

Reading



Name _____

Welcome to Our Assembly

Read lines of dialogue from a story about a school assembly. Match each quote character from the list.



Character List

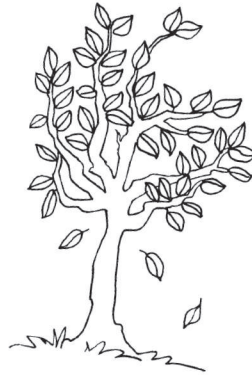
- A. Tony Brown: very nervous
- B. Abby McMann: observant
- C. Percy Pennyfeather: nosy, a busybody
- D. Nadia Kovacs: arrogant, smug
- E. Jodhi Amani: relieved
- F. Jamal Davis: disappointed
- G. Mary Marshall: serious, in charge
- H. Chang Lee: hopeful, talented

_____ 1. "Quiet down, students! We have something important to
 _____ 2. "Oh, no! Do you think they are going to announce our g
 _____ going to give a major award to the
 _____ king in the hall, but I couldn't
 _____ science award. I think I cou
 _____ teacher. I bet this assembly
 _____ they were going to cancel
 _____ Chang was going to get the

Name _____

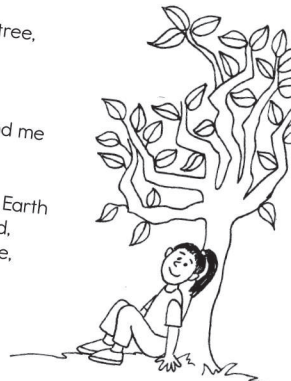
I Plant

Read the poem. Answer the questions.



I have planted a memory tree,
 neither too great
 nor too small,
 A tree for life,
 to celebrate the beauty around me
 and to remind me.

May this tree of life I have set to Earth
 grow roots strongly anchored,
 grow branches stretching wide,
 to remind me often
 of a grandparent's arms
 and that loving embrace.



1. Write a summary of the poet's message. _____
2. What does the poet remember? _____
3. What is the poet celebrating? _____
4. Which word is a synonym for secured? _____
5. Which words show the poet is joyful? _____

- I can summarize a text.
- I can figure out the meaning of words and phrases in a text using context clues.
- I can read and comprehend grade-level fiction text.

- Ideal for differentiation and remediation
- Includes assessment and targeted practice pages
- Excellent resource for teachers and parents
- I Can statements provide self-assessment on every page

details from a text to

Read the story. Answer the questions.

The Persuasive Paper

India thought about her assignment. She had not written a persuasive paper before. Now, she had to come up with an important topic. Her friend Miguel was thinking about cafeteria food. Lola was going to write about adoption. Finally, India decided to write about recess.

India created a two-part survey asking:

1. Should students have more or less recess?
2. Why?

India talked with all of the students in her class. Next, she talked with some neighbors. She decided to argue for more recess. Now, she had to decide on three reasons to support more recess.

Reading the survey results, India saw her classmates had one preferred answer. They wanted more recess because it was fun! Other reasons were:

- Sunlight is healthier than indoor light.
- Exercise helps your brain work better.
- Everyone needs a break from work.
- Recess helps students learn how to get along.

Choosing the three best reasons would be hard. She could use the most popular reason, but that might not be the best for her paper. India decided she needed to do some more reading about recess to help her choose the most important reason.

1. What genre is this story? Circle the correct answer.

fantasy

realistic fiction

historical fiction

science fiction

2. What is the problem that India has to solve?

3. Summarize in a sentence or two what India does to prepare for her paper.

4. How did talking with others help India decide to write her paper in favor of more recess at school? _____

5. Circle the definition that best explains the meaning of the word *persuasive*.
 - a. Convincing someone to support your idea.
 - b. Presenting your idea in a positive way.
 - c. Learning more about a topic.
6. What is one reason from the survey results that would help India most effectively make her case for more recess? Why do you think this is the strongest reason? _____

7. Circle the best title for India's paper.
 - a. Recess Is Fun
 - b. A Case for More Recess
 - c. Recess: A Persuasive Paper
8. India made a pie chart to show the survey results. Do you think this is a good choice for her visual? _____
Why or why not? _____

9. Do you think India's message would be as strong if she were to write a poem? _____

Why or why not? _____

10. How might a principal's thoughts on extra recess be different than India's ideas? How would they be the same? Write your ideas in the table.

Same	Different

11. How did India's work affect her paper? _____
What reasons from the story make you think that? _____

Read the passage. Answer the questions.

Mount St. Helens

Mount St. Helens is a volcano. It sits in the southwest part of Washington state. In 1857, the volcano erupted. Magma and waste spread across the land. After that, the volcano sat quietly for over 100 years. Scientists built a watch post nearby. They observed the volcano carefully. They looked for changes.

In March 1980, Mount St. Helens changed. The sleeping volcano woke up. On March 16, people felt small earthquakes. In a few days, the earthquakes became stronger.

The volcano looked different too. Hot gases formed inside the volcano. They pushed part of the ground out into a bulge. On March 27, people heard an explosion. The volcano coughed steam and ash.

May 18 was a Sunday morning. Another earthquake shook the mountain. Part of the mountain broke off. The volcano erupted. Hot gases and ash flew 16 miles (25.75 km) into the sky. Melted ice and parts of the earth formed a **lahar**, a kind of mudflow or debris flow. The lahar covered 17 miles (27.36 km). Ash was seen over 900 miles (1,448.41 km) away. The area became a national park in 1982.

12. What is the setting of this passage? _____
13. Circle the sentence that best gives the main idea of the text.
 - a. Volcanoes are dangerous.
 - b. Volcanoes can sit for a long time.
 - c. Volcanoes give signals that they are about to erupt.
14. What specific information helped you choose the main idea?

15. What words did the author use that made the volcano seem alive?

16. Circle the best description of how this passage is structured.
 - a. Compare and contrast
 - b. Sequence of events
 - c. Problem and solution

Read the passage. Answer the questions.

The Dewey Decimal System

Most school libraries look similar. Books are arranged in a certain way. Why is this important? It means you can find a book in a precise place. Books are organized by their subjects. If you know what the book is about, it is easy to find. Do you need a book on the environment? Look in the 300s. Do you want to look up facts on animals? The 500 section is the place to be. Do you need a cookbook? Skip over to the 600s. You can find the books you need if you know a few rules.

Books were not always organized this way. Each library arranged books differently. One library might order books by purchase date. Another library might have all the green books together. Another could alphabetize all of the books by title. This must have been very confusing for visitors.

In the late 1800s, Melvil Dewey was a librarian. He wanted to reorganize libraries. He wanted to reorganize them all the same way. Mr. Dewey came up with 10 major divisions for books. Each major division is also divided into sections. The 10 major divisions are listed below:

000 – General works

500 – Sciences

100 – Psychology

600 – Technology

200 – Religion

700 – Arts and Recreation

300 – Social Sciences

800 – Literature

400 – Language

900 – Geography and History

This is how most school libraries are set up. Mr. Dewey's work means you can find the same book in the same place in most libraries.

25. What problem did Dewey want to solve?

26. What was his solution?

27. How do you think librarians at the time felt about Dewey's reorganization ideas?

28. Read each pair of sentences. Write **C** on the line by the cause. Write **E** on the line by the effect.

- a. Libraries were all arranged differently. _____
Dewey thought of a new library organization. _____
- b. Sports are in the 700 section. _____
The 700 section is about arts and recreation. _____
- c. Every green book is on one shelf. _____
Chloe cannot find the book on mice. _____

29. Mr. Lewis is thinking about organizing his elementary library like a bookstore. Write a letter of advice to him from Mr. Dewey. Include reasons from the story in your letter.

30. Read and identify each sentence as either fact or opinion. Circle your answer.

- a. Melvil Dewey was a librarian. fact opinion
- b. Other librarians did not like Dewey. fact opinion
- c. Putting books in the 400 section is silly. fact opinion
- d. Many libraries are organized by the Dewey decimal system. fact opinion

After you score each student's skill assessment pages, match any incorrectly answered problems to the table below. Use the corresponding practice pages for any problem areas, and ensure that each student receives remediation in these areas.

1. realistic fiction; 2. what to write the paper about; 3. Answers will vary but may include that India thinks about topics, and she decides on recess. She gives friends and neighbors a survey. 4. Answers will vary. 5. a; 6. Answers will vary. 7. b; 8. Answers will vary. 9. Answers will vary. 10. Answers will vary but may include: Same—need for more recess, good to get away from the classroom; Different—Principal thinks students need more time for study, India thinks students may be more willing to study at home. 11. Answers will vary. 12. Mount St. Helens, Washington; 13. c. Volcanoes give signals that they are about to erupt. 14. Answers will vary. 15. sleeping, woke up, coughed; 16. b. Sequence of events; 17. earthquakes, bulge formed, explosion of steam and gas; 18. Answers will vary. 19. a. landslide. 20. Check that time lines contain significant events. 21. Answers will vary. 22. Answers will vary. 23. the volcanic eruption; 24. Answers will vary. 25. Libraries were all organized differently. 26. He came up with 10 major categories for the subjects of books. 27. Answers will vary but may include: Some may have been excited about the guidelines. 28. a. c, e; b. e, c; c. c, c; 29. Answers will vary. 30. a. fact; b. opinion; c. opinion; d. fact

Comprehension Skill	Common Core State Standards*	Assessment Item(s)	Practice Page(s)
Reading Standards for Literature			
Story Elements	4.RL.3, 4.RL.5	1, 2, 9	12–27
Summarizing	4.RL.2, 4.RL.7	3, 7, 8	30–33, 38, 40, 42, 43
Compare and Contrast	4.RL.6, 4.RL.9	10,	44–55, 57
Cause and Effect	4.RL.1	4, 6, 11	60–67, 71, 73–75
Inferring	4.RL.1, 4.RL.4	4, 5	76–84, 86–91
Reading Standards for Informational Text			
Story Elements	4.RI.3, 4.RI.5	12, 16, 17, 25, 26	
Summarizing	4.RI.2, 4.RI.7	13, 14, 17, 20, 26	28, 29, 34–37, 39, 41
Compare and Contrast	4.RI.6, 4.RI.9	18, 22, 24, 27, 29, 30	56, 58, 59
Cause and Effect	4.RI.1, 4.RI.8	21, 23, 27, 28	68–70, 72
Inferring	4.RI.1, 4.RI.4	15, 19, 21, 27	85

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“Write” Now

Circle the correct genre to complete each sentence. Then, write the genre next to each title on the list.

1. A story set on another planet would probably be _____ .
 science fiction biography historical fiction

2. A book of haiku written in the fifteenth century would be _____ .
 drama poetry adventure

3. A book set in New Orleans during the American Civil War most likely would be _____ .
 fairy tale fantasy historical fiction

4. A book about the life of Martin Luther King Jr. would be a _____ .
 poetry biography mystery

5. A book with talking animals as characters probably would be a _____ .
 biography mystery folktale



6. *Cinderella* _____

7. *Middle School on Mars* _____

8. *The Life of Sitting Bull* _____

9. *The Knight and the Dragon* _____

10. *Rhymes for All Seasons* _____

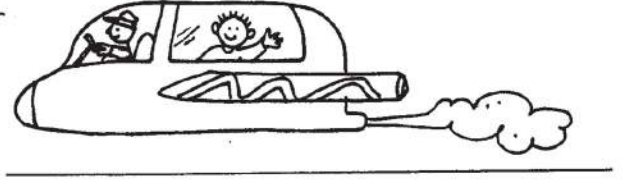


I can use proper terms to explain the differences between poems, drama, and prose.

Different Kinds of Stories

Read each paragraph. Circle the correct genre.

1. I hopped on the magnet van after my group meeting at the Eduplex. We had met to discuss research for our paper entitled "Foods Across the Galaxies." We could have met by hologram, but our mentor, Sean Wang, suggested that we share the same space. So, now I am riding in this magnet van, zipping along 20 feet (6.1 m) above the flat surface of the Gobi Desert.



fantasy realistic fiction historical fiction science fiction

2. Grandpa held me in his arms as he stretched his wings. Lifting up into the air, he flew us over the forest. "It's OK, Petey. I won't let go." I just had to cry, so I pressed my face into Grandpa's shoulder and wept softly. We were moving to a new forest, and I hated to leave my old home behind. I could tell we were slowing down and dropping steadily. "Almost there," murmured Grandpa. We landed in front of our clan's new tree home. Grandpa folded his wings, and we went inside.

fantasy realistic fiction historical fiction science fiction

3. Pa handed me the lantern. "C'mon, Jesse," he mumbled. "The fence is broken, and we've got to fix it before any cows get loose." I hurried after him, realizing we did not have time to waste. Last year, we lost several calves, and it really hurt us. Most of the ranch hands had gone into town to unwind before next week's trail ride. So, Pa only had me for help. After he grabbed his tools, we stepped into the night air and headed for the eastern side of the fence.

fantasy realistic fiction historical fiction science fiction

4. I want nothing to do with the flower store! Mom's business was good for her . . . and good for our whole family. But, I want to work at the art gallery. Mrs. Fleming suggested that I assist her at the gallery with her Saturday morning class. Those small children are so much fun to teach! But, Mom wants me to help her on the weekends, and I do not know what to do.

fantasy realistic fiction historical fiction science fiction

- I can use proper terms to explain the differences between poems, drama, and prose.
- I can read and comprehend grade-level fiction text.