



Grade 4

My ELD Summer Learning Packet



Grade 4 ELD Summer Learning Packet

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Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

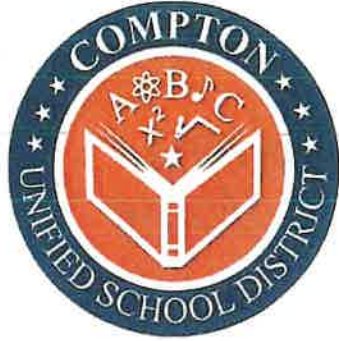
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.
























Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

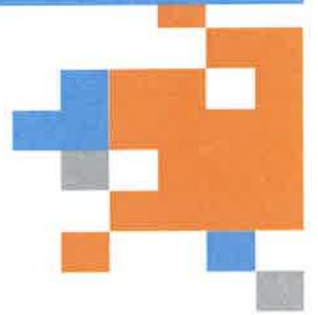
¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		




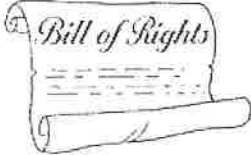

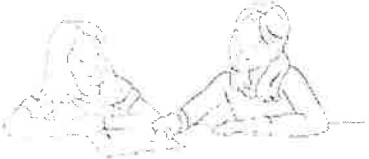


Grade 4

ELD Learning Packet



Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
compromise	We reached a <u>compromise</u> that made us both happy.	
amendments	<u>Amendments</u> have been made to laws through the years.	
version	This is the newest <u>version</u> of her book.	
commitment	I made a <u>commitment</u> to help my little sister.	
eventually	The tired rabbit <u>eventually</u> crossed the finish line.	
privilege	The canoe trip was a <u>privilege</u> the girls deserved.	

Name _____

A **root** is a word part that is used to form many words. Many English words have Latin roots. Knowing the meaning of common Latin roots can help you figure out the meanings of words containing those roots.

Latin Root	Meaning
<i>commun</i>	common
<i>mem</i>	remember
<i>scrib</i>	write
<i>spect</i>	look

Use the Latin roots and their meanings from above to answer the following questions. Circle the letter of your answer.

1. A student is reading information so she can remember it by heart. What is the student doing?
 - a. writing
 - b. memorizing
2. What is another word for reading glasses?
 - a. microscope
 - b. spectacles
3. I had to write the answer quickly. The answer I wrote looked messy. What is another word for something that is not written carefully?
 - a. scribbled
 - b. important

Name _____

The inflectional endings *-ed* and *-ing* are added to verbs to create new verb forms and tenses.

For base words ending with a consonant and *e*, drop the final *e* before adding *-ed* or *-ing*: *smile, smiled, smiling*.

For many base words ending with a single vowel and a consonant, double the final consonant before adding *-ed* or *-ing*: *flap, flapped, flapping*.

A. Read the word equation. Circle the change that was made to the base word. The first one has been done for you.

1. care + ing = caring drop the final e / double the final consonant
2. tap + ed = tapped drop the final e / double the final consonant
3. skip + ing = skipping drop the final e / double the final consonant
4. taste + ed = tasted drop the final e / double the final consonant
5. save + ing = saving drop the final e / double the final consonant

Every syllable in a word has one vowel sound. When two vowels appear next to each other in a word, they usually work as a team to form one sound. The vowel team is part of the same syllable in the word.

B. Read each word. Underline the vowel team and write in on the line. The first one has been done for you.

- | | |
|-------------------------------------|-----------------------|
| 1. <u>clear</u> ing <u>ea</u> _____ | 4. floated _____ |
| 2. foolish _____ | 5. repaint _____ |
| 3. beaten _____ | |

Name _____

Read the passage. Use the ask and answer questions strategy to understand difficult parts of the text.

We the People

Ms. Quibble asked her class,
5 "Why did the American colonies
10 want to become their own country?"

16 The class was quiet. The students
22 scribbled on their papers. No one
28 knew the answer, except Kwan.
33 She raised her hand. Ms. Quibble
39 pushed up her spectacles on her
45 nose. "Yes, Kwan?"

48 Kwan said, "People wanted to
53 be free."

55 "Yes!" Ms. Quibble said. "How did Americans tell England that
65 they wanted to be free?"

70 Kwan said, "They wrote the Declaration of Independence."

78 After class, Sam Jones saw Kwan. He asked, "How do you know so
91 much about history?"

94 Kwan said, "I'm going to take my naturalization exam. I've been
105 memorizing a lot about this country."

111 Sam asked, "Your *what* exam?"

116 Kwan said, "It's a test to become an American."



Name _____

The Document that Launched a Country

At lunch, Kwan and Sam looked at a copy of the Constitution. Kwan told how it sets the rules for our country. It tells about the three branches of government. The legislative branch makes laws. The executive branch makes sure laws are followed. The judicial branch makes sense of what laws mean.

Kwan said, "The branches check and balance each other. No branch has all the power."

Rights for All People

"Why is the Constitution so important?" Sam asked.

Kwan pointed to the first three words, "We the people..."

She said, "All people in every community have a say about our laws. Sometimes, though, the Constitution needs to change. The Bill of Rights names the first ten changes. Do you know what it says?"

Sam said, "I think it gives Americans freedoms, like the freedoms of speech and religion."

"Correct! The Bill of Rights makes sure everyone is free."

Sam and Kwan placed their lunch trays down. "Good luck on the test today, Sam. I think you are going to do great," Kwan said.



Tetra Images/Corbis

To amend the Constitution, both houses of Congress or three-fourths of the states must approve.

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. What is the cause in these sentences from the text?

Kwan said, "I'm going to take my naturalization exam. I've been memorizing a lot about this country."

2. An effect is what happens. What is the effect in these sentences from the text?

Kwan said, "I'm going to take my naturalization exam. I've been memorizing a lot about this country."

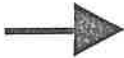




3. In paragraphs 3–5, what is one example of a cause and an effect?

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

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

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
		
		
		
		

Name _____

A Talk with a State Representative

"I know that state representatives help write bills. I know that they vote for bills to make them into laws. Do you have any other important jobs?" I asked the representative.

"Yes, all representatives sit on two **committees** (kuh•MIT•tees)," he said.

"What does a committee do?" I asked.

"A committee is a group of Congress members. These members of Congress become experts on one subject, like the military or education. When Congress writes a bill related to that subject, the committee reads the bill. Then it writes a report for other members of Congress. These reports are very helpful. They tell Congress what effect a bill will have."

Answer the questions about the text.

1. How does narrative nonfiction tell information about a subject?

2. How does the boldface word help you understand the text?

3. What does the pronunciation help you do?

4. What is the author's opinion about committees?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?
2. What words could you add to show how the supporting sentences relate to the main idea?
3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Name _____

Malia wrote the paragraph below using text evidence from two different sources to answer the question: *In your opinion, can kids participate in our democracy?*







I think that kids can participate in our democracy even though they cannot vote. Only people over 18 years of age have the right to vote, according to "The Birth of American Democracy." However, kids can play a part in other ways, like influencing the legislative branch to pass laws. If children put enough pressure on members of government to do something, then change can really happen! For example, in *See How They Run*, a group of second graders proposed to the state legislature that the ladybug should be the official state insect. After the students worked hard promoting it, the governor signed it into law and the ladybug became the state insect. In addition, a group of children in New York started a group called Kids Against Pollution to raise money to help pay for the cleanup of toxic dump sites. After seven years, the state finally passed a law to clean up the toxic waste sites. This is why I believe kids are able to participate in our democracy.

Reread the passage. Follow the directions below.

1. **Underline** the text evidence that tells why kids cannot vote.
2. **Circle** an example of a transition word that links a supporting detail to Malia's opinion.
3. **Draw a box around** a detail that shows Kids Against Pollution was successful.
4. **I think that kids can participate in our democracy even though they cannot vote.**
Write the pronoun and antecedent that matches it in this sentence on the line.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
accompanies	An assistant always <u>accompanies</u> the prince.	
intend	I <u>intend</u> to vote, even if I have to wait in line.	
opponent	My <u>opponent</u> threw the ball very quickly.	
overwhelming	Her fear of falling was <u>overwhelming</u> .	
tolerate	I will not <u>tolerate</u> students being mean to one another.	
weary	I was <u>weary</u> after my operation, so my friends came to visit.	

Name _____

Idioms are phrases that say one thing but mean another. You can use the words around an idiom to figure out its meaning. For example: *The test was a piece of cake. I could not believe how easy it was.* "A piece of cake" is an idiom. If you look at the next sentence, you can see that it means that the test was easy. It does not mean that the test was cut from a cake. Many idioms work this way.

Read each passage below. Use context clues to help you figure out the meaning of each idiom in bold. Then circle the letter of the phrase that is closest to what the idiom means.

1. Every night we planned our escape. Finally we **made our move**. Late one night, while the shepherd was asleep, our herd quietly left the pasture.
 - a. went to sleep
 - b. started to dance
 - c. acted according to a plan
2. Life was hard when we lived with the shepherd, but it was even harder **on our own**.
 - a. living with the shepherd
 - b. owning the farm
 - c. living away from the shepherd
3. When I woke up, the sheep had already **taken up where they had left off**. The argument from last night continued.
 - a. ended a discussion
 - b. continued after a break
 - c. moved to a different place

Name _____

For most words that end in a consonant and *y*, change the *y* to *i* before adding *-es*, *-ed*, *-er*, or *-est*: *carry, carries, carried; busy, busier, busiest*.

A. Read each word equation. Circle the letter for the choice that correctly completes the word equation. The first one has been done for you.

1. fly + er = a. flyer **b. flier**
2. marry + es = a. marries b. marryies
3. sorry + est = a. sorriest b. sorryest
4. copy + er = a. coppier b. copier
5. reply + ed = a. replied b. replied

When a vowel is followed by *r*, the two letters form a special *r*-controlled vowel sound. Both letters work as a team to form one sound. Since *r*-controlled vowels form one sound, both letters stay in the same syllable.

B. The words below have been divided into syllables. Read each word and underline the syllable that contains the *r*-controlled vowel sound. The first one has been done for you.

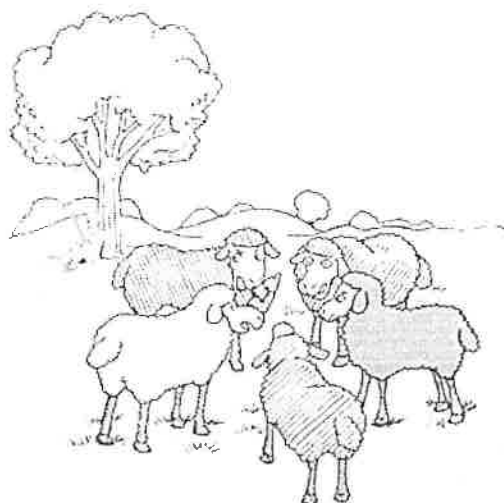
1. thirst/y
2. mark/ing
3. pre/pare
4. short/est
5. re/turn

Name _____

Read the passage. Use the make predictions strategy to predict what will happen later on in the text.

The Sheep in the Wilderness

13 For years, a cruel shepherd ruled our herd of sheep. We could not
 25 stand it any longer. Every night we planned our escape. Finally we
 31 made our move. Late one night,
 36 while the shepherd was asleep,
 42 our herd quietly left the pasture. We headed into the forest. *We are*
 49 *finally free!* I thought.



53 Life was hard when we lived
 59 with the shepherd, but it was
 65 even harder on our own. The herd
 72 needed a new field with fresh
 78 grass to eat. Trouble came when
 84 the trail divided into two paths.
 90 A gray sheep said, "There's a
 96 wide, green pasture that way." He pointed to the path on the right.
 109 "The shepherd brought us there once."

115 A brown sheep disagreed. He said, "We cannot graze in that
 126 pasture! We must find a place that the shepherd does not know."
 138 He pointed to the other path, which went up the mountainside.

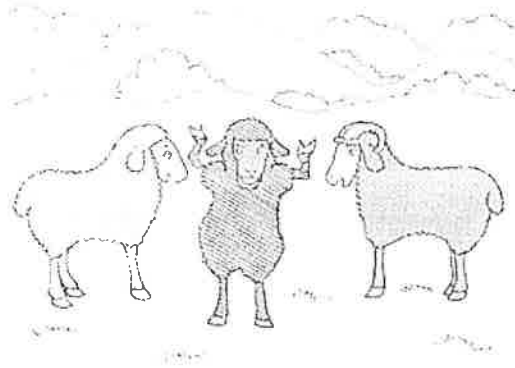
149 Half of the sheep took the side of the gray sheep, and half of the
 164 sheep took the side of the brown sheep. The herd argued and argued,
 177 but no one could decide what to do.

Name _____

That night, I could not sleep. I thought to myself, *How can we let everyone speak and still make a decision?* We needed a leader, who would hear everyone's ideas and decide what to do.

When I woke up, the sheep had already taken up where they had left off. The argument from last night continued. I shouted, "Quiet, everyone!" Everyone stopped and looked at me.

I said, "We cannot stay here and argue. We should choose one sheep to be our leader. Our leader will listen to our ideas. We may not like all of our leader's decisions, but our voices will be heard. We should trust our leader to represent us."



The sheep liked my idea, so we used leaves to vote for a leader. The sheep put a brown leaf into a pile to vote for the brown sheep as leader. They put a green leaf into a pile if they wanted the gray sheep to lead. And they put a red leaf into a pile if they wanted me to lead. When we counted the leaves, I had the most votes! I was elected as the very first leader of the sheep!

Name _____

A. Reread the passage and answer the questions.

1. Is the story told in the first-person point of view or the third-person point of view?

2. How can you tell which point of view the story is written in?

a. The narrator uses words like "his" and "their."

b. The narrator is a sheep.

c. The narrator uses words like "I" and "our."

3. How does the point of view change the way you read the story?

a. We are very close to the narrator because we know his thoughts.

b. We do not like the narrator because he is a sheep.

c. We do not know anything about any of the characters.

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

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

Name _____

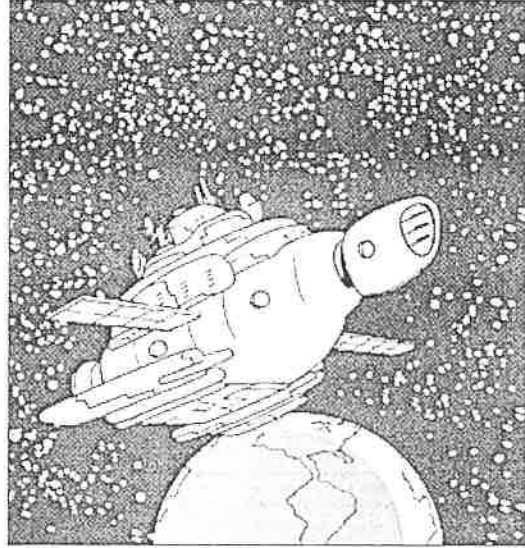
Read the selection. Complete the point of view graphic organizer.

Details
↓
Point of View

Name _____

The *Aurora's* First Mission

Workers finished building the *Aurora* in the year 2412. It was the biggest spaceship ever built. Its main computer controlled all the machines onboard. Now there were two finalists for captain. Dr. Yanic was the scientist who made the ship's computer. He knew everything about how the ship worked. Admiral Clark, the other choice, had commanded ships for years and knew how to lead a crew.



Answer the questions about the text.

1. Fantasy includes characters, settings, or events that could not exist in real life. What in the story is not possible in real life?

2. When does the story take place?

3. What text feature is included?

4. How does the illustration help show the story's setting?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using dialogue to develop characters.

Draft Model

Today, I gave a speech at the rally. I talked about some of the changes I plan to make as mayor. I talked about improving our parks.

1. Where could dialogue be added to help bring the narrator to life?
2. What dialogue could be added to reveal exactly what the narrator is thinking?
3. What other details of the narrator's plans could be revealed through dialogue?

B. Now revise the draft by using dialogue to develop the main character in the story.

Name _____

Ricky used text evidence from two different sources to respond to the prompt: *Write an email from Ike LaRue to Florida State Senator Anthony C. Hill. Explain why Ike wants Senator Hill to reduce class sizes at dog obedience schools.*

Dear Senator Hill,

Thank you for passing a bill to reduce class sizes for Florida students. However, many Florida dogs are in large classes, too. We need you to help us! Dogs may not be able to vote, but their humans do. (My human, Mrs. LaRue loves to vote—almost as much as she loves me!)

We need your help in passing the following law: *No obedience school shall put more than four dogs in one class.* No one can learn how to protect their humans from dangerous criminals or rescue frozen travelers if they're crammed in a class with too many other barking, panting canines.

Not all dogs are suited for such noble work. Some just need a little training so they don't run off with the ball during a baseball game or juicy sausages from a butcher shop. All dogs can use some training—but they'll learn more when they're taught in small classes!

Signed,
Ike LaRue

Reread the passage. Follow the directions below.

1. **Circle** the part that explains why Ike is writing to Senator Hill.
2. **Draw a box** around a detail that describes Ike's own behavior.
3. **Underline** a detail that tells what Senator Hill did for Florida students.
4. **We need you to help us!**
Write the subject and object pronouns in the sentence on the line.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
decade	After a <u>decade</u> with the company, he received an award.	
directing	The police officer is <u>directing</u> traffic.	
gleaming	The setting sun is <u>gleaming</u> in the sky.	
scouted	The boy <u>scouted</u> for a good place to set up a tent.	
squirmed	The unhappy baby <u>squirmed</u> in its mother's arms.	
tinkering	He is <u>tinkering</u> with his train set.	

Name _____

Words that have the same or similar meanings are **synonyms**. In the example below, the underlined word is a synonym for *concentration*. *Concentration* means "focus."

He was deep in concentration. All his focus was on fixing the knight's arm so it would lift up on its own.

Read each passage below. Study the underlined synonym to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for each word in bold.

1. For months, Leonardo begged and **pleaded** for a suit of armor.
a. asked for b. noticed c. worked
2. The ladder **teetered** and shook under his feet.
a. fell down b. waited c. moved from side to side
3. It is not finished yet. When it is **completed**, my knight will sit up. It might even walk like a human.
a. hungry b. started c. done with

Name _____

These underlined spellings stand for the /ü/ sound found in *spoon*:

soon blew rude clue fruit

These underlined spellings stand for the /ū/ sound found in *cube*:

pupil June few

These underlined spellings stand for the /û/ sound found in *book*:

cook could

A. Read the words in each row. Circle the word with the /ü/ sound found in spoon. The first one has been done for you.

1. grew cookie sun 2. look shout suit

Circle the word with the /ū/ sound found in cube.

3. wool stub huge 4. robe used took

Circle the word with the /û/ sound found in book.

5. should tooth clue

When a word ends in a consonant and the letters *le*, the consonant and *le* form the final syllable. The letters *le* are pronounced /əl/. In the word *little*, *tle* is the consonant + *le* syllable. The /əl/ sound can also be spelled *al*, *el*, *il*, or *ol*.

B. Read each word in bold. Then circle the consonant + *le* syllable. The first one has been done for you.

1. **single** **sin** gle 4. **noble** **no** **ble**

2. **purple** **pur** **ple** 5. **angel** **an** **gel**

3. **local** **lo** **cal**

Name _____

Read the passage. Use the make predictions strategy to help you make predictions about what will happen next.

Leonardo's Mechanical Knight

12 For months, Leonardo begged and pleaded for a suit of armor. In
28 1464, at age 12, he got his wish! He stood the armor up in the barn.
37 He worked on his new invention: a mechanical knight!

37 Leonardo stood on a ladder above the knight. He was deep in
49 concentration. All his focus was on fixing the knight's arm so it
61 would lift up on its own. It was not
70 easy work, and Leonardo frowned
75 and scowled.

77 "Leonardo!" yelled a voice.
81 He jumped in surprise and shock.
87 The ladder teetered and shook under
93 his feet.

95 "Oh no!" he shouted and fell. The
102 knight's arm broke.

105 His friend Albiera looked at the
111 one-armed knight, the stacks of
116 notebooks, and the piles of papers.

122 "What are you doing?"

126 "I am working, but it is not going so well."

136 Albiera knew Leonardo loved to talk about science. She picked
146 up the knight's arm. She asked, "This looks neat! Will you tell me
159 about it?"

161 "It's a mechanical knight," Leonardo said proudly. "Watch!"

169 He turned a handle on the knight's back. It began to tick and click.
183 Then, it turned its head. It opened and closed its mouth all by itself!
197 The unbroken arm rose over its head.



Name _____

Albiera clapped her hands. "Bravo! That is great!"

In a humble voice, Leonardo said, "It is a simple system of pulleys and levers."

"You are so modest. I have never seen anything like it!"

"It is not finished yet. When it is completed, my knight will sit up. It might even walk like a human."

Albiera looked impressed, but she asked, "Why would you make a machine like this at all? What is the use?"

Leonardo said, "There are so many reasons! Machines can go where people cannot go, like the bottom of the sea or the stars! We could learn a lot from machines."

Albiera said, "You have such crazy ideas!"

Leonardo smiled. "You never know," he said. "One day there might be a flying machine that carries people in the sky!"



Name _____

A. Reread the passage and answer the questions. Circle the letter of the best answer.

1. Which pronouns are used in the first paragraph?

- a. he, his
- b. they, their
- c. she, her

2. Reread paragraph 7. What does Albiera know?

- a. that knights are dangerous
- b. that Leonardo is thirsty
- c. that Leonardo loves science

3. What point of view is the story told from?

- a. first-person
- b. second-person
- c. third-person

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

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

Name _____

Read the selection. Complete the point of view graphic organizer.

Details

↓

Point of View

Name _____

Starting Work on the Brooklyn Bridge

My boss, Mr. Calloway, told me about the underwater caissons.

"The caissons are the big, locked underwater chambers. The workers inside dig down to the rock in the river bed. We place the foundations in the rock. The pay's good, but it's dangerous work," Mr. Calloway said.

"Why is it dangerous?" I asked.

"Because the caissons are filled with high-pressure air," Mr. Calloway replied. "The pressure keeps water from filling the work area. If you're down there and then come up fast and breathe normal air, you can get very sick. The sickness is called caisson disease. It's killed two men since we started working in the caissons in 1870," Mr. Calloway explained.

Answer the questions about the text.

1. Historical fiction tells a made-up story set during a real event. During what real event is the story set?

2. What year did work in the caissons begin?

3. What literary element is included in this piece of historical fiction?

4. How can you tell that the author is using dialogue?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding setting details to develop the plot.

Draft Model

I woke up and went downstairs for breakfast. My brother and I went swimming in the lake. Then we went to help our dad with the horses in the barn. After that, we all went inside to do household chores.

1. What details could be added to show when and where the story takes place?
2. What setting details could describe the lake?
3. How could you better describe the barn?
4. How could setting details be strengthened to help drive the plot of the story?

B. Now revise the draft by adding details about the setting to help develop the story's plot.

Name _____

Patrice wrote the dialogue below using text evidence from two different sources to respond to the prompt: *Write a dialogue between Mae and Gramps in which she tells him how the space program can help them on the farm.*

"Gramps, some of the things the astronauts use in space can help us here on the farm," I said to him.

"Really? How do you figure that?" Gramps asked.

"Well," I began, "I was reading that the material used in the astronauts' space suits can be used as air cushion soles in shoes. Just think, Gramps, with those air cushion soles in your boots, your feet won't be so sore at the end of the day!"

"Is that so?" he asked with a small amount of interest in his voice.

"Yes, and that's not all. You know how we always have to put the watermelon on ice to keep it cold? Well, the astronauts have ways of keeping their foods safe from spoiling in all kinds of temperatures. And someday we'll use that new technology to keep our food from spoiling!"

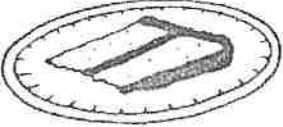



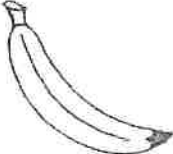

Now I see a smile forming on Gramp's lips. "I reckon that's something," he said.

Reread the passage. Follow the directions below.

1. **Underline** the sentence that establishes the topic of the narrative.
2. **Draw a box** around the dialogue that shows that Mae has convinced Gramps that things from the space program can help him.
3. **Circle** one of the details from *The Moon Over Star* in the dialogue.
4. **Now I see a smile forming on Gramp's lips.**
Rewrite the sentence above using the pronoun *she*.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
sliver	I took a small <u>sliver</u> of cake.	
phases	The planning for our holiday party will take place in two <u>phases</u> .	
rotates	The planet <u>rotates</u> on its axis.	
specific	She wears <u>specific</u> shoes for running.	
crescent	That banana is shaped like a <u>crescent</u> .	
series	I am reading the last book of the <u>series</u> .	

Name _____

To figure out the meaning of an unfamiliar word, check the words or phrases near it for **context clues**. Look at the example of context clues in the sentences below. The underlined words explain that *dense* means "heavy, thick."

After a star explodes, the crushed pieces can become very **dense**. The heavy, thick material can then form a black hole.

Read each passage below. The underlined context clues will help you understand the meaning of each word in bold. Circle the letter of the best definition for each word.

1. Stars lie on a **spectrum** of color. It ranges from red to yellow to blue.
a. one solid color b. white lights c. range of colors
2. The sun is very important to Earth. It gives off most of the energy Earth needs to **support** life. Without the sun, Earth would be a lifeless rock floating in space!
a. make free
b. to provide for and maintain
c. cause harm
3. In a black hole, the crushed material becomes heavy, causing a strong **inward** pull. This pull sucks in anything close by. Even light cannot escape from a black hole!
a. toward the inside or center
b. away from the center
c. to keep in place

Name _____

The /oi/ sound can be spelled with *oi* as in *coin* or with *oy* as in *toy*.

The /ow/ sound can be spelled with *ow* as in *cow* or with *ou* as in *house*.

A. Read the words in each row. Circle the word with the /oi/ sound found in *toy* or the /ow/ sound found in *cow*. Write the word on the line. The first one has been done for you.

- | | | | |
|-----------|--------------|--------|--------------|
| 1. spoon | <u>south</u> | row | <u>south</u> |
| 2. gown | could | told | _____ |
| 3. join | story | crow | _____ |
| 4. locked | stove | voices | _____ |
| 5. pour | grow | pouch | _____ |

Many English words have Greek and Latin roots. These roots give clues to the word's meaning.

The Greek root *graph* means "write." The Greek root *phon* means "sound."

The Latin root *spec* means "look." The Latin root *aqua* means "water."

B. Read each word. Circle the Greek or Latin root in the word. The first one has been done for you.

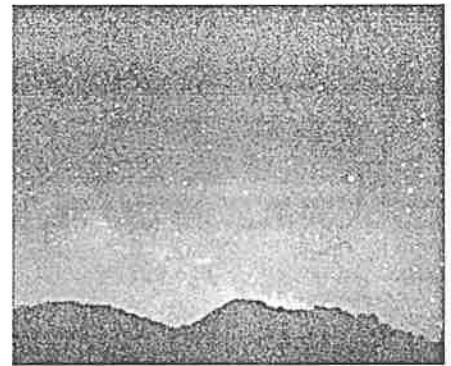
1. telegraph
2. aquarium
3. photograph
4. inspector
5. earphone

Name _____

Read the passage. Use the ask and answer questions strategy to understand new information in the text.

Stars

6 Long ago, people thought a big
13 dome was over Earth, like a cover.
19 They thought stars were lights on
26 the dome. The stars seemed to move.
34 Now, we know this is not true. Stars
41 are big glowing balls of plasma, the
48 fourth state of matter. Stars look small
because they are far away.



UVimages/amanaimages/Corbis

Stars look small, but they are actually huge, glowing balls of plasma.

53 What Is a Star?

57 Stars are mostly made up of hydrogen. The core of a star is very
71 hot. When lots of pressure squeezes this hot center, hydrogen is
82 changed into helium. This change releases a lot of energy, causing the
94 star to shine brightly.

98 Stars lie on a spectrum of color. It ranges from red to yellow to
112 blue. Blue stars, like Betelgeuse (BEE-tehl-jooz), are the hottest. A
122 red star, like Rigel (RIGH-jehl), is not as hot. The blue star has the
136 higher core temperature.

139 The Sun

141 The sun is the star at the center of our solar system. It looks bigger
156 than other stars because it is much closer to Earth. The sun is very
170 important to Earth. It gives off most of the energy Earth needs to
183 support life. Without the sun, Earth would be a lifeless rock floating
195 in space!

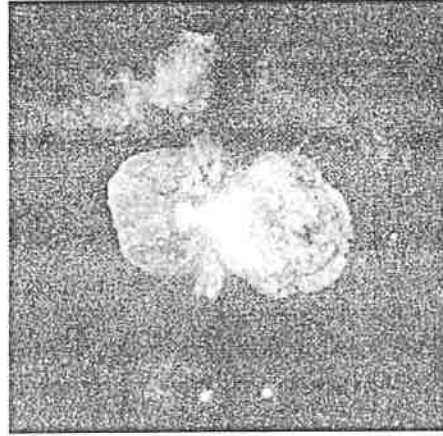
Name _____

Turning Out the Lights

Stars do not last forever. After billions of years, a star will use up all of its hydrogen. Then, a small star will stop shining. This will happen to the sun billions of years from now.

A large star, though, ends in an explosion. This is called a supernova (soo-per-NO-va). Then, all of the star's material gets crushed and the star stops shining. Very large stars become black holes. In a black hole, the crushed material becomes heavy, causing a strong inward pull. This pull sucks in anything close by. Even light cannot escape from a black hole!

The sun and other stars have amazed people for years. Stars light up the sky, and they make life on Earth possible. Look up at the sky on a clear night. What do you see?



After a large star goes supernova, it may become a black hole.

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. What is the cause in paragraph 2? Circle the letter of your answer.

- a. Lots of pressure squeezes the core of a star, changing hydrogen into helium. The change releases a lot of energy.
- b. The sun will eventually stop shining.
- c. Red stars are not as hot as blue stars.

2. An effect is what happens. What is the effect of the cause in paragraph 2? Circle the letter of your answer.

- a. Stars lie on a color spectrum.
- b. The star shines brightly.
- c. Large stars end in explosions.






3. What is one example of a cause and an effect in paragraph 6?

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

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

Name _____

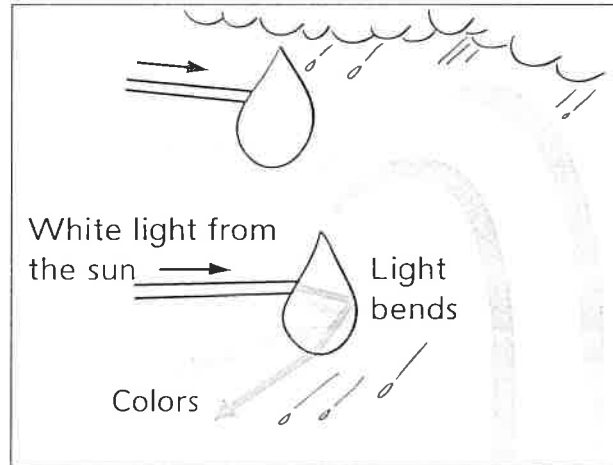
Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
		
		
		
		

Name _____

How Rainbows Work

When it rains, sunlight passes through drops of water in the air. The water changes the way light moves. It separates the sunlight into colors. Some of these colors are **reflected** (ree•FLEC•ted), or bounced back, by the other side of the raindrop. The colors spread out at different angles. Only one color from each raindrop reaches your eye. But the sunlight passes through many raindrops at the same time. This lets you see all the colors of the rainbow!



Answer the questions about the text.

1. Expository text tells facts about a topic. What topic does this text tell about?

2. What does the boldface word tell you?

3. What does the pronunciation tell you?

4. What does the diagram show you?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using figurative language to help the reader visualize the text.

Draft Model

The night sky is dark. The stars twinkle high in the sky. Sometimes there are clouds in the sky. The stars are reflected in rivers and lakes.

1. What figurative language could be added to describe the night sky?
2. What figurative language could be used to describe the clouds?
3. What other figurative language could be used to help readers visualize the scene?

B. Now revise the draft by adding figurative language to help readers visualize the night sky.

Name _____

Jason used text evidence from *Why Does the Moon Change Shape?* and "How It Came to Be" to respond to the prompt: *Compare how the two sources explain daylight.*

Why Does the Moon Change Shape? is an informative text. "How It Came to Be" includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates, or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, "Why the Sun Travels Across the Sky," was written long ago. People didn't have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, "rays of brilliant light" pouring from Helios's crown as he climbed into the sky in a "shining" chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.


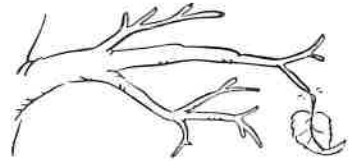
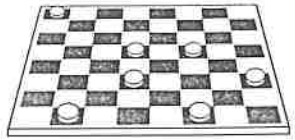
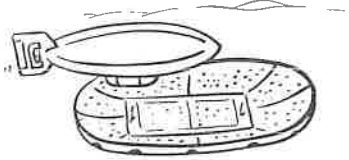
One source presents facts, and the other tells a good story.

Reread the passage. Follow the directions below.

1. **Underline** a fact that explains why there is daylight.
 2. **Draw a box** around one of the words Jason uses to describe the Earth's movement.
 3. **Circle** an example of a simile that Jason uses.
 4. **Write** one of the possessive pronouns Jason uses on the line.
- _____

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
attain	After a lot of work, we were able to <u>attain</u> our first harvest.	
dangling	One last leaf was <u>dangling</u> from the tree.	
triumph	Winning the game of checkers was a <u>triumph</u> .	
hovering	During the game, the blimp was <u>hovering</u> over the field.	

Name _____

Denotation is the dictionary's definition of a word. **Connotation** is the feeling or idea associated with a word. Look at the word *scribbled* in the lines below.

There are lists of words
scribbled in my cursive and spelled
out in my parents' print.

A denotation of *scribbled* is "written," but the connotation is "written quickly or messily."

Read each passage. Circle the correct connotation of the word in bold from the poem.

1. Letters **trip** over each other as they race to leave my mouth.
 - a. compete to see who is fastest
 - b. jumble and mix together
2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:
 - a. looks sad and defeated
 - b. sinks because of weight
3. My tongue lines them up in order as they **march** to the microphone:
 - a. walk in a military style
 - b. spell with letters in the correct order

Name _____

The letters *aw*, *au*, *alt*, *alk*, *all*, *wa*, and *ough* can stand for the variant vowel /ô/ found in the word *hawk*.

A. Read the words in each row. Underline the word with the variant vowel /ô/. Write the word on the line. The first one has been done for you.

- | | | | |
|----------------|----------|--------|-------------|
| 1. <u>laws</u> | cards | packs | <u>laws</u> |
| 2. crate | call | slap | _____ |
| 3. talking | standing | faking | _____ |
| 4. pass | stare | fault | _____ |
| 5. park | saw | trap | _____ |

Some words are often confused because they sound the same and have similar spelling patterns. These words have different meanings and spellings. Homophones are frequently confused for these reasons.

B. Draw a line to match the words that are frequently confused. The first one has been done for you.

- | | |
|-----------|---------|
| 1. too | through |
| 2. chose | accept |
| 3. advise | choose |
| 4. except | to |
| 5. threw | advice |
-

Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

5 Letters trip over each other
 as they race to leave my mouth.
 12 My tongue lines them up in order
 19 as they march to the microphone:
 25 A-S-
 26 I am almost alone on the stage.
 33 One last kid sags with his head
 40 in his hands. He is mouthing
 46 each letter as I say it:
 52 C-E-N-
 53 The hours I have spent on the floor
 61 of my room with books
 66 in my lap like wounded birds and cramping
 74 wrists now seem worth it:
 79 D-A-
 80 There are lists of words
 85 scribbled in my cursive and spelled
 91 out in my parents' print
 96 on top of dictionaries and thesauruses:
 102 N-C-Y
 103 There is applause and I smile.
 109 I shake the seventh-grade boy's hand
 115 and whisper, "I'll meet you back
 121 here next year for a rematch."
 127 A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.

1. What is the story that this poem tells?

2. What is the theme, or lesson, that the writer wants to teach with this poem?

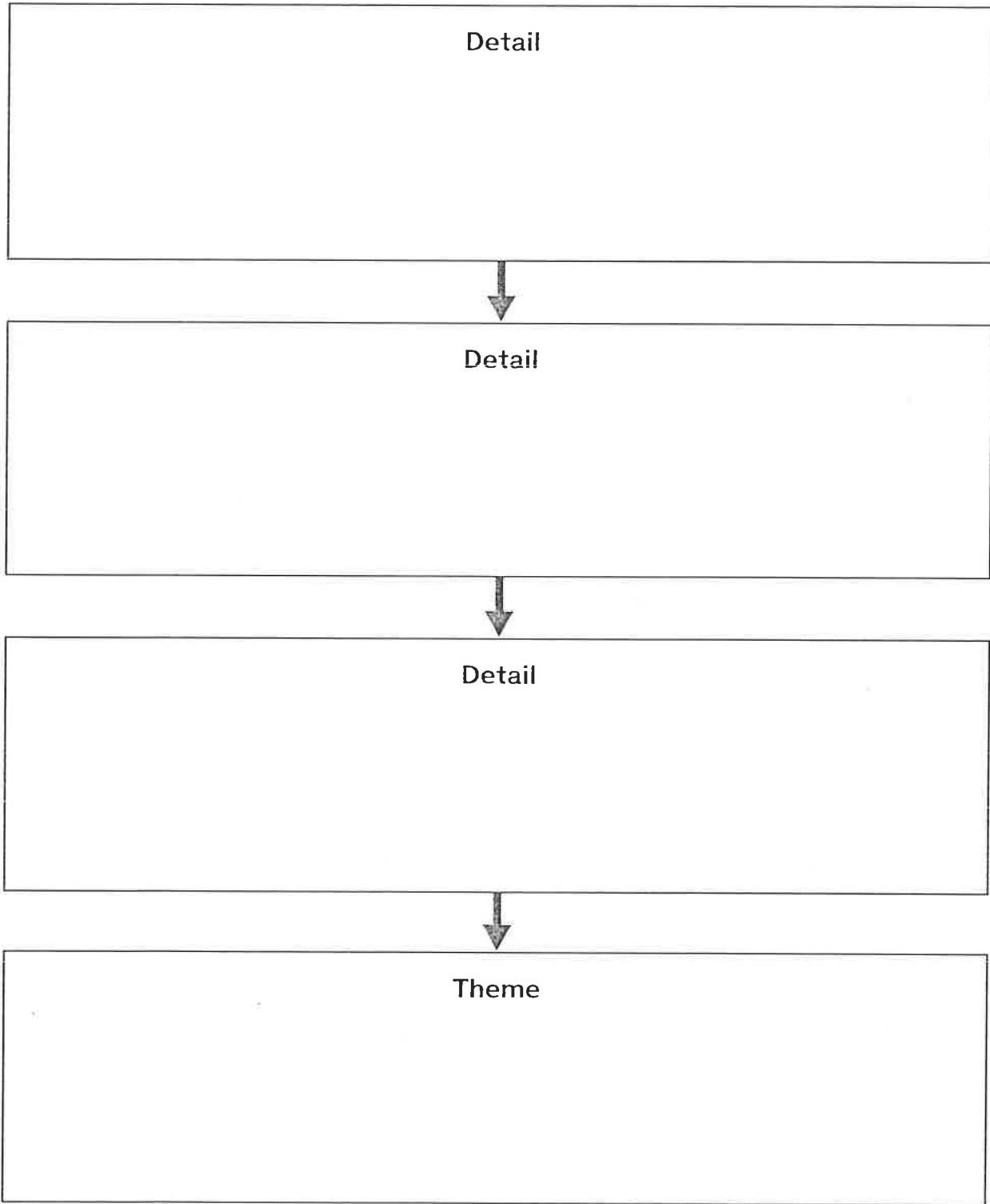
3. Do you think the lesson of the poem is important? Explain.

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

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

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

The Principal's Office

"Ms. Lee will see you now," the assistant said.

I've really done it, I thought.

As I stepped in, Ms. Lee looked up
And took an envelope from her desk.

"Daniel Birnbaum," she began.

"I just think that you ought to know"
—my heart was pounding in my chest—

"How proud we all are of your work."

Surprised, I saw the envelope read,

"District Youth Robotics Team."

"You made the district team!" she said.

I've really done it! I thought.

Answer the questions about the text.

1. A narrative poem tells a story about a character. Who is the main character and narrator in this text?

2. From whose point of view are the events in this text told? How do you know this?

3. What words in the text are repeated?

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:*

A-S-

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:*

C-E-N-

1. Are there stanzas, or groups of lines, in this part of the poem?
If so, how many?

2. What repetition, or repeating words or ideas, do you see in this poem?

3. How does the repetition affect the way you read the poem?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory details you can add.

Draft Model

I was nervous.

I waited to hear the election results.

The loudspeaker came on.

I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker's nervousness in the first line?
2. What sensory details would more clearly show how the speaker "waited" to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker's excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Name _____

Alex wrote the stanzas below using text evidence from two different sources to respond to the prompt: *Write a narrative poem about taking a math test. Use sensory language and figurative language.*

Math Victory

Test day, it's here—I am ready, I know it.
Desk lids slamming, papers rustling
Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.
Oh no...my palms feel cold and clammy.
Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.
Calmly and easily I glide through each problem
A smile on my face—I was ready, I knew it!

Reread the passage. Follow the directions below.

1. **Circle** an example of sensory language in the first stanza.
 2. **Underline** a simile that Alex uses.
 3. **Draw a box** around an example of sensory language that shows how the narrator feels.
 4. **Write** a pronoun that Alex uses that's a homophone of its.
-

Use Graphic Organizer 146 to take notes while you read.

Narrative Nonfiction

Imagine a world with very polluted water and air. You may not be able to take a bath or wash your hands. You might have to wear a special mask to breathe. If the United States didn't protect our water and air, life would be very different.

In 1970 the U.S. Congress created the Environmental Protection Agency (EPA). The agency made a commitment to protect the air and water in the United States. Eventually, Congress passed legislation to protect our environment. The EPA has sensible regulations to make sure these laws work effectively. The EPA regulations make sure everyone follows the laws.

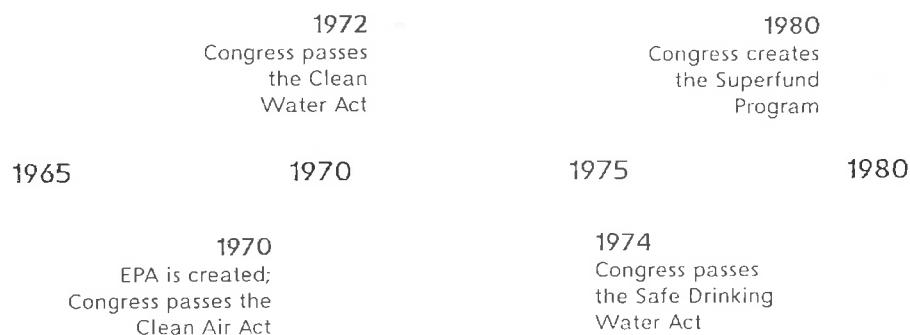
Air pollution was a serious problem for the United States back then. The polluted air damaged the environment and caused

serious health problems for many people. Existing laws weren't strong enough to prevent this from occurring. So Congress passed the Clean Air Act in 1970. The EPA **maintains** strict limits on air pollution from factories, steel mills, and power plants.

Because of the EPA, the water we drink and swim in is much cleaner too. In 1972 Congress passed the Clean Water Act. This legislation protects our country's water. Strong EPA regulations forced industries, cities, and states to reduce water pollution. The EPA **inspects** the water to make sure it's clean.

The EPA is an important government agency. It protects our environment and in turn protects our health. All Americans depend on its **services**.

Time Line of Environmental Protection Agency



For over 40 years, EPA rules have kept the air we breathe cleaner and healthier.

Name _____

Read the text. Use the graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the following questions to start the conversation. Cite evidence from the text and record your ideas on the graphic organizer. Then present your ideas to the class.

1. Explain why the Clean Air Act is so important.

2. Discuss the effects of the Clean Water Act.

3. Discuss how EPA regulations protect our environment.

Write Work with a partner. Discuss your notes about "Protecting the Environment." Then write your answer to the Essential Question.

Why do we need government?

Explain why the EPA is a necessary government agency.

Use Graphic Organizer 146 to take notes while you read.

Fantasy

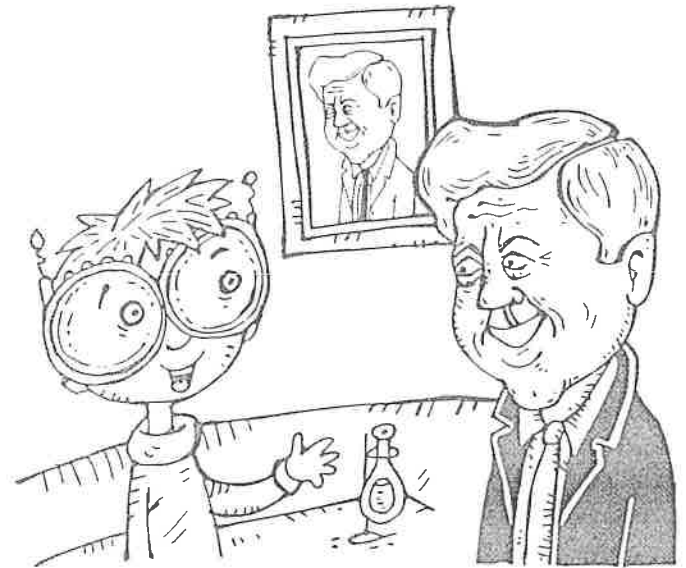
I ran a successful campaign for class president against my opponent, but I haven't been able to fulfill my campaign promise of making school fun.

I intend to accomplish this promise, so I put on Grandfather's invention, the TimeSpecs 3000. As I scanned the empty science room, I inspected the photograph of President John F. Kennedy. I thought to myself, "I sure could use some presidential advice." Within a few seconds, President Kennedy leapt out of the photograph and shook hands with me.

"Miguel, congratulations on your outstanding campaign. Your enthusiasm is impressive, and I admire a class president with **integrity**. How can I be of service?" President Kennedy asked.

"President Kennedy, my friends and I are in school to learn, but I think learning should be fun. Do you have any suggestions?" I responded.

"As president, one of my goals was to send astronauts to the moon, and I heard eventually it was achieved," President Kennedy responded. "In my opinion, there's nothing more fascinating than space exploration. Use TimeSpecs



3000 to browse the NASA web site and investigate our solar system. See if there's life on other planets," President Kennedy concluded. "Good luck!" he exclaimed as he leapt back into the photograph.

I immediately logged onto the computer to browse the NASA web site. There were remarkable images and animations of space, but nothing was happening. As I was about to break for lunch, a blinking message emerged on the screen: Press me to call your friends on Mars.

I hurried to the lunchroom to get my classmates. What an awesome way to help them learn about Mars and have fun, too!

Name _____

Read the text. Use the graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Miguel wants advice from President Kennedy.

2. Explain how you think Miguel feels about being class president.

3. Discuss the advice President Kennedy gives to Miguel.

Write Work with a partner. Discuss your notes about "Reaching for the Stars." Then write your answer to the Essential Question.

Why do people run for public office?

Explain why Miguel ran for class president.

Essential Question

How do inventions and technology affect your life?

Use Graphic Organizer 146 to take notes while you read.

A Great Adventure

Historical Fiction

The Crane family arrived at the Worcester, Massachusetts, railroad station filled with excitement. This was their first rail adventure. As a train from Boston approached the station, Jim **gestured** wildly and exclaimed, "Look, someone's walking across the roof of that moving railcar!"

"Don't worry, Jim, he's the brakeman. He's applying the brakes in each car to stop the train," Jim's father explained. "Railroads are an incredible engineering marvel, son. When I was your age, we didn't have railroads, only stagecoaches. Today, powerful steam engines pull railcars along hundreds of miles of rail tracks, linking together numerous towns."

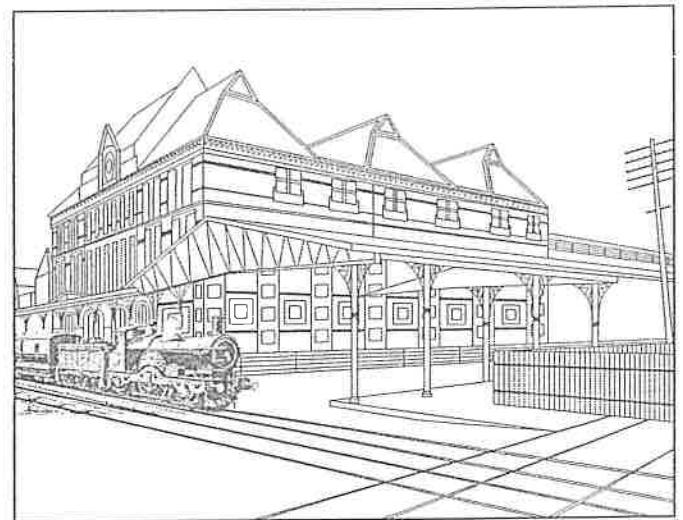
After purchasing their tickets, the Cranes boarded the train. Jim examined the railcar, admiring the gleaming wooden seats, but he couldn't believe they would be comfortable. Jim was pleasantly surprised when the back of his seat moved backward. "It's quite comfortable," he thought to himself.

"Advances in technology have definitely changed the way we travel today, in 1840," his mother stated. "Our journey to Boston will take approximately three hours. But back in 1825, my parents and I took the

same journey by stagecoach. It took a **miserable** seven hours to complete that journey! So this is unbelievable **progress**, don't you both agree?"

Jim glanced around the railcar at the other passengers, sitting in the rows behind him. Then he noticed a wood stove located in the center of the railcar. Jim remarked, "In wintertime, it must really bring warmth to the passengers, but I wonder what rail travel will be like in another decade."

"I imagine there will be rapid progress within a decade. In the future, you'll probably have even more exciting rail adventures to distant places," Jim's father said.



This was the Boston and Albany Railroad station in Boston.

Name _____

Read the text. Use graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Discuss what Jim sees on his railroad journey.

2. Explain why Jim's father calls the train an "engineering marvel."

3. Compare travel from Worcester to Boston in 1825 with 1840.

Write Work with a partner. Discuss your notes about "A Great Adventure." Then write your answer to the Essential Question.

How do inventions and technology affect your life?

Explain how new transportation technology affected Jim's life. Then explain how a new technology has affected your life.

Use Graphic Organizer 85 to take notes while you read.

Expository Text

Little was known about the **mysterious** Sun until the telescope was invented. Then astronomers used telescopes to make observations about our Sun and solar system. Their observations **revealed** many amazing facts.

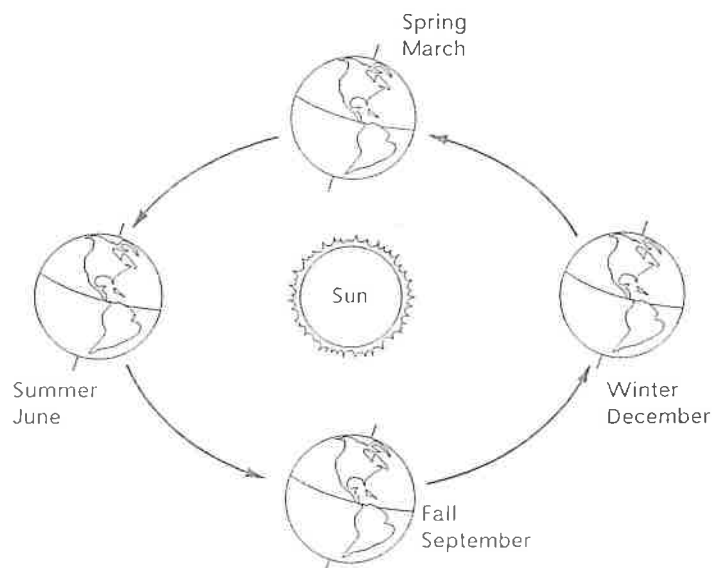
Astronomers discovered the Sun is more than four billion years old! It is the closest star to Earth and provides Earth with heat, light, and energy. Without the Sun, there wouldn't be life on Earth.

Over the years, astronomers discovered that Earth rotates, or spins, on an axis. An axis is an invisible line that runs through the center of Earth. Earth's axis is slightly tilted, and always points in the same direction. It takes 24 hours (one day) for Earth to complete one rotation on its axis. During a complete rotation, a **pattern** of day and night occurs. It is daytime on the side of Earth facing the Sun. It is nighttime on the side of Earth facing away from the Sun.

At the same time that Earth rotates on its axis, it also orbits around the Sun. It takes one year (about 365 days) for Earth to complete one orbit around the Sun. The pattern of seasons on Earth is caused by

Earth's tilted axis and its orbit around the Sun. When Earth's axis points toward the Sun, the days are longer and warmer. In those regions of Earth, it's summertime. When Earth's axis points away from the Sun, the days are shorter and colder. In those regions, it's wintertime.

In places at and near the equator, sunlight is the same year-round, and the temperature and amount of daylight remain the same throughout the year. These places do not have changes in seasons.



The diagram shows the seasons in the Northern Hemisphere. It is the opposite season in the Southern Hemisphere.

Name _____

Read the text. Use graphic organizer 85 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why the Sun is so important to us here on Earth.

2. Explain how astronomers have revealed so many facts about the Sun and the solar system.

3. Describe what happens when Earth's axis points toward the Sun.

Write Work with a partner. Discuss your notes about "The Amazing Sun." Then write your answer to the Essential Question.

How do you explain what you see in the sky?

Explain what astronomers have learned about the Sun and the solar system through close observations.

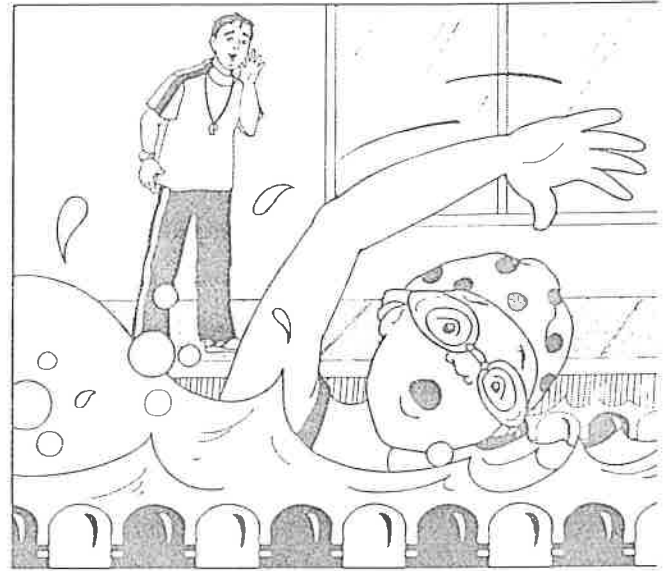
Use Graphic Organizer 126 to take notes while you read.

Realistic Fiction

I've always been afraid to try new things because I sometimes feel a little scared. When my older brother Dan suggested that I learn to swim, I said no way. Blind kids can't swim. But Dan wouldn't give up, and a week later I was taking my first swimming lesson at our community pool.

While I was in the water, my teacher José talked to me from the side of the pool. Although I still felt scared, I liked the repetitive movements of the swimming strokes. Then I put my head under water and stopped listening to José's voice. Two seconds later I bumped my head into the side of the pool. Immediately I climbed out of the pool and sat with my legs dangling over the edge. Then I got out of the pool and went to the locker room. The tile floor was **slippery**, but I took my time and didn't hurt myself. Blind kids can't swim, I kept repeating to myself.

Boy, was I wrong. It was hard at first, but over time my swimming improved, and I learned to keep one hand in front of me. That way I touched the side of the pool with my hand and not my



head. When José suggested that I enter a swimming competition for beginners, I didn't say no. "Emily, I think that you're good enough to win," José said.

Unfortunately José was wrong and I lost the race. Although my swimming in the competition wasn't a great triumph, I kept practicing in the pool every week. Over time I had a different kind of success because I learned to overcome my fears and try something new. Now that's a real triumph.

Name _____

Read the text. Use graphic organizer 126 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Emily didn't want to learn how to swim.

2. Discuss what Emily's decision to enter the contest shows about her character.

3. Explain how Emily has changed at the end of the story.

Write Work with a partner. Discuss your notes about "A Personal Triumph." Then write your answer to the Essential Question.

How do writers look at success in different ways?

Discuss how Emily learns to look at success in this story.



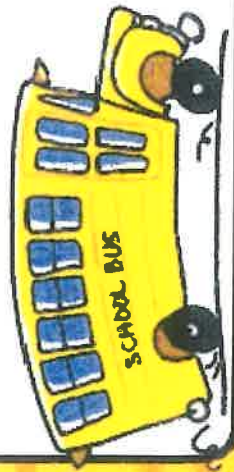
Certificate of Completion

This Award Is Presented to

Summer Learning Packet

Signature

Date





Grade 4

My ELD Summer Learning Packet Answer Key



Grade 4 ELD Summer Learning Packet

ANSWER KEY

Subject	Lesson										
English Language Development (ELD)	<p>Week 1</p> <p>Vocabulary: Open Response</p> <p>Vocabulary Strategy: Latin Root</p> <p style="text-align: right;">Vocabulary Strategy Latin Roots</p> <p>Name _____</p> <p>A root is a word part that is used to form many words. Many English words have Latin roots. Knowing the meaning of common Latin roots can help you figure out the meanings of words containing those roots.</p> <table border="1"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>commun</td> <td>common</td> </tr> <tr> <td>mem</td> <td>remember</td> </tr> <tr> <td>scrib</td> <td>write</td> </tr> <tr> <td>spect</td> <td>look</td> </tr> </tbody> </table> <p>Use the Latin roots and their meanings from above to answer the following questions. Circle the letter of your answer.</p> <ol style="list-style-type: none"> A student is reading information so she can remember it by heart. What is the student doing? <ol style="list-style-type: none"> writing memorizing What is another word for reading glasses? <ol style="list-style-type: none"> microscope spectacles I had to write the answer quickly. The answer I wrote looked messy. What is another word for something that is not written carefully? <ol style="list-style-type: none"> scribbled important <p>Inflectional Endings/Vowel Team Syllables</p> <p style="text-align: right;">Inflectional Endings/Vowel Team Syllables</p> <p>Name _____</p> <p>The inflectional endings <i>-ed</i> and <i>-ing</i> are added to verbs to create new verb forms and tenses.</p> <p>For base words ending with a consonant and <i>e</i>, drop the final <i>e</i> before adding <i>-ed</i> or <i>-ing</i>: <i>smile, smiled, smiling</i>.</p> <p>For many base words ending with a single vowel and a consonant, double the final consonant before adding <i>-ed</i> or <i>-ing</i>: <i>flap, flapped, flapping</i>.</p> <p>A. Read the word equation. Circle the change that was made to the base word. The first one has been done for you.</p> <ol style="list-style-type: none"> care + ing = caring <u>drop the final e</u> / double the final consonant tap + ed = tapped drop the final e / <u>double the final consonant</u> skip + ing = skipping drop the final e / <u>double the final consonant</u> taste + ed = tasted <u>drop the final e</u> / double the final consonant save + ing = saving <u>drop the final e</u> / double the final consonant <p>Every syllable in a word has one vowel sound. When two vowels appear next to each other in a word, they usually work as a team to form one sound. The vowel team is part of the same syllable in the word.</p> <p>B. Read each word. Underline the vowel team and write in on the line. The first one has been done for you.</p> <ol style="list-style-type: none"> clearing <u>ea</u> _____ 4. floated <u>oa</u> _____ foolish <u>oo</u> _____ 5. repaint <u>ai</u> _____ beaten <u>ea</u> _____ 	Latin Root	Meaning	commun	common	mem	remember	scrib	write	spect	look
Latin Root	Meaning										
commun	common										
mem	remember										
scrib	write										
spect	look										

Comprehension and Fluency: Read "We the People".

Comprehension: Cause and Effect and Fluency

Comprehension: Cause and Effect and Fluency

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. A cause is why something happens. What is the cause in these sentences from the text?

Kwan said, "I'm going to take my naturalization exam. I've been memorizing a lot about this country."

Kwan is going to take the naturalization exam.

2. An effect is what happens. What is the effect in these sentences from the text?

Kwan said, "I'm going to take my naturalization exam. I've been memorizing a lot about this country."

Kwan has been memorizing a lot about the country.

3. In paragraphs 3-5, what is one example of a cause and an effect?

The cause is people wanted to be free. The effect is they wrote the

Declaration of Independence.

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

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

Comprehension: Cause and Effect Graphic Organizer: Open response

Genre/Text Feature

Name _____

A Talk with a State Representative

"I know that state representatives help write bills. I know that they vote for bills to make them into laws. Do you have any other important jobs?" I asked the representative.

"Yes, all representatives sit on two **committees** (kuh-MIT-tees)," he said.

"What does a committee do?" I asked.

"A committee is a group of Congress members. These members of Congress become experts on one subject, like the military or education. When Congress writes a bill related to that subject, the committee reads the bill. Then it writes a report for other members of Congress. These reports are very helpful. They tell Congress what effect a bill will have."

Answer the questions about the text.

1. How does narrative nonfiction tell information about a subject?

It tells about a subject by telling a story that is based on facts.

2. How does the boldface word help you understand the text?

It shows that the word is an important concept.

3. What does the pronunciation help you do?

It helps you say the key word correctly.

4. What is the author's opinion about committees?

Possible response: The author thinks their reports are helpful.

Writing Traits: Organization

Writing Traits: Organization

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?
2. What words could you add to show how the supporting sentences relate to the main idea?
3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Answers will vary depending on language ability: Beginning/

Emerging students may draw and label relevant words or write in

their native language. Intermediate/Expanding students may write

short simple sentences using the present tense and high frequency

vocabulary.

Write to Sources

Write to Sources

Name _____

Malia wrote the paragraph below using text evidence from two different sources to answer the question: *In your opinion, can kids participate in our democracy?*

I think that kids can participate in our democracy even though they cannot vote. Only people over 18 years of age have the right to vote, according to "The Birth of American Democracy." However, kids can play a part in other ways, like influencing the legislative branch to pass laws. If children put enough pressure on members of government to do something, then change can really happen. For example, in *See How They Run*, a group of second graders proposed to the state legislature that the ladybug should be the official state insect. After the students worked hard promoting it, the governor signed it into law and the ladybug became the state insect. In addition, a group of children in New York started a group called Kids Against Pollution to raise money to help pay for the cleanup of toxic dump sites. After seven years, the state finally passed a law to clean up the toxic waste sites. This is why I believe kids are able to participate in our democracy.

Reread the passage. Follow the directions below.

1. Underline the text evidence that tells why kids cannot vote.
2. Circle an example of a transition word that links a supporting detail to Malia's opinion.
3. Draw a box around a detail that shows Kids Against Pollution was successful.
4. I think that kids can participate in our democracy even though they cannot vote.
Write the pronoun and antecedent that matches it in this sentence on the line.
they, kids _____

Week 2

Vocabulary: Open Response

Vocabulary Strategy: Idioms

Vocabulary Strategy: Idioms

Name _____

Idioms are phrases that say one thing but mean another. You can use the words around an idiom to figure out its meaning. For example: *The test was a piece of cake. I could not believe how easy it was.* "A piece of cake" is an idiom. If you look at the next sentence, you can see that it means that the test was easy. It does not mean that the test was cut from a cake. Many idioms work this way.

Read each passage below. Use context clues to help you figure out the meaning of each idiom in bold. Then circle the letter of the phrase that is closest to what the idiom means.

1. Every night we planned our escape. Finally we **made our move**. Late one night, while the shepherd was asleep, our herd quietly left the pasture.
 - a. went to sleep
 - b. started to dance
 - c. acted according to a plan
2. Life was hard when we lived with the shepherd, but it was even harder on our own.
 - a. living with the shepherd
 - b. owning the farm
 - c. living away from the shepherd
3. When I woke up, the sheep had already **taken up where they had left off**. The argument from last night continued.
 - a. ended a discussion
 - b. continued after a break
 - c. moved to a different place

Inflectional Endings/*r*-Controlled Vowel Syllables

Inflectional Endings/*r*-Controlled Vowel Syllables

Name _____

For most words that end in a consonant and *y*, change the *y* to *i* before adding *-es*, *-ed*, *-er*, or *-est*: *carry, carries, carried; busy, busier, busiest*.

A. Read each word equation. Circle the letter for the choice that correctly completes the word equation. The first one has been done for you.

1. fly + er = a. flyer b. flier
2. marry + es = a. marries b. marryies
3. sorry + est = a. sorriest b. sorryest
4. copy + er = a. coppier b. copier
5. reply + ed = a. replied b. replied

When a vowel is followed by *r*, the two letters form a special *r*-controlled vowel sound. Both letters work as a team to form one sound. Since *r*-controlled vowels form one sound, both letters stay in the same syllable.

B. The words below have been divided into syllables. Read each word and underline the syllable that contains the *r*-controlled vowel sound. The first one has been done for you.

1. thirst/y
2. mark/ing
3. pre/pare
4. short/est
5. re/turn

Comprehension:and Fluency: Read "The Sheep in the Wilderness".

Comprehension: Point of View and Fluency

Comprehension: Point of View and Fluency

Name _____

A. Reread the passage and answer the questions.

1. Is the story told in the first-person point of view or the third-person point of view?

It is told in the first-person point of view. _____

2. How can you tell which point of view the story is written in?

- a. The narrator uses words like "his" and "their."
- b. The narrator is a sheep.
- c. The narrator uses words like "I" and "our."

3. How does the point of view change the way you read the story?

- a. We are very close to the narrator because we know his thoughts.
- b. We do not like the narrator because he is a sheep.
- c. We do not know anything about any of the characters.

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

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

Comprehension: Point of View Graphic Organizer--Open Response

Genre/Visual Elements

Genre/Visual Elements

Name _____

The Aurora's First Mission

Workers finished building the *Aurora* in the year 2412. It was the biggest spaceship ever built. Its main computer controlled all the machines onboard. Now there were two finalists for captain. Dr. Yanic was the scientist who made the ship's computer. He knew everything about how the ship worked. Admiral Clark, the other choice, had commanded ships for years and knew how to lead a crew.



Answer the questions about the text.

1. Fantasy includes characters, settings, or events that could not exist in real life. What in the story is not possible in real life?

Possible response: It takes place in the future.

2. When does the story take place?

in the year 2412

3. What text feature is included?

illustration

4. How does the illustration help show the story's setting?

Possible response: It shows a spaceship from the future.

Writing Traits: Ideas

Writing Traits: Ideas

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using dialogue to develop characters.

Draft Model

Today, I gave a speech at the rally. I talked about some of the changes I plan to make as mayor. I talked about improving our parks.

1. Where could dialogue be added to help bring the narrator to life?
2. What dialogue could be added to reveal exactly what the narrator is thinking?
3. What other details of the narrator's plans could be revealed through dialogue?

B. Now revise the draft by using dialogue to develop the main character in the story.

Answers will vary depending on language ability: Beginning/
Emerging students may draw and label relevant words or write in
their native language. Intermediate/Expanding students may write
short simple sentences using the present tense and high frequency
vocabulary.

Write to Sources

Write to Sources

Name _____

Ricky used text evidence from two different sources to respond to the prompt: *Write an email from Ike LaRue to Florida State Senator Anthony C. Hill. Explain why Ike wants Senator Hill to reduce class sizes at dog obedience schools.*

Dear Senator Hill,
Thank you for passing a bill to reduce class sizes for Florida students.
However, many Florida dogs are in large classes, too. We need you to help us!
Dogs may not be able to vote, but their humans do. (My human, Mrs. LaRue loves to vote—almost as much as she loves me!)
We need your help in passing the following law: *No obedience school shall put more than four dogs in one class. No one can learn how to protect their humans from dangerous criminals or rescue frozen travelers if they're crammed in a class with too many other barking, panting canines.*
Not all dogs are suited for such noble work. Some just need a little training so they don't run off with the ball during a baseball game or juicy sausages from a butcher shop. All dogs can use some training—but they'll learn more when they're taught in small classes!

Signed,
Ike LaRue

Reread the passage. Follow the directions below.

1. Circle the part that explains why Ike is writing to Senator Hill.
2. Draw a box around a detail that describes Ike's own behavior.
3. Underline a detail that tells what Senator Hill did for Florida students.
4. We need you to help us!
Write the subject and object pronouns in the sentence on the line.

Possible answers: subject: We; Object: us

Week 3

Vocabulary: Open Response

Vocabulary Strategy: Synonyms

Vocabulary Strategy: Synonyms

Name _____

Words that have the same or similar meanings are **synonyms**. In the example below, the underlined word is a synonym for *concentration*. *Concentration* means "focus."

He was deep in concentration. All his focus was on fixing the knight's arm so it would lift up on its own.

Read each passage below. Study the underlined synonym to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for each word in bold.

1. For months, Leonardo begged and **pleaded** for a suit of armor.
 a. asked for b. noticed c. worked
2. The ladder **teetered** and shook under his feet.
a. fell down b. waited c. moved from side to side
3. It is not finished yet. When it is **completed**, my knight will sit up. It might even walk like a human.
a. hungry b. started c. done with

Words with /u/ sound/Consonant + le Syllables

Words with /ū/, /ū/, and /û//Consonant + le Syllables

Name _____

These underlined spellings stand for the /ū/ sound found in *spoon*:
soon *blew* *ryde* *clue* *fruit*

These underlined spellings stand for the /ū/ sound found in *cube*:

pupil *June* *few*

These underlined spellings stand for the /û/ sound found in *book*:
cook *could*

A. Read the words in each row. Circle the word with the /ū/ sound found in *spoon*. The first one has been done for you.

1. grew cookie sun 2. look shout suit

Circle the word with the /ū/ sound found in *cube*.

3. wool stub huge 4. robe used took

Circle the word with the /û/ sound found in *book*.

5. should tooth clue

When a word ends in a consonant and the letters *le*, the consonant and *le* form the final syllable. The letters *le* are pronounced /əl/. In the word *little*, *tle* is the consonant + *le* syllable. The /əl/ sound can also be spelled *al*, *el*, *il*, or *ol*.

B. Read each word in bold. Then circle the consonant + *le* syllable. The first one has been done for you.

1. single sin gle 4. noble no ble

2. purple pur ple 5. angel an gel

3. local lo cal

Comprehension and Fluency: Read "Leonardo's Mechanical Knight"

Comprehension: Point of View and Fluency

Comprehension: Point of View and Fluency

Name _____

A. Reread the passage and answer the questions. Circle the letter of the best answer.

1. Which pronouns are used in the first paragraph?

- a. he, his
- b. they, their
- c. she, her

2. Reread paragraph 7. What does Albiera know?

- a. that knights are dangerous
- b. that Leonardo is thirsty
- c. that Leonardo loves science

3. What point of view is the story told from?

- a. first-person
- b. second-person
- c. third-person

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

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

Comprehension: Point of View Graphic Organizer-Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

Starting Work on the Brooklyn Bridge

My boss, Mr. Calloway, told me about the underwater caissons.
"The caissons are the big, locked underwater chambers. The workers inside dig down to the rock in the river bed. We place the foundations in the rock. The pay's good, but it's dangerous work," Mr. Calloway said.
"Why is it dangerous?" I asked.
"Because the caissons are filled with high-pressure air," Mr. Calloway replied. "The pressure keeps water from filling the work area. If you're down there and then come up fast and breathe normal air, you can get very sick. The sickness is called caisson disease. It's killed two men since we started working in the caissons in 1870," Mr. Calloway explained.

Answer the questions about the text.

1. Historical fiction tells a made-up story set during a real event. During what real event is the story set?

It is set during the building of the Brooklyn Bridge.

2. What year did work in the caissons begin?

1870

3. What literary element is included in this piece of historical fiction?

dialogue

4. How can you tell that the author is using dialogue?

The characters' words have quotation marks around them.

Writing Traits: Ideas

Writing Traits: Ideas

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding setting details to develop the plot.

Draft Model

I woke up and went downstairs for breakfast. My brother and I went swimming in the lake. Then we went to help our dad with the horses in the barn. After that, we all went inside to do household chores.

1. What details could be added to show when and where the story takes place?
2. What setting details could describe the lake?
3. How could you better describe the barn?
4. How could setting details be strengthened to help drive the plot of the story?

B. Now revise the draft by adding details about the setting to help develop the story's plot.

Answers will vary depending on the language ability: Beginning/
Emerging students may draw and label relevant words or write in
their native language. Intermediate/Expanding students may write
short simple sentences using the present tense and high frequency
vocabulary.

Write to Sources

Write to Sources

Name _____

Patrice wrote the dialogue below using text evidence from two different sources to respond to the prompt: *Write a dialogue between Mae and Gramps in which she tells him how the space program can help them on the farm.*

"Gramps, some of the things the astronauts use in space can help us here on the farm," I said to him.

"Really? How do you figure that?" Gramps asked.

"Well," I began, "I was reading that the material used in the astronauts' space suits can be used as air cushion soles in shoes. Just think, Gramps, with those air cushion soles in your boots, your feet won't be so sore at the end of the day!"

"Is that so?" he asked with a small amount of interest in his voice.

"Yes, and that's not all. You know how we always have to put the watermelon on ice to keep it cold? Well, the astronauts have ways of keeping their foods safe from spoiling in all kinds of temperatures. And someday we'll use that new technology to keep our food from spoiling!"

Now I see a smile forming on Gramp's lips. "I reckon that's something," he said.

Reread the passage. Follow the directions below.

1. Underline the sentence that establishes the topic of the narrative.
2. Draw a box around the dialogue that shows that Mae has convinced Gramps that things from the space program can help him.
3. Circle one of the details from *The Moon Over Star* in the dialogue.
4. Now I see a smile forming on Gramp's lips.
Rewrite the sentence above using the pronoun *she*.
Now she sees a smile forming on Gramp's lips.

Week 4

Vocabulary: Open Response

Vocabulary Strategy: Context Clues

Vocabulary Strategy: Context Clues

Name _____

To figure out the meaning of an unfamiliar word, check the words or phrases near it for context clues. Look at the example of context clues in the sentences below. The underlined words explain that *dense* means "heavy, thick."

After a star explodes, the crushed pieces can become very dense. The heavy, thick material can then form a black hole.

Read each passage below. The underlined context clues will help you understand the meaning of each word in bold. Circle the letter of the best definition for each word.

1. Stars lie on a spectrum of color. It ranges from red to yellow to blue.
a. one solid color b. white lights c. range of colors
2. The sun is very important to Earth. It gives off most of the energy Earth needs to support life. Without the sun, Earth would be a lifeless rock floating in space!
a. make free
b. to provide for and maintain
c. cause harm
3. In a black hole, the crushed material becomes heavy, causing a strong inward pull. This pull sucks in anything close by. Even light cannot escape from a black hole!
a. toward the inside or center
b. away from the center
c. to keep in place

Diphthongs /oi/ and /ou//Greek and Latin Roots

Diphthongs /oi/ and /ou//Greek and Latin Roots

Name _____

The /oi/ sound can be spelled with *oi* as in *coin* or with *oy* as in *toy*.
The /ow/ sound can be spelled with *ow* as in *cow* or with *ou* as in *house*

A. Read the words in each row. Circle the word with the /oi/ sound found in *toy* or the /ow/ sound found in *cow*. Write the word on the line. The first one has been done for you.

- | | | | |
|----------------|--------------|---------------|---------------|
| 1. spoon | <u>south</u> | row | <u>south</u> |
| 2. <u>gown</u> | could | told | <u>gown</u> |
| 3. <u>join</u> | story | crow | <u>join</u> |
| 4. locked | stove | <u>voices</u> | <u>voices</u> |
| 5. pour | grow | <u>pouch</u> | <u>pouch</u> |

Many English words have Greek and Latin roots. These roots give clues to the word's meaning.

The Greek root *graph* means "write." The Greek root *phon* means "sound."
The Latin root *spec* means "look." The Latin root *aqua* means "water."

B. Read each word. Circle the Greek or Latin root in the word. The first one has been done for you.

1. telegraph
2. aquarium
3. photograph
4. inspector
5. earphone

Comprehension and Fluency: Read "Stars"

Comprehension: Cause and Effect and Fluency

Comprehension: Cause and Effect and Fluency

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. What is the cause in paragraph 2? Circle the letter of your answer.

- a. Lots of pressure squeezes the core of a star, changing hydrogen into helium. The change releases a lot of energy.
- b. The sun will eventually stop shining.
- c. Red stars are not as hot as blue stars.

2. An effect is what happens. What is the effect of the cause in paragraph 2? Circle the letter of your answer.

- a. Stars lie on a color spectrum.
- b. The star shines brightly.
- c. Large stars end in explosions.

3. What is one example of a cause and an effect in paragraph 6?

Possible response: Cause: When a large star explodes, the star's material becomes crushed and heavy. Effect: A black hole forms that has a strong inward pull that sucks in anything close by.

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

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

Comprehension: Cause and Effect Graphic Organizer--Open Response

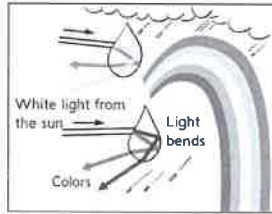
Genre/Literary Element

Genre/Text Feature

Name _____

How Rainbows Work

When it rains, sunlight passes through drops of water in the air. The water changes the way light moves. It separates the sunlight into colors. Some of these colors are **reflected** (ree-FLEC-ted), or bounced back, by the other side of the raindrop. The colors spread out at different angles. Only one color from each raindrop reaches your eye. But the sunlight passes through many raindrops at the same time. This lets you see all the colors of the rainbow!



Answer the questions about the text.

1. Expository text tells facts about a topic. What topic does this text tell about?

It tells about rainbows.

2. What does the boldface word tell you?

It tells you that a concept is important to the text.

3. What does the pronunciation tell you?

It helps you sound out an important word.

4. What does the diagram show you?

It shows you what happens when light goes through a raindrop.

Writing Traits: Word Choice

Writing Traits: Word Choice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using figurative language to help the reader visualize the text.

Draft Model

The night sky is dark. The stars twinkle high in the sky. Sometimes there are clouds in the sky. The stars are reflected in rivers and lakes.

1. What figurative language could be added to describe the night sky?
2. What figurative language could be used to describe the clouds?
3. What other figurative language could be used to help readers visualize the scene?

B. Now revise the draft by adding figurative language to help readers visualize the night sky.

Answers will vary depending on language ability: Beginning/

Emerging students may draw and label relevant words or write in

their native language. Intermediate/Expanding students may write

short simple sentences using the present tense and high frequency

vocabulary.

Write to Sources

Write to Sources

Name _____

Jason used text evidence from *Why Does the Moon Change Shape?* and *"How It Came to Be"* to respond to the prompt: *Compare how the two sources explain daylight.*

Why Does the Moon Change Shape? is an informative text. "How It Came to Be" includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates, or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, "Why the Sun Travels Across the Sky," was written long ago. People didn't have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, "rays of brilliant light" pouring from Helios's crown as he climbed into the sky in a "shining" chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.

One source presents facts, and the other tells a good story.

Reread the passage. Follow the directions below.

1. Underline a fact that explains why there is daylight.
2. Draw a box around one of the words Jason uses to describe the Earth's movement.
3. Circle an example of a simile that Jason uses.
4. Write one of the possessive pronouns Jason uses on the line.

Possible answers: our, his

Week 5

Vocabulary: Open Response

Vocabulary Strategy: Connotation and Denotation

Vocabulary Strategy: Connotation and Denotation

Name _____

Denotation is the dictionary's definition of a word. **Connotation** is the feeling or idea associated with a word. Look at the word *scribbled* in the lines below.

There are lists of words scribbled in my cursive and spelled out in my parents' print.

A denotation of *scribbled* is "written," but the connotation is "written quickly or messily."

Read each passage. Circle the correct connotation of the word in bold from the poem.

1. Letters **trip** over each other as they race to leave my mouth.
 - a. compete to see who is fastest
 - b. jumble and mix together
2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:
 - a. looks sad and defeated
 - b. sinks because of weight
3. My tongue lines them up in order as they **march** to the microphone:
 - a. walk in a military style
 - b. spell with letters in the correct order

Variant Vowel /o// Frequently Confused Words

Variant Vowel /o//Frequently Confused Words

Name _____

The letters *aw, au, ah, alk, al, wa,* and *ough* can stand for the variant vowel /o/ found in the word *hawk*.

A. Read the words in each row. Underline the word with the variant vowel /o/. Write the word on the line. The first one has been done for you.

1. laws cards packs laws
2. crate call slap call
3. talking standing faking talking
4. pass stare fault fault
5. park saw trap saw

Some words are often confused because they sound the same and have similar spelling patterns. These words have different meanings and spellings. Homophones are frequently confused for these reasons

B. Draw a line to match the words that are frequently confused. The first one has been done for you.

- | | |
|-----------|---------|
| 1. too | through |
| 2. chose | accept |
| 3. advise | choose |
| 4. except | to |
| 5. threw | advice |

Comprehension and Fluency: Read "Spelling Bee"

Comprehension: Theme and Fluency

Comprehension: Theme and Fluency

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What is the story that this poem tells?

The poem tells a story about a girl who wins a spelling bee.

2. What is the theme, or lesson, that the writer wants to teach with this poem?

You can do anything you want. You just need to work hard. The girl in the poem worked hard, and she won the bee.

3. Do you think the lesson of the poem is important? Explain.

The writer wants people to know that they should work hard. That way, they can do anything. This is an important lesson to remember.

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

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

Comprehension: Theme Graphic Organizer--Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

The Principal's Office

"Ms. Lee will see you now," the assistant said.
I've really done it, I thought
As I stepped in, Ms. Lee looked up
And took an envelope from her desk.
"Daniel Birnbaum," she began.
"I just think that you ought to know"
—my heart was pounding in my chest—
"How proud we all are of your work."
Surprised, I saw the envelope read,
"District Youth Robotics Team."
"You made the district team!" she said.
I've really done it! I thought.

Answer the questions about the text.

1. A narrative poem tells a story about a character. Who is the main character and narrator in this text?

Daniel Birnbaum

2. From whose point of view are the events in this text told? How do you know this?

The events are from the narrator's point of view. He uses the pronoun

"I" to talk about the events.

3. What words in the text are repeated?

"I've really done it."

Literary Elements: Stanza and Repetition

Literary Elements: Stanza and Repetition

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:
A-S-*

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:
C-E-N-*

1. Are there stanzas, or groups of lines, in this part of the poem? If so, how many?

Yes, there are two stanzas.

2. What repetition, or repeating words or ideas, do you see in this poem?

There are letters at the end of the stanzas; they look like parts of a word that the speaker is trying to spell.

3. How does the repetition affect the way you read the poem?

Yes, it makes it more exciting. It makes the reader wonder what the word could be.

Writing Traits: Word Choice

Writing Traits: Word Choice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory details you can add.

Draft Model

I was nervous.
I waited to hear the election results.
The loudspeaker came on.
I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker's nervousness in the first line?
2. What sensory details would more clearly show how the speaker "waited" to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker's excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Answers will vary depending on the language ability: Beginning/
Emerging students may draw and label relevant words or write in
their native language. Intermediate/Expanding students may write
short simple sentences using the present tense and high frequency
vocabulary.

Write to Sources

Write to Sources

Name _____

Alex wrote the stanzas below using text evidence from two different sources to respond to the prompt: *Write a narrative poem about taking a math test. Use sensory language and figurative language.*

Math Victory

Test day, it's here—I am ready, I know it.
Desk lids slamming, papers rustling.
Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.
Oh no... my palms feel cold and clammy.
Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.
Calmly and easily I glide through each problem
A smile on my face—I was ready, I knew it!

Reread the passage. Follow the directions below.

1. Circle an example of sensory language in the first stanza.
2. Underline a simile that Alex uses.
3. Draw a box around an example of sensory language that shows how the narrator feels.
4. Write a pronoun that Alex uses that's a homophone of its

it's _____

Week 6

Read "Protecting the Environment". Complete the activities.

Respond to the Text

Name _____

Read the text. Use the graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the following questions to start the conversation. Cite evidence from the text and record your ideas on the graphic organizer. Then present your ideas to the class.

1. Explain why the Clean Air Act is so important.

This legislation forces industries, such as factories, steel mills, and power plants, to reduce air pollution. As a result, our air is cleaner and healthier.

2. Discuss the effects of the Clean Water Act.

It protects our water so it is cleaner and healthier to drink and swim in.

3. Discuss how EPA regulations protect our environment.

EPA regulations make environmental laws passed by Congress work effectively. Under the Clean Air Act, the EPA strictly limits air pollution. Under the Clean Water Act, EPA regulations have resulted in less water pollution.

Write Work with a partner. Discuss your notes about "Protecting the Environment." Then write your answer to the Essential Question.

Why do we need government?

Explain why the EPA is a necessary government agency.

The EPA is a necessary government agency because it makes environmental laws work effectively. EPA regulations force industries, cities, and states to reduce water and air pollution. So we breathe cleaner air and drink and swim in cleaner water.

Read "Landslides. Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 12 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. What can cause a landslide?

Rain turns soil into mud. The mud can become too heavy and slide down a hill.

2. Explain how a landslide can change a mountain.

A side of a mountain can slide off in a landslide, changing the mountain's shape.

3. Explain how a landslide can change a stream.

Dirt and rocks can slide into a stream, changing it into a lake.

Write Work with a partner. Discuss your notes about "Landslides." Then write your answer to the Essential Question.

How does the Earth change?

Explain how landslides can change the Earth.

Landslides can change the shape of hills and mountains. They can change streams into lakes.

Read "Reaching for the Stars". Complete the activities.

Respond to the Text

Name _____

Read the text. Use the graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Miguel wants advice from President Kennedy.

Miguel believes learning should be fun. He wants ideas from the President so he can help his classmates.

2. Explain how you think Miguel feels about being class president.

Possible response: He is taking his responsibility seriously.

3. Discuss the advice President Kennedy gives to Miguel.

He says that students can learn about space exploration. They can browse the NASA web site to learn if there is life on other planets.

Write Work with a partner. Discuss your notes about "Reaching for the Stars." Then write your answer to the Essential Question.

Why do people run for public office?

Explain why Miguel ran for class president.

Miguel ran for class president because he wanted to help his classmates have fun while learning. Miguel asks President Kennedy for advice. This shows that he is interested in ideas that will make school better.

Read "A Great Adventure". Then, Complete the activities

Respond to the Text

Name _____

Read the text. Use graphic organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Discuss what Jim sees on his railroad journey.

Possible responses: Jim sees a brakeman on the roof of the train, gleaming wooden seats in his railroad car, and a wood stove in the center of the car.

2. Explain why Jim's father calls the train an "engineering marvel."

Because his father didn't have trains as a young boy, he's amazed at the powerful steam engines that can travel across hundreds of miles.

3. Compare travel from Worcester to Boston in 1825 with 1840.

In 1825 the same trip from Worcester to Boston took seven hours by stagecoach. In 1840 it took approximately three hours by train.

Write Work with a partner. Discuss your notes about "A Great Adventure." Then write your answer to the Essential Question.

How do inventions and technology affect your life?

Explain how new transportation technology affected Jim's life. Then explain how a new technology has affected your life.

Jim and his family traveled by railroad to Boston in less time than it took in 1825.

Possible answer: The invention of the smartphone allows me to stay in touch with people wherever I am.

Read "The Amazing Sun". Then, Complete the activities.

Respond to the Text

Name _____

Read the text. Use graphic organizer 85 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why the Sun is so important to us here on Earth

The Sun is so important because it provides heat, light, and energy.

2. Explain how astronomers have revealed so many facts about the Sun and the solar system.

Astronomers have revealed many amazing facts by using telescopes to closely observe the Sun and the solar system.

3. Describe what happens when Earth's axis points toward the Sun.

When Earth's axis points towards the Sun, the days are longer. It is also warmer, and it's summer time.

Write Work with a partner. Discuss your notes about "The Amazing Sun." Then write your answer to the Essential Question.

How do you explain what you see in the sky?

Explain what astronomers have learned about the Sun and the solar system through close observations.

Astronomers have learned that the Sun is the closest star to Earth, and the

Sun is more than four billion years old. Astronomers have also learned that

Earth orbits around the Sun, Earth spins on a tilted axis, and these two things

combined give us our seasons.

Read "A Personal Triumph". Then, Complete the activities.

Respond to the Text

Name _____

Read the text. Use graphic organizer 126 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Emily didn't want to learn how to swim.

She is fearful of trying new things and sometimes feels a little scared. She doesn't

think blind kids can swim.

2. Discuss what Emily's decision to enter the contest shows about her character.

She has become more self-confident about her swimming and about herself.

3. Explain how Emily has changed at the end of the story.

Emily is more self-confident and didn't stop trying even though she didn't win the

race. She has learned to overcome her fears and try something new.

Write Work with a partner. Discuss your notes about "A Personal Triumph." Then write your answer to the Essential Question.

How do writers look at success in different ways?

Discuss how Emily learns to look at success in this story.

At first, Emily is afraid to learn new things because she feels scared and has low
self-confidence. She doesn't want to learn how to swim until her older brother insists
that she take lessons. In time, she becomes more self-confident about her swimming
and enters a swimming competition. Although she doesn't win, she wants to keep
practicing. Her triumph is learning to overcome her fears and try something new.