

Name \_\_\_\_\_

disdain

prospect

focused

superb

genius

stunned

perspective

transition

Finish each sentence using the vocabulary word provided.

1. (perspective) We looked at the problem from \_\_\_\_\_

\_\_\_\_\_

2. (disdain) When he said he didn't like any of my favorite things, \_\_\_\_\_

\_\_\_\_\_

3. (superb) She liked all the food, but \_\_\_\_\_

\_\_\_\_\_

4. (transition) My little sister will soon \_\_\_\_\_

\_\_\_\_\_

5. (genius) We each have our own talents, but \_\_\_\_\_

\_\_\_\_\_

6. (stunned) When the best runner slipped on the track, \_\_\_\_\_

\_\_\_\_\_

7. (prospect) After working hard all year, \_\_\_\_\_

\_\_\_\_\_

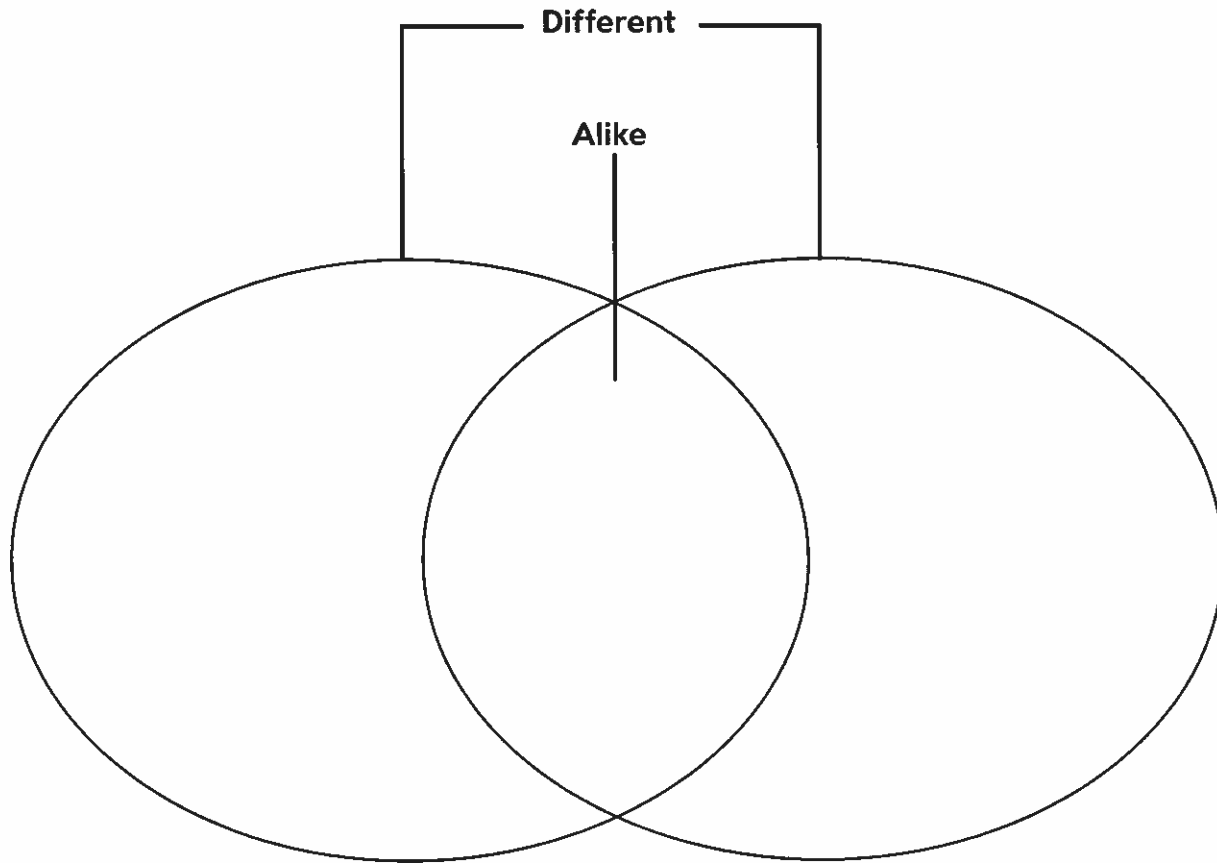
8. (focused) The dog was sitting at the window \_\_\_\_\_

\_\_\_\_\_

Comprehension: Compare and Contrast Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the compare and contrast graphic organizer.



Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to help you understand what you are reading.

### Bringing Home Laddie

12 “Papa, let’s go!” Sofia was dressed and waiting on the shabby wooden  
 24 porch. Her father couldn’t hear her. He was in the neighbor’s garden,  
 38 digging up an ancient tree stump. Sofia shifted her feet and picked at the  
 51 peeling paint on the railing. The sun hammered down on the porch, so  
 66 that it was not merely hot, but sweltering. It would serve Papa right if she  
 80 melted away like the Wicked Witch of the West. Why should Sofia have to  
 91 wait? Why couldn’t their neighbor, Mrs. Stone, wait instead? Then Papa  
 could drive Sofia to the animal shelter now to adopt her new dog.

104 Sofia peered into the shadows of the house. “Mom,” she yelled, “Papa  
 116 promised we could go early. Do I have to walk?” She could imagine how  
 130 unhappy she’d look—just another stray dog trudging dejectedly down  
 140 the road.

142 Her mother came to the door, a damp dish towel in her hand. “Sofia,  
 156 come help me.” Sofia stayed where she was, as rooted as the neighbor’s  
 169 tree stump. “Standing here won’t make your father finish any sooner. If  
 181 you help me, he’ll be here before you know it.”

191 Sofia gave a sigh of profound suffering and followed her mother  
 202 through the cool house into the spotless, lemony kitchen. She leaned  
 213 against the counter and dried the dishes her mother handed her—along  
 225 with a reminder of the promise she’d made to take care of the dog herself.  
 240 “I know, Mom, I know,” Sofia whined. To her surprise, by the time the  
 254 dishes were dry, Papa was back. The time really had passed quickly, just as  
 268 Mom had said it would.

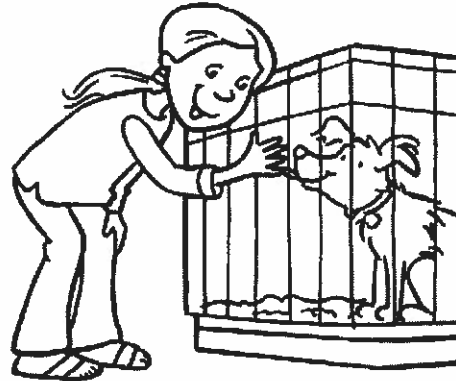
273 When Sofia and her parents arrived at the shelter, an attendant escorted  
 285 them to the dogs’ quarters, a glaring concrete courtyard lined with tiny  
 297 cages on all four sides. Its smell was revolting—a mixture of mouthwash  
 310 and Papa’s old fishing bucket.

Name \_\_\_\_\_

"Go look at them, Sweetie," said her father with a smile. Sofia was already heading toward one of the cages. As she neared it, the gaunt gray dog inside bared its teeth, backing away and growling. Sofia stared at it blankly. Didn't the dog like her? Maybe none of them would! Tears crowded her eyes, making them ache.

The attendant, who had followed Sofia, offered an explanation, "That poor thing's just skin and bones, and she's terrified of people. I think she's been mistreated. Let's go meet Laddie." Sofia looked back at the forlorn little dog, and she could see now how sad it looked.

Laddie was larger than the first dog, and his black and white fur was shaggier. When he saw Sofia, he rushed to the front of his cage, lifted his front legs, and scrabbled at the wire with his forepaws. One of his eyes was sky blue, and the other was chocolate brown. "You can pet him," the woman said to Sofia. "He won't bite." Sofia reached toward Laddie's smiling muzzle. The little sheepdog whined and gently licked her fingers. Sofia felt a tug at her heart and realized that Laddie had just slipped a leash over it.



The attendant took Laddie from his cage. He rolled onto his back, wagging his tail and gazing devotedly at Sofia. She rubbed his belly. The attendant showed her how to hold his leash in two hands when she walked Laddie and reminded her to clean up after him. "Never leave his mess on other people's lawns," the attendant instructed. Sofia nodded, smiling.

As soon as they arrived home, Sofia got bowls of water and food for Laddie. She set them on a rubber mat on the kitchen floor and watched while Laddie ate. When he was done, she washed his food bowl and put it back on the shelf. "Well," said her mother with a proud smile, "it seems like you'll be looking after someone else for a change." Sofia grinned, petting the head of her contented dog.

Stuffing some plastic bags into her pocket, she picked up Laddie's leash. "Want to go meet Mrs. Stone?" As Laddie bounded beside her, his tail waved hello to all his new neighbors.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. Contrast the first dog and Laddie. How are they different?**

\_\_\_\_\_

\_\_\_\_\_

**2. How does Sofia change from the beginning of the story to the end?**

\_\_\_\_\_

\_\_\_\_\_

**3. What causes the change in Sofia?**

\_\_\_\_\_

\_\_\_\_\_

**4. How are the settings of the animal shelter and Sofia’s kitchen different?**

\_\_\_\_\_

\_\_\_\_\_

**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 \_\_\_\_\_

**The Spelling Bee**

Gabe stood in the wings of the high school auditorium. The stage was huge, with chairs for 45 students. There were 3,000 people in the audience. "This is very different from our school's auditorium," he thought. "Ours holds only 300 people, and our stage isn't big enough to hold a fly." Gabe had won his school's spelling bee, but he doubted he would do well here. "I'll do the best I can," Gabe said to himself as he stepped onto the stage and focused on the spelling bee. By the end of the day, Gabe had made it to the state finals, and he felt a lot better about himself.

Answer the questions about the text.

1. How do you know this text is realistic fiction? What makes the characters, events, and dialogue realistic?

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2. Write an example of figurative language found in the text. Explain why it is figurative language.

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3. Who is the narrator of the story? Explain how you know.

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4. Write a descriptive detail from the text that tells how Gabe felt after the spelling bee. How does this detail help you experience the text as realistic?

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Name \_\_\_\_\_

Read each sentence. Underline the context clues in the sentence that help you define each word in bold. Then, in your own words, write the definition of the word in bold.

1. The sun hammered down on the porch, so that it was not merely hot, but **sweltering**.

\_\_\_\_\_

2. Its smell was **revolting**—a mixture of mouthwash and Papa’s old fishing bucket.

\_\_\_\_\_

3. As she neared it, the **gaunt** gray dog inside bared its teeth, backing away and growling. . . . The attendant, who had followed Sofia, offered an explanation. “That poor thing’s just skin and bones, and she’s terrified of people.”

\_\_\_\_\_

4. Sofia looked back at the **forlorn** little dog, and she could see now how sad it looked.

\_\_\_\_\_

5. As soon as he saw Sofia, he rushed to the front of his cage, lifted his front legs, and scabbled at the wire with his **forepaws**.

\_\_\_\_\_

Name \_\_\_\_\_

A. Add the suffix in parentheses to the word in bold.

New Word

- 1. (less) **weight** \_\_\_\_\_
- 2. (ist) **violin** \_\_\_\_\_
- 3. (ion) **express** \_\_\_\_\_
- 4. (ist) **art** \_\_\_\_\_
- 5. (ful) **forget** \_\_\_\_\_

B. Circle the suffix in each word. Then write a definition of the word based on the suffix.

- 6. narration \_\_\_\_\_
- 7. thoughtful \_\_\_\_\_
- 8. biologist \_\_\_\_\_
- 9. eruption \_\_\_\_\_
- 10. limitless \_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can change the opening to get the reader's attention.**

**Draft Model**

I had waited a long time for a trip to the water park. The biggest slide was really high, but it was supposed to be fun.

1. What descriptive words could you add to the first sentence to make the reader want to know more about the writer's trip?
2. What details could you add to tell how the writer felt about going on this trip?
3. What details could you add to describe what the slide is like?
4. What details could you add to make the ride on the slide seem interesting?

**B. Now revise the draft by adding details to create a strong opening.**

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Name \_\_\_\_\_

Gilbert wrote the paragraphs below using text evidence from *Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World* and "A Dusty Ride" to answer the question: *In your opinion, were Ida B and Ravi justified in feeling upset about the changes in their lives?*

Ida B and Ravi had every right to feel upset about the changes that occurred in their lives. First of all, Ida B had to deal with some serious issues all at once. She found out that her mother had cancer, that part of her family's apple orchard would be destroyed, and that she had to go to public school after years of being home-schooled. It is a wonder she was able to find happiness amid such circumstances. If her teacher Ms. W. hadn't given her the opportunity to read aloud to the class and share something she loves to do, Ida B might have remained sad.

Ravi faced major adjustments, too. He had to leave his friends and move to a place where he did not know anyone. Furthermore, he moved to an environment he knew nothing about. He was used to the city. A farm in the country was like a different world. He couldn't even skateboard because there were no sidewalks. What a relief when he found something he wanted to do—learn to ride a horse.

Any child dealing with Ida B's and Ravi's problems would have struggled with such major changes. It says a lot about their character that they were able to recover so well.

Reread the passage. Follow the directions below.

1. Circle the word that links the ideas between the first and second paragraph.
2. Draw a box around the sentence that *best* restates Gilbert's opening opinion.
3. Underline the sentence that shows the conflict Ida B had to deal with.
4. Write the dependent clause Gilbert used in his writing.

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