



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

1. Some common prefixes change when combined with a root to make the word easier to say. Underline the double letters in the words below, and think about the prefix that was changed to make this word.

<u>a</u> ttend	allow	support	immense	supply
collect	offer	collide	commit	account
irrigate	suffer	occur	irritate	offend
suffix	affect	immortal	command	oppose

2. Write each word from the box above in the correct column.

con-	ad-	sub-	in-	ob-
	attend			

3. Choose one word from each column above and write a sentence for each.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
\_\_\_\_\_

★ Read your sentences to a partner.



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

Some common prefixes change when combined with a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

1 sub + fer = \_\_\_\_\_ *suffer*  
*The crops will suffer if it does not rain soon.*

2 sub + pose = \_\_\_\_\_

3 in + mune = \_\_\_\_\_

4 con + mute = \_\_\_\_\_

5 dis + fer = \_\_\_\_\_

6 ex + fort = \_\_\_\_\_

7 sub + fix = \_\_\_\_\_

8 ad + fect = \_\_\_\_\_

9 con + lapse = \_\_\_\_\_

10 ob + fend = \_\_\_\_\_

11 ad + low = \_\_\_\_\_

12 ad + nex = \_\_\_\_\_

★ Read your sentences to a partner.



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

Sometimes the last letter of the prefixes **dis-** and **ex-** is dropped when added to a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

1 dis + vide =           divide            
*She tried to divide the pizza among her friends.*

2 ex + rupt = \_\_\_\_\_  
\_\_\_\_\_

3 dis + rect = \_\_\_\_\_  
\_\_\_\_\_

4 ex + lect = \_\_\_\_\_  
\_\_\_\_\_

5 ex + mit = \_\_\_\_\_  
\_\_\_\_\_

6 ex + rase = \_\_\_\_\_  
\_\_\_\_\_

7 ex + vent = \_\_\_\_\_  
\_\_\_\_\_

8 ex + ject = \_\_\_\_\_  
\_\_\_\_\_

9 dis + verge = \_\_\_\_\_  
\_\_\_\_\_

10 ex + voke = \_\_\_\_\_  
\_\_\_\_\_

11 ex + rode = \_\_\_\_\_  
\_\_\_\_\_

12 dis + lute = \_\_\_\_\_  
\_\_\_\_\_

★ Read your sentences to a partner.



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

Read the words in the box below. Use the spelling rules you have learned to spell the word that matches each clue. Then, find the words in the word search puzzle.

<del>cliff</del>	block	doll	match	drill
bridge	bell	clock	grill	hill
glass	badge	shell	dress	duck

- |                            |              |                                      |       |
|----------------------------|--------------|--------------------------------------|-------|
| 1. a steep rock face       | <u>cliff</u> | 9. it is used to make windows        | _____ |
| 2. an article of clothing  | _____        | 10. a bird that quacks               | _____ |
| 3. it is used to tell time | _____        | 11. it is used to cook outside       | _____ |
| 4. a wooden toy            | _____        | 12. it can be found on the beach     | _____ |
| 5. a pin worn by a sheriff | _____        | 13. a child's toy                    | _____ |
| 6. a power tool            | _____        | 14. it makes a ringing sound         | _____ |
| 7. it is used to make fire | _____        | 15. it is used to cross over a river | _____ |
| 8. a raised area of land   | _____        |                                      |       |

M	B	F	L	Y	F	H	X	V	N	U	I	E	C
G	E	Y	V	I	D	M	A	T	C	H	I	L	L
L	L	B	U	W	S	F	E	P	U	M	O	A	C
A	L	R	R	M	G	H	U	S	C	H	D	M	D
S	F	I	G	X	Y	M	P	B	L	O	C	K	T
S	D	D	R	I	L	L	X	S	O	D	S	V	A
R	R	G	R	I	L	L	B	E	C	G	H	R	O
L	E	E	X	D	O	F	A	V	K	Y	E	C	G
F	S	K	I	H	D	Z	D	D	N	O	L	L	X
G	S	L	Z	F	O	W	G	U	V	P	L	I	Z
F	P	H	J	Q	L	E	E	C	V	N	G	F	S
Q	U	O	U	Z	L	B	N	K	I	B	B	F	Q

★ Practice spelling these words.

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



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words.

1 drop + ing <u>dropping</u>	2 shop + er     _____
3 music + al     _____	4 wise + er     _____
5 joke + ing     _____	6 sad + est     _____
7 seven + ty     _____	8 rot + en     _____
9 joy + ous     _____	10 move + able     _____
11 confuse + ing     _____	12 fame + ous     _____
13 love + ly     _____	14 thin + est     _____
15 loud + er     _____	16 slide + ing     _____
17 wed + ing     _____	18 grab + ed     _____
19 hot + est     _____	20 hope + ing     _____

★ Choose five words and write a sentence for each.

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



Add the suffix to the base word and write the new word on the line. Then, complete the crossword puzzle.

Across

1. marry + ing = marrying

3. party + es = \_\_\_\_\_

4. fly + ing = \_\_\_\_\_

6. penny + less = \_\_\_\_\_

9. lazy + er = \_\_\_\_\_

13. easy + est = \_\_\_\_\_

16. sunny + er = \_\_\_\_\_

17. pretty + er = \_\_\_\_\_

18. baby + es = \_\_\_\_\_

19. tricky + est = \_\_\_\_\_

20. spy + ing = \_\_\_\_\_

Down

2. apply + ing = \_\_\_\_\_

5. busy + er = \_\_\_\_\_

7. lady + es = \_\_\_\_\_

8. happy + ness = \_\_\_\_\_

10. messy + er = \_\_\_\_\_

11. rely + ing = \_\_\_\_\_

12. study + ed = \_\_\_\_\_

14. hurry + ing = \_\_\_\_\_

15. cozy + ness = \_\_\_\_\_

1 m a r r y i n g

3

4

5

6

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13

14

15

16

17

18

19

20

★ Practice spelling these words.

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



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1 sticky + est = stickiest fly + es = flies  
*Flies are attracted to the stickiest messes like spilled maple syrup*

2 spy + es = \_\_\_\_\_ marry + ed = \_\_\_\_\_  
\_\_\_\_\_

3 study + ed = \_\_\_\_\_ penny + less = \_\_\_\_\_  
\_\_\_\_\_

4 carry + ed = \_\_\_\_\_ rely + able = \_\_\_\_\_  
\_\_\_\_\_

5 busy + er = \_\_\_\_\_ apply + ed = \_\_\_\_\_  
\_\_\_\_\_

6 puppy + es = \_\_\_\_\_ happy + ness = \_\_\_\_\_  
\_\_\_\_\_

7 sunny + er = \_\_\_\_\_ awake + en = \_\_\_\_\_  
\_\_\_\_\_

8 easy + er = \_\_\_\_\_ fly + ing = \_\_\_\_\_  
\_\_\_\_\_

9 lazy + ness = \_\_\_\_\_ messy + est = \_\_\_\_\_  
\_\_\_\_\_

10 crazy + er = \_\_\_\_\_ party + es = \_\_\_\_\_  
\_\_\_\_\_

★ Read your sentences to a partner.

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



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1 berry + es = berries      chomp + ing = chomping  
The bears have been chomping on berries all afternoon

2 sad + er = \_\_\_\_\_      cry + ing = \_\_\_\_\_  
\_\_\_\_\_

3 win + ing = \_\_\_\_\_      lady + es = \_\_\_\_\_  
\_\_\_\_\_

4 clap + ed = \_\_\_\_\_      skate + er = \_\_\_\_\_  
\_\_\_\_\_

5 slime + y = \_\_\_\_\_      trip + ed = \_\_\_\_\_  
\_\_\_\_\_

6 smile + ed = \_\_\_\_\_      silly + ness = \_\_\_\_\_  
\_\_\_\_\_

7 hop + ing = \_\_\_\_\_      bunny + es = \_\_\_\_\_  
\_\_\_\_\_

8 hike + ing = \_\_\_\_\_      mud + y = \_\_\_\_\_  
\_\_\_\_\_

9 shake + ing = \_\_\_\_\_      stripe + ed = \_\_\_\_\_  
\_\_\_\_\_

10 state + ment = \_\_\_\_\_      shop + er = \_\_\_\_\_  
\_\_\_\_\_

★ Practice spelling these words.



Read the passages below with a partner. 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** For more than one thousand years, fish called carp have been raised in China. In Chinese, the word for fish—*yu*—sounds like a word meaning “plenty.” Carp are symbols of long life, strength, and riches. In China long ago, carp were guarded in specially built ponds. The fish had dull colors. But once in a while, a yellow carp hatched. People began to breed these yellow carp. Over time, the carp changed. It became the first goldfish.

In the 1600s, traders from Europe came to China and were helping people in Europe discover the arts and culture of China. The traders saw goldfish ponds and the pretty fish swimming in them. There was much to admire and copy.

Back then, Europeans thought of fish only as food, not as pets. That changed when traders brought live goldfish from China. Wealthy Europeans built outdoor ponds to show off these fish and enjoy them. By the late 1800s, people in many countries were keeping goldfish in indoor tanks.

Today, there are more than 100 kinds of goldfish, including some that are red, purple and black. Goldfish are popular pets in homes all over the world.

**2** Not all folks believe this, but it happened way back when the Old West was young. One day, a covered wagon crossing the desert hit a bump and a baby boy bounced out. A coyote came by, carried the boy to its den, and raised him with the other pups. The boy ran with the coyote pack until he was a teenager. Then he discovered that he had no tail. “I’m coyote-wild and coyote-tough, but I’m not a coyote,” he thought. “I guess I’ll be a cowboy.” And that was how Pecos Bill got his start in Texas.

Now, Pecos Bill was the toughest cowboy that Texas ever saw. One time, he was walking in the desert when a rattlesnake blocked his path. That rattlesnake reared up higher than a horse and showed its sharp fangs. “Out of my way,” said Pecos Bill, but the rattler just lunged forward to take a bite. Pecos Bill did a little fancy footwork. Then he gave that rattler a thrashing that made its eyes roll like wagon wheels. It fell in a heap.

Pecos Bill wrapped the dizzy snake around his arm. “You’ll make a handy rope,” he said and went on his way.

**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. 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** On a day long ago, a poor boy was bringing the family's goat to market. He saw something shiny on the road and picked it up. It was a gold coin worth far more than the price of a goat. Now the boy could bring the goat home again. His family would not have to go without the milk it provided.

The boy looked down the road and saw the back of a man walking toward town. "Maybe that man dropped this coin," the boy thought. "How sad he'll feel if he has lost it!" The boy ran after the man and stopped him. "I found some money on the road back there," the boy said to the man on the way to market. "Did you drop it?"

The man opened his wallet and checked. "All my money is here," said the man. "But I am curious. How much money did you find?"

The boy held up the gold coin. The man said, "You found it, so it is yours to keep." The man took two silver coins out of his wallet. "And thank you," he said, placing the coins in the boy's hand.

"For what?" asked the boy with surprise.

"For your honesty," said the man.

**2** In the 1780s, two brothers in France did something never done before. The Montgolfier brothers built a huge balloon out of cloth and paper. They made the balloon rise into the sky by heating the air inside it with fire. The brothers built an even bigger balloon to send aloft by the royal palace. The king and queen of France attended this historic event in September 1783. Three passengers were on board—a duck, a rooster and a sheep. The balloon traveled about three kilometers over several minutes. Then it brought the animals safely to the ground.

In France in November 1783, two men completed the first human flight in a balloon. They floated aboard a hot-air balloon made by the Montgolfier brothers.

The craft lifted off because heating the air inside the balloon made it less dense, or lighter, than the surrounding air. The Montgolfiers did not know that at the time. They thought they had found a new gas, like one that had recently been discovered.

The newly discovered gas would later be called hydrogen. In 1783, other French inventors began using hydrogen to make passenger balloons rise high and travel far. Ballooning had begun.

**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. Take turns being the reader and the listener.

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- 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** Between 1969 and 1972, astronauts landed on the moon and returned to Earth six times. In 2000, astronauts began circling Earth in a low orbit on the International Space Station. Astronaut crews have taken turns on the space station ever since.

What should the next step in human space travel be? Some space scientists say that astronauts should go to Mars. Sending people to Mars is not a new idea, but the details have yet to be figured out. Astronauts in a spacecraft to Mars would face bigger challenges than those on missions to the moon or to the International Space Station.

Mars is Earth's planet neighbor, but very far away for human travelers. A voyage to Mars would take about 30 months. Astronauts would have to deal with lonely, trapped feelings. They would also suffer bone loss caused by being weightless. This health problem affects astronauts who spend time in space. The most serious risk to astronauts in deep space is radiation. High-energy particles would pass through the spacecraft damaging human bodies.

Human travel to Mars and back would be costly and dangerous. For now, the only Earth travelers on Mars are robots. Mars still awaits its first human visitors.

**2** The arctic is the land around the North Pole. It's a place with extremely cold winters. Two kinds of bears live here.

The first are giant polar bears, the largest of all bears. When standing, their heads would reach the ceiling in your house.

Their fur appears white because it reflects light. It's actually clear and thicker than any other bears' fur. It covers their whole body, even the bottoms of their feet.

Polar bears spend their winters hunting for seals out on the ice. They eat all the time to fatten up for the summer, when the ice is gone.

The other bears that live in the arctic are grizzly bears. These bears are huge but not quite as large as polar bears. Their fur is brown but some hairs have white tips. These tips make the bear's brown fur look a bit silvery.

Unlike polar bears, grizzlies fatten up in arctic summers. Grizzly bears will eat just about anything. They can feed on grasses, plants, roots, and berries. They will eat insects and fish, as well as large and small animals.

Just before winter comes, they dig dens. Then they hibernate, sleeping through the frozen winters of the arctic.

**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. 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** This is a story about two adventures of Sinbad the sailor. He sailed on seven voyages altogether. On Sinbad's first voyage, his ship stopped beside an island. Some sailors, including Sinbad, went ashore. The men relaxed on the island and had a picnic. Suddenly, the island began to shake and tremble. The captain ordered the crew back to the ship. He saw that the island was actually a giant whale. Everyone but Sinbad made it back to the ship, and it set sail. Meanwhile, just as the whale dived, Sinbad grabbed a log and was able to float to safety.

On Sinbad's second voyage, he and his crew tied up at a large island. Sinbad fell asleep under a tree. When he awoke, everyone had left.

As he set out to explore the island, there was darkness overhead. Above him was a giant bird known as the Roc. Sinbad was curious about where it might fly. While it rested, he tied himself to its legs. When it took off, the mighty Roc carried Sinbad to an island covered with diamonds.

Sinbad collected all the diamonds he could carry. Luckily, the Roc then carried Sinbad to an island where he was rescued.

**2** Cora was having a nice dream, but then she woke up. When she remembered she was in a tent, she sighed sadly.

She was on a family camping trip. Her little brother and her parents were totally enjoying themselves. "But I'm hot and bored and covered with itchy insect bites," thought Cora, scratching her arm.

She was sharing a small tent with her brother. He was asleep, snoring loudly. Her parents were in the tent beside them. They were most likely still asleep, too.

Cora hadn't slept well. She'd heard strange noises all night that sounded like bears circling their tents. "I hate camping," Cora thought. "I might as well get up." She moved quietly trying not to wake up her brother or her parents. It wasn't their fault that she was having a terrible time.

She pulled on her clothes and left the tent. She followed the short trail down to the lake. In the early morning light, the water was covered with mist. She sat on the dock and dangled her feet in the cool water. She heard a warbler singing happily nearby.

"This is lovely," she whispered to herself, beginning to feel better about the camping trip.

**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. 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** Birds in a flock were flying loosely together. Suddenly, they formed a tight bunch. Why? They spotted a falcon on the hunt. The falcon wanted to go after a lone bird because it could be hurt diving into a tight flock. The birds' defense worked. The falcon flew off.

Birds in groups are often safer than birds alone. Birds of different kinds may even join together for a group defense. The birds surround the hawk, owl, snake, or other enemy that threatens. They dart and dive at it until it makes its escape. This bird behavior is called "mobbing."

Grazing mammals often live in groups. Families of zebras, for example, join to form a herd. The zebras are alert to danger. If a lion or other hunter is near, the zebras run together. The hunter has trouble picking out a single zebra from the speeding herd. It's also possible that zebras' bobbing stripes make each animal even harder to see.

Groups of fish are called schools. When a whole school flashes this way and that, an attacker cannot easily find its prey.

An old saying points out, "There's safety in numbers." Flocks, herds, and schools are examples from the natural world.

**2** Long ago, a cruel lion ruled the jungle, hunting day and night. The animals feared that none of them would be left alive. They invited the lion to a meeting.

King Lion," said one animal, "we have an offer. Please permit us to send one animal to your den every day. You can eat that animal, and you won't have to hunt anymore."

King Lion agreed to the plan. Every day, an animal arrived at King Lion's den and was eaten. One day, it was an old, wise rabbit's turn to go to the den. Rabbit took his time getting there.

"You're late!" King Lion roared at Rabbit. "And how dare the animals send me such a small meal!"

Rabbit bowed. "Your Majesty, I did not set out alone. Five rabbits were with me. Another lion ate them, but I escaped. That's why I'm late."

King Lion roared, "Another lion in my jungle?" He demanded to see where the other lion lived.

Rabbit led King Lion to a deep well. "The lion is down there," said Rabbit.

King Lion growled at his reflection in the water. His reflection growled back. King Lion leaped into the well to fight his rival, and drowned.

**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 each sentence and write it on the line.

~~the cream of the crop~~

barking up the wrong tree

the icing on the cake

bull in a china shop

cost an arm and a leg

missed the boat

butterflies in my stomach

heard it through the grapevine

play it by ear

head in the clouds

1 That marathon runner won the race and is now considered...

the cream of the crop.

2 She does not use a cookbook when baking pies and likes to...

3 We cannot take the toddler to the art museum because he is like a...

4 I cannot afford to buy a new car because it would...

5 Ruby daydreams all of the time and has her...

6 I was not supposed to know about the surprise party, but I...

7 When it was my turn to sing on stage, I had...

8 When I asked my lazy sister for help, I was...

9 After having so much fun at the school carnival, winning a giant stuffed bear was...

10 We watched a beautiful sunrise this morning, but Marcus overslept so he...

★ Write the definitions for five of the idioms used above.

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



Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

~~to face the music~~

going out on a limb

throw in the towel

see eye to eye

drive him up the wall

came out of the blue

once in a blue moon

opened a can of worms

learn the ropes

bent over backwards

1 I knew I would be punished for breaking the vase, but it was time...  
to face the music.

2 The constant pain from his toothache was starting to...  
\_\_\_\_\_

3 It will be easier at my new school once I...  
\_\_\_\_\_

4 Before the game was over, the losing team seemed to...  
\_\_\_\_\_

5 In warm climates it only snows...  
\_\_\_\_\_

6 The old friends get along well and always...  
\_\_\_\_\_

7 We were having fun at the park when a storm...  
\_\_\_\_\_

8 To help us with the project, our teacher...  
\_\_\_\_\_

9 When the shy student ran for class president, she was really...  
\_\_\_\_\_

10 I tried to help with the disagreement between my friends but saw that I had...  
\_\_\_\_\_

★ Write the definitions for five of the idioms used above.

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



Read the idiom in the left column and think about its meaning. Then, find the correct meaning and write the letter on the line.

<u>Idiom</u>	<u>Meaning</u>
1. <u>D</u> to come out of the blue	A. to love something very much
2. _____ to be a wet blanket	B. to be undecided
3. _____ to learn the ropes	C. to have things in order
4. _____ to be like a fish out of water	<del>D.</del> to happen suddenly
5. _____ to turn over a new leaf	E. to agree with someone
6. _____ to be all thumbs	F. to be out of place
7. _____ to move mountains	G. to be careless in a fancy place
8. _____ to throw in the towel	H. to give up
9. _____ to have your ducks in a row	I. to be negative about something
10. _____ to be the tip of the iceberg	J. to hear something but quickly forget it
11. _____ to be nuts about something	K. to achieve something very difficult
12. _____ to go in one ear and out the other	L. to have a fresh start
13. _____ to be on the fence	M. to be clumsy
14. _____ to be a bull in a china shop	N. to be a small part of a bigger problem
15. _____ to see eye to eye	O. to figure out how to do something

★ Write a short story using three of the given idioms.

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



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Dad bit off more than he could chew when he thought he could paint the room by himself. He was about to throw in the towel but Aunt Tina offered to help. She always bends over backwards to help others.

a. Dad bit off more than he could chew. What does this mean?

---

---

b. Did Dad give up? How do you know?

---

---

c. In your own words, how can you describe Aunt Tina?

---

---

2 Max is going out on a limb and trying out for the basketball team. The coach only chooses the cream of the crop for the team, but Max enjoys playing basketball and is ready for a challenge. I hope he does not get butterflies in his stomach!

a. Max is going out on a limb. What does this mean?

---

---

b. In your own words, describe the kind of players that the coach chooses.

---

---

c. Do you think Max will have butterflies in his stomach? Why or why not?

---

---

★ Write your own short story using these idioms: *to see eye to eye*, *to take the cake*, *to learn the ropes*.



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Once in a blue moon, Jack's uncle visits us in the city. When he is there, he feels like a fish out of water because he lives in a quiet, country town. After a few days, the noise of the city begins to drive him up a wall and he heads back home.

a. Does Jack's uncle visit the city often? How do you know?

---

---

b. In your own words, explain how Jack's uncle feels when he visits the city.

---

---

c. The noise of the city drives him up a wall. What does this mean?

---

---

2 This season, our football team started off on the wrong foot and we lost our first three games. Then we turned over a new leaf and started working harder. Our coach was proud that we did not throw in the towel.

a. In your own words, explain how the football season started out.

---

---

b. The team turned over a new leaf. What does this mean?

---

---

c. Why was our coach proud of us?

---

---

★ Write your own short story on the back of the page using these idioms: *to rain cats and dogs*, *time flies*, *to wing it*.



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

**ecosystem** (noun) An ecosystem is all living, and nonliving things in an area.

- 2 **Reread the informational text on the next page**, “Keystone Species.” Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 1. **Put a star (★) next to the main idea.**
- 4 Bullet points with information about keystone species are included in a text box. Use this information to **write a definition of a keystone species in your own words.**

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- 5 The information in this text shows a cause and effect relationship. The cause is underlined in Paragraph 4. **Put the letter C in the margin next to the cause.**
- 6 Three effects are underlined in Paragraph 5. **Put the letter E in the margin next to each effect.**
- 7 **Complete the chart by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the text.

main idea	
cause	
effect 1	
effect 2	
effect 3	

- 8 **Write a summary of the text** on another page. Use information from your chart and the diagram on the next page to help you.

★ **Work with a partner to research another keystone species. Create a multimedia presentation using video, photos, or diagrams to explain what you learn.**



## Keystone Species

1 Ecosystems are filled with connections. An ecosystem is all the plants, animals, and nonliving things in a particular area. **One connection that can have a big impact on an ecosystem is the link between predator and prey animals.**

### What to Know

- Keystone species are living things that have a major impact on how an ecosystem works.
- If you take a keystone species away, the whole ecosystem suffers.
- They are often a predator. (They eat prey animals.)



2 Take the example of sea otters and sea urchins. Sea otters are mammals that live in the North Pacific Ocean. They are supremely suited for marine life. Their flipper-like hind feet help them swim. They sleep and eat while floating on their backs, often among the large seaweeds called kelp.

3 Sea otters eat an enormous amount of food. The animals they eat are called prey animals. A preferred prey animal is the sea urchin. Sea urchins are small, spiny animals with round bodies. They live on the sea bottom, eating algae and kelp.

4 During the 1700s and 1800s, it was a profitable business to hunt sea otters for their wonderful fur. Otter-fur hats and coats were popular. Overhunting brought sea otters to the edge of extinction. Not until the twentieth century did laws protect them. By then, damage to marine ecosystems had already been done.

5 Without sea otters to prey on them, the numbers of sea urchins grew nonstop. Sea urchins munched on kelp plants. They kept gobbling until the kelp forests disappeared. The giant green plants were central to the ecosystem where they grew. Kelp provided not just food but also shelter. When the kelp vanished, so did the fish and shellfish that needed it to survive.

6 Biologists have a name for an animal that plays a key role in the health of its ecosystem. It's called a *keystone species*. Sea otters are a keystone species.



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

**perceive** (verb) To perceive is to notice something.

- 2 **Reread the story on the next page**, “Lost on the Trail.” It is fantasy—a story about magic, unrealistic events, and imaginary creatures.
- 3 Go back to the story, and **circle the names of the two main characters**.
- 4 The setting where the fantasy takes place is described in Paragraph 1. **Put a box around the setting**.
- 5 The main characters face a problem, which is described in Paragraph 1. **Put a star (★) in the margin next to the problem**.
- 6 The main characters try to solve their problem in a series of events. **Put a checkmark (✓) in the margin next to the three major events** (Paragraphs 2, 5, and 8).
- 7 The problem is solved in the resolution, near the end of the story. **Put a smiling face (☺) next to the resolution**.
- 8 **Complete the chart below in your own words**. Use the markings you made on the text to help you.

main characters	
setting	
problem	
major event 1	
major event 2	
major event 3	
resolution	

- 9 On another page, **write a summary of the story**. Use information from your chart to help you.

- ★ **Create a board game based on the story you read. Include key details about characters, setting, and events.**



### Lost on the Trail

1 Clyde and his friend Ajay often walked on Pine Lane, a dirt path beside a wooded area known as the Enchanted Forest. One day, the boys were walking with Clyde's dogs, Bric and Brac. Suddenly, both dogs barked excitedly and ran into the woods. Clyde called after them again and again, but when the dogs did not return, he told Ajay, "We'll have to go and get them."

2 The two boys entered the woods and called loudly for the dogs. There was no sign of Bric or Brac, but there was a sign on a board nailed to a tree. The boys walked right past it. They didn't notice that it read, "Magic Wish Trail."

3 After calling vainly, Clyde said, "There are so many trees and shrubs, we'll never be able to see Bric and Brac. Too bad we're not dogs because we could track those pups in no time. We'd just use our amazing sense of smell."

4 Ajay rolled his eyes and said, "Yeah, I wish!"

5 At once, a breeze ruffled the boys' hair. "I feel strange," each said simultaneously. Looking at each other, both cried out, "You're a bloodhound!"

6 The bloodhounds shouted at each other for a while, using their low, hoarse voices to howl their shock and alarm. But then, without thinking, they both began sniffing the ground. "A fox must have taken this trail," said Ajay.

7 The two bloodhounds trotted along, sniffing and commenting on the aromatic information that creatures had left behind. They detected the moist fragrance of frogs, the damp smell of rodents, and the wispy perfume of insects.

8 "And here is the route that Bric and Brac took," said Clyde confidently. "They were chasing a squirrel, but it climbed that tree over there, so they gave up and went this way." The bloodhounds followed the scent until they reached the edge of the Enchanted Forest. Before them, on Pine Lane, Bric and Brac stood waiting.

9 Stepping out of the forest and onto the path, the bloodhounds passed through an invisible wall. They transformed instantly into human boys.

10 "Oh, look," Clyde said to Ajay. "Bric and Brac came out of the woods on their own."

11 "I'm glad we didn't have to go into the Enchanted Forest," added Ajay. "I've heard that weird things happen there."



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

**develop** (verb) To develop is to improve.

- 2 **Reread the drama on the next page**, “Talent Show Tryouts: A Skit in One Act.” Dramas, or plays, are stories that are performed by actors.
- 3 Go back to the drama, and **circle the cast of characters**.
- 4 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud.
  - a **Put a box around the stage directions that describe the setting.**
  - b **Underline the stage directions that describe the Director.**
- 5 The words that actors read aloud in a drama are called lines.
  - a The Director’s first lines show that he is motivated to accomplish a goal. **Put a star (★) in the margin next to the Director’s lines that describe his goal.**
  - b The Director’s lines at the end of the drama show that he did not accomplish his goal. **Put a smiling face (☺) in the margin next to the Director’s lines in the resolution.**
- 6 **Complete the chart below in your own words.** Use the markings you made on the drama to help you paraphrase the text.

<b>main characters</b>	
<b>setting</b>	
<b>goal</b>	
<b>resolution</b>	

- 7 What does the Director learn about developing a skill? **Write a sentence to state this theme.**  
\_\_\_\_\_
- 8 **Write a summary of the drama** on another page. Use information from your chart to help you.

★ **Read the drama aloud with a partner. Remember that the stage directions are not read aloud.**



### Talent Show Tryouts: A Skit in One Act

#### Cast of Characters

**DIRECTOR**                      **VINCE**, a mind reader

[*The DIRECTOR is sitting on a chair in a dark auditorium. VINCE walks confidently onto the stage.*]

**DIRECTOR.** Welcome to the tryouts for the Stixville Talent Show. I'll be directing the show, and I want to find the most talented acts in town. What is your name and your talent?

**VINCE.** I'm Vince the Mind Reader.

**DIRECTOR.** [*Skeptically*] You can tell what I'm thinking?

**VINCE.** Sure! Right now, you're thinking that I can't really read minds.

**DIRECTOR.** True, but too obvious. Let's get a sample of your act.

[*VINCE takes a deck of cards out of his pocket and shuffles the cards.*]

**VINCE.** Pick a card, any card, and I'll tell you what it is.

**DIRECTOR.** OK, I've picked a card.

**VINCE.** Now put it back in the deck, anywhere at all.

[*As the DIRECTOR puts the card back in the deck, VINCE leans over to view the card*]

**DIRECTOR.** [*Surprised*] Hey, you just looked at it before I put it back!

**VINCE.** No, I didn't.

**DIRECTOR.** Yes, I saw you look right at it!

**VINCE.** OK, OK, I had to take a peek because I haven't perfected the trick yet.

**DIRECTOR.** [*Sighing*] Go home and practice—for a long, long time.

[*VINCE sulks and exits.*]

**DIRECTOR.** [*Thoughtfully*] Directing a talent show is a lot harder than I thought it would be. Of course, it is my first time. I might need more practice.





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

**reflect** (verb) To reflect is to send something, like light, back.

- 2 **Reread the poem on the next page**, “City Lights” by Lee Bennett Hopkins. Poets use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poems often have words that rhyme. The rhyme in this poem connects the descriptions of city lights. **Circle two words in the poem that rhyme.**
- 4 The vivid words in this poem help readers form pictures in their minds. **Put a checkmark (✓) in the margin next to three words that describe how city lights look or what they do.**
- 5 Alliteration is the repetition of beginning sounds in words. **Underline three pairs of repeated beginning sounds in the poem.**
- 6 **Complete the chart.** Use the markings you made on the poem to help you.

rhyming words	
vivid words	
words with alliteration	

- 7 The rhythm of a poem is like a drumbeat that goes with groups of words. **Read Lines 2 to 9 aloud, and listen for the rhythm. Then, describe the rhythm.**  
\_\_\_\_\_
- 8 The poem has a central message, or theme, about what keeps the city “awake all night.” **Write a sentence to state this theme.**  
\_\_\_\_\_
- 9 The city lights described by the poet most likely have different sources, including light that is reflected off skyscraper windows. On another page, **draw the scene you imagine after reading the poem.**

★ **What is your city or town like at night? Write your own poem to describe its sights, sounds, smells, tastes, and/or feelings. Try including rhyme, rhythm, and alliteration in your lines.**



**City Lights**  
*by Lee Bennett Hopkins*

- 1 Blazing lights
- 2 flicker
- 3 flash
- 4 glitter
- 5 gleam
- 6 twinkle
- 7 sparkle
- 8 bedazzle
- 9 beam
- 10 so
- 11 brilliantly
- 12 bright.
- 13 Reasons
- 14 why
- 15 city
- 16 stays
- 17 awake
- 18 all
- 19 night.

Structural Analysis  
Prefix Change Rules

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

1. Some common prefixes change when combined with a root to make the word easier to say. Underline the double letters in the words below, and think about the prefix that was changed to make this word.

attend	allow	support	immense	supply
collect	offer	collide	commit	account
irrigate	suffer	occur	irritate	offend
suffix	affect	immortal	command	oppose

2. Write each word from the box above in the correct column.

con-	ad-	sub-	in-	ob-
collect	attend	suffix	irrigate	offer
collide	allow	support	immortal	occur
commit	affect	supply	immense	offend
command	account		imitate	oppose

3. Choose one word from each column above and write a sentence for each.

a. Answers will vary.

b. Answers will vary.

c. Answers will vary.

d. Answers will vary.

e. Answers will vary.

★ Read your sentences to a partner.

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1

Structural Analysis  
Prefix Change Rules

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

Some common prefixes change when combined with a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

- 1 sub + fer = suffer  
 The crops will suffer if it does not rain soon.
- 2 sub + pose = suppose  
 Answers will vary.
- 3 in + mune = immune  
 Answers will vary.
- 4 con + mute = commute  
 Answers will vary.
- 5 dis + fer = differ  
 Answers will vary.
- 6 ex + fort = effort  
 Answers will vary.
- 7 sub + fix = suffix  
 Answers will vary.
- 8 ad + fect = affect  
 Answers will vary.
- 9 con + lapse = collapse  
 Answers will vary.
- 10 ob + fend = offend  
 Answers will vary.
- 11 ad + low = allow  
 Answers will vary.
- 12 ad + nex = annex  
 Answers will vary.

★ Read your sentences to a partner.

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2

# Core5 Level 16

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

Sometimes the last letter of the prefixes **dis-** and **ex-** is dropped when added to a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

- 1 dis + vide = \_\_\_\_\_ divide  
She tried to divide the pizza among her friends.
- 2 ex + rupt = \_\_\_\_\_ erupt  
Answers will vary.
- 3 dis + rect = \_\_\_\_\_ direct  
Answers will vary.
- 4 ex + lect = \_\_\_\_\_ elect  
Answers will vary.
- 5 ex + mit = \_\_\_\_\_ emit  
Answers will vary.
- 6 ex + rase = \_\_\_\_\_ erase  
Answers will vary.
- 7 ex + vent = \_\_\_\_\_ event  
Answers will vary.
- 8 ex + ject = \_\_\_\_\_ eject  
Answers will vary.
- 9 dis + verge = \_\_\_\_\_ diverge  
Answers will vary.
- 10 ex + voke = \_\_\_\_\_ evoke  
Answers will vary.
- 11 ex + rode = \_\_\_\_\_ erode  
Answers will vary.
- 12 dis + lute = \_\_\_\_\_ dilute  
Answers will vary.

★ Read your sentences to a partner.

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Structural Analysis  
Spelling Rules 3

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

Read the words in the box below. Use the spelling rules you have learned to spell the word that matches each clue. Then, find the words in the word search puzzle.

-cliff	doll	9. it is used to make windows	drill
block	clock	10. a bird that quacks	hill
bridge	shell	11. it is used to cook outside	duck
glass	badge	12. it can be found on the beach	
		13. a child's toy	
		14. it makes a ringing sound	
		15. it is used to cross over a river	

1. a steep rock face cliff

2. an article of clothing dress

3. it is used to tell time clock

4. a wooden toy block

5. a pin worn by a sheriff badge

6. a power tool drill

7. it is used to make fire match

8. a raised area of land hill

9. it is used to make windows glass

10. a bird that quacks duck


11. it is used to cook outside grill

12. it can be found on the beach shell

13. a child's toy doll


14. it makes a ringing sound bell

15. it is used to cross over a river bridge



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★ Practice spelling these words.




Structural Analysis  
Spelling Rules 3

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

Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words.

1	drop + ing	shop + er	shopper
3	music + al	wise + er	wiser
5	joke + ing	sad + est	saddest
7	seven + ty	rot + en	rotten
9	joy + ous	move + able	movable
11	confuse + ing	fame + ous	famous
13	love + ly	thin + est	thinnest
15	loud + er	slide + ing	sliding
17	wed + ing	grab + ed	grabbed
19	hot + est	hope + ing	hoping

★ Choose five words and write a sentence for each.



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Structural Analysis  
 Spelling Rules 3

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

Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

- 1 berry + es = berries      chomp + ing = chomping  
 The bears have been chomping on berries all afternoon
- 2 sad + er = sadder      cry + ing = crying  
 Answers will vary.
- 3 win + ing = winning      lady + es = ladies  
 Answers will vary.
- 4 clap + ed = clapped      skate + er = skater  
 Answers will vary.
- 5 slime + y = slimy      trip + ed = tripped  
 Answers will vary.
- 6 smile + ed = smiled      silly + ness = silliness  
 Answers will vary.
- 7 hop + ing = hoping      bunny + es = bunnies  
 Answers will vary.
- 8 hike + ing = hiking      mud + y = muddy  
 Answers will vary.
- 9 shake + ing = shaking      stripe + ed = striped  
 Answers will vary.
- 10 state + ment = statement      shop + er = shopper  
 Answers will vary.

★ Practice spelling these words.

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Fluency  
Passage Fluency 5

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

Read the passages below with a partner. 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** For more than one thousand years, fish called carp have been raised in China. In Chinese, the word for fish—*yú*—sounds like a word meaning “plenty.” Carp are symbols of long life, strength, and riches. In China long ago, carp were guarded in specially built ponds. The fish had dull colors. But once in a while, a yellow carp hatched. People began to breed these yellow carp. Over time, the carp changed. It became the first goldfish.

In the 1600s, traders from Europe came to China and were helping people in Europe discover the arts and culture of China. The traders saw goldfish ponds and the pretty fish swimming in them. There was much to admire and copy.

Back then, Europeans thought of fish only as food, not as pets. That changed when traders brought live goldfish from China. Wealthy Europeans built outdoor ponds to show off these fish and enjoy them. By the late 1800s, people in many countries were keeping goldfish in indoor tanks. Today, there are more than 100 kinds of goldfish, including some that are red, purple and black. Goldfish are popular pets in homes all over the world.

17  
35  
53  
71  
78  
95  
112  
119  
136  
152  
167  
184  
194

**2** Not all folks believe this, but it happened way back when the Old West was young. One day, a covered wagon crossing the desert hit a bump and a baby boy bounced out. A coyote came by, carried the boy to its den, and raised him with the other pups. The boy ran with the coyote pack until he was a teenager. Then he discovered that he had no tail. “I’m coyote-wild and coyote-tough, but I’m not a coyote,” he thought. “I guess I’ll be a cowboy.” And that was how Pecos Bill got his start in Texas.

Now, Pecos Bill was the toughest cowboy that Texas ever saw. One time, he was walking in the desert when a rattlesnake blocked his path. That rattlesnake reared up higher than a horse and showed its sharp fangs. “Out of my way,” said Pecos Bill, but the rattler just lunged forward to take a bite. Pecos Bill did a little fancy footwork. Then he gave that rattler a thrashing that made its eyes roll like wagon wheels. It fell in a heap.

Pecos Bill wrapped the dizzy snake around his arm. “You’ll make a handy rope,” he said and went on his way.

19  
37  
57  
75  
95  
100  
118  
134  
153  
173  
182  
200  
203

**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.

Lexia  
**CORE5**  
READING

Lexia Skill Builders®

1

Fluency  
Passage Fluency 5

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

Read the passages below with a partner. 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** On a day long ago, a poor boy was bringing the family’s goat to market. He saw something shiny on the road and picked it up. It was a gold coin worth far more than the price of a goat. Now the boy could bring the goat home again. His family would not have to go without the milk it provided.

The boy looked down the road and saw the back of a man walking toward town. “Maybe that man dropped this coin,” the boy thought. “How sad he’ll feel if he has lost it!” The boy ran after the man and stopped him. “I found some money on the road back there,” the boy said to the man on the way to market. “Did you drop it?”

The man opened his wallet and checked. “All my money is here,” said the man. “But I am curious. How much money did you find?”

The boy held up the gold coin. The man said, “You found it, so it is yours to keep.” The man took two silver coins out of his wallet. “And thank you,” he said, placing the coins in the boy’s hand.

“For what?” asked the boy with surprise.

“For your honesty,” said the man.

20  
44  
61  
81  
104  
126  
128  
148  
153  
176  
194  
201  
207

**2** In the 1780s, two brothers in France did something never done before. The Montgolfier brothers built a huge balloon out of cloth and paper. They made the balloon rise into the sky by heating the air inside it with fire. The brothers built an even bigger balloon to send aloft by the royal palace. The king and queen of France attended this historic event in September 1783. Three passengers were on board—a duck, a rooster and a sheep. The balloon traveled about three kilometers over several minutes. Then it brought the animals safely to the ground.

In France in November 1783, two men completed the first human flight in a balloon. They floated aboard a hot-air balloon made by the Montgolfier brothers.

The craft lifted off because heating the air inside the balloon made it less dense, or lighter, than the surrounding air. The Montgolfiers did not know that at the time. They thought they had found a new gas, like one that had recently been discovered.

The newly discovered gas would later be called hydrogen. In 1783, other French inventors began using hydrogen to make passenger balloons rise high and travel far. Ballooning had begun.

115  
124  
143  
161  
169  
185  
198

**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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**CORE5**  
READING

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2



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

Fluency  
 Passage Fluency 5

Read the passages below with a partner. 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** Between 1969 and 1972, astronauts landed on the moon and returned to Earth six times. In 2000, astronauts began circling Earth in a low orbit on the International Space Station. Astronaut crews have taken turns on the space station ever since. **17**  
**33**  
**41**  
 What should the next step in human space travel be? Some space scientists say that astronauts should go to Mars. Sending people to Mars is not a new idea, but the details have yet to be figured out. Astronauts in a spacecraft to Mars would face bigger challenges than those on missions to the moon or to the International Space Station. **61**  
**99**  
 Mars is Earth's planet neighbor, but very far away for human travelers. A voyage to Mars would take about 30 months. Astronauts would have to deal with lonely, trapped feelings. They would also suffer bone loss caused by being weightless. This health problem affects astronauts who spend time in space. **120**  
**136**  
 The most serious risk to astronauts in deep space is radiation. High-energy particles would pass through the spacecraft, damaging human bodies. **152**  
**169**  
 Human travel to Mars and back would be costly and dangerous. For now, the only Earth travelers on Mars are robots. Mars still awaits its first human visitors. **193**  
**202**

**2** The arctic is the land around the North Pole. It's a place with extremely cold winters. Two kinds of bears live here. **19**  
**22**  
 The first are giant polar bears, the largest of all bears. When standing, their heads would reach the ceiling in your house. **41**  
**44**  
 Their fur appears white because it reflects light. It's actually clear and thicker than any other bears' fur. It covers their whole body, even the bottoms of their feet. **63**  
**73**  
 Polar bears spend their winters hunting for seals out on the ice. They eat all the time to fatten up for the summer, when the ice is gone. **95**  
**101**  
 The other bears that live in the arctic are grizzly bears. These bears are huge but not quite as large as polar bears. Their fur is brown but some hats have white tips. These tips make the bear's brown fur look a bit silvery. **123**  
**145**  
 Unlike polar bears, grizzlies fatten up in arctic summers. Grizzly bears will eat just about anything. They can feed on grasses, plants, roots, and berries. They will eat insects and fish, as well as large and small animals. **163**  
**183**  
 Just before winter comes, they dig dens. Then they hibernate, sleeping through the frozen winters of the arctic. **201**

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

Fluency  
 Passage Fluency 5

Read the passages below with a partner. 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** This is a story about two adventures of Sinbad the sailor. He sailed on seven voyages altogether. **17**  
 On Sinbad's first voyage, his ship stopped beside an island. Some sailors, including Sinbad, went ashore. **33**  
 The men relaxed on the island and had a picnic. Suddenly, the island began to shake and tremble. **51**  
 The captain ordered the crew back to the ship. He saw that the island was actually a giant whale. **70**  
 Everyone but Sinbad made it back to the ship, and it set sail. Meanwhile, just as the whale dived, Sinbad grabbed a log and was able to float to safety. **90**  
**100**  
 On Sinbad's second voyage, he and his crew tied up at a large island. Sinbad fell asleep under a tree. **120**  
 When he awoke, everyone had left. **126**  
 As he set out to explore the island, there was darkness overhead. Above him was a giant bird known as the Roc. Sinbad was curious about where it might fly. While it rested, he tied himself to its legs. When it took off, the mighty Roc carried Sinbad to an island covered with diamonds. **146**  
**167**  
**180**  
 Sinbad collected all the diamonds he could carry. Luckily, the Roc then carried Sinbad to an island where he was rescued. **198**  
**201**

**2** Cora was having a nice dream, but then she woke up. When she remembered she was in a tent, she sighed sadly. **20**  
**22**  
 She was on a family camping trip. Her little brother and her parents were totally enjoying themselves. **39**  
 "But I'm hot and bored and covered with itchy insect bites," thought Cora, scratching her arm. **55**  
 She was sharing a small tent with her brother. He was asleep, snoring loudly. Her parents were in the tent beside them. They were most likely still asleep, too. **75**  
**84**  
 Cora hadn't slept well. She'd heard strange noises all night that sounded like bears circling their tents. **101**  
 "I hate camping," Cora thought. "I might as well get up." She moved quietly trying not to wake up her brother or her parents. It wasn't their fault that she was having a terrible time. **121**  
**136**  
 She pulled on her clothes and left the tent. She followed the short trail down to the lake. In the early morning light, the water was covered with mist. She sat on the dock and dangled her feet in the cool water. She heard a warbler singing happily nearby. **157**  
**177**  
 "This is lovely," she whispered to herself, beginning to feel better about the camping trip. **185**  
**200**

**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.

Lexia Skill Builders®



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

Read the passages below with a partner. 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.

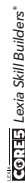
1 Birds in a flock were flying loosely together. Suddenly, they formed a tight bunch. Why? They spotted a falcon on the hunt. The falcon wanted to go after a lone bird because it could be hurt diving into a tight flock. The birds' defense worked. The falcon flew off. **39**  
 Birds in groups are often safer than birds alone. Birds of different kinds may even join together for a group defense. The birds surround the hawk, owl, snake, or other enemy that threatens. They dart and dive at it until it makes its escape. This bird behavior is called "mobbing." **68**  
 Grazing mammals often live in groups. Families of zebras, for example, join to form a herd. The zebras are alert to danger. If a lion or other hunter is near, the zebras run together. The hunter has trouble picking out a single zebra from the speeding herd. It's also possible that zebras' bobbing stripes make each animal even harder to see. **118**  
 Groups of fish are called schools. When a whole school flashes this way and that, an attacker cannot easily find its prey. **138**  
 An old saying points out, "There's safety in numbers." Flocks, herds, and schools are examples from the natural world. **155**  
**160**  
**179**  
**182**  
**199**  
**201**

2 Long ago, a cruel lion ruled the jungle, hunting day and night. The animals feared that none of them would be left alive. They invited the lion to a meeting. **19**  
 King Lion," said one animal, "we have an offer. Please permit us to send one animal to your den every day. You can eat that animal, and you won't have to hunt anymore." **30**  
 King Lion agreed to the plan. Every day, an animal arrived at King Lion's den and was eaten. One day, it was an old, wise rabbit's turn to go to the den. Rabbit took his time getting there. **63**  
 "You're late!" King Lion roared at Rabbit. "And how dare the animals send me such a small meal!" **84**  
 Rabbit bowed. "Your Majesty, I did not set out alone. Five rabbits were with me. Another lion ate them, but I escaped. That's why I'm late." **101**  
 King Lion roared. "Another lion in my jungle?" He demanded to see where the other lion lived. **138**  
 Rabbit led King Lion to a deep well. "The lion is down there," said Rabbit. **145**  
 King Lion growled at his reflection in the water. His reflection growled back. King Lion leaped into the well to fight his rival, and drowned. **162**  
**177**  
**195**  
**202**

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.



Lexia Skill Builders®

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.



# Core5 Level 16

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Vocabulary  
Idioms 2

Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

<del>the cream of the crop</del> barking up the wrong tree the icing on the cake bull in a china shop cost an arm and a leg	missed the boat butterflies in my stomach heard it through the grapevine play it by ear head in the clouds
---	--

- 1 That marathon runner won the race and is now considered...  
the cream of the crop.
- 2 She does not use a cookbook when baking pies and likes to...  
play it by ear.
- 3 We cannot take the toddler to the art museum because he is like a...  
bull in a china shop.
- 4 I cannot afford to buy a new car because it would...  
cost an arm and a leg.
- 5 Ruby daydreams all of the time and has her...  
head in the clouds.
- 6 I was not supposed to know about the surprise party, but I...  
heard it through the grapevine.
- 7 When it was my turn to sing on stage, I had...  
butterflies in my stomach.
- 8 When I asked my lazy sister for help, I was...  
barking up the wrong tree.
- 9 After having so much fun at the school carnival, winning a giant stuffed bear was...  
the icing on the cake.
- 10 We watched a beautiful sunrise this morning, but Marcus overslept so he...  
missed the boat.

★ Write the definitions for five of the idioms used above.

Lexia Skill Builders®

1

Vocabulary  
Idioms 2

Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

<del>to-face-the-music</del> going out on a limb throw in the towel see eye to eye drive him up the wall	came out of the blue once in a blue moon opened a can of worms learn the ropes bent over backwards
--	--

- 1 I knew I would be punished for breaking the vase, but it was time...  
to face the music.
- 2 The constant pain from his toothache was starting to...  
drive him up the wall.
- 3 It will be easier at my new school once I...  
learn the ropes.
- 4 Before the game was over, the losing team seemed to...  
throw in the towel.
- 5 In warm climates it only snows...  
once in a blue moon.
- 6 The old friends get along well and always...  
see eye to eye.
- 7 We were having fun at the park when a storm...  
came out of the blue.
- 8 To help us with the project, our teacher...  
bent over backwards.
- 9 When the shy student ran for class president, she was really...  
going out on a limb.
- 10 I tried to help with the disagreement between my friends but saw that I had...  
opened a can of worms.

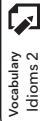
★ Write the definitions for five of the idioms used above.

Lexia Skill Builders®

2



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



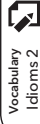
Read the idiom in the left column and think about its meaning. Then, find the correct meaning and write the letter on the line.

Idiom	Meaning
1. <u>D</u> to come out of the blue	A. to love something very much
2. <u>I</u> to be a wet blanket	B. to be undecided
3. <u>O</u> to learn the ropes	C. to have things in order
4. <u>F</u> to be like a fish out of water	D. to happen suddenly
5. <u>L</u> to turn over a new leaf	E. to agree with someone
6. <u>M</u> to be all thumbs	F. to be out of place
7. <u>K</u> to move mountains	G. to be careless in a fancy place
8. <u>H</u> to throw in the towel	H. to give up
9. <u>C</u> to have your ducks in a row	I. to be negative about something
10. <u>N</u> to be the tip of the iceberg	J. to hear something but quickly forget it
11. <u>A</u> to be nuts about something	K. to achieve something very difficult
12. <u>J</u> to go in one ear and out the other	L. to have a fresh start
13. <u>B</u> to be on the fence	M. to be clumsy
14. <u>G</u> to be a bull in a china shop	N. to be a small part of a bigger problem
15. <u>E</u> to see eye to eye	O. to figure out how to do something

★ Write a short story using three of the given idioms.



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



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1. Dad bit off more than he could chew when he thought he could paint the room by himself. He was about to throw in the towel but Aunt Tina offered to help. She always bends over backwards to help others.

a. Dad bit off more than he could chew. What does this mean?  
Dad decided to do more than he could manage.

b. Did Dad give up? How do you know?  
Dad did not give up. He was about to give up, but

c. In your own words, how can you describe Aunt Tina?  
Mom is very helpful.

2. Max is going out on a limb and trying out for the basketball team. The coach only chooses the cream of the crop for the team, but Max enjoys playing basketball and is ready for a challenge. I hope he does not get butterflies in his stomach!

a. Max is going out on a limb. What does this mean?  
Max is taking a risk.

b. In your own words, describe the kind of players that the coach chooses.  
The coach chooses the best players.

c. Do you think Max will have butterflies in his stomach? Why or why not?  
Yes, I think Max will have butterflies in his stomach because he will probably be nervous.

★ Write your own short story using these idioms: to see eye to eye, to take the cake, to learn the ropes.



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

Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Once in a blue moon, Jack's uncle visits us in the city. When he is there, he feels like a fish out of water because he lives in a quiet, country town. After a few days, the noise of the city begins to drive him up a wall and he heads back home.

a. Does Jack's uncle visit the city often? How do you know?

No, Jack's uncle does not visit the city often; he only visits once in a blue moon, or rarely.

b. In your own words, explain how Jack's uncle feels when he visits the city.

When he visits the city, Jack's uncle feels out of place.

c. The noise of the city drives him up a wall. What does this mean?

The noise of the city bothers him to an extreme degree.

2 This season, our football team started off on the wrong foot and we lost our first three games. Then we turned over a new leaf and started working harder. Our coach was proud that we did not throw in the towel.

a. In your own words, explain how the football season started out.

The football season started off in a negative way.

b. The team turned over a new leaf. What does this mean?

This means that the team had a fresh start.

c. Why was our coach proud of us?

Our coach was proud of us because we did not give up.

★ Write your own short story on the back of the page using these idioms: to rain cats and dogs, time flies, to wing it.



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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.

**ecosystem** (noun) An ecosystem is all living, and nonliving things in an area.

- Reread the informational text on the next page, "Keystone Species." Informational texts give facts about a topic. Explore the diagram to help you understand the written information.
- The main idea of this text is in bold print in Paragraph 1. Put a star (★) next to the main idea.
- Bullet points with information about keystone species are included in a text box. Use this information to write a definition of a keystone species in your own words.

A keystone species is an animal that plays an important role in an ecosystem. It is often a predator.

- The information in this text shows a cause and effect relationship. The cause is underlined in Paragraph 4. Put the letter C in the margin next to the cause.
- Three effects are underlined in Paragraph 5. Put the letter E in the margin next to each effect.
- Complete the chart by rewriting the information in your own words. Use the markings you made on the text to help you paraphrase the text.


main idea	The relationship between predators and their prey can have an impact on ecosystems.
cause	Sea otters almost became extinct because they were overhunted.
effect 1	The sea urchin population grew without sea otters to eat them.
effect 2	Sea urchins ate all the kelp, and kelp forests disappeared.
effect 3	The other animals that once ate kelp died when there was no kelp.

8 Write a summary of the text on another page. Use information from your chart and the diagram on the next page to help you.

Student summaries will vary.

★ Work with a partner to research another keystone species. Create a multimedia presentation using video, photos, or diagrams to explain what you learn.

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

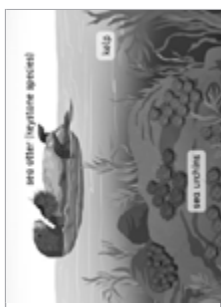


### Keystone Species

1 Ecosystems are filled with connections. An ecosystem is all the plants, animals, and nonliving things in a particular area. **One connection that can have a big impact on an ecosystem is the link between predator and prey animals.** ★

**What to Know**

- Keystone species are living things that have a major impact on how an ecosystem works.
- If you take a keystone species away, the whole ecosystem suffers.
- They are often a predator. (They eat prey animals.)



Sea otter (keystone species)  
Sea urchin

2 Take the example of sea otters and sea urchins. Sea otters are mammals that live in the North Pacific Ocean. They are supremely suited for marine life. Their flipper-like hind feet help them swim. They sleep and eat while floating on their backs, often among the large seaweeds called kelp.

3 Sea otters eat an enormous amount of food. The animals they eat are called prey animals. A preferred prey animal is the sea urchin. Sea urchins are small, spiny animals with round bodies. They live on the sea bottom, eating algae and kelp.

4 During the 1700s and 1800s, it was a profitable business to hunt sea otters for their wonderful fur. Otter-fur hats and coats were popular. **Overhunting brought sea otters to the edge of extinction.** Not until the twentieth century did laws protect them. By then, damage to marine ecosystems had already been done.

5 **Without sea otters to prey on them, the numbers of sea urchins grew nonstop.** Sea urchins munched on kelp plants. **They kept gobbling until the kelp forests disappeared.** The giant green plants were central to the ecosystem where they grew. Kelp provided not just food but also shelter. **When the kelp vanished, so did the fish and shellfish that needed it to survive.**

6 Biologists have a name for an animal that plays a key role in the health of its ecosystem. It's called a **keystone species**. Sea otters are a keystone species.



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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.  
**perceive (verb)** To perceive is to notice something.
- 2 Reread the story on the next page, "Lost on the Trail." It is fantasy—a story about magic, unrealistic events, and imaginary creatures.
- 3 Go back to the story, and circle the names of the two main characters.
- 4 The setting where the fantasy takes place is described in Paragraph 1. Put a box around the setting.
- 5 The main characters face a problem, which is described in Paragraph 1. Put a star (★) in the margin next to the problem.
- 6 The main characters try to solve their problem in a series of events. Put a checkmark (✓) in the margin next to the three major events (Paragraphs 2, 5, and 8).
- 7 The problem is solved in the resolution, near the end of the story. Put a smiling face (☺) next to the resolution.
- 8 Complete the chart below in your own words. Use the markings you made on the text to help you.

main characters	Ajay, Clyde
setting	The fantasy takes place in the Enchanted Forest.
problem	Bric and Brac run into the woods and don't return.
major event 1	Ajay and Clyde go into the woods to look for the dogs.
major event 2	The boys turn into bloodhounds.
major event 3	The bloodhounds follow a scent and see Bric and Brac waiting on Pine Lane.
resolution	Clyde and Ajay turn back into boys and are relieved to find Bric and Brac.

- 9 On another page, write a summary of the story. Use information from your chart to help you.  
**Student summaries will vary.**
- ★ Create a board game based on the story you read. Include key details about characters, setting, and events.

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

Lost on the Trail

- 1 Clyde and his friend Ajay often walked on Pine Lane, a dirt path beside a wooded area known as the Enchanted Forest. One day, the boys were walking with Clyde's dogs, Bric and Brac. Suddenly, both dogs barked excitedly and ran into the woods. Clyde called after them again and again, but when the dogs did not return, he told Ajay, "We'll have to go and get them."
- 2 The two boys entered the woods and called loudly for the dogs. There was no sign of Bric or Brac, but there was a sign on a board nailed to a tree. The boys walked right past it. They didn't notice that it read, "Magic Wfsh Trail."
- 3 After calling vainly, Clyde said, "There are so many trees and shrubs, we'll never be able to see Bric and Brac. Too bad we're not dogs because we could track those pups in no time. We'd just use our amazing sense of smell."
- 4 Ajay rolled his eyes and said, "Yeah, I wish!"
- 5 At once, a breeze ruffled the boys' hair. "I feel strange," each said simultaneously. Looking at each other, both cried out, "You're a bloodhound!"
- 6 The bloodhounds shouted at each other for a while, using their low, hoarse voices to howl their shock and alarm. But then, without thinking, they both began sniffing the ground. "A fox must have taken this trail," said Ajay.
- 7 The two bloodhounds trotted along, sniffing and commenting on the aromatic information that creatures had left behind. They detected the moist fragrance of frogs, the damp smell of rodents, and the wispy perfume of insects.
- 8 "And here is the route that Bric and Brac took," said Clyde confidently. "They were chasing a squirrel, but it climbed that tree over there, so they gave up and went this way." The bloodhounds followed the scent until they reached the edge of the Enchanted Forest. Before them, on Pine Lane, Bric and Brac stood waiting.
- 9 Stepping out of the forest and onto the path, the bloodhounds passed through an invisible wall. They transformed instantly into human boys.
- 10 "Oh, look," Clyde said to Ajay. "Bric and Brac came out of the woods on their own."
- 11 "I'm glad we didn't have to go into the Enchanted Forest," added Ajay. "I've heard that weird things happen there."



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Comprehension  
Passage Comprehension 5

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

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

develop (verb) To develop is to improve.
- Reread the drama on the next page, "Talent Show Tryouts: A Skit in One Act." Dramas, or plays, are stories that are performed by actors.
- Go back to the drama, and circle the cast of characters.
- Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud.
  - Put a box around the stage directions that describe the setting.
  - Underline the stage directions that describe the Director.
- The words that actors read aloud in a drama are called lines.
  - The Director's first lines show that he is motivated to accomplish a goal. Put a star (★) in the margin next to the Director's lines that describe his goal.
  - The Director's lines at the end of the drama show that he did not accomplish his goal. Put a smiling face 😊 in the margin next to the Director's lines in the resolution.
- Complete the chart below in your own words. Use the markings you made on the drama to help you paraphrase the text.
 

main characters	Director, Vince
setting	The drama takes place in a dark auditorium.
goal	The Director wants to find the most talented acts.
resolution	He realizes that directing a talent show is hard and that he needs to practice.
- What does the Director learn about developing a skill? Write a sentence to state this theme.  
He learns that developing a skill requires hard work and practice.
- Write a summary of the drama on another page. Use information from your chart to help you.  
Student summaries will vary.

★ Read the drama aloud with a partner. Remember that the stage directions are not read aloud.

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Comprehension  
Passage Comprehension 5

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

**Talent Show Tryouts: A Skit in One Act**

**Cast of Characters**    VINCE, a mind reader

**DIRECTOR**    [The DIRECTOR is sitting on a chair in a dark auditorium.] VINCE walks confidently onto the stage.]

★ **DIRECTOR.** Welcome to the tryouts for the Sixville Talent Show. I'll be directing the show, and I want to find the most talented acts in town. What is your name and your talent?

**VINCE.** I'm Vince the Mind Reader.

**DIRECTOR.** [Skeptically] You can tell what I'm thinking?

**VINCE.** Sure! Right now, you're thinking that I can't really read minds.

**DIRECTOR.** True, but too obvious. Let's get a sample of your act.

[VINCE takes a deck of cards out of his pocket and shuffles the cards.]

**VINCE.** Pick a card, any card, and I'll tell you what it is.

**DIRECTOR.** OK, I've picked a card.

**VINCE.** Now put it back in the deck, anywhere at all.

[As the DIRECTOR puts the card back in the deck, VINCE leans over to view the card]

**DIRECTOR.** [Surprised] Hey, you just looked at it before I put it back!

**VINCE.** No, I didn't.

**DIRECTOR.** Yes, I saw you look right at it!

**VINCE.** OK, OK, I had to take a peek because I haven't perfected the trick yet.

**DIRECTOR.** [Sighing] Go home and practice—for a long, long time.

[VINCE sulks and exits.]

😊 **DIRECTOR.** [Thoughtfully] Directing a talent show is a lot harder than I thought it would be. Of course, it is my first time. I might need more practice.

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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.  
**reflect** (verb) To reflect is to send something, like light, back.
- 2 Reread the poem on the next page, "City Lights" by Lee Bennett Hopkins. Poets use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poems often have words that rhyme. The rhyme in this poem connects the descriptions of city lights. Circle two words in the poem that rhyme.
- 4 The vivid words in this poem help readers form pictures in their minds. Put a checkmark (✓) in the margin next to three words that describe how city lights look or what they do.
- 5 Alliteration is the repetition of beginning sounds in words. Underline three pairs of repeated beginning sounds in the poem.
- 6 Complete the chart. Use the markings you made on the poem to help you.

rhyming words	lights/bright/night or gleam/beam
vivid words	any three of the following: flicker, flash, glitter, gleam, twinkle, sparkle, bedazzle, beam
words with alliteration	any three of the following pairs: flicker/flash, glitter/gleam, bedazzle/beam, brilliantly/bright

- 7 The rhythm of a poem is like a drumbeat that goes with groups of words. Read Lines 2 to 9 aloud, and listen for the rhythm. Then, describe the rhythm.  
*Student answers will vary.*
- 8 The poem has a central message, or theme, about what keeps the city "awake all night."  
Write a sentence to state this theme.  
*Bright lights help to keep the city active all the time.*
- 9 The city lights described by the poet most likely have different sources, including light that is reflected off skyscraper windows. On another page, draw the scene you imagine after reading the poem.  
*Student drawings will vary.*

★ What is your city or town like at night? Write your own poem to describe its sights, sounds, smells, tastes, and/or feelings. Try including rhyme, rhythm, and alliteration in your lines.



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

### City Lights

by Lee Bennett Hopkins

- 1 Blazing lights
- 2 flicker
- 3 flash
- 4 glitter
- 5 gleam
- 6 twinkle
- 7 sparkle
- 8 bedazzle
- 9 beam

Students should check any three vivid words.

Students should circle any pair of rhyming words.

Students should underline any three pairs of beginning sounds.

- 10 so
- 11 brilliantly
- 12 bright
- 13 Reasons
- 14 why
- 15 city
- 16 stays
- 17 awake
- 18 all
- 19 night