



3.0 EDUCATION PROGRAM

5th
grade

LANGUAGE ARTS

5th
grade



Practice Book A

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Name _____

**A. Select the best word from the choices in parentheses.
Then write the correct word on the line provided.**

1. Have you seen the (categories, corners) of talents that will be allowed at the talent contest? _____
2. Did you see the size of the stage? It's (slow, gigantic)! _____
3. We walked to the contest in the rain, and now our clothes are (soggy, dry).

4. The man was tired, so he (slumped, sat up) in his chair and went to sleep.

5. Cynthia twisted (blocks, strands) of hair around her finger.

6. If we write a paper, will Mr. Price give us extra (credit, time)?

7. Our school has lights in front of the stage, so all of the performers have a (luminous, dark) glow on their faces. _____
8. All of the performers were quite (splendid, capable) of putting on a good show. _____

B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.

9. _____

10. _____

Name _____

The **characters** are the people or animals in a story. The **plot** is a series of events that take the characters through an experience or change. In some stories the plot includes a problem that a character faces and solves.

Read the passage and answer the questions below.

Tuesday I caught a bad cold and had to stay home from school. The next day was Wednesday, and Mrs. Mandle always assigned an essay that day. That afternoon I called my best friend, Roberto. He is a great writer and listens perfectly to Mrs. Mandle's essay questions. However, when I called Roberto, his voice was muffled and what he said wasn't very clear.

"Mike," Roberto said, "the essay is on 'what makes blueberry pies?'"

"What?" I said. "The essay is on 'what makes blueberry pies?'"

"Yes," he said. "I hope you feel better. I have to go to digger now."

That night I wrote about blueberry pies and how to make them. The next day I felt better and went to school. I saw Roberto and talked about my blueberry pie essay.

"Blueberry pies?" Roberto asked. "We didn't have to write about blueberry pies. Our essay was about 'what makes blue skies.'"

1. Who are the characters in this passage? _____

2. What is Mike's main problem? _____

3. Why does Mike call Roberto for the essay question? _____

4. What could Mike have done differently to solve his essay problem?



Name _____

As you read *Miss Alaineus*, fill in the Character and Plot Chart.

Character	Plot

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How does the information you wrote in this Character and Plot Chart help you analyze the story structure of *Miss Alaineus*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses and breaks in the text.

10 Freddy slapped the table as he snorted. “Check this out,
Eva!” he said between chuckles.

15 Freddy grabbed my sketchbook and held it up next to my
26 startled face. Eva frowned, looked confused, and then finally
35 a gigantic smile crossed her face.

41 “You’re good, Nadia,” she said. “But, I don’t get it.”

51 What I’d drawn was a cartoon of *me*, with an oversized
62 head and tiny body. I’d added my trademark features.

71 A banner at the top read, “Science UN-Fair.” Question marks
81 spun around my head and I had a very confused look—a
93 perfect caricature, I might add.

98 Freddy turned to me and said, “Eva was in the nurse’s
109 office during fifth period. Remember? She got hurt playing
118 soccer during lunch.”

121 “Oh, yeah,” I said. And then I told Eva what she had
133 missed. 134

Comprehension Check

1. Who is the main character of this story? **Character**
2. What did Nadia draw in her sketchbook? **Plot**

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



Name _____

Photographs or drawings provide a visual image of what is happening in the story. **Captions** help explain what the photographs or drawings are about.

Look at the drawing and read the caption. Then answer the questions.



Fifth graders learn about fitness and health by running a one mile race.

1. What does the drawing show? _____

2. What other information do you learn from the caption? _____



Name _____

You can learn the meaning of an unfamiliar word by using the words around it as clues. Look at the words that appear near the word that you don't know, and try to find a **synonym** of that word to help you figure out its meaning. Remember that a synonym is a word with a similar meaning.

Circle the synonym of the underlined word in each sentence.

1. The size of the hot-air balloon decreased and diminished as air was let out of it.
2. The awful sound was unbearable and it woke me up.
3. The roses flourished and thrived more than any other plant in Mrs. Lyon's garden.
4. It can be hazardous to play near a downed power line because electric currents are dangerous.
5. Chris was modest about winning his national award because he is humble.
6. The extravagant party had circus performers, an orchestra, and chefs. Bob thought it was too expensive for only a few guests.
7. The letter was anonymous so the sender is unknown.
8. The basketball team returned victorious because they had won the state championship.
9. The teachers said soda is prohibited because bottles are forbidden in the gym.
10. The paper towel will soak up the spilled milk because it will absorb all the moisture.



Name _____

The letters *a*, *e*, *i*, *o*, and *u* usually stand for the short vowel sounds /a/ in *damp*, /e/ in *ten*, /i/ in *sit*, /o/ in *hop*, and /u/ in *fun*. Some words with short vowel sounds do not follow this pattern. For example, *ea*, as in *head*, can have the /e/ sound and *ou* followed by *gh*, as in *rough*, can have the /u/ sound.

Place each word in the column that describes the short vowel sound found in the word.

batch	rough	stump	jut	tenth
dove	myth	nick	sense	cot
lead	notch	scan	tough	damp
lot	stamp	sick	fence	rhythm

short a	short e	short i	short o	short u
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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At Home: Work with a parent or helper to add as many words as possible to each column in the chart.