

ANSWER KEY

Name: _____

Word Study
Level 6

F. Write the word that is close in meaning.

chop	wish	chum	den	glide	bell
dull	blaze	step	match	back	gunk

1. mate: <u>chum</u>	2. flame: <u>blaze</u>	3. pace: <u>step</u>
4. spine: <u>back</u>	5. hope: <u>wish</u>	6. game: <u>match</u>
7. slice: <u>chop</u>	8. cave: <u>den</u>	9. slime: <u>gunk</u>
10. chime: <u>bell</u>	11. pale: <u>dull</u>	12. skate: <u>glide</u>

G. Put a "v" under each vowel. Divide each word. Write the syllable that is the same in both words.

1. c <u>v</u> m / pl <u>v</u> et̄ - c <u>v</u> m / pl <u>v</u> et̄ → <u>com</u>	2. e <u>v</u> st <u>v</u> te - e <u>v</u> st <u>v</u> te → <u>es</u>
3. e <u>v</u> h <u>v</u> le - i <u>v</u> h <u>v</u> le → <u>hale</u>	4. a <u>v</u> tr <u>v</u> ct - d <u>v</u> str <u>v</u> ct → <u>tract</u>
5. ch <u>v</u> ldr <u>v</u> en - dr <u>v</u> en <u>v</u> ch <u>v</u> ng → <u>dren</u>	6. c <u>v</u> ns <u>v</u> tant - i <u>v</u> ns <u>v</u> tant → <u>stant</u>
7. m <u>v</u> rr <u>v</u> id <u>v</u> et̄ - m <u>v</u> rr <u>v</u> id <u>v</u> et̄ → <u>man</u>	8. s <u>v</u> ns <u>v</u> pot - sp <u>v</u> tt <u>v</u> ng → <u>spot</u>
9. i <u>v</u> mp <u>v</u> ede - st <u>v</u> mp <u>v</u> ede → <u>pede</u>	10. c <u>v</u> rr <u>v</u> use - c <u>v</u> rr <u>v</u> use → <u>con</u>

H. Mix the syllables below into as many words as you can.

ex	in	tend
hale	cite	clude

exhale	include
inhale	exclude
incite	excite
intend	extend

★ Pick 2 of the words you just made. Write a question using each word. Student answers may vary.

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Name: _____

Word Study
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A. Read the syllables below. Circle the silent-e syllables.

cl <u>af</u> e	dr <u>ac</u> e	pl <u>oc</u> e	ca <u>ft</u>
sp <u>ric</u> e	sc <u>od</u>	cem	ch <u>ic</u> e
ca <u>zz</u>	cr <u>am</u> e	C <u>ob</u> e	ca <u>z</u> e

B. Write the syllables from above in the correct list.

Silent-e Syllables: c makes /k/ sound	Silent-e Syllables: c makes /s/ sound	Closed Syllables
cl <u>af</u> e	dr <u>ac</u> e	ca <u>ft</u>
cr <u>am</u> e	pl <u>oc</u> e	sc <u>od</u>
c <u>ob</u> e	sp <u>ric</u> e	cem
ca <u>z</u> e	ch <u>ic</u> e	ca <u>zz</u>

C. Look at the silent-e syllables where c makes the /k/ sound. Write the correct syllable.

- Which syllable ends with the same sound as *whiff*? clafe
- Which syllable rhymes with *maze*? caze
- Which syllable ends with the same sound as *drum*? crame
- Which syllable rhymes with *robe*? cobe

D. Look at the silent-e syllables where c makes the /s/ sound. Write the correct syllable.

- Which syllable begins with the same sound as *plum*? ploce
- Which syllable rhymes with *space*? drace
- Which syllable begins with the same sound as *chips*? chice
- Which syllables rhyme with *dice*? sprice, chice

E. Look at the closed syllables. Write the answer.

Which syllable rhymes with *raft*? caft

★ On the back, list 2 more words that rhyme with *chips*, *dice*, and *space*. Student answers may vary.

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ANSWER KEY

Word Study
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Name: _____

K. Read the Dropping Rule.

When a base word ends in e, drop the e before adding a vowel suffix.

Checkpoints: 1. finale 2. vowel suffix

L. Spell each word by adding the suffix to the base word.

Base Word	Suffix	Completed Word
1. glide	-ed	glided on ice
2. strike	-ing	striking a match
3. dine	-ing	dining with a pal
4. shade	-ed	shaded under a hut
5. code	-ed	coded in class
6. state	-ing	stating a fact
7. smile	-ing	smiling twice
8. mandate	-ed	mandated by a rule
9. mute	-ed	muted the song
10. slice	-ing	slicing eggs

M. Put each phrase above in the correct list.

Happened in the Past	Happening Currently
glided on ice	striking a match
coded in class	dining with a pal
mandated by a rule	stating a fact
muted the song	smiling twice
shaded under a hut	slicing eggs

★ On the back, write the phrases that have a word where c says the /s/ sound.
glided on ice, smiling twice, slicing eggs

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Word Study
Level 6

Name: _____

I. Circle the sentence that shows what happened.

1. Kate got wet.	a. Kate went for a hike by the lake. b. Kate went for a swim in the lake.
2. Mike was baking.	a. Mike added a spice named nutmeg to the crust. b. Mike added a slice of plum cake to his plate.
3. Grace broke her leg.	a. She cast her wishes into the wind. b. She wore a cast to brace her shin.
4. Clive felt brave.	a. He stampeded to the top of the extreme slide. b. He stampeded back home and hid in the kitchen.
5. The frame was dented.	a. It landed on the red stone and the side bent. b. It landed on a soft blanket and was intact.
6. Pete gave a gift.	a. He sent a pile of socks to be fixed. b. He sent a nice set of pencils to his dad.
7. Jade spoke to a pal.	a. She had a long chat with Dave at the dance. b. She had a long nap at the edge of the grass.

J. Add the correct phrase to complete each sentence.

with a big rock	he was absent from class	riding in the hills next month
in the van to go shopping	we did inhale the fresh air	that beautiful costume

1. I did not excuse him because he was absent from class.

2. When will you be completing that beautiful costume?

3. The family was piling in the van to go shopping.

4. Are you hoping to go riding in the hills next month?

5. Her new trombone did collide with a big rock.

6. At the estate by the ocean, we did inhale the fresh air.

★ On the back, write sentences using these silent-e words: *hope, pile, and ride*. Student answers may vary.

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Word Study
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Name: _____

C. Write a sentence to answer the questions below. Use the word because in each answer. Student answers may vary.

1. Should you dispose of a snack that will expire in a month? Why or why not? _____ _____ _____	2. Would you confuse someone if you were in a costume ? Why or why not? _____ _____ _____
3. Does your school mandate that you compete in games or matches? Why or why not? _____ _____ _____	4. Would you excuse a pal for consuming your lunch? Why or why not? _____ _____ _____
5. Would you go insane if someone left you a big estate ? Why or why not? _____ _____ _____	6. Would you concede your prized trombone to someone in need? Why or why not? _____ _____ _____

✪ On the back, write the bold words in alphabetical order. **compete, concede, confuse, consuming, costume, dispose, estate, excuse, expire, insane, mandate, trombone**
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page 6

Word Study
Level 6

Name: _____

N. Write the Dropping Rule.

When a base word ends in **e**, drop the **e** before adding a vowel suffix.
 Checkpoints: 1) final **e**, 2) vowel suffix

O. Read the sentences and circle the words that follow the Dropping Rule. Then, underline each base word and add a small "e". Write the base word and the suffix.

Sentence	Base Word	Suffix
1. Will you be <u>rid</u> ing with me to the shop?	ride	-ing
2. The black dress was voted the most beautiful.	vote	ed
3. I hope you are not <u>bite</u> ing into that scone!	bite	ing
4. Will we be <u>make</u> ing a craft in this class?	make	ing
5. We <u>vot</u> ed to change the rules.	vote	ed
6. He stated that the blocks were on the side of the bed.	state	ed
7. The brand new bikes were <u>shin</u> ing in the sun.	shine	ing
8. At ten o'clock, I will be <u>driv</u> ing to the ocean.	drive	ing
9. Are you <u>pip</u> ing frosting on the cupcake? Yum!	pipe	ing
10. The cat <u>collid</u> ed with the fast dog.	collide	ed
11. At lunch, she <u>trad</u> ed her milk for a shake.	trade	ed

P. Add each suffix to the base word. Write the new words.

Base Word	-ed	-s	-ing
1. skate	skated	skates	skating
2. plate	plated	plates	plating
3. state	stated	states	stating
4. drone	droned	drones	droning
5. upgrade	upgraded	upgrades	upgrading

✪ On the back, use 4 of the words with suffixes in sentences. Student answers may vary.
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ANSWER KEY

Word Study
Level 6

Name: _____

S. First, follow the Before You Read steps. Then read the passage aloud, keeping the AS You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:
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High Tide 13

Sam had never been to the ocean before his trip to Mussel Cove.

He did not know how to swim, but he felt safe hiking on a wide strip of sand in the water. The sand strip led to a high pile of rocks. The water would rise up to the top of the rocks when the tide came in, but Sam did not know about ocean tides.

Sam spent some time sitting on the rocks and watching the gulls. He fed them some nuts from his pocket. Then he squinted at the path he had taken to get to the rocks.

The sand strip was less wide than it had been before. The waves were crashing on the sand, and the water kept rising. Sam waded down from the rocks. He felt the water lapping at his legs. He began to jog, then run. Sam raced back to land as fast as he could, splashing and yelling.

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Word Study
Level 6

Name: _____

R. Read each sentence out loud. Then, rewrite the underlined words on the provided lines.

Read	Write
1. <u>Everyone</u> has done enough <u>talking!</u>	_____
2. <u>Sometimes</u> I am <u>scared</u> to <u>climb</u> .	_____
3. Will <u>someone</u> shine a <u>light</u> here to <u>search</u> ?	_____
4. I cannot <u>breathe</u> well when I have a <u>cold</u> .	_____
5. They can have <u>another</u> <u>minute</u> to <u>work</u> .	_____
6. We are <u>talking</u> about <u>something</u> <u>new</u> .	_____
7. <u>Most</u> bats <u>spread</u> their wings at night.	_____
8. <u>Everyone</u> will like the <u>new</u> <u>family</u> .	_____
9. Is <u>anyone</u> <u>scared</u> of <u>their</u> <u>cat</u> ?	_____
10. Can you <u>find</u> <u>another</u> <u>piece</u> of fabric?	_____
11. Ten <u>minutes</u> is enough time to <u>search</u> .	_____
12. My <u>family</u> comes before <u>anything</u> .	_____
13. Will the <u>warm</u> and <u>cold</u> <u>air</u> <u>mix</u> ?	_____
14. <u>Most</u> songs last <u>several</u> <u>minutes</u> .	_____

★ Make a list of words above that are hard to read or spell. Make flashcards to use for practice.

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ANSWER KEY

Name: _____

Word Study
Level 6

U. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none"> 1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks. 	<ol style="list-style-type: none"> 1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time: _____

Errors: _____

Self Corrections: _____

WCPM: _____

Accuracy: _____

Sinkholes

A bus is driving down a lane. In a blink, there is no lane! There is just a big hole. A sinkhole is to blame.

A sinkhole takes shape when water dissolves rocks that are embedded in the land. The water makes spaces or tunnels in the rocks. Then, the top slab of land collapses into those spaces. This cave-in can happen very fast. Some sinkholes are small. Other sinkholes are as large as a whole block of buildings.

Sinkholes happen all around the world. Places with a lot of limestone have a high rate of sinkholes. Water acts fast on limestone to dissolve it. Pipes that channel water into the land or pump water out of the land can bring about a sinkhole. The best plan to stop new sinkholes from happening is to stop building anything on land with a lot of limestone.

A bus is driving down a lane. In a blink, there is no lane! There is just a big hole. A sinkhole is to blame.	17
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Sinkholes happen all around the world. Places with a lot of limestone have a high rate of sinkholes. Water acts fast on limestone to dissolve it. Pipes that channel water into the land or pump water out of the land can bring about a sinkhole. The best plan to stop new sinkholes from happening is to stop building anything on land with a lot of limestone.	35
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	104
	119
	132
	145

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Word Study
Level 6

That was how Sam found out that ocean water rises at high tide. 171

He also made a plan to take swimming lessons. 180

T. Check your understanding by answering the questions in the space provided.

1. What is the setting of this text?
The setting is Mussel Cove at high tide.

2. What happens to the sand strip as the water keeps rising?
The sand strip becomes less wide as the water rises and covers it.

3. Why might Sam begin to run as the water rises?
Answers may vary. A sample answer is: I think Sam begins to run because he can't swim and is scared of the rising water.

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ANSWER KEY

Name: _____ Word Study Level 6

W. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:

Will Elwin Sing?

I have a friend who has been singing his whole life. Elwin was singing before he was talking. Well, that's what his mother has said. He can sing just about every song and make it sound beautiful. He also composes new songs. When Elwin sings, everyone tells him how gifted he is. "Singing lifts me up," Elwin admits. "There is nothing else I like as much as singing."

Elwin is always humming a tune. He sings in class. He sings on the bus. He sings when he is taking a bath. But Elwin won't sing if someone is judging him. "I choke if a judge is watching me," he confesses. "The sight of someone taking notes while I sing makes my insides shake."

A singing contest will be held next month at a club close to Elwin's

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Name: _____ Word Study Level 6

V. Check your understanding by answering the questions in the space provided.

1. According to the example given in the text, what happens to the lane?
The lane turns into a sinkhole.

2. When does a sinkhole take shape?
A sinkhole takes shape when water dissolves rocks that are embedded in the land.

3. How can new sinkholes be stopped?
New sinkholes can be stopped by not building anything on land with a lot of limestone.

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LITERACY **POWERUP** LEXIA SKILL BUILDERS page 11

ANSWER KEY

Name: _____

Word Study
Level 6

Y. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none"> 1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks. 	<ol style="list-style-type: none"> 1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time: _____

Errors: _____

Self-Corrections: _____

WCPM: _____

Accuracy: _____

Nine Lives

From big cats that live in grasslands to pets that live in a home, cats are gifted athletes. A cat's body is made for jumping. Its backbone can flex and twist. Cat legs are like springs. These spring-like legs help cats get into high places. A cat can run and jump a long distance, or it can sit still and jump. Its strong back legs thrust its body up. Cats love to climb, as well.

Cats are deft but sometimes they drop from high places. When this happens, the cat can twist its body to right itself so it lands on its feet. The cat extends its long legs as it drops.

Cats climb and jump all the time, so it makes sense that they can drop without getting hurt. Because of this skill, many people say the cats have nine lives!

Time: _____

Errors: _____

Self-Corrections: _____

WCPM: _____

Accuracy: _____

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Name: _____

Word Study
Level 6

home. The prize will be a chance to compete on a TV show. I know **152** that Elwin could win. I wish he would take my advice and sing in that contest. What can I tell him that would convince him to do it? **167** **180**

X. Check your understanding by answering the questions in the space provided.

1. What skill does Elwin have?
Elwin is gifted at singing.

2. What scares Elwin?
Elwin is scared of singing in front of a judge.

3. What does the narrator want Elwin to do?
The narrator wants Elwin to sing in a contest at a club close to Elwin's home.

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ANSWER KEY

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Z. Check your understanding by answering the questions in the space provided.

1. What are a cat's legs compared to in the first paragraph?

A cat's legs are compared to springs.

2. How does a cat land on its legs when it drops?

A cat can twist its body to right itself before it lands.

3. What is the author's main purpose for writing this text?

The author's main purpose is to give information about how cats can jump and drop without getting hurt.

Name: _____

A. Read the syllables below. Circle the silent-e syllables.

clafe	drace	ploce	caft
sprice	scod	cem	chice
cazz	crame	cobe	caze

B. Write the syllables from above in the correct list.

Silent-e Syllables: c makes /k/ sound	Silent-e Syllables: c makes /s/ sound	Closed Syllables
clafe		

C. Look at the silent-e syllables where c makes the /k/ sound. Write the correct syllable.

- Which syllable ends with the same sound as *whiff*? _____
- Which syllable rhymes with *maze*? _____
- Which syllable ends with the same sound as *drum*? _____
- Which syllable rhymes with *robe*? _____

D. Look at the silent-e syllables where c makes the /s/ sound. Write the correct syllable.

- Which syllable begins with the same sound as *plum*? _____
- Which syllable rhymes with *space*? _____
- Which syllable begins with the same sound as *chips*? _____
- Which syllables rhyme with *dice*? _____

E. Look at the closed syllables. Write the answer.

Which syllable rhymes with *raft*? _____

★ On the back, list 2 more words that rhyme with *chips*, *dice*, and *space*.

Name: _____

F. Write the word that is close in meaning.

chop	wish	chum	den	glide	bell
dull	blaze	step	match	back	gunk

1. mate: <u>chum</u>	2. flame: _____	3. pace: _____
4. spine: _____	5. hope: _____	6. game: _____
7. slice: _____	8. cave: _____	9. slime: _____
10. chime: _____	11. pale: _____	12. skate: _____

G. Put a "v" under each vowel. Divide each word. Write the syllable that is the same in both words.

1. com/plete – com/plex → <u>com</u>	2. estate – escape → _____
3. exhale – inhale → _____	4. attract – distract → _____
5. children – drenching → _____	6. constant – instant → _____
7. mandate – madman → _____	8. sunspot – spotting → _____
9. impede – stampede → _____	10. confuse – confine → _____

H. Mix the syllables below into as many words as you can.

ex	in	tend
hale	cite	clude

exhale	

★ Pick 2 of the words you just made. Write a question using each word.

Name: _____

I. Circle the sentence that shows what happened.

1. Kate got wet.	a. Kate went for a hike by the lake. b. Kate went for a swim in the lake.
2. Mike was baking.	a. Mike added a spice named nutmeg to the crust. b. Mike added a slice of plum cake to his plate.
3. Grace broke her leg.	a. She cast her wishes into the wind. b. She wore a cast to brace her shin.
4. Clive felt brave.	a. He stampeded to the top of the extreme slide. b. He stampeded back home and hid in the kitchen.
5. The frame was dented.	a. It landed on the red stone and the side bent. b. It landed on a soft blanket and was intact.
6. Pete gave a gift.	a. He sent a pile of socks to be fixed. b. He sent a nice set of pencils to his dad.
7. Jade spoke to a pal.	a. She had a long chat with Dave at the dance. b. She had a long nap at the edge of the grass.

J. Add the correct phrase to complete each sentence.

with a big rock	he was absent from class	riding in the hills next month
in the van to go shopping	we did inhale the fresh air	that beautiful costume

1. I did not excuse him because _____ .

2. When will you be completing _____ ?

3. The family was piling _____ .

4. Are you hoping to go _____ ?

5. Her new trombone did collide _____ .

6. At the estate by the ocean, _____ .

★ On the back, write sentences using these silent-e words: *hope*, *pile*, and *ride*.

Name: _____

K. Read the Dropping Rule.

When a base word ends in e, drop the e before adding a vowel suffix.
Checkpoints: 1. final e 2. vowel suffix

L. Spell each word by adding the suffix to the base word.

Base Word	Suffix	Completed Word
1. glide	-ed	_____ glided _____ on ice
2. strike	-ing	_____ a match
3. dine	-ing	_____ with a pal
4. shade	-ed	_____ under a hut
5. code	-ed	_____ in class
6. state	-ing	_____ a fact
7. smile	-ing	_____ twice
8. mandate	-ed	_____ by a rule
9. mute	-ed	_____ the song
10. slice	-ing	_____ eggs

M. Put each phrase above in the correct list.

Happened in the Past	Happening Currently
glided on ice	

★ On the back, write the phrases that have a word where c says the /s/ sound.

Name: _____

N. Write the Dropping Rule.

O. Read the sentences and circle the words that follow the Dropping Rule. Then, underline each base word and add a small "e". Write the base word and the suffix.

Sentence	Base Word	Suffix
1. Will you be <u>riding</u> with me to the shop?	ride	-ing
2. The black dress was voted the most beautiful.		
3. I hope you are not biting into that scone!		
4. Will we be making a craft in this class?		
5. We voted to change the rules. .		
6. He stated that the blocks were on the side of the bed.		
7. The brand new bikes were shining in the sun.		
8. At ten o'clock, I will be driving to the ocean.		
9. Are you piping frosting on the cupcake? Yum!		
10. The cat collided with the fast dog.		
11. At lunch, she traded her milk for a shake.		

P. Add each suffix to the base word. Write the new words.

Base Word	-ed	-s	-ing
1. skate	skated	skates	skating
2. plate			
3. state			
4. drone			
5. upgrade			

★ On the back, use 4 of the words with suffixes in sentences.

Name: _____

Q. Write a sentence to answer the questions below. Use the word *because* in each answer.

1. Should you **dispose** of a snack that will **expire** in a month? Why or why not?

2. Would you **confuse** someone if you were in a **costume**? Why or why not?

3. Does your school **mandate** that you **compete** in games or matches? Why or why not?

4. Would you **excuse** a pal for **consuming** your lunch? Why or why not?

5. Would you go **insane** if someone left you a big **estate**? Why or why not?

6. Would you **concede** your prized **trombone** to someone in need? Why or why not?

★ On the back, write the bold words in alphabetical order.

Name: _____

R. Read each sentence out loud. Then, rewrite the underlined words on the provided lines.

Read	Write		
1. <u>Everyone</u> has done <u>enough</u> <u>talking</u> !	_____	_____	_____
2. <u>Sometimes</u> I am <u>scared</u> to <u>climb</u> .	_____	_____	_____
3. Will <u>someone</u> shine a <u>light</u> here to <u>search</u> ?	_____	_____	_____
4. I cannot <u>breathe</u> well when I have a <u>cold</u> .	_____	_____	_____
5. They can have <u>another</u> <u>minute</u> to <u>work</u> .	_____	_____	_____
6. We are <u>talking</u> about <u>something</u> <u>new</u> .	_____	_____	_____
7. <u>Most</u> bats <u>spread</u> their wings at night.	_____	_____	_____
8. <u>Everyone</u> will like the <u>new</u> <u>family</u> .	_____	_____	_____
9. Is <u>anyone</u> <u>scared</u> of <u>their</u> cat?	_____	_____	_____
10. Can you <u>find</u> <u>another</u> <u>piece</u> of fabric?	_____	_____	_____
11. Ten <u>minutes</u> is <u>enough</u> time to <u>search</u> .	_____	_____	_____
12. My <u>family</u> <u>comes</u> before <u>anything</u> .	_____	_____	_____
13. Will the <u>warm</u> and <u>cold</u> <u>air</u> mix?	_____	_____	_____
14. <u>Most</u> songs last <u>several</u> <u>minutes</u> .	_____	_____	_____

★ Make a list of words above that are hard to read or spell. Make flashcards to use for practice.

Name: _____

S. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none">1. Note any challenging words or phrases. Ask for help, if needed.2. Highlight punctuation marks.	<ol style="list-style-type: none">1. Pay attention to punctuation.2. Group words into meaningful chunks.3. Read with expression.

High Tide

Sam had never been to the ocean before his trip to Mussel Cove.

He did not know how to swim, but he felt safe hiking on a wide strip of sand in the water. The sand strip led to a high pile of rocks. The water would rise up to the top of the rocks when the tide came in, but Sam did not know about ocean tides.

Sam spent some time sitting on the rocks and watching the gulls.

He fed them some nuts from his pocket. Then he squinted at the path he had taken to get to the rocks.

The sand strip was less wide than it had been before. The waves were crashing on the sand, and the water kept rising. Sam waded down from the rocks. He felt the water lapping at his legs. He began to jog, then run. Sam raced back to land as fast as he could, splashing and yelling.

continued on next page

Name: _____

That was how Sam found out that ocean water rises at high tide.

He also made a plan to take swimming lessons.

T. Check your understanding by answering the questions in the space provided.

1. What is the setting of this text?

2. What happens to the sand strip as the water keeps rising?

3. Why might Sam begin to run as the water rises?

Name: _____

U. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Sinkholes

A bus is driving down a lane. In a blink, there is no lane! There is just a big hole. A sinkhole is to blame.

A sinkhole takes shape when water dissolves rocks that are embedded in the land. The water makes spaces or tunnels in the rocks. Then, the top slab of land collapses into those spaces. This cave-in can happen very fast. Some sinkholes are small. Other sinkholes are as large as a whole block of buildings.

Sinkholes happen all around the world. Places with a lot of limestone have a high rate of sinkholes. Water acts fast on limestone to dissolve it. Pipes that channel water into the land or pump water out of the land can bring about a sinkhole. The best plan to stop new sinkholes from happening is to stop building anything on land with a lot of limestone.

Name: _____

V. Check your understanding by answering the questions in the space provided.

1. According to the example given in the text, what happens to the lane?

2. When does a sinkhole take shape?

3. How can new sinkholes be stopped?

Name: _____

W. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Will Elwin Sing?

I have a friend who has been singing his whole life. Elwin was singing before he was talking. Well, that’s what his mother has said. He can sing just about every song and make it sound beautiful. He also composes new songs. When Elwin sings, everyone tells him how gifted he is. “Singing lifts me up,” Elwin admits. “There is nothing else I like as much as singing.”

Elwin is always humming a tune. He sings in class. He sings on the bus. He sings when he is taking a bath. But Elwin won’t sing if someone is judging him. “I choke if a judge is watching me,” he confesses. “The sight of someone taking notes while I sing makes my insides shake.”

A singing contest will be held next month at a club close to Elwin’s

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Name: _____

home. The prize will be a chance to compete on a TV show. I know that Elwin could win. I wish he would take my advice and sing in that contest. What can I tell him that would convince him to do it?

X. Check your understanding by answering the questions in the space provided.

1. What skill does Elwin have?

2. What scares Elwin?

3. What does the narrator want Elwin to do?

Name: _____

Y. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none"> 1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks. 	<ol style="list-style-type: none"> 1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Nine Lives

From big cats that live in grasslands to pets that live in a home, cats are gifted athletes. A cat's body is made for jumping. Its backbone can flex and twist. Cat legs are like springs. These spring-like legs help cats get into high places. A cat can run and jump a long distance, or it can sit still and jump. Its strong back legs thrust its body up. Cats love to climb, as well.

Cats are deft but sometimes they drop from high places. When this happens, the cat can twist its body to right itself so it lands on its feet. The cat extends its long legs as it drops.

Cats climb and jump all the time, so it makes sense that they can drop without getting hurt. Because of this skill, many people say the cats have nine lives!

Name: _____

Z. Check your understanding by answering the questions in the space provided.

1. What are a cat's legs compared to in the first paragraph?

2. How does a cat land on its legs when it drops?

3. What is the author's main purpose for writing this text?
