Kite in the Wind

Use punctuation to guide smooth, meaningful reading.

CCSS.ELA-Literacy.RF.3.4 "Read with sufficient accuracy and fluency to support comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle every end mark and underline every comma. These marks show when to stop or pause as you read the passage aloud.

The Red Kite

1 On a breezy Saturday, Maya carried her red kite to the hill behind the library. Her little brother, Leo, held the spool. "Are you ready?" Maya asked. Leo nodded, and they ran across the grass. The kite jumped, tugged the string, and rose above the maple trees. Soon, it looked like a bright bird in the blue sky.

2 A strong gust swept over the hill, and the string slipped from Leo's hand. "Catch it!" he shouted. Maya raced after the kite, but it sailed past a bench and over a fence. For one quiet moment, the children watched it drift away. Then the kite caught on a low branch near the garden.

3 Maya climbed through the garden gate while Leo waited below. Carefully, she reached for the branch. The kite fluttered once, twice, and then fell into her arms. "We found it!" Leo cheered. Maya smiled as they walked home. Because they had read the wind and worked together, their afternoon adventure ended with the red kite safe again.

2 ANSWER WITH EVIDENCE

Use the passage

1. In “The kite fluttered once, twice, and then fell into her arms,” which punctuation marks tell you to pause briefly?

2. Should your voice go up or down when you read “Are you ready?” What mark helps you know?

3. Which words should sound excited when you read Leo’s words in paragraph 3?

4. Which sentence in paragraph 3 should be read slowly and carefully because of what it describes?

3 YOUR TURN

Your own words

Write two sentences about solving a small problem with another person. Make the first sentence a question and the second sentence an exclamation. Add one slash in each sentence where you would pause when reading aloud.

ANSWER KEY # Kite in the Wind

GRADE 3 · RF.3.4

PART 1 · READ AND MARK

Circle every end mark and underline every comma. These marks show when to stop or pause as you read the passage aloud. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In "The kite fluttered once, twice, and then fell into her arms," which punctuation marks tell you to pause briefly?	**The two commas.**
2	Should your voice go up or down when you read "Are you ready?" What mark helps you know?	**Your voice should go up. The question mark helps you know.**
3	Which words should sound excited when you read Leo's words in paragraph 3?	**"We found it!"**
4	Which sentence in paragraph 3 should be read slowly and carefully because of what it describes?	**"Carefully, she reached for the branch."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Can you hold the map / while I look for the trail? We found the campsite / before sunset!

Accept answers that correctly identify punctuation and connect it to a pause, a stop, or voice expression. For Part 3, accept any two related original sentences that use a question, an exclamation, and one sensible pause slash in each sentence.