

A cartoon character with a large blue hat with a red band, a blue jacket with red trim, white pants, and red boots. The character is holding a flagpole with a blue flag that has the letters 'HBC' in red. The character has a wide, happy smile and is looking towards the viewer.

FOURTH GRADE

MCA READING RESOURCES

The following resources are provided to parents and teachers as possible resources to help develop skills that will be a part of the MCA reading test. The resources are also available at the Pearson Parent Access website. More specific information about what skills individual students may need to work on is available by entering the learning locator from OLPA test scores.

Compare and Contrast

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Wish You Were Here

Helen knew all about Rome from her aunt's picture postcards. Each week a new one arrived, and Helen added it to her album. Now, visiting her aunt for the first time, she felt as if the postcards had come to life!

The postcards had made Rome seem still and calm. But the living city was filled with movement and noise. Bus passengers stuck in traffic complained as much as the people back home. Here, though, most poked their heads out the window to see what was the matter and to offer advice. Cars and motorcycles roared by and seemed to park wherever they pleased, even on sidewalks.

Pictures hadn't told Helen how different eating in Rome would be. Unlike stores in America, shops were closed for a few hours for lunch. People took a long time over their meals. Helen liked that. Lunch was always such a rush back home! Helen loved the food. Her favorite was *gelato*, Italian ice cream. It was richer and much better than ice cream at home.

Helen could not get used to the age of the buildings. Rome had many new buildings, of course, but she knew that nothing in America was as old as most of what she saw in Rome. Helen felt that every café, every house, and every sidewalk was a piece of history. She was so overwhelmed by her experiences, that when she wrote to her friend Pablo all she could say was, "Wish you were here."

1. Helen feels that her postcards have come to life because—
 - A. things are different in Rome.
 - B. she can see things firsthand.
 - C. she is a tourist.
 - D. her aunt lives in Rome.
2. Compared to Americans, Helen finds Romans —
 - F. openly curious.
 - G. very stuffy.
 - H. faster eaters.
 - J. bus riders.
3. Helen observes that when stuck in traffic, both Romans and Americans—
 - A. get involved.
 - B. suffer in silence.
 - C. complain.
 - D. get out and walk.
4. Americans eat hastily at lunch while Romans—
 - F. eat a lot.
 - G. take their time.
 - H. eat *gelato*.
 - J. eat on the run.
5. Helen observes that most buildings in Rome are—
 - A. newer than those in America.
 - B. about the same age as those in America.
 - C. in worse shape than those in America.
 - D. much older than those in America.



Notes for Home: Your child read a passage and made comparisons and contrasts. **Home Activity:** With your child, compare and contrast some popular ethnic foods. For instance, pizza and burritos are made of grains and vegetables, though they look and taste different.

Drawing Conclusions

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Frog Fable

Once three frogs lived in a shallow pond. Summer came and with it a severe drought. Their pond shrank to a mud puddle. Two of the frogs decided to search for a new home elsewhere. The third, however, claimed she'd just as soon die in their familiar puddle as some strange lake. She refused to go. Finally, her two friends left her. They promised to return as soon as the drought ended. She watched as they hopped away into the distance.

The two frogs hopped a long way, seeking water. At the end of the first day, they came to an old well. It was so dark by then that they could not see the bottom.

"Surely there is water down below. Let's hop right in!" said the first frog, leaping to the top of the wall.

"Wait, wait!" cried her friend. "We must find out for sure before you leap! What if there is no water down below? What if there is no way to climb out?"

"I know what we'll do!" said the first frog. "You will have to help me, though. We will push this pebble over the edge and listen hard. If we hear a splash, we will know there is water. We can also guess how deep it is and how far we will have to fall before we hit the water. If it is high enough, we can climb out whenever we want."

Working together, the tired frogs shoved the pebble over the side. PLUNK! It hit water almost immediately. Relieved that their suffering was over, they jumped into the well.

Suddenly, there was a booming of thunder! "Rain!" cried the first frog. "The drought is over!"

1. Why did the third frog stay behind?
 - A. She was afraid of the unknown.
 - B. She knew it would rain.
 - C. She was happy in the mud puddle.
 - D. She hated water.
2. What makes the first two frogs leave the third frog behind?
 - F. They are thirstier than she is.
 - G. They are braver than she is.
 - H. They like to travel.
 - J. They want to see the world beyond the pond.
3. Why does one frog hesitate at the side of the well?
 - A. She is afraid of the dark.
 - B. She is afraid leaping into the well may be dangerous.
 - C. She has changed her mind and wants to go home.
 - D. She is angry at the first frog.
4. The frogs know it is safe to jump in the well because—
 - F. they hear the splash from the pebble right away.
 - G. they hear nothing after tossing the pebble in the well.
 - H. it begins to rain.
 - J. they can see the water when the sun rises.
5. What will the two frogs do now that it's raining?
 - A. stay in the well
 - B. return to their home
 - C. drown in the well
 - D. push another pebble into the well



Notes for Home: Your child read a story and formed conclusions about its characters. **Home Activity:** With your child, think of other well-known folk tales or fables. Discuss why characters act a certain way and what lessons they may have learned.

Character

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Lonely Critic

Anne and Teresa smiled and laughed as they left the movie theater. Joe walked close behind them. He had a serious expression as he rushed to keep up with Anne, Teresa, and their other friends.

"I really liked it," said Anne to the others as they walked outside.

"So did I," added Teresa. "It was so funny and entertaining."

"Didn't you love it when the dog got into the driver's seat?" commented another friend. One or two others in the group nodded their heads in agreement.

"Well," Joe said loudly, "I can't believe any of you liked it. The script was an absolute embarrassment. The acting was awful. The camera work was terrible, and the director doesn't know the first thing about filmmaking."

The others looked at each other and rolled their eyes.

"Joe thinks he knows everything," Anne whispered to Teresa.

"I'll say," Teresa whispered back.

"Who wants to grab some pizza and talk about the movie?" Joe asked. "There are a lot more things I could tell you about filmmaking."

"No thanks, we've got to get home," said Anne and Teresa at the same time. "It's getting late." One by one the others said they had to be up early in the morning.

Joe shrugged. "Suit yourselves," he said.

1. From what he says, Joe seems to—
 - A. value his own opinion highly.
 - B. value his friends' opinions.
 - C. want to learn about movies.
 - D. want to talk about himself.
2. You can tell from what Anne and Teresa say about Joe that he is—
 - F. well liked.
 - G. a film expert.
 - H. good company.
 - J. a know-it-all.
3. Which is **not** a clue to Joe's character?
 - A. His friends roll their eyes.
 - B. His friends turn down his invitation.
 - C. His friends liked the movie.
 - D. His friends whisper about him.
4. Joe might best be described as—
 - F. good-natured.
 - G. critical.
 - H. emotional.
 - J. kind.
5. What is missing from the story that would help you know more about Joe?
 - A. his actions.
 - B. his friends' actions.
 - C. his thoughts.
 - D. his words.



Notes for Home: Your child read a story and drew conclusions about the characters. **Home Activity:** Take turns describing people you know by what they say and do, as well as by what others say about them. Then, take turns trying to guess who is being described.

Author's Viewpoint

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

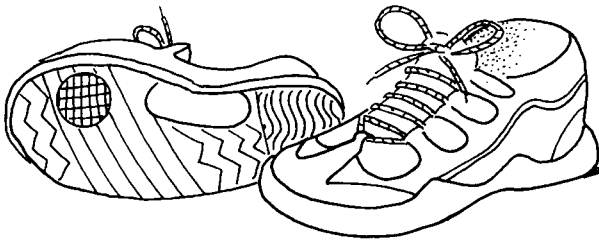
Run for Your Life

Couch potatoes of the world, listen carefully. There's a very good chance that you are ruining your health sitting right there on the couch. Throw down those television remote controls and lace up your sneakers! It's time to get moving!

As a whole, American children and young people are not getting nearly enough exercise. For American adults, the situation is even worse. Many Americans do not exercise on a regular basis. (Getting up to go to the refrigerator for a soda doesn't count!)

An inactive lifestyle is dangerous at any age. It puts a person at higher risk for serious health problems. Heart disease, diabetes, and other serious diseases become more likely for people who are not active.

How can you get on the road to good health? Start by getting some regular exercise. You might choose running, jogging, walking, bicycling, gardening, or aerobics. They are all good ways to get "heart smart"! You might actually find out that you enjoy getting healthier by exercising.



1. The first paragraph suggests the author will try to—
 - A. describe.
 - B. explain.
 - C. tell a story.
 - D. persuade.
2. Which of the following words reveals how the author feels about the subject of this article?
 - F. couch potatoes
 - G. remote controls
 - H. gardening
 - J. aerobics
3. The author's opening implies that—
 - A. people should never watch television.
 - B. people who watch television are more relaxed.
 - C. people who watch too much television don't exercise enough.
 - D. couch potatoes have diabetes.
4. In this article the author—
 - F. criticizes Americans who are in poor health.
 - G. links exercise and health.
 - H. describes aerobic exercises that will make you healthier.
 - J. recommends consulting a doctor as soon as possible.
5. The author is strongly—
 - A. in favor of regular exercise.
 - B. in favor of lace-up sneakers.
 - C. in favor of an inactive lifestyle.
 - D. against exercise.



Notes for Home: Your child read a passage and identified the author's viewpoint. **Home Activity:** Read an editorial or a letter to the editor with your child. Together, identify the author's viewpoint and look at how well the author's opinions are supported.

Author's Purpose and Text Structure

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Fighting the Floodwaters

The city of New Orleans has always had a problem with flooding. The city's location is part of the reason. New Orleans lies between two great bodies of water, the Mississippi River on the south and Lake Pontchartrain on the north. When the Mississippi River rises from heavy rainfall to the north, the extra water naturally tries to spread out into the city. There is danger to the city from the river during heavy rains. Hurricanes traveling along the Gulf Coast also bring a threat of flooding in the city.

Another reason New Orleans often has water problems is that the city itself is like a saucer in a way. Its edges are higher than its middle. The middle dips below sea level. When a hurricane hits or when the river floods, there is always a chance that the city will fill with water.

The Orleans Levee Board was created to address the problem of flooding. The Levee Board taxes citizens and uses the money to build high banks along the river called *levees* and floodwalls.

Over the years, millions of dollars have been spent on hurricane and flood protection. Today the city is safeguarded by a complex system of levees, floodwalls, and floodgates. The longest of the levees and floodwalls are along the Mississippi River and Lake Pontchartrain.

1. This text is—
 - A. fiction.
 - B. nonfiction.
 - C. poetry.
 - D. drama.
2. This passage—
 - F. describes a terrible flood.
 - G. argues that levees are useful.
 - H. provides flood statistics.
 - J. describes a way to solve a flooding problem.
3. The organization of this text is best described as—
 - A. cause and effect.
 - B. problem and solution.
 - C. comparison and contrast.
 - D. sequence of events.
4. This passage is—
 - F. funny.
 - G. emotional.
 - H. informative.
 - J. persuasive.
5. What do you think is the author's purpose for writing?
 - A. to entertain
 - B. to express
 - C. to persuade
 - D. to inform



Notes for Home: Your child read a passage and identified the author's purpose and the organization of the text. **Home Activity:** Work with your child to analyze a newspaper article. Study the way the article is organized and evaluate the author's purpose.

Manual

A **manual** is a written set of directions that helps readers understand or use something. It usually comes in the form of a booklet or a book.

Directions: Use the pages from a manual for a refrigerator to answer the questions that follow.

Know Your Refrigerator

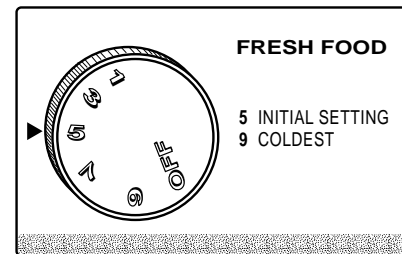
Table of Contents

Appliance Registration	2
Automatic Icemaker	6
Care and Cleaning	7–10
Drawers	7
Lightbulbs	8
Icemaker	9
Shelves	10
Food Storage	5
Installation	4
Model and Serial Numbers	3
Power Switch	3
Safety Instructions	4
Temperature Controls	5

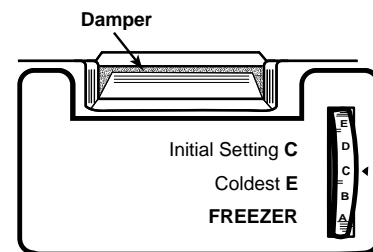
Temperature Controls

There are two types of controls for your refrigerator. The fresh food control uses numbers. The freezer control uses letters. When installing, set the fresh food control at 5 and the freezer control at C as shown in the diagrams.

The fresh food control maintains the temperatures throughout the refrigerator. Setting the control to OFF will stop the cooling in both the fresh food area and the freezer area, but this will not shut off the power to the refrigerator.



The freezer control moves a damper that changes the amount of cold air that moves from the freezer to the fresh food compartment.



Name _____

1. What is the purpose of this manual? _____

2. When might you use this manual? Give an example. _____

3. The table of contents is listed in alphabetical order. Why might this be helpful?

4. On which page would you find information to clean the drawers? _____
5. What kinds of information would you expect to find on page 4? _____

6. What are the two types of temperature controls? _____

7. At what settings should you put the two temperature controls when you are installing the refrigerator?

8. What is the coldest setting for each temperature control? _____

9. Why are diagrams like the ones shown helpful in a manual?

10. If you were using this manual to help install a new refrigerator, why is it important to follow the directions for installation exactly as they are written?



Notes for Home: Your child answered questions about a refrigerator manual. **Home Activity:** Together with your child, read part of a manual you have at home, such as a manual for operating your TV. Talk about the different kinds of information that the manual gives.

Drawing Conclusions

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The First Game

Today would be Amy's first game in the Little League. She had been awake since before the sun came up. She had dressed before breakfast. She wondered if her uniform still fit right. She brushed her teeth three times. She walked Champ twice.

At last, it was time to go to the ballpark. Amy was quiet in the car. She didn't even notice her favorite songs on the radio. She bit her nails as her mother drove her to the ballpark.

"Stop that," Mother said. "You're going to be just fine." Amy wanted to believe that. Mother was usually right. She tried to think of other things as she bent her glove back and forth.

At the park, Amy joined her teammates on their side of the field. They got together and started their team cheer. They starting practicing swinging the bats. They practiced throwing the ball. They listened to their coach remind them of their plans for winning the game.

From the stands she could hear cries of, "Go Amy! Go Fireball." Fireball was a nickname her cousins had given her when she was little. She liked the nickname and was glad her team and the fans used it.

During the game, Amy didn't have time to worry. She struck out twelve batters. She got a single at her first turn at bat. Then she got a double in her next turn. By the end of the game, Amy wore a smile that no one could remove.

1. Before the beginning of the game, Amy feels—
 - A. hungry.
 - B. tired.
 - C. nervous.
 - D. confused.
2. Amy tries to think of other things because she—
 - F. is bored in the car.
 - G. wants to relax.
 - H. doesn't like baseball.
 - J. doesn't like her glove.
3. Amy's position on the team is—
 - A. catcher.
 - B. outfield.
 - C. first base.
 - D. pitcher.
4. Amy's playing is—
 - F. poor.
 - G. average.
 - H. good.
 - J. uneven.
5. After the game, Amy feels—
 - A. embarrassed.
 - B. happy.
 - C. nervous.
 - D. angry.



Notes for Home: Your child read a story and drew conclusions based on its details. **Home Activity:** Read a story together with your child. Afterward, invite your child to tell you what conclusions he or she can draw about how a character feels or why an event happened.

Title _____

Story Elements

This story is about _____

(name the characters)

This story takes place _____

(where and when)

The action begins when _____

Then, _____

Next, _____

After that, _____

The story ends when _____

Theme _____

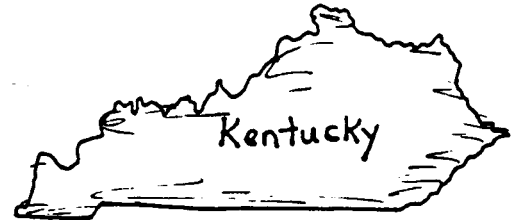
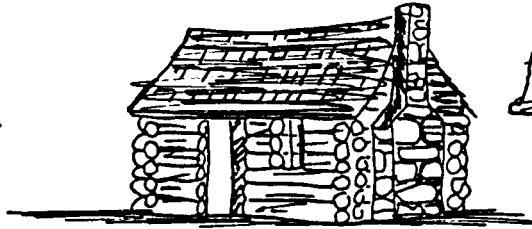




Who Am I? Worksheet

- Name of Character:
- Describe the character's physical appearance.
(Describe hair, eye, skin, clothes, unusual features, and anything else that makes the character unique.)
- Describe the character's personality.
(Does she have a sense of humor? Is she serious? Is she kind? Does she have strong feelings about anything?)
- Describe the way the character speaks.
(Does he speak in an unusual way? Does he speak at a fast or slow pace? Does he listen to others?)
- Describe how the character thinks.
(Is there any change in the way the character thinks? Does she analyze events or think about them as little as possible?)
- List the different roles the character plays in the lives of the people around him or her.
(Is the character a son, daughter, husband, wife, best friend, policeman, teacher, etc.?)

"Honest Abe" and George Washington Reading Check



Abraham Lincoln was born in a log cabin in Kentucky on February 12, 1809.

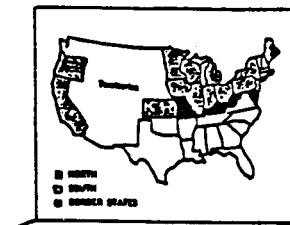
He always loved books, and when he grew up, he became a lawyer.



The one thing he hated was slavery and often spoke against it. He believed that all men and women should be free. Slavery was important in the south, though. These states would not give up their slaves.



When Lincoln became President in 1861, several southern states decided to break away and start their own country. It was called the Confederate States of America. Lincoln wanted the country to stay together. At the same time, he wanted to end slavery in America.



The result was the Civil War. It began in 1861 and did not end until April 1, 1865. The North won the war, and the South rejoined the United States.



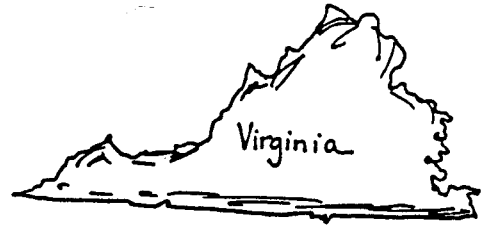
On April 14, 1865, Lincoln and his wife, Mary, went to Ford's Theater to see a play. He needed to relax and was enjoying the play when shots rang out. John Wilkes Booth had shot the President. Lincoln died the next morning. Slavery finally ended in the United States on December 18, 1865.

What other facts or stories do you know about Abraham Lincoln?

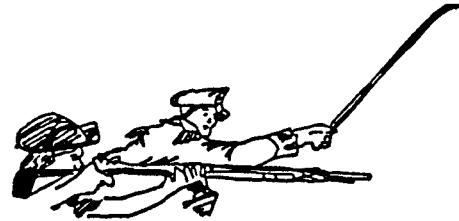


"Honest Abe" and George Washington, cont'd

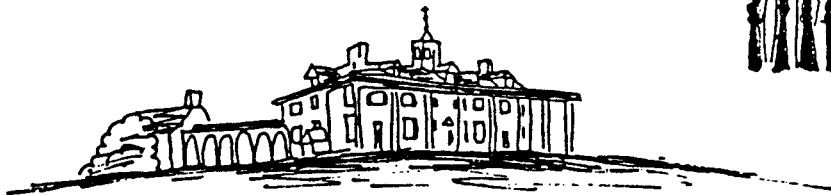
George Washington was born on February 22, 1732, in Virginia. To this day, he is known as "the father of our country." This is why:



Washington fought with the English to move the French out of the Ohio Valley. Known as the French and Indian War, fighting lasted from 1753 to 1758. When it was over, the English had won.



After the war, he married Martha Custis. Together they went back to his home, Mt. Vernon, in Virginia, to raise their family.



But in 1775, the American colonies went to war against England. They were fighting to be free. This war was called the American Revolution. Washington led the fight. The war ended in 1783. America was free, but it still needed Washington.



On April 30, 1789, he became our first president. He served for eight years, until 1797. Then he finally left public life and went back home to Mt. Vernon. Washington died two years later, on December 14, 1799.



"Honest Abe" and George Washington, cont'd

DIRECTIONS: Fill in the blanks with either an "L" for Lincoln or a "W" for Washington.

- _____ 1. I was born in a log cabin.
- _____ 2. My birthday is February 22nd.
- _____ 3. My birthday is February 12th.
- _____ 4. I am known as the father of my country.
- _____ 5. Virginia is my home state.
- _____ 6. I helped to end slavery in America.
- _____ 7. I helped America free itself of English rule.
- _____ 8. I was a lawyer.
- _____ 9. I was the first President of the United States.
- _____ 10. I was born in Kentucky.
- _____ 11. I fought in two great wars.
- _____ 12. The Civil War was fought while I was President.
- _____ 13. Mt. Vernon was my home.
- _____ 14. My wife's name was Mary.
- _____ 15. I married Martha Curtis.
- _____ 16. I was shot and killed by John Wilkes Booth.



THE FOLK TALE PROBLEM-SOLVING RECIPE

5-5

As you read many folktales, you will notice that there is a "formula," or a recipe for them. The recipe consists of three things: (1) Setting, (2) Characters, (3) Problem. The problem is always solved and the tale ends on a happy note. Below are some samples of the three necessary ingredients:

SETTING

In the land of the setting sun
In a place where it never rained
At the edge of the world
Halfway between north and south
In a land far, far away

CHARACTER(S)

king and queen
wicked stepmother
farmer and his wife
three sisters or three brothers
a fool (who wins in the end)

PROBLEM

the hens stopped laying eggs
the princess would not laugh
the prince was turned into a rock
the trees refused to grow apples
the crops would not grow tall

Select your three ingredients and become a folk tale problem solver. Make up your own ingredients, too! Begin at the ●

● (Setting)

there lived a

who (character(s))

and a

(character(s))

(problem)

Now, one day

What is your title?

(Use the back of this sheet if you need more space to write.)

Name _____

Sequence

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

Sam the Detective

Sam is a detective. He looks at clues to figure things out. Today, he had to find out what happened to his little brother's teddy bear.

Sam looked in Bob's room. He looked in his own room. He asked his brother where the bear had been seen last. Bob said he had it at dinner. So Sam looked in the kitchen. The bear wasn't there, but Sam did see dirty paw prints. Did the dog know anything?

He found the dog in the basement. His paws were covered in fresh dirt. Sam looked in the garden. He saw a fresh hole. He looked in the hole and found the teddy bear. His brother was very happy. Sam and Bob's mom was happy, too, once she gave the bear a bath in the washing machine, of course.

1. What did Sam do first?

- ☐ He looked in Bob's room.
- ☐ He looked in the kitchen.
- ☐ He looked in the garden.
- ☐ He looked at a dog.

2. What did Sam do after he looked in his own room?

- ☐ He looked at the dog.
- ☐ He talked to Bob.
- ☐ He looked in the basement.
- ☐ He looked at the dog.

3. Where did Sam go before he looked in the garden?

- ☐ to the attic
- ☐ to the family room
- ☐ to the dog house in the yard
- ☐ to the basement

4. What happened after Sam saw the hole in the garden?

- ☐ He asked Bob where the bear had been seen last.
- ☐ He found the dog.
- ☐ He found the teddy bear.
- ☐ He washed the teddy bear.

5. What happened last in the story?

- ☐ Sam found the teddy bear.
- ☐ Sam gave the bear to Bob.
- ☐ Bob lost his teddy bear.
- ☐ Sam and Bob's mom washed the teddy bear.



Notes for Home: Your child identified the order in which events happen in a story. **Home Activity:** Read a story to your child. Then pick three or four events from the story and ask your child to tell you which of them came first and which came last.

Main Idea and Supporting Details

Directions: Read the passage. Then read each question about the passage. Choose the best answer to the question. Mark the space for the answer you have chosen.

Horses Come to America

Horses didn't always exist in North America. The first ones came here with Columbus. The next ones came later with the Spanish pioneers.

The Spanish settlers took horses wherever they went. Spanish pioneers and their horses settled in Mexico and parts of the United States.

The Native Americans of the plains were excited when they saw horses for the first time. They had no big, tame animals that they could ride. They had only dogs to pull loads for them. They saw that horses could change their lives. Horses soon became an important part of their lives.

Some horses broke free of their Spanish owners and ran off. They hid in the hills. These Spanish horses of long ago were the first of the wild mustangs that roam the range even today.

1. This passage tells about—

- ☐ wild horses.
- ☐ Spanish pioneers.
- ☐ Native Americans
- ☐ how horses came to North America.

2. The first paragraph's main idea is —

- ☐ that horses didn't always exist in North America.
- ☐ that the Spanish brought the first horses to America.
- ☐ that Columbus brought horses with him.
- ☐ pioneers came from Spain.

3. The second paragraph's main idea is that Spanish pioneers—

- ☐ built towns and forts.
- ☐ settled in Mexico.
- ☐ loved to ride.
- ☐ took horses into new areas.

4. The third paragraph's main idea is that Native Americans—

- ☐ quickly wanted and used horses.
- ☐ were very good riders.
- ☐ used dogs to pull loads.
- ☐ were surprised to see horses.

5. The last paragraph's main idea is that Spanish horses—

- ☐ didn't like their owners.
- ☐ liked to hide in the hills.
- ☐ are ancestors of wild mustangs.
- ☐ lived long ago.



Notes for Home: Your child identified the main ideas of a passage and its paragraphs. **Home Activity:** As you read nonfiction material with your child, pause occasionally to ask your child to tell you the main idea of a specific paragraph or section.

Name _____

Following Directions

When **following directions**, read all the directions first. Do each step one at a time. Follow directions in the order in which they are written.

Directions: Read the directions for figuring out how many miles lightning is from where you are. Then answer the questions.

- Watch for lightning to strike.
- When you see the lightning, start counting.
- When you hear the thunder, stop counting.
- Write the measurement “miles” after the number you counted to figure out how many miles the lightning is from where you are.
- Remember, always stay inside during a thunderstorm and keep a safe distance from windows.

1. Suppose you counted to 5 before you heard the thunder. How far away would the lightning be from where you are?

2. If the lightning were 7 miles away from you, how many numbers would you expect to count after seeing the lightning and before hearing the thunder?

3. Underline the second step you do to figure out the distance between the lightning and you.

4. Where is it safest to watch for lightning—indoors or outdoors? Explain.

5. Why is it important to follow directions in the order that they are written?



Notes for Home: Your child read a set of directions and answered questions about these directions. **Home Activity:** Write down simple directions for your child to follow. You might write directions telling your child how to set the table, use the washer or dryer, or wash the dishes.

Theme

Directions: Read each story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Storm

A streak of lightning shot through the sky. Brian knew the storm would be coming soon. There was a lot of work to do before the rain started. Quickly, he led the cows into the barn and shut them in their stalls.

Brian's mom was riding the tractor. She had worked all morning but left the fields because of the storm.

Brian set out towards the horses. He led them back to their stalls. With a loud crash, thunder boomed in the sky. The horses were scared, so he gave them some oats and water.

Then Brian ran to the pig pen. He chased the pigs into their shelter. Lily was in the coop feeding the chickens.

Then the rain started. Large drops of water fell from the sky. Brian, Lily, and their mom ran towards their home. Wet and tired, the family had prepared the farm for the storm.

1. What is the theme of the story?

- ☐ It's fun on a farm.
- ☐ It rains on farms.
- ☐ Farms are a lot of work.
- ☐ Only children work on farms.

2. Which of these details supports the theme?

- ☐ Pigs squeal.
- ☐ Brian fed the horses.
- ☐ Brian likes horses.
- ☐ The rain started.

3. Which of these details supports the theme?

- ☐ Brian led the cows to their stalls.
- ☐ Brian ran into the house.
- ☐ Horses eat oats.
- ☐ They had horses.

4. Which of these details does **not** support the theme?

- ☐ Mom worked all morning.
- ☐ Lily fed the chickens.
- ☐ Brian fed the horses.
- ☐ The thunder was loud.

5. Which of these details does **not** support the theme?

- ☐ Big raindrops fell.
- ☐ Lily worked in the coop.
- ☐ Brian worked in the pig pen.
- ☐ Mom worked on the tractor.



Notes for Home: Your child has identified the theme, or the big idea of a story. **Home Activity:** Take turns telling each other stories. Ask your child to identify the theme in each of the stories. Look for big ideas such as: *Honesty is the best policy.*

Name _____

Plot and Character

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Canal Street Club

Ming, Steve, and Kim are in the Canal Street Club. They help Mrs. Chen make sandwiches for people who are hungry. Last Saturday was the Chinese New Year so they worked extra hard to make some people's holiday a little better.

They made sandwiches all morning. They had about half of them done. Then they went to help Mrs. Chen decorate for the party. When they returned, they were surprised to see that all the sandwiches were made.

Three young people their age were walking towards them. One boy said, "We just moved here. We hope you don't mind that we made the rest of the sandwiches. We like to help out."

Now the Canal Street Club had six members and the projects went much faster.

1. Who is the story about?

- ☐ Mrs. Chen
- ☐ the neighborhood
- ☐ The Canal Street Club
- ☐ the new neighbors

2. The characters in the story are—

- ☐ lazy and selfish.
- ☐ helpful and hardworking.
- ☐ noisy and rude.
- ☐ hurried and clumsy.

3. In the beginning of the story, the children—

- ☐ meet their neighbors.
- ☐ help Mrs. Chen decorate.
- ☐ celebrate the New Year.
- ☐ start making sandwiches.

4. In the middle of the story, Ming, Steve, and Kim—

- ☐ find all the sandwiches made.
- ☐ meet Mrs. Chen.
- ☐ work on new projects.
- ☐ invite new neighbors to join the club.

5. What happens at the end of the story?

- ☐ Ming, Steve, and Kim help Mrs. Chen
- ☐ They all make sandwiches.
- ☐ The new neighbors join the club.
- ☐ The new neighbors finish making the sandwiches.



Notes for Home: Your child read a story and identified both the characters and plot in the story. **Home Activity:** Have your child write a story about a time he or she helped someone out. Encourage your child to include a beginning, middle, and end in the story.

Predicting

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Surprise

The whole Najir family was waiting for Uncle Amit. He had promised a surprise.

“Eat, Randi,” her mother said, pushing the plate of rice toward her. However, Randi was too excited to eat.

Uncle Amit always had the best ideas. He had taken them camping overnight and boating on the harbor. Once, they spent the day at a rice factory. He would always tell them what to bring, but never where they were going.

This time, Uncle Amit had told them to bring bathing suits and towels. Randi knew they must be going to the beach, but there had to be more to the surprise than that.

1. Which of these activities is **not** something Uncle Amit thought of to surprise the family?
- ☐ boating on the harbor
 - ☐ camping overnight
 - ☐ an afternoon at a theater
 - ☐ a day at a rice factory

2. Randi knows Uncle Amit’s surprise will be fun and exciting because—
- ☐ Uncle Amit told her it would be.
 - ☐ Uncle Amit has the best ideas.
 - ☐ Randi likes anything.
 - ☐ her mom told her it would be.
3. Uncle Amit’s plan will probably include—
- ☐ sitting around a lot.
 - ☐ cold weather.
 - ☐ something boring.
 - ☐ something active and fun.
4. Which of these might be Uncle Amit’s surprise?
- ☐ playing board games
 - ☐ learning to clean the kitchen
 - ☐ watching TV
 - ☐ learning to water-ski
5. Which of these predictions seem likely based on what you already know?
- ☐ Randi will have fun.
 - ☐ Uncle Amit won’t show up.
 - ☐ Randi will stay home.
 - ☐ Uncle Amit won’t have anything special planned.



Notes for Home: Your child has used information in a story to make predictions about what might happen next. **Home Activity:** Read part of a story to your child. Then ask him or her what might happen next. Finish the story to see if your child’s predictions were accurate.

Text Structure and Graphic Sources

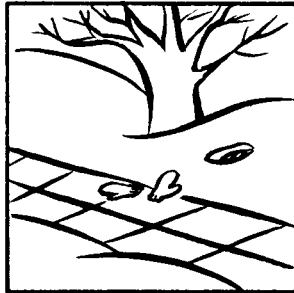
Directions: Read the article and look at the picture. Then read each question about the article and picture. Choose the best answer to the question. Mark the space for the answer you have chosen.

Girl Saves Cat Trapped in Snow

Caitlin Smith of Wildflower Road was walking home from school yesterday afternoon when she heard something crying. She thought something might be trapped in the snow.

She found the spot where she heard the sound and began to dig in the snow. “I reached in and pulled out a cat!” Caitlin said. “The poor thing was wet and cold, and it wouldn’t stop crying.”

Caitlin brought the cat to the vet. If no one claims the cat, Caitlin’s parents say she can keep her.



Caitlin Smith dug this hole to free the trapped cat.

1. The article tells about—
- ☐ Wildflower Road.
 - ☐ the dangers of snow.
 - ☐ how to care for your pet.
 - ☐ a girl’s rescue of a cat.

2. The author of this article—
- ☐ used Caitlin’s words.
 - ☐ made up a story.
 - ☐ guessed what happened.
 - ☐ found the cat.
3. This story tells what happened—
- ☐ in a mixed-up order.
 - ☐ last week.
 - ☐ in the order that the events occurred.
 - ☐ in a backward order.
4. The picture shows—
- ☐ Caitlin’s house.
 - ☐ Caitlin’s school.
 - ☐ how the cat got trapped.
 - ☐ the hole that Caitlin dug.
5. This article probably appeared—
- ☐ in a local newspaper.
 - ☐ in a school textbook.
 - ☐ on a neighborhood sign.
 - ☐ in a storybook.



Notes for Home: Your child reviewed elements of text structure. **Home Activity:** Read a newspaper or magazine article with your child. Talk about how the author interviews real people and reports what they say in order to tell the story.

Name _____

Visualizing

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

A Day at the Pond

Sunlight danced across the water. Becca took off her shoes and waded into the pond. Her feet sank into the soft, squishy mud.

Two ducks swam toward her very fast. Becca could hear the steady mumble of their quacking. She threw them a chunk of bread.

“Hey!” Becca yelled as the bigger duck pushed the smaller duck out of the way. “You’re greedy.” Every time Becca threw a piece of bread, the big duck grabbed it.

“Here,” she said to the smaller duck. “This one is for you.” She threw a piece of bread right to the little duck. Becca laughed as the little duck grabbed the bread in its beak and swallowed it. “I’m glad you like it,” she said. “I’ll come back tomorrow with more.”

1. What kind of day is it?

- ☐ cloudy
- ☐ rainy
- ☐ sunny
- ☐ chilly

2. The mud feels—

- ☐ hard and dry.
- ☐ painful.
- ☐ slimy.
- ☐ soft and squishy.

3. Becca can hear—

- ☐ ducks quacking.
- ☐ insects humming.
- ☐ birds singing.
- ☐ wind blowing.

4. The ducks swim

- ☐ very fast.
- ☐ in a circle.
- ☐ slowly.
- ☐ with their heads under the water.

5. When she feeds the ducks, Becca is probably—

- ☐ smiling.
- ☐ frowning.
- ☐ crying.
- ☐ sneezing.





Notes for Home: Your child reviewed visualizing story details. **Home Activity:** Work with your child to write a paragraph describing a place. Include details about the place’s sights, sounds, smells, and tastes, as well as things you can touch there.

Name _____

Magazines/Newsletters

Directions: Read the newsletter. Use it to answer the questions below.

 <h1 style="text-align: center;">Basketball News</h1> 	
Thompson Brings Victory <p>Tina Thompson scored 10 points in last night's game leading Gino's Giants to victory over Shawn's Shooting Stars. Both teams came into the game with a 3–0 record. Although the Shooting Stars played well, Thompson was the real shooting star of the evening.</p>	
Letters to the Editor <p>Dear Editor, I think basketball is the best sport around. Not only is it great exercise, but it is fun too. Basketball players are the greatest athletes in the world. Bouncing Bob</p>	Advertisements <p>Old and new basketball cards in mint condition. Buy Now! Call 55P-LAY-BALL.</p>

1. What is the name of the newsletter? _____

2. Who might subscribe to this newsletter?

3. If you wanted to sell a backboard and basketball, how might you use the newsletter?

4. What is the name of the news story? _____

5. Which section lets readers express their opinions? _____



Notes for Home: Your child read a newsletter and answered questions about it. **Home Activity:** Read a simple magazine or newsletter. Have your child point out the different parts. Then challenge your child to write a news story, an advertisement, or an editorial.

Research and Study Skills: Magazines/Newsletters

Name _____

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

A Skinned Knee and Good Friends

Kendra hit the volleyball over the net. Two players on the other side both ran forward. Ryan fell against Jackie, and she fell to the ground.

“I’m sorry,” said Ryan.

Kendra and her teammate Logan ran to help. Jackie’s knee was bleeding. Ryan helped Jackie hop to a bench, while Logan ran for a wet paper towel. Just then a car honked outside the playground.

Ryan turned to look. “That’s Mom,” he told Logan.

“Come on,” said Logan to Jackie. “She’ll give you a ride home.”

The boys helped Jackie hop to their mother’s car. Kendra watched them go. She bounced the ball a few times. Then she started for home too.

1. What made Ryan say he was sorry?
☐ He missed the ball.
☐ He hit Jackie with the ball.
☐ He hit Kendra with the ball.
☐ He made Jackie fall.

2. What happened because of Jackie’s fall?
☐ They agreed to end their game.
☐ Jackie hurt her knee.
☐ Logan called his Mom.
☐ Ryan fell down too.
3. When the car horn honked, what happened?
☐ Logan’s mother began to wave.
☐ Jackie asked for a ride home.
☐ Ryan turned to see who it was.
☐ Ryan and Logan ran to see who it was.
4. Why did Ryan and Logan leave?
☐ Their mother came to get them.
☐ They needed to get Jackie to a doctor.
☐ Jackie couldn’t play anymore.
☐ Ryan felt bad about bumping into Jackie.
5. Why did Kendra go home?
☐ Her team had won the game.
☐ There was no one left to play.
☐ She was worried about Jackie.
☐ She had to catch a bus.



Notes for Home: Your child identified causes and effects in a story. **Home Activity:** Make up an event for your child to think about. Explore the things that this event would cause to happen. For example: *What would happen if a gorilla walked into your classroom?*

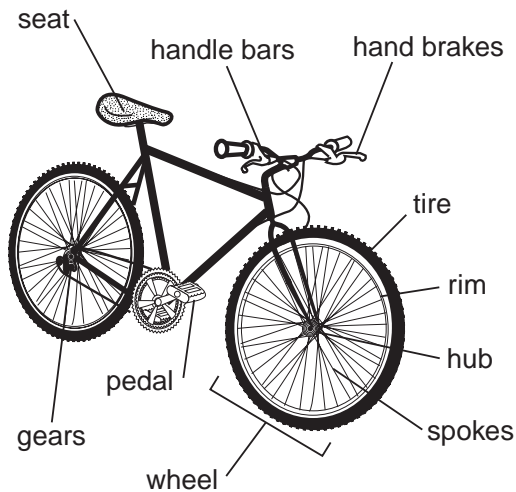
Name _____

Manual

A **manual** contains directions that help readers use or understand something.

Directions: Use the bicycle manual page to answer the questions.

Different Parts of a Bicycle



Adjusting the Height of the Seat

Use a wrench to loosen the bolt on the bar beneath the bicycle seat. Raise or lower the seat as needed. Tighten the bolt to hold the seat in place.

Filling a Tire with Air

Locate the nozzle on the inside rim of the tire. Remove the cap from the nozzle. Attach a standard bicycle pump to the nozzle. Use the pump as directed. Fill the tire until it is firm. Remove the pump. Replace the cap and screw it tightly in place.

1. On which part of a bicycle are the spokes? _____
2. If you were looking for a good place to ride your bicycle, would you look in a bicycle manual? Explain.

3. If you needed to replace a pedal, would you look in a bicycle manual? Explain.

4. What tool would you use to loosen a bolt on a bicycle? _____
5. What tool would you use to fill a tire with air? _____



Notes for Home: Your child identified the kind of information that is found in a manual.

Home Activity: Show your child a manual that you use such as a home-improvement manual or a car manual. Work together to identify the different kinds of information it contains.

Inferences

Inferences are evidence-based guesses. They are the conclusions a reader draws about what is not said based on what is actually said.

Guided Practice

Marco walks into the room wearing a raincoat and carrying an umbrella.

You would probably **infer** that it was raining because people wear raincoats and carry umbrellas when it rains.

Practice

1. Julian just finished the big final test in Mr. Peet's class. Julian had a big smile on his face and gave Mr. Peet a high-five as he left the classroom. What can you infer about how Julian felt about how the test went?

2. You offer your sister a piece of peppermint candy. Instead of eating the candy, she turns her head and makes a sick face. Based on her reaction, what can you infer about how she feels about peppermint candy?

Quiz

1. You are dog-sitting for your neighbor. Every time you go to open the door, the dog is sitting with his leash in his mouth. What can you infer the dog wants you to do?



2. Steve and Greg sat on the bench outside the principal's office. Dirt smeared both of their faces. Greg sneered at Steve and Steve returned the angry glance.

From this description you can infer that

- A. the boys were best friends.
- B. they were in trouble for fighting.
- C. the principal was a nice person.
- D. they needed to call their parents for money.

3. Maria looked in the small cage to see her new pet, Hopper! The carrot Maria had put in the cage was gone. "I guess Hopper was hungry!" she said. What kind of animal can you infer Hopper is?

4. "Achoo!" Becky sneezed. She sneezed again and then a third time. She felt warm and cold at the same time, and her head was throbbing. Becky dragged herself out of bed and called her boss to tell him she would not be at work.

Why was Becky not going to work?

What clues in the paragraph helped you make this inference?

Character Traits

Characters are an important element of a story. The traits of a character can be stated or they can be inferred through the character's actions.

Character traits also help the reader predict what the character would do in certain situations.

Guided Practice

Henry smiles and says hello to people when he sees them. Think of what kind of people exhibit these traits. For example: happy, friendly, outgoing. People who meet Henry might say that he is a friendly person because of his actions. Being friendly is one trait of his character.

Practice

Read the description and use what you know about the character to select an appropriate response.

1. Mary walks into a crowd of people. She immediately stares at her feet rather than looking at the other people.

Mary is someone who

- A. is shy.
 - B. is outgoing.
 - C. is confident.
 - D. likes attention.
2. Marco enjoys helping people in need. A neighbor knocks on Marco's door and asks if he has seen her dog, Muffin, who escaped from the backyard.

What will Marco do?

- A. go back to watching TV
- B. help his neighbor find Muffin
- C. read a book about dogs
- D. tell his neighbor to come back later

Quiz

1. Chris always checks two times to ensure she has locked the door behind her. She only crosses the street at crosswalks and waits for the walk sign to venture across the street.

Chris is

- A. careless.
 - B. imaginative.
 - C. foolish.
 - D. cautious.
2. Nathan will only buy items on sale. He gets the Sunday paper so he can clip coupons and read store specials.

Nathan is

- A. humorous.
 - B. shy.
 - C. thrifty.
 - D. impulsive.
3. Dan yawned and glanced at his clock. It read 10:00. He knew he should start his day with the many chores he had put off. Dan felt too tired to work and rolled back into bed. He slept until 2:00 in the afternoon. When Dan awoke, he decided he would watch TV and do his chores later in the week.

Dan could be described as

- A. visionary.
- B. lazy.
- C. hostile.
- D. energetic.



4. Kyle can usually be found either hanging out with his friends or talking on the phone. A friend calls Kyle and tells him about a party happening on Saturday night. Based on what you know about Kyle, what will he do Saturday night?
- A. go to the party
 - B. go the movies
 - C. read a book
 - D. order a pizza

Point of View

When a writer starts to write a story, she must decide who is going to tell the story. An author can tell a story from the first-person point of view or the third-person point of view.

First person: The person telling the story is the narrator. First person uses words such as I, me, and we.

Third person: The person telling the story is someone not in the story. Third person uses words such as he, she, and they.

Guided Practice

Read the following example.

I ran toward the baseball field. We were about to start the game.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

I ran toward the baseball field. **We** were about to start the game.

Based on the words I and we, you can determine that this example is written in the first person.

Read the next example.

Sandy rode her bike to school today with her friends. They stopped for a soda on the way home.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

Sandy rode **her** bike to school today with **her** friends. **They** stopped for a soda on the way home.

Based on the words her and they, you can conclude that this example is written in the third person.

Notice how these two sentences are similar, but have different points of view.

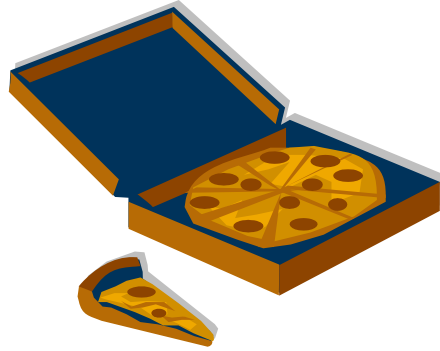
Practice

1. I almost missed the school bus because **my** alarm did not go off.
 - A. first-person point of view
 - B. third-person point of view
2. Helen was standing next to **her** car because **her** car had a flat tire. **She** looked upset.
 - A. first-person point of view
 - B. third-person point of view

Quiz

Read the following sentences and decide if the sentence is written in the first-person point of view or the third-person point of view.

1. One day, Lisa heard a disturbance. It sounded like someone was knocking on her door, but it was coming from the direction of her window.
 - A. first-person point of view
 - B. third-person point of view
2. I wanted to get Lisa's attention, but it was late at night. Instead of ringing the doorbell, I threw a pebble against her window.
 - A. first-person point of view
 - B. third-person point of view
3. I opened a pizza restaurant because pizza is my favorite type of food. I'm featuring a pepperoni and mushroom pizza called "The Ari" because it is my favorite kind of pizza.
 - A. first-person point of view
 - B. third-person point of view



4. Ari's favorite food is pizza. He thinks there is nothing more delicious than pepperoni and mushroom pizza.
- A. first-person point of view
 - B. third-person point of view

Point of View, 2

When a writer starts to write a story, she must decide who is going to tell the story. An author can tell a story from the first-person point of view or the third-person point of view.

First person: The person telling the story is the narrator. First person uses words such as I, me, and we.

Third person: The person telling the story is someone not in the story. Third person uses words such as he, she, and they.

Guided Practice

Read the following example.

I walked home from school today with my friends. We stopped for ice cream.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

I walked home from school today with **my** friends. **We** stopped for ice cream.

Based on the words I, my, and we, you can determine that this example is written in the first person.

Read the next example.

Jade walked home from school today with her friends. They stopped for ice cream.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

Jade walked home from school today with **her** friends. **They** stopped for ice cream.

Based on the words her and they, you can conclude that this example is written in the third person.

Notice how these two sentences are similar, but have different points of view.

Practice

1. Luke takes swimming lessons in the summer. **He** is learning to dive.
 - A. first-person point of view
 - B. third-person point of view
2. I love Saturday mornings. I wake up and go directly to the TV to watch cartoons.
 - A. first-person point of view
 - B. third-person point of view

Quiz

1. Find the sentence written in the third person.
 - A. My class went on a field trip to see how candy is made.
 - B. Steve's mouth watered as he watched the chocolate being made.
 - C. I watched the gumdrops form in a big machine.
2. Pick the sentence written in the first person.
 - A. Monique practiced all week for her audition.
 - B. Finally the list was posted. Monique scanned the names.
 - C. I cannot wait to begin rehearsals as the fairy princess.

3. Which sentence is in the third-person point of view?
- A. Chan wants to be a firefighter when she grows up.
 - B. I love helping people and doing exciting things.
 - C. Adventure always seems exciting to me.



4. Choose the sentence written in the first-person point of view.
- A. Students pressed their noses against the classroom window.
 - B. Big snowflakes fell from the sky and coated the ground.
 - C. I love snow days as long as I do not have to shovel the snow.

Walrus

by Chris Offenburger Walsh

Two-ton wonders
Traveling in herds,
Snuggling close together,
Saying snorts instead of words.

Good thing your hide is thick enough
For sitting in the snow.
A beast so big would need to rest
Before getting up to go!

How do you eat those crunchy clams
Or glide on out to sea,
With ivory tusks so very long?
Do you get long cavities?

I'd love to watch you for a day
As you sit and soak up sun,
Then waddle and dive deep into
The ocean for some walrus fun!



Walrus

Practice

1. What are two words in the poem that rhyme?
 - A. snorts and words
 - B. big and need
 - C. snow and go
 - D. sit and soak
2. What is another word for tusks in line 11?
 - F. whiskers
 - G. arms
 - H. hairs
 - J. teeth
3. According to the poem, how do walrus travel? _____

Quiz

1. What is the rhyming pattern in the poem?
 - A. Odd number lines rhyme..
 - B. Even number lines rhyme.
 - C. The third and fourth lines rhyme.
 - D. The first and second lines rhyme.
2. According to the poem, what do walrus eat? _____
3. What word does the poet use to describe the walrus?
 - A. thick
 - B. big
 - C. long
 - D. deep

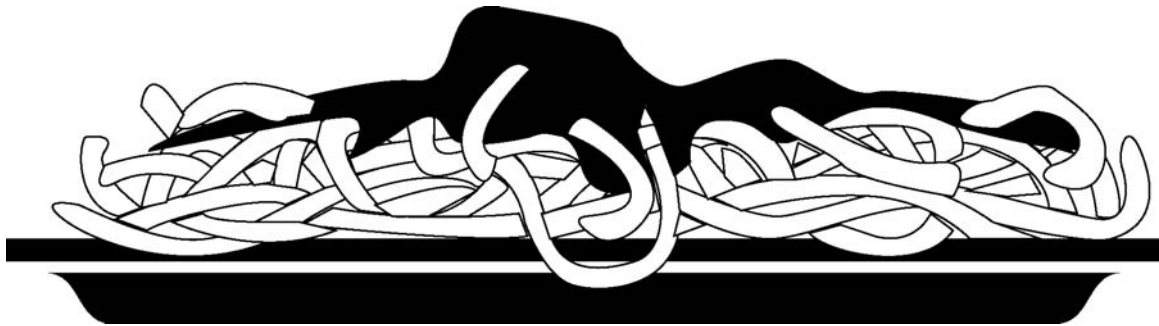
Spaghetti Dinner

by Chris Offenburger Walsh

My baby brother ate spaghetti,
And he had it up his nose.
Plus, then we found,
As we looked around,
It was also between his toes!

Oh my gosh, spaghetti dinner
Was stuck all over his clothes!
It hardly seemed fair
That it was wrapped in his hair
Like carefully placed barrettes and bows!

Following dinner with all this mess,
I feel it is probably safe to disclose
He sat in the sink,
And before he could think,
Mom rinsed him off with the sink's sprayer hose!



Spaghetti Dinner

Practice

1. What are three words in the poem that rhyme?

2. The poet compares spaghetti to

- A. barrettes and bows.
- B. clothes and hair.
- C. toes and noses.
- D. a sink and a hose.

3. Name two places the baby had spaghetti.

Quiz

1. What is the rhyming pattern in each verse?

- A. Lines 1, 2, and 3 rhyme, and lines 4 and 5 rhyme.
- B. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme.
- C. Lines 1, 2, and 4 rhyme, and lines 3 and 5 rhyme.
- D. Lines 1, 3, and 5 rhyme, and lines 2 and 4 rhyme.

2. What line of the poem indicates that the baby was not expecting to get sprayed with the hose? _____

3. Who is the narrator, or speaker, in the poem? _____

Point Of View #2

When a writer starts to write a story, she must decide who is going to tell the story. An author can tell a story from the first-person point of view or the third-person point of view.

First person: The person telling the story is the narrator. First person uses words such as I, me, and we.

Third person: The person telling the story is someone not in the story. Third person uses words such as he, she, and they.

Third-person omniscient: The narrator is all-knowing and can see into the minds of all of the characters. Third-person uses pronouns such as he, his, she, hers, it, and them.

Guided Practice

Read the following example.

I walked home from school today with my friends. We stopped for ice cream.

In the example, look for key words to indicate if it is written in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

I walked home from school today with **my** friends. **We** stopped for ice cream.

Based on the words I, my, and we, you can determine that this example is written in first person.

Read the next example,

Mandy walked home from school today with her friends. They stopped for ice cream.

In the example, look for key words to indicate if it is written in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

Mandy walked home from school today with **her** friends. **They** stopped for ice cream.

Based on the words her and they, you can conclude that this example is written in third person.

To make this sentence third-person omniscient, we find out what all of the characters do, feel, and think.

Mandy was thinking of the math test she took as she walked with her friends. Jenna wondered why Mandy was walking slowly on their way to get ice cream.

Notice how these two sentences are similar, but have different points of view.

Practice

1. I almost missed the school bus because **my** alarm did not go off.
 - A. first-person point of view
 - B. third-person point of view
 - C. third-person omniscient point of view
2. Helen was standing next to **her** car because **her** car had a flat tire. **She** looked upset.
 - A. first-person point of view
 - B. third-person point of view
 - C. third-person omniscient point of view

Quiz

1. Which sentence is in first person?
 - A. I looked up from reading my book and noticed that I was the only one remaining.
 - B. They look forward to summer vacation every year. This summer they plan to go camping.
 - C. The store clerk gazed out the window, wishing for a customer to stop.
 - D. She likes scary movies, but this one was a little too horrifying.

2. Choose a sentence written in third person.
- A. My heart jumped as I saw the amusement park flags waving in the distance.
 - B. Her sister believes that hot days are best spent indoors or at the pool.
 - C. The mosquitoes trailed after me as if I were the main course.
 - D. I barely recognized my dog after she returned from the groomer.

Read the following example and select the correct point of view:

3. Julie was sad, knowing this was the last time she'd see Adam before boarding the plane. As he said good-bye, Adam wondered when he'd get the chance to visit Julie in America.

This example is written in

- A. first-person point of view.
- B. third-person point of view.
- C. third-person omniscient point of view.



4. As I looked around the room, I noticed that certain things were out of place. An eerie feeling swept over me.
- A. first-person point of view
 - B. third-person point of view
 - C. third-person omniscient point of view

5. "Cathy, don't you remember me? I'm James Walker." He realized time had changed his looks and voice. Cathy thought she recognized him, but could not quite place him.
- A. first-person point of view
 - B. third-person point of view
 - C. third-person omniscient point of view

Point of View

When an author writes a story, she must decide who will tell the story. An author can tell a story from **first-person point of view**, **third-person point of view**, or both points of view.

In first-person point of view, the person telling the story is the narrator. First-person point of view uses words such as "I," "me," and "we."

In third-person point of view, the person telling the story is not in the story. Third-person point of view uses words such as "he," "she," and "they."

Example A

I walked home from school today with my friends. We stopped for ice cream.

In the story, look for key words to indicate whether it is written in first-person point of view, third-person point of view, or both. Based on the words "I," "my," and "we," this story is written in first-person point of view.

Example B

Derrick likes to go to a lot of places when he is camps. His favorite place is Kent Park.

In the story, look for key words to indicate if it is written in first-person point of view, third-person point of view, or both. Based on the words "he" and "his," this story is written in third-person point of view.

Practice

Choose the correct point of view in which the following sentences are written.

1. When I got up this morning, I brushed my teeth. Then I got dressed and fed my cat breakfast.
 - A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view
2. Suzanne is on the swimming team. She loves to swim. Her coach thinks she is a good swimmer.
 - F. first-person point of view
 - G. third-person point of view
 - H. first- and third-person points of view
 - J. neither first- nor third-person point of view

Quiz

1. Which sentence is written in third-person point of view?
 - A. I have a new car.
 - B. My new car is sporty.
 - C. Mandy's car is blue.
 - D. We are going driving tonight.
2. Which sentence is written in first-person point of view?
 - F. They will travel to many cities.
 - G. She wants to travel state to state.
 - H. My dream is to visit Cairo, Egypt.
 - J. The agent will have a plane ticket for her.

3. Which sentence is written in third-person point of view?

- A. I wish I could see movies every day.
- B. My brother said he would take me to the movies.
- C. Scary movies are my favorites.
- D. The movie scared them.

4. Which sentence is written in first-person point of view?

- F. My favorite subject is science.
- G. She likes the experiments.
- H. They went on a field trip
- J. She saw a lot of plants and animals.