

# Lesson 22

## Interpreting Visual Information



### Learning Target

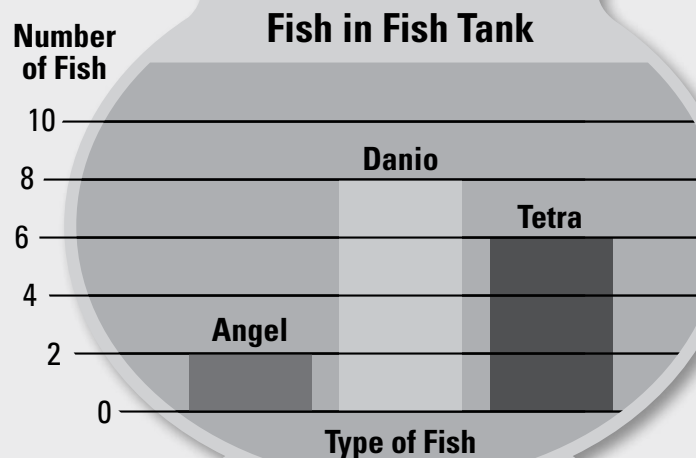
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

- **Read** While reading informational texts, you often see photos, **diagrams**, and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

**Read the text, and study the bar graph. Figure out how the graph helps you understand the text.**

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.



► **Think** Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below.

What the Text Says	What the Graph Shows
<i>"The tank has three types of fish."</i>	

► **Talk** Compare the information in your charts. What inference can you draw about the minimum number of gallons the tank should hold? Use information from the text and the graph. Draw a picture of the fish in the tank to help you answer.



### Academic Talk

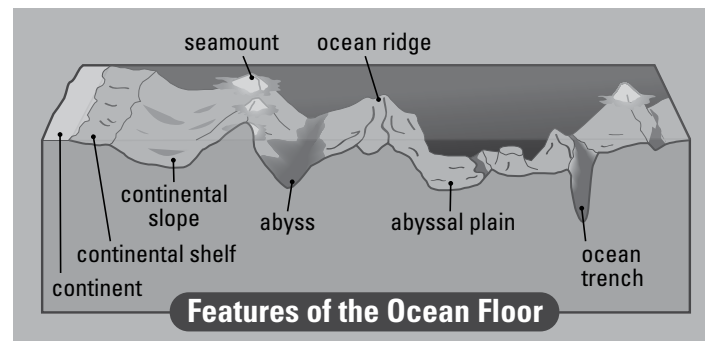
Use these words to talk about the text.

- diagrams
- time lines
- visuals
- graphs
- quantitative
- interpret

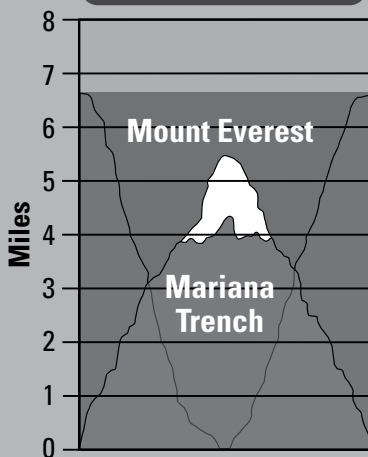
# Features of the Ocean Floor

by Connie Rather

- 1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



**Highest and Deepest Places on Earth**



- 2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

## Close Reader Habits

Study the diagrams as you reread the text. **Circle** the title of each diagram. Think of how the title connects the diagram to the text.

## Explore

### How do the text and diagrams work together to provide information about the ocean floor?



Look for information, data, or details in the diagrams that the text does not provide.

## Think

- 1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram.

What the Text Says	What the Diagram Shows
abyssal plain	"Features of the Ocean Floor"
Mariana Trench	"Highest and Deepest Places on Earth"

## Talk

- 2 Share your chart with a partner. What information came from the text, the "Features of the Ocean Floor" diagram, and the "Highest and Deepest Places on Earth" graph? Why do you think the author presented certain information visually rather than in words?



## Write

- 3 **Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response. Use the space provided on page 41 to write your response.

**HINT** Make sure to clearly state where your evidence comes from, the text or a diagram.



# Going DOWN, DOWN, DOWN

by Justin Oh

- 1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.
- 2 In the sunlight zone, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.
- 3 The twilight zone stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.
- 4 Below 3,300 feet, the midnight zone lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



## Close Reader Habits

What do you learn about the zones from the text? From the diagram? Reread the article. **Underline** details shared by the text and diagram.



Visuals often help you “see” what is explained in a science text. Think about how the visuals support the topic.

**Think** Use what you learned from reading the science article to respond to the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

**Part A**

Which ocean animals listed in the diagram are most likely to live among creatures that have soft bodies and no eyes?

- A red shrimp and anglerfish
- B viperfish and lantern fish
- C tuna and whales
- D red shrimp and tuna

**Part B**

Circle **one** detail in the diagram on page 42 that supports the answer to Part A.

- 2 Which fact about the twilight zone is given in both the passage and the diagram? Write it on the lines.

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**Talk**

- 3 Describe at least one type of information you can find in the diagram that the passage does not give you. How does the diagram help you better understand the differences in the three zones?

 **Write**

- 4 **Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response. Use the space provided on page 44 to write your answer.

**HINT** Reread the text for details that explain what is shown in the diagram.



**Write** Use the space below to write your answer to the question on page 43.

# Going DOWN, DOWN, DOWN

**4 Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response.

**HINT** Reread the text for details that explain what is shown in the diagram.

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## Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?





**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **descent**
- **emerge**
- **released**

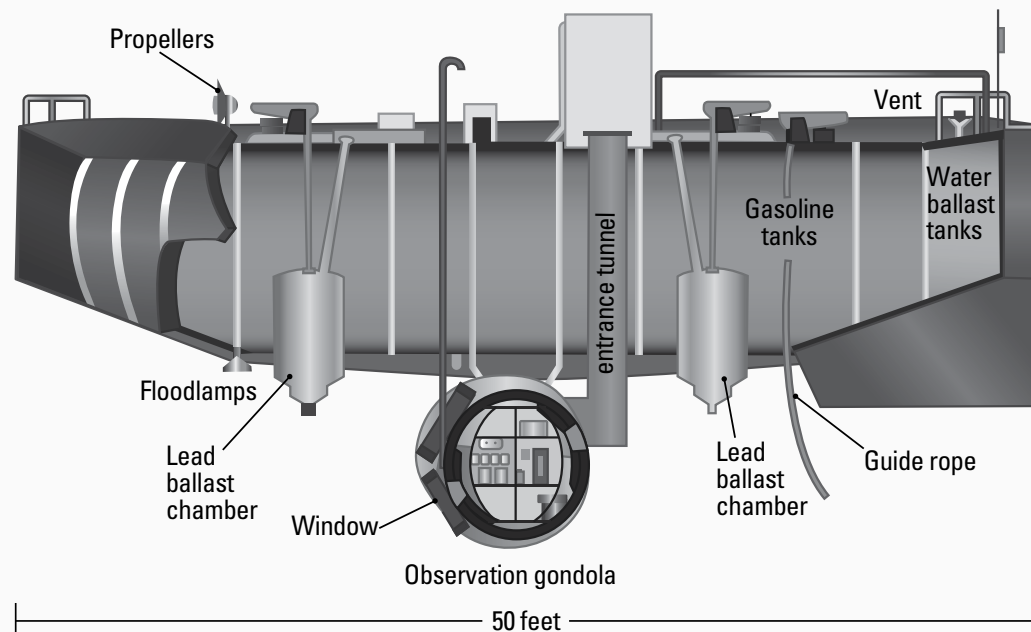
# VOYAGE to the Bottom of the SEA

by Martine Costi

- 1 On January 23, 1960, six-foot waves rocked the surface seven miles above the Mariana Trench in the Pacific Ocean. Carefully, Jacques Piccard and Donald Walsh rowed a small rubber boat toward the *Trieste*. This craft would soon take them almost seven miles down to the deepest part of the ocean's floor.
- 2 No one had ever explored the Mariana Trench before. It was so deep that the weight of the miles of water above it would crush most crafts. The *Trieste* was built to withstand such pressure, however, so the men inside should be safe on their underwater journey. During the descent, the men on the *Trieste* would communicate by radio with the surface.

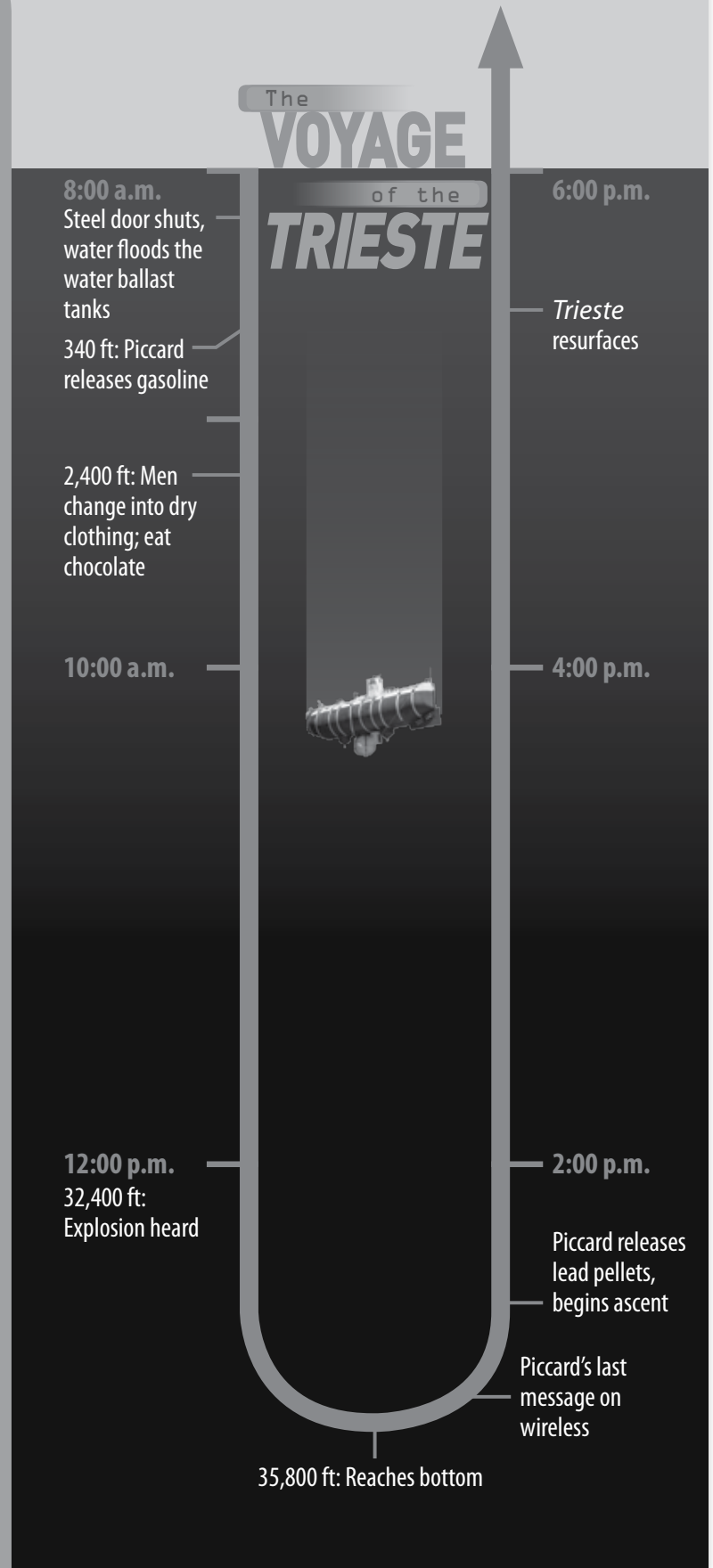
- 3 Shortly after 8:00 A.M., Piccard and Walsh sat jammed in the *Trieste's* observation gondola. The space was so small that they could barely move, but they were ready. Water from the ocean filled the water ballast tanks. Slowly, the *Trieste* began traveling down to the trench.
- 4 At 340 feet, Piccard released gasoline from the tanks, letting water fill them instead. Water weighs more than gasoline, so this made the craft sink farther into the darkness.
- 5 An hour later and a mile farther down, the men saw plankton. These are tiny ocean creatures that glow in specks of yellowish green. Two hours later, they were more than five miles down, and there was no sign of life.
- 6 A little past noon, they were about a half-mile from the bottom. Then they heard a small explosion. Tension flooded the observation gondola, but nothing seemed wrong, so they agreed to keep going. Just before one o'clock, they reached the bottom of the Mariana Trench. They had landed where no other human had ever been.
- 7 They flashed lights and saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

**Diagram of *Trieste***



8 Then the men turned on an inside light. Piccard spotted the cause of the earlier noise—it was a cracked window. Now he became more worried about their safety. Piccard released 800 pounds of lead pellets from the ballast chamber. Releasing this weight caused the *Trieste* to move upwards. Piccard and Walsh could hear people speaking on the radio, but for some reason no one could hear them speaking back.

9 At 5:00 P.M., the *Trieste* emerged. No one had heard Piccard on the wireless for hours, so the people above did not know what to expect. The crews on both ships watched breathlessly for movement from the *Trieste*. They waited for fifteen long minutes. Then suddenly, the two men emerged unharmed. They had traveled to the deepest part of the ocean and made history.



**Think** Use what you learned from reading the science article to respond to the following questions.

**1** From the text, you could infer that the voyage of the *Trieste* was a dangerous research project. Which **two** details from the time line **best** support this inference?

- A** 8:30 A.M.—340 ft: Piccard releases gasoline
- B** 9:15 A.M.—2,400 ft: Men change into dry clothing . . .
- C** 12:00 P.M.—32,400 ft: Explosion heard
- D** 1:00 P.M.—35,800 ft: Reaches bottom
- E** 1:15 P.M.—Piccard’s last message on wireless
- F** 5:00 P.M.—*Trieste* resurfaces

**2** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Which detail from the diagram of the *Trieste* is supported by the text?

- A** A small window in the observation gondola allowed the crew to see outside the *Trieste*.
- B** The observation gondola of the *Trieste* was large enough to fit several crew members comfortably.
- C** The flood lamps were too far away for the crew members of the *Trieste* to see outside.
- D** The propellers allowed the crew of the *Trieste* to steer the craft underwater.

**Part B**

Underline **two** sentences from the text that support your answer in Part A.

They . . . saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

3 In paragraph 7, what is the meaning of the word groundbreaking?

- A underground
- B underneath the ocean
- C new and important
- D very destructive

4 The box below includes details about the voyage of the *Trieste*.

**Details**

- The designers of the *Trieste* only meant for it to be used one time.
- Releasing lead pellets helped the craft rise to the surface of the ocean.
- After entering the *Trieste*, the crew changed into dry clothes and had a snack.
- The crew saw shrimp at the bottom of the Mariana Trench.
- Gasoline powered the *Trieste's* motor as it pushed the craft to the ocean floor.

Complete the chart by using details from the box. Write **one** detail that only appears in the text, **one** detail that only appears in a visual, and **one** detail that appears in both the text and in a visual.

What the Text Says	What a Visual Shows	What the Text Says and a Visual Shows



## Write

- 5 Short Response** How did the diagram and the time line support the details in the passage? Explain how these visuals added to the text information. Describe **one** example of a fact you learned from the “Diagram of the *Trieste*” that was not in the passage. Describe **one** example of a fact you learned from the time line “Voyage of the *Trieste*” that was not in the passage.

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## Learning Target

**In this lesson, you interpreted information that was presented in images, charts, graphs, and other visuals. Explain how this information gave you a deeper understanding of the text topic.**

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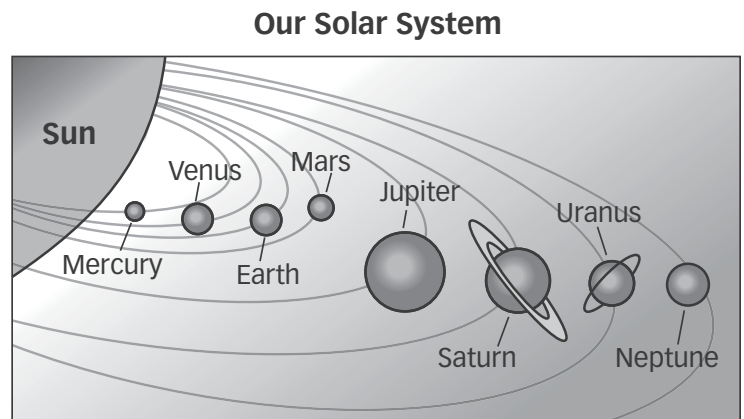
Read the passage. Then answer the questions that follow.

# The Sun: Our Shining Star

by Anne Hosmer

1 Trillions of stars shine in our universe. But, did you know that one of those shining stars is the Sun? The Sun is the star nearest to the planets in our solar system. Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do. Most scientists think that the Sun and solar system formed about 5 billion years ago.

2 All the planets and other objects in our solar system orbit the Sun. An orbit is the path a space object takes around a much larger object. The Sun is the largest object in our solar system. All the planets are held in orbit by the Sun's gravity, which is the force that pulls objects toward one another. Because the Sun is so massive in size, it pulls with a tremendous amount of gravity. The diameter of the Sun is nearly 865,000 miles (1.4 million km). How big is the Sun compared to Earth? You would need more than 100 Earths to cover the length of the Sun's diameter.



3 The Sun is made up of very hot gases. These gases are mainly hydrogen and helium. These gases are so hot that the surface of the Sun glows. The Sun's surface is always boiling up with flares. The temperature of the Sun's surface is about 10,000°F (5,500°C). Deep inside the Sun—at its core—the temperature is millions of times hotter. The core is the Sun's power factory. Inside the core, tiny particles of gas are tightly packed in extreme heat and pressure. When these particles crash into one another, they create terrific energy. This energy is in the form of heat and light. It takes thousands of years for that energy to travel from the Sun's core to the surface. But, once that energy bubbles up to the outer layer of the Sun's atmosphere, it reaches Earth in a very short amount of time—about eight minutes!

4 The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat. How much energy a planet gets from the Sun depends on its position in the solar system. Planets closest to the Sun receive the most heat. Planets farthest away from the Sun receive the least heat. Earth is in an ideal position in the solar system. Earth's position to the Sun makes life on Earth possible. Earth's position keeps it warm

**Go On**



enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas. People, plants, and animals on Earth need water to survive. We also need the Sun's energy to make food. Without the Sun, we would not have water to drink or food to eat.

5 For thousands of years, people on Earth have recognized the importance of the Sun. Some groups of ancient people built temples to worship the Sun. Others built huge stone structures to mark the position of the Sun in the sky at different times of year. They used the Sun to create calendars. They used the position of the Sun to help them know when to plant crops. These ancient people can be thought of as the first astronomers. Today's scientists have learned a lot about the Sun. But, they want to learn even more, especially about how the Sun affects our life on Earth.

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**6** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Based on information in the passage, especially details in paragraphs 3 and 4, what would most likely happen if the Sun's energy greatly increased?

- A** Earth would be unable to support life.
- B** Earth would move closer to the Sun.
- C** Earth would cool off slightly.
- D** Earth would not stay in orbit around the Sun.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A** "Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do."
- B** "The Sun's surface is always boiling up with flares."
- C** "Earth's position keeps it warm enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas."
- D** "Without the Sun, we would not have water to drink or food to eat."



**7** According to the passage, why does the Sun seem brighter and bigger to us than other stars?

- A** It produces a lot of energy.
- B** It is the star closest to us.
- C** It grows brighter and bigger each year.
- D** It is made up of very hot gases.

**8** Read this sentence from paragraph 3.

Deep inside the Sun—at its core—the temperature is millions of times hotter.

Which word or words in the sentence **best** help the reader understand the meaning of “core”?

- A** deep inside
- B** temperature
- C** millions of times
- D** hotter

**9** Choose the **two** sentences from the passage that are the best evidence for the author’s point that the Sun produces a huge amount of energy.

- A** “Most scientists think that the Sun and solar system formed about 5 billion years ago.”
- B** “The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat.”
- C** “The diameter of the Sun is nearly 865,000 miles (1.4 million km).”
- D** “The temperature of the Sun’s surface is about 10,000°F (5,500°C).”
- E** “How much energy a planet gets from the Sun depends on its position in the solar system.”

**Go On**

**10** Which of these ideas from the passage is represented in the diagram?

- A** the time it takes the Sun’s energy to reach Earth
- B** the gases that make up the Sun
- C** the orbit of the planets around the Sun
- D** the temperature of the Sun’s surface

**11** Write a short summary of the **most important** points in “The Sun: Our Shining Star.” Use details from the passage to support your answer.

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## Lesson 5

# Prepositions and Prepositional Phrases

 **Introduction** A **preposition** is a word that shows the relationship between other words in a sentence. Words such as *about, after, at, behind, by, during, for, in, on,* and *under* are prepositions.

- A **prepositional phrase** includes a preposition, a noun or pronoun that is the object of the preposition, and any words in between.

preposition	object of preposition
Myka looked <b>[at]</b>	the large <b>[tree]</b> .

- A prepositional phrase can describe a noun or a verb. It sometimes describes by telling *how, when, where,* or *what kind*.

Examples	What They Tell
Myka and Lily <i>went</i> outside <b>after</b> lunch.	<i>when</i> they went
They <i>sat</i> <b>under</b> the oak tree.	<i>where</i> they sat
It was a good <i>spot</i> <b>for</b> a tree house.	<i>what kind</i> of spot
Lily showed Myka a <i>book</i> <b>about</b> tree houses.	<i>what kind</i> of book
They <i>could build</i> a tree house <b>by</b> themselves.	<i>how</i> they could build

## Guided Practice

**Underline each prepositional phrase, and circle the preposition. Then finish the last two sentences by adding a prepositional phrase to each.**

### HINT

A prepositional phrase can come at the beginning, in the middle, or at the end of a sentence.

- 1 The tall oak tree was behind the house.
- 2 Myka and Lily would build their tree house in its branches.
- 3 During dinner, they discussed different ideas.
- 4 "Should we draw our plans after school?" Myka asked.
- 5 Their dad could buy wood and nails \_\_\_\_\_.
- 6 Myka and Lily decided to start building \_\_\_\_\_  
\_\_\_\_\_.

 Independent Practice

For numbers 1–3, identify the prepositional phrase in each sentence.

- 1** The girls used solid wood planks for the tree house floor.  
**A** used solid wood  
**B** planks for  
**C** The girls used  
**D** for the tree house floor
  
- 2** Lily made a small window in one wall.  
**A** one wall  
**B** Lily made  
**C** in one wall  
**D** a small window
  
- 3** Myka put curtains over the window.  
**A** over the window  
**B** put curtains  
**C** Myka put  
**D** the window

For numbers 4 and 5, what does the underlined prepositional phrase tell?


- 4** Myka and Lily hung a “Members Only” sign on the door.  
**A** when they hung the sign  
**B** where they hung the sign  
**C** what kind of sign they hung  
**D** how they hung the sign
  
- 5** Then the girls had a discussion about safety rules.  
**A** what kind of discussion  
**B** when the discussion took place  
**C** where the discussion took place  
**D** how the discussion started

► **Try It** Reread what you wrote in Part 1. Underline the prepositional phrases you used in your writing. Circle the prepositions. If you haven't used any prepositional phrases, add one to a sentence.



## Lesson 7

## Run-on Sentences

 **Introduction** You know that a **sentence** is a group of words that tells a complete thought. A **run-on sentence** is two or more sentences that run together with a comma between them or with no punctuation at all.

**Run-on:** Julia is always helping other people she hardly has time for herself.

**Run-on:** She tutors kids after school, she volunteers at a food pantry on weekends.

- One way to fix a run-on sentence is to split it into two sentences.

**Correct:** Julia is always helping other people. She hardly has time for herself.

- Another way to fix a run-on sentence is to use a conjunction, such as *and*, *but*, *so*, *because*, or *while*, to join the two thoughts.

**Correct:** She tutors kids after school, and she volunteers at a food pantry on weekends.

 **Guided Practice**

Read each sentence. Write **R** for run-on sentence or **C** for correct. Fix the run-on sentences by adding a conjunction or by dividing the thoughts into two sentences.

**HINT** When you use the conjunction *and*, *or*, *so*, or *but* to combine two sentences, put a comma before the conjunction. Do not use a comma before the conjunction *because*.

1 My friends and I want to have a party for Julia's birthday. \_\_\_\_\_

\_\_\_\_\_

2 We hope to keep it a surprise, we will have to be careful. \_\_\_\_\_

\_\_\_\_\_

3 The party will be at Stella's house her parents will help. \_\_\_\_\_

\_\_\_\_\_

4 Stella will invite Julia over for a nice lunch that day. \_\_\_\_\_

\_\_\_\_\_


 Independent Practice

For numbers 1 and 2, which choice is a run-on sentence?

- 1**
- A** My friends and I admire Julia, but we worry about how busy she is.
  - B** She doesn't have time for sports or movies.
  - C** Donica and I decided that we could help Julia, we could take turns tutoring after school.
  - D** I could tutor on Tuesdays, and Donica could tutor on Thursdays.
- 2**
- A** Julia could still tutor on Mondays, there is no tutoring on Fridays.
  - B** Julia needs a break so she can have more time to see friends.
  - C** Donica and I will talk to Julia and ask for her opinion.
  - D** We know that she enjoys her volunteer work, and we don't want her to stop doing it.

For numbers 3 and 4, what is the best way to fix each run-on sentence?

- 3**
- A** Julia agreed to our plan she was happy to have the help.
  - B** Julia agreed to our plan, she, was happy to have the help.
  - C** Julia agreed to our plan. She was happy to have the help.
  - D** Julia agreed to our plan, she was happy to have the help.
- 4**
- A** I enjoyed tutoring I decided to sign up for more days.
  - B** I enjoyed tutoring but, I decided to sign up for more days.
  - C** I enjoyed tutoring, so I decided to sign up for more days.
  - D** I enjoyed tutoring and, I decided to sign up for more days.


 **Try It** Reread your writing from Part 1. Look for run-on sentences. If you find any, cross them out and revise them.





## Lesson 8

## Commonly Confused Words

 **Introduction** Homophones are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

- Watch out for the homophones *two*, *too*, and *to* in your writing. The homophones *there*, *their*, and *they're* are also easy to confuse.

Word	Meaning	Example
<b>two</b>	"a number"	Kira is excited about <b>two</b> things.
<b>too</b>	"also"	She loves swimming, but she loves writing, <b>too</b> .
<b>to</b>	"in a certain direction"	She goes <b>to</b> the pool almost every day.
<b>there</b>	"in that place"	The swim team practices <b>there</b> .
<b>their</b>	"belonging to them"	They try to improve <b>their</b> speed.
<b>they're</b>	"contraction for <i>they are</i> "	Next week <b>they're</b> having a big meet.

- Learn the spellings and meanings of these homophones, too!

no "opposite of *yes*"  
 know "to be aware of"

right "correct" or "opposite of *left*"  
 write "to put down on paper"

it's "contraction for *it is*"  
 its "belonging to *it*"

would "under a certain condition"  
 wood "part of a tree"

hours "units of time"  
 ours "belonging to *us*"

new "opposite of *old*"  
 knew "past tense of *know*"

 **Guided Practice**

Circle the correct homophone in parentheses ( ).

**HINT** If you're not sure which spelling to use for a homophone, check the different spellings and their meanings in a dictionary.

- 1 Not many people (know, no) how fast Kira is.
- 2 They (wood, would) not want to compete against her if they did!
- 3 She has a (knew, new) coach who is helping her train.
- 4 He thinks (it's, its) possible for her to be on the Olympic team.
- 5 Kira is working hard to prove him (write, right).
- 6 (Their, There, They're) goal is for Kira to beat her own time.

 Independent Practice

For numbers 1–5, in which sentences are the underlined homophones spelled correctly?

- 1** **A** Kira spends at least two hours at the pool every day.
- B** Kira spends at least too hours at the pool every day.
- C** Kira spends at least to ours at the pool every day.
- D** Kira spends at least two ours at the pool every day.
- 2** **A** Her teammates practice with their team, to.
- B** Her teammates practice with their team, too.
- C** Her teammates practice with there team, too.
- D** Her teammates practice with they're team, two.
- 3** **A** Its not easy to be there each day after school.
- B** Its not easy to be their each day after school.
- C** It's not easy to be they're each day after school.
- D** It's not easy to be there each day after school.
- 4** **A** Kira new she would have less time for writing.
- B** Kira knew she would have less time for writing.
- C** Kira knew she wood have less time for writing.
- D** Kira new she wood have less time for writing.
- 5** **A** "I know I will right about my swimming someday," she says.
- B** "I no I will write about my swimming someday," she says.
- C** "I know I will write about my swimming someday," she says.
- D** "I no I will right about my swimming someday," she says.

► **Try It** Reread what you wrote in Part 1. Look for words that you may have misspelled because they are homophones, or words that sound the same. Check your spelling carefully. Revise any words that you misspelled.



# Grades 4-5 Independent Reading Support

## Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

**Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

Flip to see the Grades 4-5  
Independent Reading Supports  
included in this packet!



# READING

## B I N G O

**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Find a new or unique place to read, like outside.

**I**

Search in a book to find words with these prefixes: mid-, inter-, and fore-.

**N**

After you read a fiction book, write about how the story would be different if you changed the setting.

**G**

Before you read a nonfiction book or article, brainstorm everything you know about the topic of the book.

**O**

Read a book you have never read before.

Read a book or an article that someone in your home picks out for you.

Find one word you don't know the meaning of. Ask someone what it means or look up the definition using a dictionary.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Enjoy a favorite snack or listen to your favorite music while you read.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

**Free Space**

Make a list of three facts you learned from a nonfiction book or article.

Read a fiction book and compare yourself to the main character. Write or tell someone your comparison.

After you read, tell what verb tense is used in the book. Is it past, present, or future?

Find the longest word in a book. In three minutes, write down all the words you can make using the letters in that word.

After you read a book you enjoy, find out if the author has written other books. Research the author or ask an adult.

Read to someone who is younger than you.

Read a fiction story in the voice of your favorite character, athlete, or hero.

After reading, write or tell someone about something that surprised you.

Write or tell someone a summary about what you learned from a book.

Write down something you want to know more about after you read a book.

Read a nonfiction book or article.

After you read, come up with a new title for the book or article.

# Word Learning Routine



## 1 Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



## 2 Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



## 3 Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



## 4 Look Beyond the Word or Phrase

- Look for the meaning in a dictionary, glossary, or thesaurus.



## 5 Check the Meaning

- Ask yourself, "Does this meaning make sense in the sentence?"

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 **Ready | Reading**

## Word Learning Routine Bookmark

### Help your student learn new words while reading!

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!