

Daily Literacy Guide for at-Home Work

Use the following as a *guide* to help your child practice and maintain their literacy skills each day.

Reading Comprehension:	Writing:	Language:	Vocabulary:
<ol style="list-style-type: none"> 1. Read a passage and answer the questions 2. Complete a comprehension: "Thinking Deeper" writing page 3. Spend 20 minutes reading a book the student chooses. 	<ol style="list-style-type: none"> 1. Spend 20 minutes a day working on writing. 2. Use the writing support in this workbook as a start. 3. Create an at-home writing notebook, where students can extend their writing ideas. 	<ol style="list-style-type: none"> 1. Review a grammar skill 2. Read the grammar passages and complete the activities 	<ol style="list-style-type: none"> 1. Follow the weekly vocabulary format to practice tier 2 vocabulary words.

Reading Comprehension

Each Day:

1. Read a passage and answer the questions.
2. Complete a Comprehension: "Thinking Deeper" writing page.
3. Spend 20 minutes read a book the student chooses.

"FOOD FIGHT!"

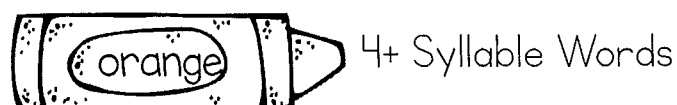
Understand It!

Answer the following questions after reading:

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!

- The main idea was...
 - spaghetti lunch
 - a food fight
 - the last day of school
 - bad lunch food
- I predict the kids' parents were...
 - happy
 - excited
 - upset
 - laughing
- How do you think most of the kids felt during the food fight?
 - excited
 - angry
 - scared
 - sad
- What trait best describes this group of friends?
 - shy
 - quiet
 - trouble-makers
 - rule followers

WORD WORK Color the words in the passage that match each category below:



VOCABULARY Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comprehension: Thinking Deeper About Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?



Who is telling the story? How do you know?



How would you have acted in the story? Why?



How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"I Double Dog Dare You"

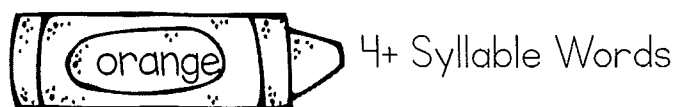
Understand It!

Answer the following questions after reading:

My teacher, Mrs. Woodall, is the coolest teacher in the entire school. I was so excited when I found out I'd be in her fifth grade homeroom this year. One of the main reasons Mrs. Woodall is so amazing is she does this thing called the 'monthly dare.' At the beginning of every month, she gathers us all in a big circle. We **brainstorm** ideas together about what goals we will set that month. We have to make a class goal for every subject area. Once we decide what our goals for the month will be, we get to the good part. We decide some **outrageous** thing Mrs. Woodall has to do if we meet all our goals. And she will do almost anything! Last month she had to kiss a pig! We **literally** watched her kiss a pig! A farmer brought this baby pig to school. We all went to the gym, where Mrs. Woodall was waiting. She put on this bright red lipstick and planted a five second kiss on this pig! Every month we try to come up with an even more crazy dare. And every month we hit our goals Mrs. Woodall doesn't even seem to **flinch**...she just takes the dare! It's now the last month of school and the class has gathered for our final monthly dare. We decided our reading goal would be to read 100 chapter books as a class this month. When we got to the dare part, it was a **unanimous** decision that Mrs. Woodall should shave her head if we reached all our goals! She says we'll have to read 200 books and then she'll do it. We're shocked that she is even considering this dare! Everyone is fully determined to read as many books as we can so that we can send Mrs. Woodall into summer vacation with a shaved head!

- The main idea was...
 - reading 200 books
 - kissing a pig
 - monthly dares
 - reading goals
- I predict the class _____ meet their goals.
 - will
 - will change
 - will not
 - will forget to
- The class really _____ their teacher?
 - did not like
 - loved
 - teased
 - disrespected
- What trait best describes Mrs. Woodall?
 - impatient
 - daring
 - frustrated
 - tired

Word Work Color the words in the passage that match each category below:



Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comprehension: Thinking Deeper About Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?



Who is telling the story? How do you know?



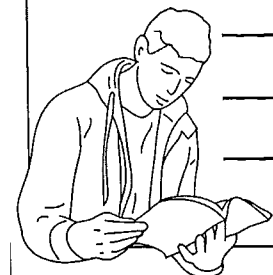
How would you have acted in the story? Why?



How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



"The United States Constitution" Understand It!

Answer the following questions after reading:

The United States Constitution was written in 1787, making it over 200 years old! The United States had just won the American Revolution, making them their own country after being ruled by England since the colonies were founded. Because it was a new country, the United States did not have a well written set of laws or established government. They **desperately** needed their own constitution. So a very important group of men called The Framers got together to write the Constitution. They called this meeting The Convention. The men were so famous you likely know their names today: James Madison, Ben Franklin, and George Washington were just a few. The men came from 12 of the 13 colonies, which all had their own sets of laws at the time. The Framers had many **debates**. They talked and talked and talked. All that talking helped them come up with a brilliant plan they could all agree with. There were a lot of **compromises**, but they finally all agreed it was as perfect as it could be. Once the Constitution was completed and The Convention ended, it needed to be approved. They knew that other people would have good ideas too. And they wanted to make it so that the Constitution could be **revised**. That is why they added an **amendment** process. An amendment is a change that can add to the Constitution or change an older part of it. Once the Constitution was approved, the government soon started meeting. One of the first things the congress did was create a Bill of Rights, a list of rights that belong to the people. The new government was off and running!

1. Which is an example of descriptive language?
a. revolution
b. government
c. constitution
d. brilliant
2. The biggest fact from the text is...
a. it's 200 years old
b. the writers were called The Framers
c. It was approved
d. they had debates
3. One small fact from the text is...
a. Ben Franklin helped
b. was written in 1787
c. The US won the American Revolution
d. It can be revised
4. Why was the Constitution written?
a. revise old government
b. make the British happy
c. had no government
d. to add colonies

Word Work Color the words in the passage that match each category below:



Descriptive language



Proper Nouns



Words with 3 or more syllables



Action verbs

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comprehension: Thinking Deeper About Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.

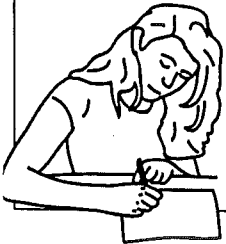
What were some confusing parts in the passage?



Describe some parts of the passage that did not match what you already know.



What is your opinion of the passage? Why?



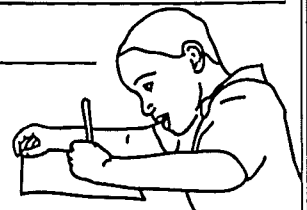
Was the text easy to understand? Explain how.



What else could have been included? Explain.



Describe other texts you have read with similar topics:



"Lewis and Clark"

Understand It!

Answer the following questions after reading:

Meriwether Lewis and William Clark were both born in the 1770's, right when the United States was fighting for freedom from England in the American Revolution War. By the time Lewis and Clark had grown up, America had won the war and the United States Constitution was written. The 13 original colonies were now the first 13 states in the United States of America. As the new country grew, they felt the need to **expand** their land. They purchased land known as the Louisiana **Territory**. The president of the United States at the time was Thomas Jefferson. Meriwether Lewis was Jefferson's private **secretary**. Jefferson asked Lewis to go explore the new territory. William Clark was in the army when he was asked to partner with Clark on the **expedition**. They gathered a team of about 40 men and all the needed supplies. They packed rifles, warm clothing, and lots of food. They even brought glass beads and other trinkets to trade with the Native Americans along the way. On May 14, 1804, Lewis and Clark and their team began their journey in St. Louis along the Missouri River. They met many Native Americans along the way. The most famous was a woman named Sacagawea. She joined the remainder of the journey so that she could **interpret** for Lewis and Clark when they met other tribes. It wasn't until November 1805, about a year and a half later, when they finally reached the Pacific Ocean. They spent the winter along the ocean before heading back to report all their adventures. It only took them 6 months to return home and share all they learned!

- Which is an example of descriptive language?
 - Meriwether Lewis
 - St. Louis
 - constitution
 - original
- The biggest fact from the text is...
 - Lewis was a secretary
 - Jefferson was president
 - they made it to the Pacific Ocean
 - they needed supplies
- One small fact from the text is...
 - they brought rifles
 - Sacagawea interpreted
 - they made it to the Pacific Ocean
 - Washington was president
- What likely happened after they returned?
 - things stayed the same
 - people started moving
 - no one believed them
 - no one moved

Word Work Color the words in the passage that match each category below:



Descriptive language



Proper Nouns



Words with 3 or more syllables



Action verbs

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1 _____

2 _____

3 _____

4 _____

5 _____


Comprehension: Thinking Deeper About Nonfiction

Name: _____ Date: _____


Passage Title: _____ Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.


What were some confusing parts in the passage?



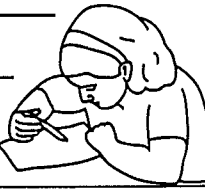
Describe some parts of the passage that did not match what you already know.




What is your opinion of the passage? Why?



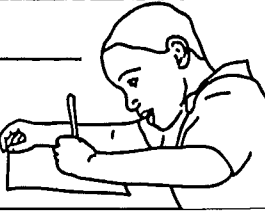
Was the text easy to understand? Explain how.



What else could have been included? Explain.



Describe other texts you have read with similar topics.



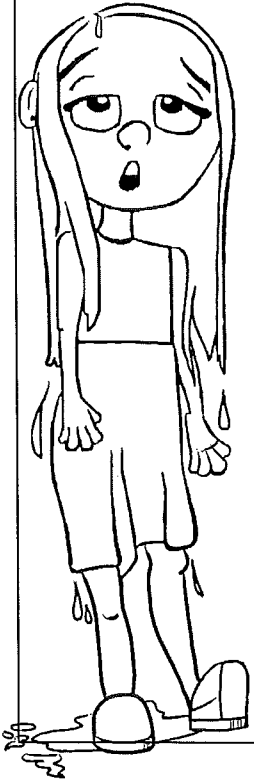
Writing

Each Day:

1. Continue building writing stamina by spending at least 20 minutes a day writing.

Name: _____ Date: _____

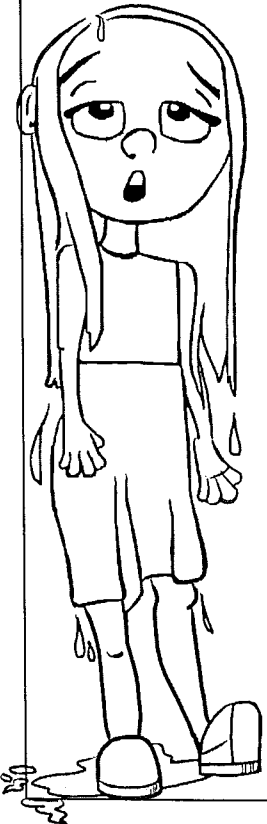
Claudette became soaking wet and crazy angry when...



Today I wrote for _____ minutes!

Name: _____ Date: _____

Tell the story of what happened to this girl!



Today I wrote for _____ minutes!

Name: _____ Date: _____

Most paragraphs include 3 major parts:

1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



The topic sentence

Detail sentence 1

Detail sentence 2

Detail sentence 3

A concluding sentence

Directions: Think about something that has happened in your life today that feels like a main idea or event. Create a topic sentence for that event. Add 3 sentences that support your main event. Try to include evidence, examples, or feelings you have. End your paragraph with a concluding sentence that wraps up your thinking and leaves readers feeling like your paragraph has ended. Don't forget to indent!

Collective and Possessive Nouns

Name: _____ Date: _____

Directions: A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use collective nouns or possessive nouns. Read the passage and answer the questions. Then take the challenge!

The Brave Mathematician

The numbers danced across the whiteboard. Mouamong stared at them with a confused look. Why did three times four make twelve? Where did Mrs. Mock get the one and the two from? "This doesn't make any sense," he mumbled to himself. He quickly looked back down at his paper, hoping no one heard him. He didn't want people to know that he was completely lost.

"Are there any questions?" Mrs. Mock asked. Her eyes searched the room, but Mouamong avoided Mrs. Mock's gaze. The seconds started to feel like hours. Mouamong was afraid to ask for help. He didn't want to look dumb.

"Maybe I should ask for help. Maybe Mrs. Mock would re-explain it. I don't want everyone else to be annoyed with me, but how else will I learn it?" Mouamong took a deep breath, swallowed, and raised his hand, "Could you go over that again?" Mouamong's face turned red, then he heard someone across the room,

"Yeah, I think I need to see it again too." It was Chadu. Mouamong was surprised that someone else was also struggling!

"I'd love to!" Mrs. Mock replied. The class breathed a sigh of relief, and Mouamong realized that maybe he was not alone in his confusion.



Multiple Choice:

Answer the following questions after reading:

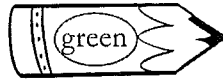
- 1a. Which best describes a collective noun?
 - a. a word that means more than one
 - b. any word that means one
 - c. naming a specific person, place, or thing
 - d. naming a group of people, places, or things
- 1b. What evidence from the text includes a collective noun that matches the description in 1a?
 - a. "The class breathed"
 - b. "His face turned red"
 - c. "ask for help"
 - d. "Mrs. Mock"
- 2a. Which best describes a possessive noun?
 - a. any word that ends in 's'
 - b. shows ownership by adding an apostrophe and -s
 - c. any word that ends in 'es'
 - d. a specific name of a person, place, or thing
- 2b. What evidence from the text includes a possessive noun that matches the description in 2a?
 - a. "numbers danced"
 - b. "three times four"
 - c. "feel like hours"
 - d. "Mouamong's face"
3. Which of the following phrases includes a possessive noun?
 - a. "any questions?"
 - b. "eyes searched the room"
 - c. "Mrs. Mock's gaze"
 - d. "not alone in his confusion"

Write About It: In your own words, tell the most important parts of the text. Include at least one collective and one possessive noun in your answer.

Challenge: Use the codes to identify collective and possessive nouns in the text.



Collective nouns in the text



Possessive nouns in the text.

Action Verbs

Name: _____ Date: _____

Directions: A verb is a word used to describe either an action or a state of being. Writers use verbs to describe the action of a character (*jumped, yelled*), or the state of being (*love, doubt*). Read the passage and answer the questions about action verbs. Then take the challenge!

Koalas

Have you ever seen pictures of those cute cuddly looking bears from Australia? The funny thing is they are not bears at all. They are marsupials. Marsupials are mammals that grow up in their mother's pouch. Koalas look fuzzy and have gray or brown fur. Their fur repels water, so they don't get wet when it rains.

Their paws have long sharp claws. Each paw has five digits like our five fingers. They use their paws for gripping and climbing trees. A koala's sense of smell helps them find the right leaves to eat. Their noses are important to them.

Koalas stay awake all night, which makes them nocturnal. Since they are so active at night they tend to sleep or rest for 18-20 hours a day. Nighttime works better for the koalas because it can be very hot during the day. When koalas are awake they are either grooming, eating or interacting with other koalas.

Koalas talk to each other. They do not speak like humans do; instead, they use different sounds that can be heard from far away. Mothers and babies make soft clicking and squeaking sounds. Koalas make a screaming sound when they are scared.

Koalas are cute, interesting creatures that are fun to learn about.



Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an action verb?
 - (a) a word that tells an action
 - (b) adds a sense of time or possibility
 - (c) appears after an action verb
 - (d) appears after a linking verb
- 1b. What evidence from the text includes an action verb that matches the description in 1a?
 - (a) "Nighttime works better for the koalas"
 - (b) "Koalas talk to each other"
 - (c) "Their paws have long sharp claws"
 - (d) "Their noses are important to them"
- 2a. How many action verbs are in paragraph 2?
 - (a) 1
 - (b) 3
 - (c) 4
 - (d) 5
- 2b. Which phrase from the text includes an action verb and is part of paragraph 2?
 - (a) "They are grooming, eating or interacting"
 - (b) "It can be hot during the day"
 - (c) "Nighttime"
 - (d) "They are nocturnal"
3. Which of the following phrases includes an action verb?
 - (a) Eighteen to twenty hours a day
 - (b) When they are scared
 - (c) Koalas climb trees
 - (d) There are different sounds

Write About It: In your own words, tell the most important parts of the text. Circle the action verbs in your answer.

Challenge: Use the codes to identify action verbs found in the text.



Defining Words: Week 1

Name: _____ Date: _____

Directions: Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

The Biker Gang

Ever since kindergarten the boys of Whisper Woods neighborhood had been a tight clique. With 12 boys the same age living in the puny subdivision, their presence was impossible to go unnoticed. On the first day of summer break after 5th grade, Bryce had a brilliant idea. "Why don't we form a biker gang?" he posed the question as the boys sat under the big oak tree, bored and contemplating what to do next. Bryce continued to brainstorm, "we could use the dirt pile as our clubhouse. Let's make a name for our gang too!" The energy in the group deviated from bored to enthusiastic as they all agreed in unison that this was a superb idea. "We can call us The Whisper Woods Hood," exclaimed Damien. The energy level rose again with another unanimous shout of YES! "Quick, everyone, go get your bikes, and meet at the dirt pile," Bryce announced. And with that the group scattered to their homes. Within a week the boys had designed their own gang logo, cut off the sleeves of their mom's jean jackets, decked out their bikes with custom license plates, and were cruising through the neighborhood. They spent the entire summer protecting the streets, tormenting girls, and completing urgent missions they made up. They were never bored again.

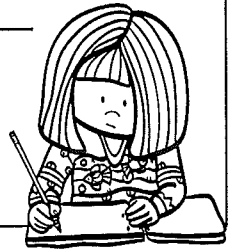
Returning to the Context: Week 1

Name: _____ Date: _____

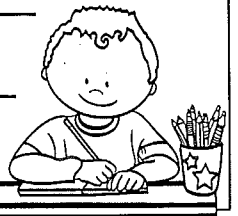
Directions: Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

What did the boys create that was custom?



Describe why the boys had created a clique.



What happened in the story that went unnoticed?



Sentence Stems: Week 1

Name: _____ Date: _____

Directions: Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. I've been contemplating if I should _____.
2. I can't believe I'm in the presence of _____.
3. Max posed the idea to _____.
4. I had a puny supply of _____ after _____.
5. We deviated from the plan when _____.
6. Just like that, in unison, we _____.
7. I had an urgent need to _____.
8. Jack is enthusiastic about _____ because _____.
9. It didn't go unnoticed that _____.
10. The clique was annoying because _____.
11. My mom exclaimed loudly when _____.
12. The games were scattered _____.
13. I wanted a custom _____ because _____.
14. We went cruising _____.

STUDY ISLAND

If Internet available:

Do: 5th gr. ELA

- Point of View
- Author's Use of Reasons + Evidence
- Research Process
- Plot
- Drawing Conclusions + Inferences

Do: 6th gr. ELA

- Conclusions + Inferences
- Summarizing
- Point of View
- Plot
- Task, Purpose, Audience

