

"Hola, Tavo," said Señora Rosa shyly from behind the corn stalks. She had been hiding there. She was waiting for Tavo to discover the sneakers she had left for him. She was as quiet as a little mouse.

"Señora Rosa!" cried Tavo. "My sneakers are amazing. They are shiny and bright. They look like new. Thank you so much. I will be able to play basketball with the team again!"

"Oh, they are not new," smiled Señora Rosa. "They are just patched up. I gather the things people do not need. Old boots. Worn shirts. Torn blankets and backpacks. Then I use these things to bring other things back to life. I brought your sneakers back to life with the help of a blanket nobody wanted anymore and my silver thread. Just a patch here and there, and your sneakers were as good as new."

"You are a wonderful recycler, Señora. Thank you for bringing my shoes back to life. You really helped me," Tavo said gratefully.

Reread the passage. Follow the directions below.

- 1. Draw a box** around an example of sensory language.
- 2. Underline** the words that tell where the event is taking place.
- 3. Circle** the text that shows us how Tavo is feeling.
- 4. Write** an object pronoun the student uses on the line.

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people . They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. **Circle** the sentence the student uses to introduce the topic.
2. **Underline** important facts and details in the paragraph that support the topic sentence.
3. **Draw a box** around the concluding statement that sums up the paragraph.
4. **Write** an example of correct pronoun-verb agreement on the line.

Elizabeth Cady Stanton and Susan B. Anthony were not actually sisters, but they were sisters in the fight for equality for women. Both women were born during the 1800s. Both were highly educated. In those days, most women received only a basic education. Both Stanton and Anthony believed it was unfair for men and women to have different rights, so they set out to do something about that. Their lives became connected in 1848. At a meeting in Seneca Falls, New York, Susan B. Anthony heard Elizabeth Cady Stanton give a speech about voting rights. After that, Susan B. Anthony and Elizabeth Cady Stanton began working together to help women gain equality and the right to vote . These two strong women got together and worked hard to improve women's rights. Without them, the world might be a different place.

Reread the passage. Follow the directions below.

- 1. Underline** the strong sentence the writer uses to state the topic clearly.
- 2. Draw a box** around supporting details in the paragraph that help develop the topic.
- 3. Circle** the linking words that connect ideas.
- 4. Write** an example of a possessive pronoun on the line.

I believe that it's far better to use alternative energy than nonrenewable resources . Wind and solar power are less expensive than coal and oil. Wind and solar power do not produce much pollution, but coal and oil are very dirty sources of energy. And they're safer, too. Wind and solar power can't make people sick, and it is not dangerous or flammable to transport wind or sun energy. No one has to dig them from the ground, either. Plus, there is plenty of wind and plenty of sunlight, but coal and oil will run out one day. I hope more and more communities will use energy sources like wind and solar power in the future because these power sources are plentiful and clean.

Reread the passage. Follow the directions below.

- 1. Draw a box** around the student's opinion sentence.
- 2. Underline** text evidence that helps support the student's opinion.
- 3. Circle** a linking word that helps support the student's opinion in the last sentence.
- 4. Write** an example of a pronoun-verb contraction on the line.
