

Name _____

achievement

attention

confidence

apologized

talents

audience

realized

embarrassed

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Madeleine had many _____, such as singing and dancing. However, she liked acting the most. There was nothing she enjoyed more than being on stage in front of an _____ and performing in a play. If all went well, the lead role in the school play would surely be hers. Getting the part would be a great _____.

On the day of the audition, Madeleine was ready. She knew her lines by heart and had a lot of _____ that she would get the lead role.

"I'm so excited!" said her best friend, Helen. "I can't wait to be in the play!"

"I want the lead role," said Madeleine. She got up on stage for the audition. Somehow, she couldn't remember her lines! Madeleine's face turned red, she started sweating, and she felt more _____ than ever before. She said she was sorry and _____ to her teacher. "I don't remember my lines," said Madeleine. She quickly walked off the stage.

"What's the matter?" asked Helen.

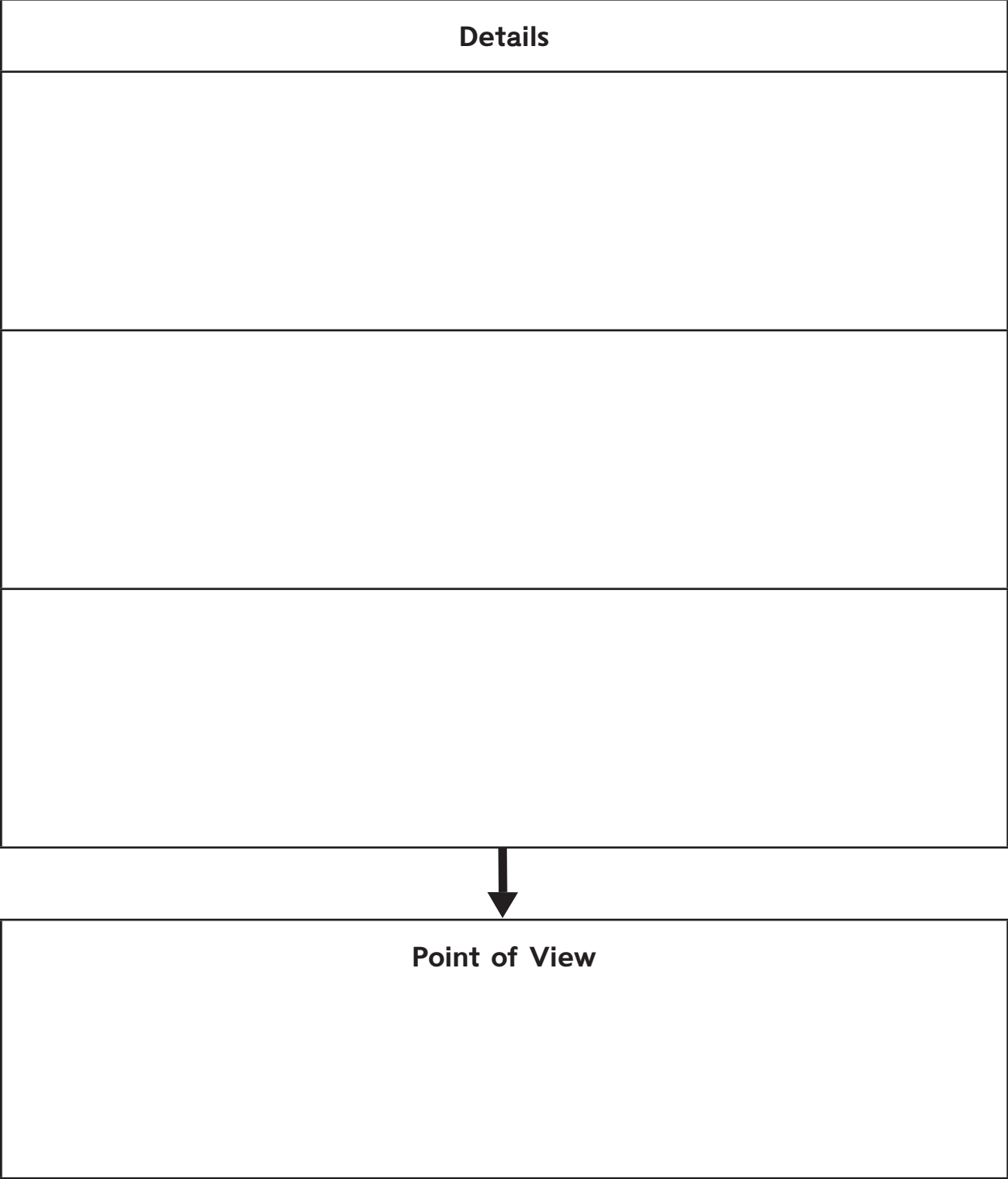
"I forgot my lines!" said Madeleine. "Now I won't be in the play! I wish no one had been watching me or paying _____ at all."

"Everyone knows you're talented," said Helen. "You just made one mistake. It's okay. I think that you will still be in the play no matter what."

Madeleine understood what Helen meant. She _____ it would be fun to be on stage with her best friend Helen, even if she didn't get the lead role.

Name _____

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



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Name _____

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

Painting From Memory

12 Few people know of Damyang, South Korea, but I think it is
 25 impossible to find a place more beautiful. It is known for its bamboo
 37 forests. When I was younger, I spent much time in the forests
 48 painting pictures of the bamboo. Painting is one of my talents.

48 I lived in Damyang until last year when my family moved to
 60 New York. My mother, a scientist, was asked to come work here.

72 "There are no bamboo forests in New York," I said. "There is
 84 nothing to paint in New York."

90 "Bae," she said, "that is nonsense. You will find many things
 101 to see and paint there. You will see."

109 I was unsure. "But I will miss home," I said.

119 "Then you must paint pictures of your favorite places," she
 129 said. "They will make you feel at home even in New York."

141 So when we moved, I brought my forest paintings with me.

152 New York was not easy at first, because I knew no one and spoke
 166 only imperfect English. Yet I didn't feel homesick when I looked at
 178 my paintings of home. I soon found friends at school, too. Like me,
 191 they were artists, and we now paint in a group after school.

203 Last month someone moved into the apartment next to my
 213 family's. "Come, Bae," said my mother. "Let's welcome our
 222 neighbor." We crossed the hall and knocked on the door. An old
 234 woman who looked kind yet unhappy answered.

Name _____

"We are your new neighbors," my mother said to her. "I am Hana and this is my son, Bae."

The woman smiled. "I am Varvara. Please come in."

We learned that Varvara had moved from Vyborg, Russia, to be closer to her daughter. Still, she was sad to leave her home.

"I am so homesick it is unbearable," Varvara said. She laughed, but I could tell she was sad. Varvara told us so much about Vyborg. I could picture her home in my head.

When I came home from school the next day, an ambulance was leaving our building, and I asked my mother why.

"It's Varvara. She misses her home so much that she has become ill. I hope she can get used to living here. Try not to worry."

I had to do something for Varvara. I had been in her situation before. I had missed my home so much it hurt. But at least I had my paintings of home. She didn't even have that. Unless...

A few days later I heard Varvara on the stairs. I cracked the door to see her. She looked better but still sad. When she got to her door she gasped. Propped against the door was my gift to her: a painting of Vyborg. I had painted it from her memories.

I closed the door as she began to cry. At first I was worried that she didn't like the painting. But later she told me that those were tears of joy. I knew just how she felt.



New York was not easy at first. My paintings helped me feel better though.

Name _____

A. Reread the passage and answer the questions.

1. What is Bae’s point of view in the third paragraph about moving to New York?

2. How have Bae’s feelings about moving to New York changed in the eighth paragraph?

3. Give one detail from the passage that helps you figure out why Bae wants to help Varvara.

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

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

Name _____

Class by the Pond

Fumiko's class was about to have a quiz about the life cycle of a frog. She was surprised that her class was so worried. She knew lots about frogs since she often watched them by the school pond. Then she had an idea.

"Can we have class by the pond tomorrow?" Fumiko asked as she pointed out the window.

"Why do you ask?" replied Ms. McNally.

"The frog eggs are starting to hatch. Maybe going to the pond and studying the tadpoles will help us learn more about them," Fumiko said.



Answer the questions about the text.

1. How do you know this is realistic fiction?

2. Why do you think the author uses dialogue?

3. What text feature is included? How does it help show that the text is realistic fiction?

Name _____

Add the prefix *pre-*, *un-*, *im-*, or *non-* to the words in the box below. Then complete the sentences with the new words.

_____ heat _____ sure _____ possible
_____ bearable _____ sense _____ perfect

1. Without my coat on, I find the cold weather is _____.
2. He was _____ of how to answer the question because he did not study.
3. This riddle is _____! I don't understand it at all.
4. Some people said training an elephant was _____, but she said that it could be done.
5. I will _____ the oven before baking the pie.
6. The beautiful diamond had a small scratch on it that made it _____.

Name _____

A. Read each sentence below. Circle the word that has the correct plural spelling.

1. Last summer my family visited five (states, stateses).
2. How many (lunchs, lunches) should we make for the field trip?
3. After the forest fire, the trees were reduced to (ashes, ashs).
4. We need several (trays, trayes) to clear the tables.
5. People were surprised that the (twines, twins) looked so different.
6. My puppy grew two more (inchs, inches) since his last vet visit.

B. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. Then underline each vowel team in the correctly divided word.

- | | | |
|--------------------|----------------|-------------------|
| 1. teacher | a. teach / er | b. te / acher |
| 2. explain | a. expl / ain | b. ex / plain |
| 3. railroad | a. rail / road | b. ra / il / road |
| 4. reaches | a. re / aches | b. reach / es |
| 5. seeing | a. see / ing | b. se / eing |

Name _____

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

Draft Model

My little brother Henry was upset. He was studying for a math test but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *In your opinion, what kind of person is Clementine?*

I think Clementine is a good person, but she is kind of silly and sometimes she can be selfish. When Clementine doesn't have a talent for the talent show, she proves she is good at helping others perform in the show. She wants other people to do well. She also has a big imagination. This can sometimes make it hard for her to pay attention to what is happening, but it can also help her solve problems creatively. After reading both Clementine stories, I can see she's good at caring for others, like her little brother and her cat. But I can also see that she can be selfish. For example, she thinks of silly, selfish reasons not to add a new baby to her family. Even though Clementine can be silly and selfish, I believe she is a good friend and a caring person.

Reread the passage. Follow the directions below.

1. Draw a box around the topic sentence that states an opinion.
 2. Underline linking words that connect the student's opinion with a reason.
 3. Circle two details that describe the character Clementine in the two stories.
 4. Write the contraction with *not* the writer uses on the line.
- _____