

READING COMPREHENSION PACKET

This PDF contains a packet of worksheets that contain a collection of short reading passages and activities for you to print out and use this summer. Each reading passage is designed to reinforce a specific comprehension strategy (*main idea/details, sequencing, cause & effect, etc.*). These strategies are listed and explained on the sheet marked, **How to Be a Good Reader**, which can be found in the front of your packet. Complete as many of these sheets as you like. You can decide on a good pace for your child; for example: one sheet per week. This is an **optional activity**, but fairly quick and easy to complete, so please do consider making this or another age appropriate reading exercise an on-going practice this summer, if possible.

Follow these steps for success:

- 1.) **Read directions** with child (or have him/her read them independently if able)
- 2.) **Have the child read the passage aloud or silently** (*you can alternate between reading aloud and silently since there are 2 passages for each skill*).
- 3.) Have the child **read the questions**.
- 4.) Before answering the questions, the child should *try to find the correct response within the reading passage*. It would be helpful for the child to underline or highlight the sentence or phrase in which the correct response can be found.
- 5.) The child should answer all questions. If he/she is uncertain of a response, encourage the child to **re-read** the selection. If he/she is still unsure, the adult can point out the correct response in the selection and explain why it is correct (model).
- 6.) **Encourage the child** with stickers, smiley faces or positive comments—feel free to write these on their worksheets.
- 7.) Save the completed worksheets. If you choose to, bring them to show me the first week of school and **I will have a special prize for your child to reward all of that hard work!**

Thank you for all of your support!

Feel free to contact me via email this summer if you have any questions.

Sincerely,

Mary Corrigan
Ms. Corrigan

mcorrigan@holyroaryws.org

How to Be a Good Reader

Ask yourself these questions to help you understand what you read:

Main Idea and Details

What is the story mostly about?
What tells me more about the main idea?

Sequence

What happens first, next, and last?
What are the steps to do something?

Cause and Effect

What happens? (the effect)
Why did it happen? (the cause)

Fact and Opinion

Can this be proved true?
Is it what someone thinks or believes?

Compare and Contrast

How are these people or things the same?
How are these people or things different?

Make Inferences

What clues does the story give?
What do I know already that will help?

Prediction

What clues does the story give?
What do I know already that will help?
What will happen next?

Character and Setting

Who or what is the story about?
Where and when does the story take place?

Fantasy and Reality

Is it make-believe?
Could it happen in real life?

Author's Purpose

Does the story entertain, inform, try
to persuade me, or teach me how to do
something?

Nonfiction Text Features

What kind of text am I reading?
What does it tell me?

Visual Information

Is there a picture, chart, or graph?
What does it tell me?

A Cabin in Syracuse, 1855

Read the historical fiction.

Then follow the directions in the Text Marking box.

In the years before the Civil War, some concerned citizens teamed up to assist runaway slaves in their perilous effort to escape bondage. They formed a network of safe houses along the routes north. Elijah's cabin in Syracuse, New York, was part of this Underground Railroad.

One blustery winter night, the family awoke to frantic rapping at the door. Elijah opened it to see Amos, a friend from nearby Manlius, with two runaways—a young woman and a small girl, both looking terrified and both shivering in drenched, tattered clothes.

"Come, sit by our fire," said Elijah's mother, who was welcoming. "I'll have Elijah get it roaring again, and then I'll find you some dry clothes and warm food."

"Oh, thank you kindly, ma'am," replied the woman as the two runaways entered. "I'm Nola, and we've been running hard for days. My little Ruby here is powerful hungry."

Meanwhile, Elijah listened carefully to his instructions from Amos. "You'll keep them here two days," he said gravely. "Best get your hiding space ready, as slave catchers have been spotted nearby."

Flashing two fingers to signal his mother, Elijah then sat with the guests as they ate and drank heartily. *How long had it been since their last meal,* he wondered. Whiskers trotted over to meet the strangers. Ruby timidly stroked the furry cat and smiled—possibly for the first time in days.



Text Marking

Identify who the story is about.

☐ Circle the main character.

☐ Box the other characters.

 Underline details about each character.

A Cabin in Syracuse, 1855

► Answer each question. Give details from the historical fiction.

1

Who is telling this story?

- ☐ A. Amos ☐ B. Elijah ☐ C. Elijah's mother ☐ D. a narrator

What helped you answer? _____

2

Which is a synonym for *bondage*?

- ☐ A. employment ☐ B. slavery ☐ C. starvation ☐ D. freedom

What helped you answer? _____

3

Make inferences using details from the story. What kind of person is Elijah?

4

What is the purpose of the opening paragraph?

The Record Setter

Read the humorous story.

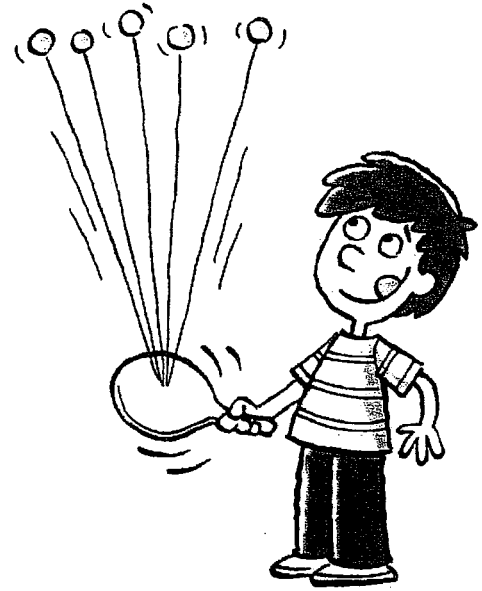
Then follow the directions in the Text Marking box.

My brother, Alex, is generally considered to be a reliable, clever, thoughtful fellow. I say “generally” because of things like what he’s doing right now.

Picture this and you’ll understand. While I, Nate, sit here playing a video game and texting with half my friends—two perfectly normal things to be doing for amusement—what is he occupied with? Alex is standing over there, counting softly to himself 79, 80, 81, 82... while he repeatedly bats a rubber ball attached by an elastic string to a wooden paddle. This is nonsensical behavior, is it not?

You might think I’m being too hard on Alex, as brothers sometimes can be to one another. On the contrary, I’m being lenient. You see, this time it’s paddle-ball batting, but the last time—and I refer to just a few weeks ago—the challenge was standing on his head for as long as he could, with a timer set up on the rug. Of course, he had to read it upside down, but I suppose he got better at it day by day. Maybe he should’ve put the timer upside down, too.

Frankly, I’m getting a bit concerned. What if one of his goofy pals introduces him to alligator wrestling? Or what if he gets enticed to take up tightrope walking from skyscraper to skyscraper? I tell you, for Alex, these ideas are not too far-fetched!



Text Marking

Identify the main character in this story. Read for clues about point of view.



Box signal words that suggest who tells the story.



how the story is told.



first person



third person



Circle the name of the main character.



Underline words or phrases that describe the main character.

The Record Setter

► Answer each question. Give details from the humorous story.

1 To amuse himself, Nate likes to...

- ☐ A. ...wrestle alligators. ☐ C. ...play table tennis.
☐ B. ...praise his brother. ☐ D. ...play video games.

What helped you answer? _____

2 Which is a synonym for *lenient*?

- ☐ A. easygoing ☐ B. critical ☐ C. loving ☐ D. harsh

What helped you answer? _____

3 How does Nate use exaggeration to get across his point about his brother's behavior?

4 Imagine Alex describing Nate. How might the story be different?

Mile-and-a-Quarter Monkey

Read the descriptive story.

Then follow the directions in the Text Marking box.

It had taken us nearly five hours from the river to reach Three-Mile House that hot summer day in the Grand Canyon. We were already tiring from the hike, and knowing that a relentlessly uphill slog still lay ahead, we gratefully rested there.

The trail wound upward through awesome—in the true sense of the word—scenery, rich with spectacular rock formations. The other hikers in the hut, also fatigued from their challenging climbs, seemed in an upbeat mood. Eventually, we gathered our courage to resume the twisting trail to the rim.

Mile-and-a-Half House was our next stopping point, and reaching it was a steady struggle. Our muscles ached, our gusto was diminished, and we were drained upon arrival. After a much-appreciated second rest, longer than our first, we reluctantly began the final leg of our ascent.

The hike was not getting any easier in the heat, and we paused continuously. While wishing the trek were over, we spotted it overhead: an immense monkey face! That's precisely what the eroded rocks looked like. We excitedly told everyone we passed about where to see Mile-and-a-Quarter Monkey, as we named it. Each hiker gladly promised to keep a lookout for it. Suddenly, amazingly, we felt a renewed bounce in our step. Discovering the giant monkey face had put wings on our feet. Energized, we practically flew out of the canyon, and that was awesome, too.



Text Marking

Think about the setting and mood of the story.

☐ Box WHEN it takes place.

☐ Circle WHERE it takes place.

☒ the setting.

☐ realistic

☐ imaginary

_____ Underline details that set the mood.

Mile-and-a-Quarter Monkey

➤ Answer each question. Give details from the story.

1 What best describes the mood of the hikers as they approached their second rest stop?

- ☐ A. bored and miserable ☐ C. exhausted and a little grumpy
☐ B. gloomy and disappointed ☐ D. cheerful and full of anticipation

What helped you answer? _____

2 Which would be a *trek*?

- ☐ A. a car ride to the mall ☐ C. a skateboard ride down a hill
☐ B. a lengthy hike in the snow ☐ D. a relaxing stroll around the block

What helped you answer? _____

3 What factors made the hike so challenging?

4 Explain the reason for the hikers' change in mood on the final leg of their ascent.

Block Party Celebrity

Read the community story.

Then follow the directions in the Text Marking box.

Newly moved in and eager to meet their neighbors, the Guerrero family had a great idea. They would serve Rosa's delicious *elote*, a favorite savory dip made with corn and cheese, at the block party.

They set up their table in front of their house, located at the quiet end of the block, far from the busy avenue. The family was in a jovial mood as they set up aluminum trays of *elote*, tortilla chips, plastic bowls, forks, and napkins.

Despite the appealing aroma of corn, few people strolled over, distracted by temptations elsewhere on the block. With few neighbors to serve, Ms. Guerrero permitted Yimi and Luisa to explore. When they returned, ice creams in hand, a commotion grabbed their attention. It was the town's mayor, Elena Carillo-Lopez, and her entourage. They had arrived at the Guerrero's end of the block.

The mayor stopped first at their table, smiling warmly as Luisa heaped *elote* into a bowl, added some chips, a fork, and served it with a napkin.

"Holy *guacamole*, your *elote* is the best!" the mayor exclaimed, glowing with each mouthful.

Rosa blushed, saying, "*Gracias, señora.*"

Well, that did it. It seemed now that everybody else made a bee-line to the Guerrero table for *elote*. They were newcomers no longer.



Text Marking

Think about the key events of the story.



Circle 4 main events in the story.



Underline details about each event.

Block Party Celebrity

➤ Answer each question. Give details from the community story.

1

Why did the Guerreros set up a table at the block party?

- ☐ A. They wanted to meet the mayor.
- ☐ B. They wanted to open a restaurant.
- ☐ C. Their house was located at the end of the block.
- ☐ D. They hoped the block party would help them meet their neighbors.

What helped you answer? _____

2

What happened after the mayor tasted the *elote*?

- ☐ A. Ms. Guerrero voted for the mayor. ☐ C. The children finished their ice creams.
- ☐ B. Many others came over to try it. ☐ D. The mayor left to get a beverage to wash it down.

What helped you answer? _____

3

What caused the Guerreros to no longer feel like newcomers?

4

Explain the meaning of the title. Who is the celebrity at the block party?

The Relief Pitcher

Read the sports story.

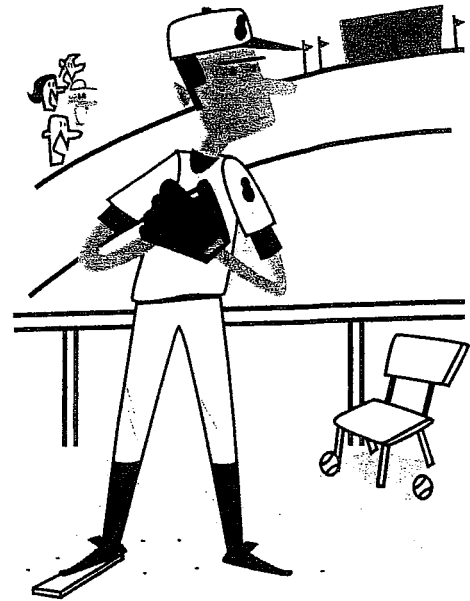
Then follow the directions in the Text Marking box.

Wilson is clearly in trouble—he has walked two batters in a row, has been taking too much time between pitches, and looks weary. Recognizing this, the team's manager and pitching coach exchange worried glances and confer softly. The coach picks up the phone in the dugout to call the bullpen coach, step 1 in the relief-pitching process.

Next, there is action in the bullpen behind left field. Two pitchers, a righty and a lefty, get up. After doing a series of gentle stretches, each hurler grabs his glove, stands on a mound, and begins to toss the ball softly to his catcher. After briefly warming up, both relievers start throwing harder, expecting that one of them will likely be called into the game.

Then there is more trouble for Wilson. Another walk draws the manager from his perch by the dugout railing. He's had enough. On his way to the mound, he waves his left hand, signaling the bullpen. Seeing this, the lefty stops throwing, opens the bullpen gate, and jogs to the mound to replace Wilson.

When the manager reaches the mound, he takes the ball from the struggling pitcher, who leaves the field with his head down. Next, the manager greets the incoming reliever, and gives him the ball and some encouragement. Finished, the manager trots back to the dugout, hoping he's made the right choice.



Text Marking

Mark the sequence of events in the story.



Box at least 7 signal words about sequence and time.



Underline some key events.

1-2-3-4... Number the events in order.

The Relief Pitcher

► Answer each question. Give details from the sports story.

❶ What is the manager's first step in the process of relieving his struggling pitcher?

- ☐ A. He has the coach call the bullpen to get pitchers warming up.
- ☐ B. He begins tossing the ball softly.
- ☐ C. He walks another batter.
- ☐ D. He walks to the mound.

What helped you answer? _____

❷ Why are the manager and coach concerned?

- ☐ A. It is raining.
- ☐ B. They don't know what to do.
- ☐ C. There is action in the bullpen.
- ☐ D. They think that their pitcher is tiring.

What helped you answer? _____

❸ Make an inference about the narrator of this baseball story?

❹ Summarize the events in this story, focusing on the conflict and its possible resolution.

Talent Show Contest

Read the entertainment story.

Then follow the directions in the Text Marking box.

Ms. Spira, the music teacher, was nearly finished auditioning hopefuls for the upcoming talent show. She announced to the two remaining candidates that there was just one spot left to fill, which caused Tameka and Kai to glance nervously at each other across the room. Tameka, a talented dancer, hoped to show off her technique and style in the show, while Kai, a gifted pianist, dreamed of becoming a professional musician and wanted this opportunity to perform. Though each hoped desperately to be selected, that seemed impossible now, with only two more try-outs for one opening.

Kai moved beside Tameka. "I know you're an awesome dancer, and you know I'm great on the piano. Too bad we've got to battle each other," he whispered.

"Oh, that's kind to say, but one of us is simply going to be disappointed," Tameka answered.

Kai asked, "What music are you dancing to?" Tameka replied that she planned to dance to the hit, "Sweet, Fleet Feet." Kai originally planned to play a classical waltz by Frederic Chopin. But he also knew "Sweet, Fleet Feet" and could play it energetically, so he suggested something to Tameka that made her grin.

Then Ms. Spira turned to Tameka and Kai to ask, "Who's next?"

"Both of us—we've become a team!" they responded. The friends chattered as they went onto the stage. "May we please have a few moments to warm up?" Tameka politely asked.



Text Marking

The story describes a problem. Identify it and think about how the characters responded to it and found a way out.



Box the conflict.



Circle the ways that Kai and Tameka reacted to the conflict.



Underline the resolution.

Talent Show Contest

► Answer each question. Give details from the entertainment story.

1

Who is telling the story?

- ☐ A. Ms. Spira ☐ B. Tameka ☐ C. Kai ☐ D. a narrator

What helped you answer? _____

2

Two words that could describe everyone auditioning for the talent show are...

- ☐ A. ...dancers and pianists. ☐ C. ...hopefuls and candidates.
☐ B. ...best friends and hopefuls. ☐ D. ...jugglers and musicians.

What helped you answer? _____

3

Why did Tameka ask Ms. Spira for a few moments to warm up?

4

What inferences can you make about Kai based on his idea?

The Shipwreck

Read the fable, adapted from Aesop.

Then follow the directions in the Text Marking box.

Long ago, when dolphins were friendly toward humans, shipwrecked sailors often told of being rescued by holding onto a dolphin's back for a ride to shore. Also at that time, ships commonly carried animal mascots, like monkeys, who were known to be smart, entertaining companions, and good at mimicking the sailors.

One stormy night near Athens, Greece, a ship broke apart, dumping its sailors into the sea. Struggling, they grabbed onto anything they could to stay afloat. Emulating them, the monkey clung to an oar.

A dolphin swimming past, mistaking the monkey for a sailor, invited him to climb onto her back and grasp her tightly while she carried him to land. She politely asked, "Are you from Greece?"

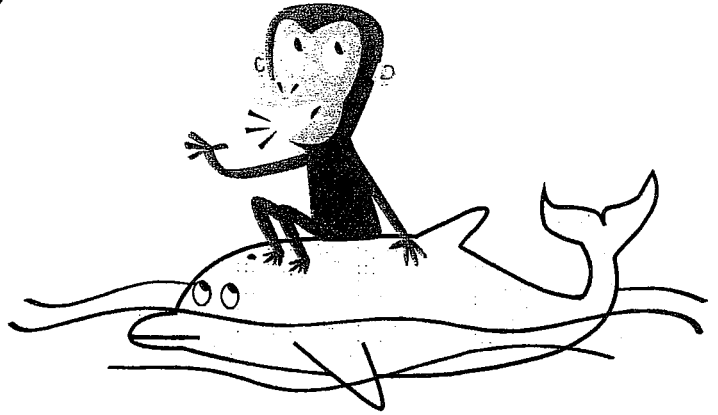
"Yes, my family is from Athens," replied the monkey.

"You sound like a well-educated person," said the dolphin respectfully. So the monkey began to regale her with fantastical tales; but all were lies. Soon the dolphin interrupted the monkey's yammering to indicate land on the horizon.

"As an Athenian," the dolphin said, "you must surely know Piraeus."


"Naturally!" the monkey replied. "Piraeus is my father's first cousin, whom we visit often because he is our favorite relative."


Knowing that Piraeus was the port nearest Athens, the dolphin realized the monkey was an imposter. So she dove under the waves, letting the monkey swim on his own, and sought an honest man to save.



Text Marking

Use context clues to unlock meaning.

 Circle the words **mascots**, **emulating**, **regale**, and **yammering**.

 Underline context clues for each.

The Shipwreck

► Answer each question. Give details from the fable.

1

Which word is a synonym for *mimicking*?

- ☐ A. realizing ☐ B. emulating ☐ C. yammering ☐ D. entertaining

What helped you answer? _____

2

Which is the most appropriate moral for this fable?

- ☐ A. Look before you leap. ☐ C. A liar deceives no one but himself.
- ☐ B. The memory of a good deed lives. ☐ D. A friend in need is a friend indeed.

What helped you answer? _____

3

According to this fable, why did sailors bring animals aboard ship?

4

Why did the dolphin dive under the waves at the end?

To Go or Not to Go

Read the science fiction story.

Then follow the directions in the Text Marking box.

"It's the opportunity of a lifetime, Rashid. We'll be pioneers!" said Dr. Donovan.

Despite his mother's enthusiasm, Rashid wasn't convinced that joining a new colony on Mars was a good idea. "But Mom," he said, "we'd have to stay there at *least* two years. And when you add on the six months or more it will take to get there and the same to return, we'd be away from home and friends for three years—or longer! It'll be 2051 when we finally get back, and I'll be sixteen already!"

"But Rashid, just think of the advantages, not the least of which is how much time we'll spend together as a family."

Unconvinced, Rashid responded, "Mom, taking this trip is not only unappealing, but probably unhealthy, too. We'll be exposed to deep-space radiation. Plus, life in that planet's low-gravity environment might be too weird. For instance, what will we do for entertainment? I don't expect we'll find swimming pools, hockey rinks, or restaurants!"

Rashid's mother knew all this, but she was passionate about going, believing that after preparation and study, they could meet each potential challenge. "Just think how exciting it would be, darling," she replied, "an experience like no other. How can I encourage you to be as excited as I am about this chance for adventure?"

"I'm not that excited to bring back Martian microbes, Mom. Can I go to hockey practice now?"



Text Marking

Make an inference: How does the story reveal the personalities of Rashid and his mother?

_____ Underline text clues.



Think about what you already know.

To Go or Not to Go

Answer each question. Give details from the science fiction story.

1 Something is *the opportunity of a lifetime* if it is _____.

- ☐ A. challenging ☐ B. dangerous ☐ C. lively ☐ D. rare

What helped you answer? _____

2 Which description best fits Dr. Donovan?

- ☐ A. argumentative ☐ B. cautious ☐ C. passionate ☐ D. timid

What helped you answer? _____

3 Based on the story, what kind of person is Rashid? In what ways is his personality different from his mother's?

4 What details in the story indicate that it is a work of science fiction?

Febold Feboldson's Find

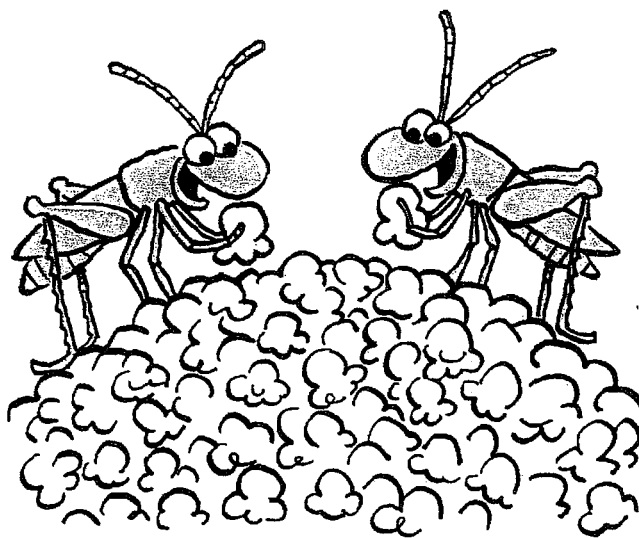
Read the tall tale from the American Midwest.
Then follow the directions in the Text Marking box.

You've probably tasted the popular American popcorn ball. You might imagine some cook thinking to use syrup to stick popcorn together into a tasty snack. Well, that's NOT how popcorn balls came to be, at least according to old Febold Feboldson. He claimed that the popcorn ball invented itself during the weird summer of 1874.

Midwestern farmers called that growing season The Year of Striped Weather. That's because it alternated rainy and hot, not day by day, but by sections of cropland. Fields grew in stripes: first you'd see a mile-wide stripe of crops wilting in the broiling heat, then a mile-wide stripe of waterlogged crops soaking nearly to death.


Febold Feboldson had this situation on his farm. He grew corn in the Dismal River valley and sugar cane on the hills above. One day the sun baked his corn plants so hot that the kernels popped, causing a yellow blizzard. Meanwhile, the rain was drenching his sugar cane stalks so badly that the syrup inside washed out and rolled toward the popcorn. A ball soon formed, growing gigantic as it tumbled along. Febold estimated the giant popcorn ball at about two hundred feet wide!


His neighbor, Bert Bergstrom, witnessed this eye-popping event. Bert offered to help Febold corral the great popcorn ball to impress visitors. But just then, a swarm of hungry grasshoppers devoured the entire very-first popcorn ball.



Text Marking

Summarize the story.
Think about its theme.

 Circle the main idea of the story.

 Underline important details.

Febold Feboldson's Find

➤ Answer each question. Give details from the tall tale.

1

What odd thing happened during The Year of Striped Weather?

- ☐ A. Strange weather made crops grow in striped sections.
- ☐ B. Farmers planted their crops only at night.
- ☐ C. The only crops that grew had stripes on them.
- ☐ D. Febold Feboldson met Bert Bergstrom.

What helped you answer? _____

2

Which word does NOT mean the same as the other three?

- ☐ A. soaked ☐ B. drenched ☐ C. tumbled ☐ D. waterlogged

What helped you answer? _____

3

Explain the meaning of the title of this passage.

4

Why do you think the tall tale ends with grasshoppers devouring the entire popcorn ball?

Name: _____

Date: _____

Comparing Two Nonfiction Texts: A Female Freedom Fighter

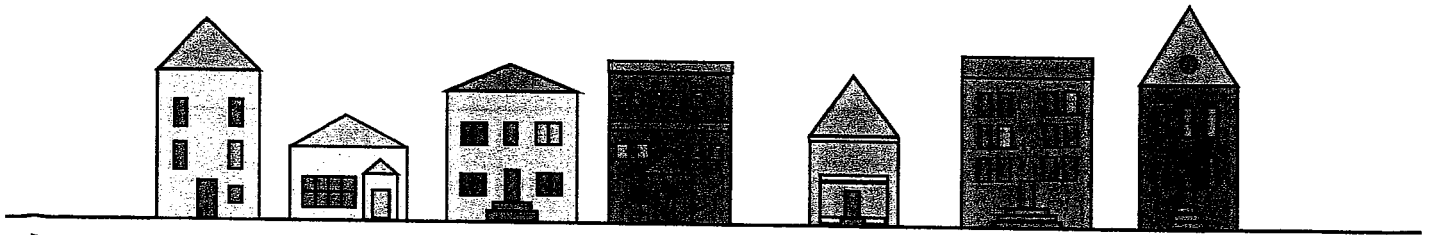
Directions: Using two informational texts on the same topic, complete the graphic organizer.

Text 1:

Have you ever taken a risk? A risk is something that could be dangerous. It could cause harm or loss. Harriet Tubman took many risks for herself, her family, and other slaves.

Harriet Tubman was born a slave in Maryland around 1820. In 1849, she escaped to Pennsylvania, which was a free state, meaning slavery was not legal there. The following year, she returned home in secret to help family members escape slavery. By 1857, she had rescued her mother, her father and one of her brothers. After that, she helped as many as 70 slaves escape to free states, risking her own life to save others. In 1863, she led a raid that freed 750 South Carolina slaves.

The Underground Railroad was a network, or group, of people who worked together to bring slaves to freedom. It was not an actual railroad that you could see. Instead, it was a secret route, or path, that slaves could follow. They would have safe houses and places to stay as they traveled. The people who guided the slaves from place to place were called “conductors.” Harriet Tubman was the most famous conductor on the Underground Railroad.



Text 2:

Harriet Tubman was born as a slave on a plantation in Maryland around 1820. No one, not even Harriet, knew what day she was born – slave families often weren’t allowed to celebrate birthdays. She worked in her owner’s house and in their fields for her entire childhood. When she was older, she married a man named John Tubman.

A few years later, she heard news that the slaves on the plantation she lived on were going to be sold. She did not want to go to another owner, so she decided to run away. Running away was dangerous for slaves in the 1800s. If a runaway slave was found, their owners would often hurt them and punish them.

Once she escaped, she met a friendly woman who helped her hide. At night, she went north, toward states where slaves could be free. She made it all the way to Philadelphia, where she was able to find work. Once she had saved up some money, she went back to Maryland to help her family and friends escape, too. Pretty soon, she was taking slaves of all kinds through the Underground Railroad.

The Underground Railroad was a network of houses owned by people who did not agree with slavery and had promised to hide slaves and keep them safe as they tried to escape north. Slaves traveling on the railroad hid during the day and traveled to the next house at night, until they reached a free state.

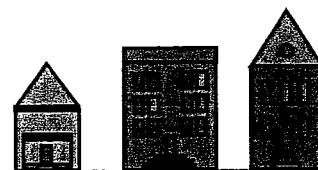
By 1860, she had made 19 trips from the South to the North and had helped over 70 slaves and their families escape slavery. Soon afterward, she worked for the Union Army as a cook, a nurse, and even a spy. When the war was over, she spoke about injustice toward African-Americans and opened a home for elderly people. She cared for others her entire life.

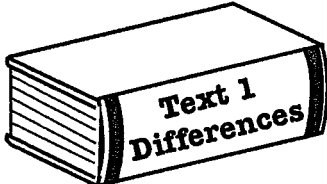
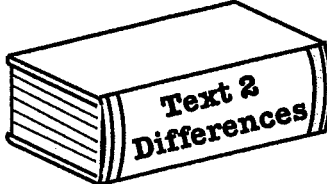
Name: _____

Date: _____



Comparing Two Nonfiction Texts: A Female Freedom Fighter



		Similarities	
Topic What topic is being explored in these two texts? How are the topics different?			
Main Idea What is the main idea or main focus of each of the texts?			
Supporting Details List at least two details that the texts have in common. List at least two details that are different in the texts.			
Written Response: Which text would be better to find information about Harriet Tubman's escape? How do you know?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

❧ Comparing Two Fiction Texts ❧

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT.
What do the stories have in common? What is different about the stories?

DIRECTIONS: Read the texts below and answer the questions that follow.

TEXT 1

Today was the Valentine's Party at school. Marcela had decorated her box so she could store her candy and cards in it. When she got home from school, her sister Janet was waiting anxiously. Janet stayed home from school because she was sick. She missed her class party. She couldn't wait to hear about Marcela's party. She hoped she would share some candy, too.

Marcela walked right past her sister. She had no plan to give her any of the candy that she had earned herself. If Janet wanted candy, she would have to use her allowance money. Then she could buy some for herself.

"Get out of my way," Marcela said to Janet. She went straight to the kitchen table to dump out her box. She loved going through the candy and reading the cards. This was the best part! Janet watched as Marcela smiled and talked about the Valentine's Party. Marcela put her arm out so her sister could not touch any of the candy.

Just then, their mother walked into the kitchen. She noticed that Marcela was being rude. She noticed that Janet's feelings were hurt.

"Marcela," their mother said. "You need to think about sharing with Janet. She was home sick today and didn't get to go to her class party. How would you feel if that were you?"

TEXT 2

Jason was the star soccer player for his team, and games were every Thursday after school. Today was game day and he was eager to continue his scoring streak. Playing forward meant that he had many opportunities to control the ball. He scored in every game of the season so far. The only problem was that he never let anyone else get a chance to shine.

"Pass! Jason! I'm ready," shouted Marco as he ran down the field. None of the other team's players were near him. He wanted to score a goal, but Jason wouldn't pass the ball. Marco grew frustrated as he ran and yelled. Why didn't Jason want him to have the ball?

Jason kept the ball close to his feet as he ran past his opponents. He heard Marco yelling, but he ignored him. Jason was so close to scoring a goal, and he loved the feeling when he scored.

The referee blew her whistle and announced that it was halftime. The players ran to the team benches where they would drink water and take a rest as they gathered as a team to listen to their coach.

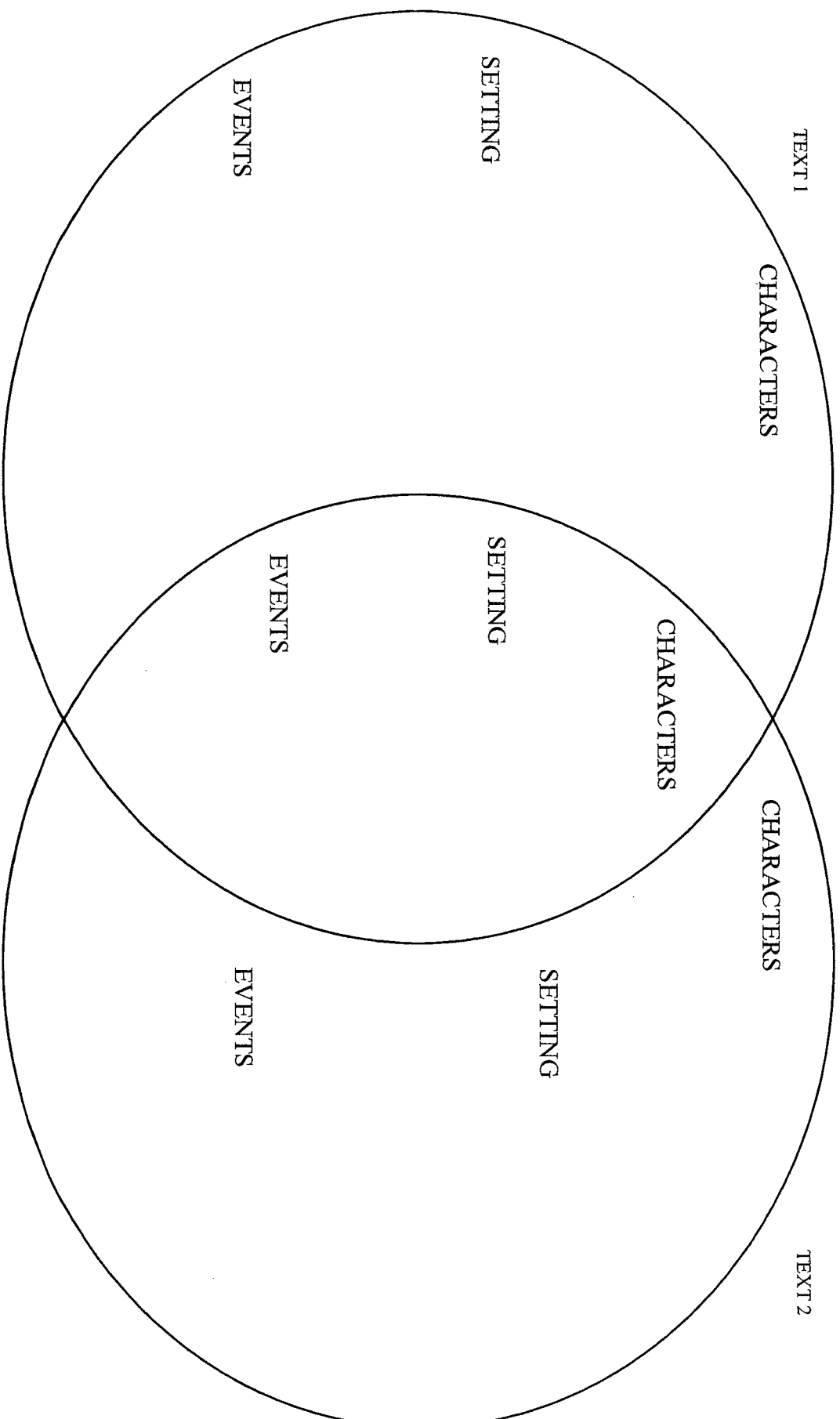
"Gosh, Jason," whispered Marco. "Don't be such a ball hog. It's not fun being on a team with you."

"Listen guys," Coach Terry said. "I need you to pass the ball. Soccer is a team sport. If you can't be a team player, you can't be on this team. In order to win this game, we have to play together. That means paying attention to who is open and passing the ball."

Jason hung his head as he realized that Marco and Coach Terry were right. He needed to change his style as a soccer player and be a better sport. When he got back in the game, he would pass the ball to his teammates. It was time to give them a chance to know how great it feels to score a goal.

Comparing Two Fiction Texts

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT. What do the stories have in common? What is different about the stories?



Name: _____

Date: _____



A summary is a short and sweet retelling of a text. It only includes the most important details. Use the writing strategy of "Somebody Wanted But So Then" to help you write a short fiction summary!

Part 1

Directions: Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn't even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

Somebody	
Wanted	
But	
So	
Then	

Part 2

Directions: Write a 3-sentence summary on the lines below. Use the information from the Part 1 chart.

Beginning, Middle, and End Worksheet

Every story has a beginning, middle and end! In this worksheet, you will use your imagination to create a beginning, middle and ending sentence to expand the one-sentence prompts into more elaborate stories.

Example:

description: Sammy the dog got out of the backyard.

beginning, middle, and end: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. After two hours riding around the neighborhood in my father's car, we found Sammy a mile away in a church parking lot!"

Example:

description: My friend Patty had to go home from school early.

beginning, middle, and end: "When Patty arrived at school today she seemed happy and fine. After lunch she said she had an upset stomach. Her mother came and picked her up from school to take her to the doctor."

description: The batteries on the remote died.

beginning, middle, end:

description: I got an A on my essay!

beginning, middle, end:

description: The kids went swimming in the pool.

beginning, middle, end:

