

Name _____

illegal	unaware	wildlife	requirement
respected	endangered	fascinating	inhabit

Finish each sentence using the vocabulary word provided.

1. **(inhabit)** There are many types of small animals _____

_____ .

2. **(wildlife)** We took a long hike _____

_____ .

3. **(endangered)** I learned that a certain type of owl _____

_____ .

4. **(illegal)** Driving over the speed limit _____

_____ .

5. **(unaware)** When I left class, _____

_____ .

6. **(requirement)** If I want to get a library card, _____

_____ .

7. **(respected)** My mother had been a teacher for ten years _____

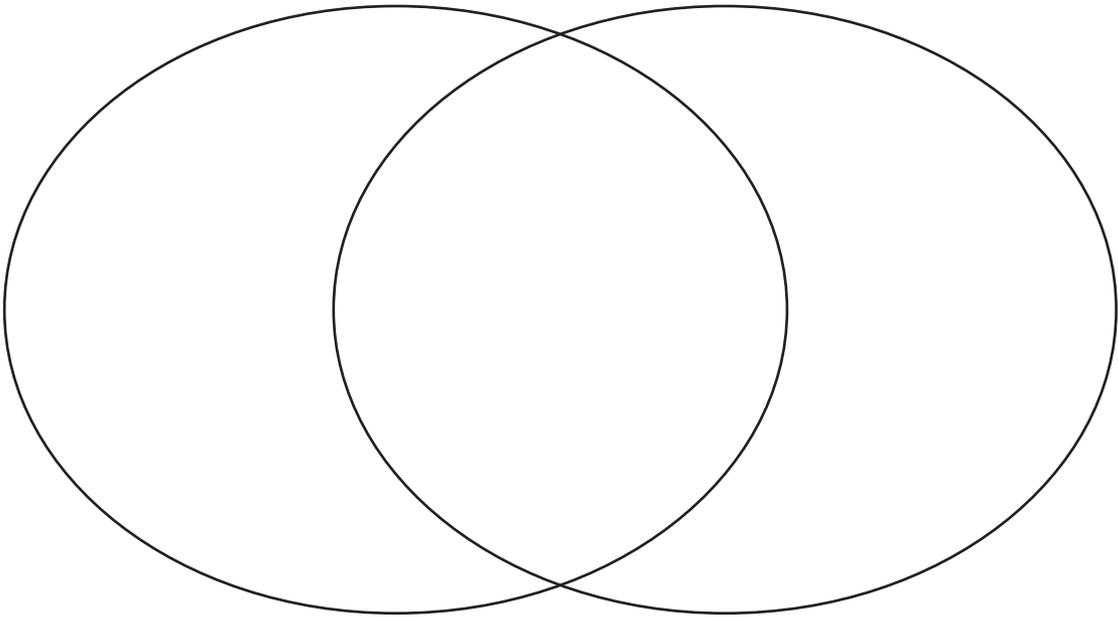
_____ .

8. **(fascinating)** Helping my brother fix his car _____

_____ .

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the reread strategy to help you understand new facts or difficult explanations.

The Disappearance of Bees

13 Take a walk outside in nature. It may not be long before you
16 see bees buzzing around a flower. This is a sight that most people
19 are used to seeing. But now there is concern for bees. People are
22 worried because the number of honey bees has been going down.
25 And no one is sure why.

55 What Is Happening and Why

60 Studies show that bee colonies in the United States are
63 vanishing. This is a problem that is being called Colony Collapse
66 Disorder. It was first noticed in 2006 by beekeepers. Large groups
69 of bees living together had fewer bees. Since then, nearly
72 one-third of the colonies have gone away.

75 So, what is the cause? The answer is still not clear. Plant sprays
78 may have a role in making the bees sick. Chemicals are often
81 sprayed on plants to keep certain bugs from harming the plants.
84 Newer sprays may be bothering the bees.

87 There are other possible causes. New unknown germs, or tiny
90 living things that can cause disease, may also play a part in
93 getting bees sick. A lack of food and water is also a problem for
96 bees. Too many bees in the hive also adds to the bees' stress.
99

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Why We Need Bees

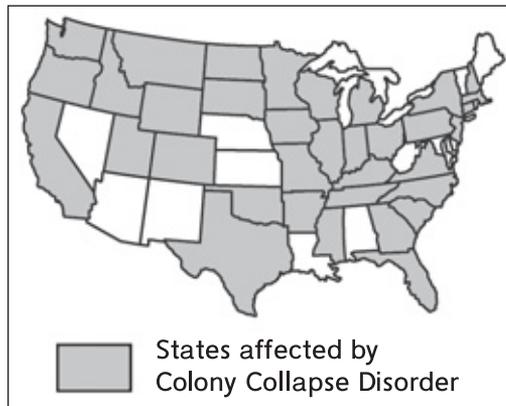
Bees are important to us for many reasons. To start with, they play a big part in growing new plants. They carry a substance called pollen from one part of a plant's flower to another part. The bees can also carry pollen to a new plant. This helps the plant to make seeds. More plants come from the seeds.

Bees carry out the same process, or series of actions, for many plants that farmers grow. A number of these plants, called crops, produce foods that we eat. Apples, carrots, and cherries are a few examples. Fewer bees mean farmers have fewer of these crops.

The bees also affect how many crops there are to buy and sell. Farmers sell the food they grow to stores. The stores sell the food to people. Without bees, buyers would have fewer crops to buy. Sellers would make less money.

Fewer bees would also mean less honey. Honeybees take sweet fluid called nectar from plants. They use this liquid to make honey in their hives. People collect honey. They use it to make foods and drinks sweet. Honey can become scarce, or hard to find, without honeybees.

So the next time you're in your garden, think of the bees. Don't put chemicals on your plants that could harm them. You will be happy you did.



The map shows states affected by Colony Collapse Disorder, as reported in 2010 by the Congressional Research Service.

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A. Reread the passage and answer the questions.

1. What do the things mentioned in paragraphs 3–4 have in common?

2. How are the things mentioned in paragraphs 3–4 different from one another?

3. Compare and contrast pollen and nectar in paragraphs 5 and 8. How are they similar and different?

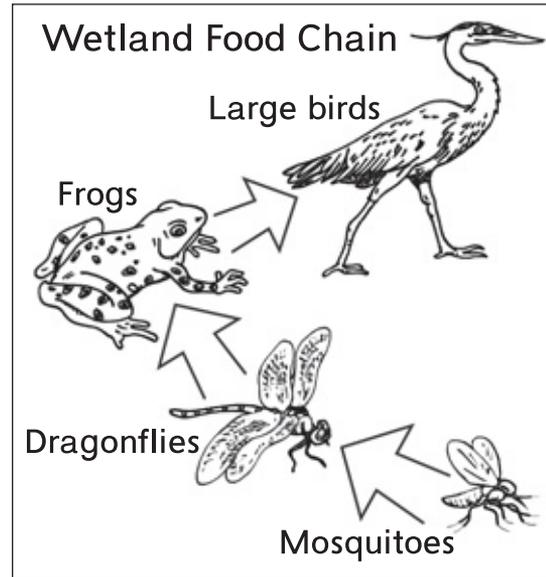
B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

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

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What Good Are Mosquitoes?

Some people think mosquitoes are not very helpful animals. After all, most of us know mosquitoes because of their itching bite. But mosquitoes are an important part of the food chain. For example, dragonflies rely on mosquitoes to eat. Without a large mosquito population, dragonflies could not survive. If the number of dragonflies drops enough, animals that depend on dragonflies might not survive.



Dragonflies need mosquitoes, frogs need dragonflies, and birds need frogs.

Answer the questions about the text.

1. How do you know this text is expository text?

2. What text feature is included in the text?

3. How does the text feature help you understand the topic?

4. Why are mosquitoes important?

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Read the sentences below. Underline the context clues that help you understand the meaning of each word in bold. Then write the meaning of the word in bold on the line.

1. Now there is **concern** for bees. People are worried because the number of honeybees has been going down. And no one is sure why.

2. Studies show that bee **colonies** in the United States are vanishing. This is a problem that is being called Colony Collapse Disorder. It was first noticed in 2006 by beekeepers. Large groups of bees living together had fewer bees.

3. New unknown **germs**, or tiny living things that can cause disease, may also play a part in getting bees sick. A lack of food and water is also a problem for bees.

4. Bees carry out the same **process**, or series of actions, for many plants that farmers grow.

5. Honeybees take sweet **fluid** called nectar from plants. They use this liquid to make honey in their hives.

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A. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Write the word on the line. Then circle the *r*-controlled vowel syllable.

- 1. She put the canned fruit in the cool cellar. _____
- 2. The author read from his new book. _____
- 3. I hope to go to the skating rink later. _____
- 4. My dad is helping his friend restore an old truck. _____
- 5. The circus was in town last week. _____

B. Read the words with the Latin suffixes *-able* and *-ment* in the box. Match a word from the box to each meaning below. Write the word on the line. Not all words will be used.

movement	usable	excitement	argument
adorable	enjoyable	agreeable	encouragement

- 1. an act of arguing _____
- 2. able to be used _____
- 3. an act of moving _____
- 4. able to be adored _____
- 5. an act of encouraging _____
- 6. able to be enjoyed _____

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A. Read the draft model. Use the questions that follow the draft to help you think about how you can add a strong conclusion that retells the main idea.

Draft Model

I did not like pigs. I thought that pigs were dirty. I didn't think they were smart. Then I learned pigs are some of the smartest animals on the planet. Pigs can even be kept as pets.

1. What is the main idea?
2. What did the narrator learn about pigs being dirty?
3. What did the narrator learn about pigs being smart?
4. What conclusion could be added to retell the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

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The student who wrote the paragraph below used text evidence from two different sources to respond to the prompt: *Was Old Croc like a real crocodile? Why or why not?*

Old Croc in the story “The Monkey and the Crocodile” acted like a real crocodile in many ways. I read in “Crocodiles and Alligators” that crocodiles are carnivores. I know that Old Croc was a carnivore because he planned to eat Monkey for lunch. In “Crocodiles and Alligators,” I also read how crocodiles catch their food. They may swim up to their prey very slowly. Or they may hold still and wait for the prey to come closer to them. Then they snap it up in their strong jaws. Old Croc acted just like this. He hid in the water until Monkey stepped on his back. Then Old Croc grabbed Monkey by the tail.

Unlike a real crocodile, Old Croc could talk. Real crocodiles and monkeys don’t talk to each other. But in many ways, Old Croc was like a real crocodile. He was ready to catch and eat his lunch like a real crocodile. Monkey was lucky to get away from Old Croc!

Reread the passage. Follow the directions below.

- 1. Draw a box** around the sentence that states the main idea.
- 2. Circle** an example of a supporting detail in the first paragraph.
- 3. Underline** an example of a supporting detail in the second paragraph.
- 4. Write** an example of an adverb that compares on the line.