means
- 3 to be on cloud nine means
- 4 to be in a pickle means
- to be extremely happy
- to wait in suspense
- to be in a tricky situation
- to be in a bad mood

Idiom                      Meaning

- 5 to stay on your toes means
- 6 to sleep on it means
- 7 to hit the nail on the head means
- 8 to spill the beans means
- to tell a secret
- to pay attention
- to take time to think about it
- to be right

★ Choose an idiom from above and write a sentence using the idiom.

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Comprehension  
Passage Comprehension 2

Name: \_\_\_\_\_

- Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.  

**achieve** (verb) To achieve is to succeed at doing something.
- Reread the drama on the next page, "A New Record!" Dramas, or plays, are stories that are performed by actors.
- Dramas have a cast of characters—people or animals in the play. Go back to the drama, and circle the cast of characters.
- The words that actors read aloud in a drama are called lines. In Scene 2, Annie speaks twice; she has two lines. Put a checkmark (✓) in the margin next to each one of Annie's lines in Scene 2.
- What did Annie achieve? Explain Annie's achievement below.  

Annie's achievement	<p style="text-align: center; color: blue;">Annie did three cartwheels in a row and broke her own record.</p>
---------------------	---
- Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud. Underline the stage directions that describe Annie in Scene 2.
- In your own words, describe how Annie feels in Scene 2 below.  

Annie's feelings	<p style="text-align: center; color: blue;">Annie feels excited and proud of her achievement.</p>
------------------	---
- Ian and Omar read about people who achieved amazing goals. How is Annie's achievement similar? How is it different? Use your notes and specific examples from the drama to support your answer. Write on another page.  

Annie's achievement is a similar to the records in Ian and Omar's book because she did something she had never done before. It is different because she did not break a record set by someone else.

★ Read the drama aloud with two partners. Remember that the stage directions are not read aloud.

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Comprehension  
Passage Comprehension 2

Name: \_\_\_\_\_

**A New Record!**

**Cast of Characters**  
 ANNIE, a 6-year-old girl      IAN, Annie's older brother      OMAR, Ian's friend

**Scene 1**  
 [ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]  
 IAN. Omar, look! This guy set a record for smashing concrete blocks with his hand!  
 OMAR. [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?  
 IAN. They rowed that boat all the way across the Atlantic Ocean.  
 OMAR. [Reading] They broke a speed record doing it!  
 ANNIE. What's a record?  
 IAN. That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.  
 OMAR. That crowd broke a record for the world's largest snowball fight! Sounds fun. [Curtain.]


**Scene 2**  
 [1.5 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

✓ ANNIE. [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

IAN. Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

✓ ANNIE. [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

OMAR. [Struggling] Well, she DID break her own record.  
 IAN. [To ANNIE] You're the champ!  
 [ANNIE stands tall and pumps her fists over her head. Curtain.]



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2



Comprehension  
Passage Comprehension 2

Name: \_\_\_\_\_

- Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.  

survive (verb) To survive is to stay alive.
- Reread the informational text on the next page, "What Happened to the Giant Kangaroo?" Informational texts give facts about a topic. Use the glossary to help you with the meaning of unfamiliar words.
- Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 2. Go back to the text, and put a star (★) in the margin next to the main idea.
- Write the main idea below.  

<b>main idea</b>	<b>Scientists have two theories about why giant kangaroos became extinct.</b>
------------------	---
- A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. Put a checkmark (✓) in the margin next to each cause.
- In your own words, explain the two possible causes below.  

<p>cause 1</p> <p><u>The climate changed. There was a drought, and then there were floods.</u></p>	<p>effect</p> <p>Giant kangaroos died off over 40,000 years ago.</p>
<p>cause 2</p> <p><u>Humans cut down forests to plant crops, so giant kangaroos had less to eat. Humans hunted the giant kangaroos.</u></p>	
- How might both possible causes be true? Use your notes and key details from the text to support your answer. Write on another page.  

**Climate change might have made giant kangaroos weak. Then, humans might have cut down forests and hunted them.**

★ Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.

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3

Comprehension  
Passage Comprehension 2

Name: \_\_\_\_\_

### What Happened to the Giant Kangaroo?

Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But scientists have offered two theories about what killed off the giant kangaroos:

- Climate change made them extinct. Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- Humans made them extinct. Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.
- In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

**GLOSSARY**

**extinct** (adjective) Extinct means no longer living or existing.  
**droughts** (noun, plural) A drought is a long period without rain.  
**crops** (noun, plural) Crops are plants that are grown for food.  
**theories** (noun, plural) A theory is an idea based on facts that might explain something.

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4

Name: \_\_\_\_\_

- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**moral** (noun) The moral of a story is the lesson it teaches about life.

- 2 Reread the fable on the next page, "The Donkey and the Salt." Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and circle the two characters.
- 4 The major events in the fable are underlined. Put a checkmark (✓) in the margin next to each major event.
- 5 In your own words, describe each major event below.

major event 1	<u>The donkey fell in the stream, and his load became lighter because the salt dissolved.</u>
major event 2	<u>When the donkey came to the stream, he fell on purpose to make his load lighter.</u>
major event 3	<u>The merchant bought sponges instead of salt to make the donkey's load heavier when he fell.</u>

- 6 Fables also have a lesson about life called a moral. Put a star (★) next to the moral of the fable.
- 7 Write the moral in your own words.

moral  
*You might be able to trick someone once or twice, but the trick will not work forever.*

- 8 How do the characters and events show the moral of the fable? Use your notes and evidence from the fable to support your answer. Write on another page.

Student answers will vary.

- ★ Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.

Name: \_\_\_\_\_

### The Donkey and the Salt

- 1 Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.
- 2 They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.
- 3 The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.
- 4 The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.
- 5 The moral is *The same trick will not work if it is played too many times.* ★



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Name: \_\_\_\_\_

1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**rule** (noun) A rule tells people what they can, or cannot, do.

- Reread the informational text, "Fair Bike Rules." This informational text gives facts and the author's point of view about a topic. Use the glossary to help you with the meaning of unfamiliar words.
- The main idea of this text—the author's point of view—is stated in Paragraph 1. Go back to the text, and put a star (★) in the margin next to the main idea.
- Write the main idea—the author's point of view—below.

main idea  
 The rule that bans bicycles from sidewalks is unfair to young people.

- Authors give reasons to support a point of view. Three reasons are underlined in the text. Put a checkmark (✓) in the margin next to each reason.
- Write the reasons the author gives to support the point of view.

reason 1	It is unsafe for children to ride bikes in the street.
reason 2	The sidewalk is safer than the street.
reason 3	Rules for riding bikes on the sidewalk can make it safe for everyone.


- The author gives important information in a bulleted list. Put a box around the list in the text.
- In your own words, describe the information in this list.

The list states rules for safe bike riding, such as ride slowly, ask to pass, and stop at cross streets.

- What is your point of view on banning bikes from sidewalks? Look back at your notes, and give reasons to support your point of view. Write on another page.

Student answers will vary.  
 ★ Does your classroom have rules? Choose one rule, and state your point of view about this rule— orally or in writing. Be sure to give reasons to support your point of view.

Name: \_\_\_\_\_



### Fair Bike Rules

- The city council here in Karlsburg is going to vote on a new rule: No bicycles on sidewalks. This rule is unfair to youngsters in this community. ★
- First of all, riding bikes in the street is too dangerous for children. Car drivers may not see a bike in time to stop. The door of a parked car may suddenly open. Bicyclists are injured as a result.
- The sidewalk is safer than the street. Some people have complained about bicyclists on sidewalks. They say that speeding bikes have knocked down pedestrians who cannot get out of the way. But instead of banning bikes on sidewalks, how about making a few simple rules for safe riding?
  - Slow down.
  - Politely ask pedestrians if you can pass them.
  - Walk the bike if the sidewalk is crowded.
  - Stop at every driveway and cross street.
- Sidewalk rules like these can give everyone a safe way to get around. When a Karlsburg youngster learns to ride a bike, these rules can be part of the training. Please let council members know that they should vote for safe riding on sidewalks, not for banning bicycles.

**GLOSSARY**

**banning** (verb) To ban something is to make it against the rules.

**community** (noun) A community is a group of people who have something in common and support each other.

**council** (noun) A council is a group that makes rules for a community.

**pedestrians** (noun, plural) A pedestrian is someone walking.

