The Rattling Cart

Read smoothly, with pauses and expression.

4.RF "Students read grade-level text independently and fluently."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three groups of words you would read together smoothly. Circle two punctuation marks that tell you to pause or change your voice.

The Library Rattle

1 At the school library, Maya heard a sharp rattle each time the book cart rolled past the door. The cart carried a stack of heavy atlases, and its wheels usually whispered across the floor. Today one wheel wobbled. Ms. Lee stopped pushing and asked, "Do you hear that?" Maya nodded. The rattle came again, quicker this time, as the cart turned the corner.

2 Ms. Lee parked the cart beside the reading rug. Maya knelt down, but she did not touch the wheel. A silver paper clip was caught between the wheel and its frame. "There it is!" Maya said. Ms. Lee pulled the clip free and slipped it into a jar for stray supplies. Then she pushed the cart forward, slowly at first.

3 The wheels rolled quietly until the cart reached the library door. Suddenly, the rattle returned. Maya frowned and looked at the floor. Another paper clip lay in the cart's path, but it had not reached the wheel. Ms. Lee checked the stack of atlases and found a loose metal ruler tapping against a book. She moved the ruler, and the cart rolled away in silence.

2 ANSWER WITH EVIDENCE

Use the passage

1. In “Do you hear that?” which mark helps you know how to read the end of Ms. Lee’s sentence?

2. Read “The rattle came again, quicker this time, as the cart turned the corner.” Which words could you read a little faster to match what is happening?

3. In “There it is!” which mark tells you to use a stronger voice? What has Maya spotted?

4. Read “The wheels rolled quietly until the cart reached the library door. Suddenly, the rattle returned.” At which word should your voice change from calm to surprised?

3 YOUR TURN

Your own words

Write three original sentences about a small surprise. Include a question mark and an exclamation point, and add one slash (/) in each sentence to show a natural pause when you read it aloud.

ANSWER KEY

The Rattling Cart

PART 1 · READ AND MARK

Underline three groups of words you would read together smoothly. Circle two punctuation marks that tell you to pause or change your voice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In "Do you hear that?" which mark helps you know how to read the end of Ms. Lee's sentence?	**The question mark tells the reader to use a questioning voice.**
2	Read "The rattle came again, quicker this time, as the cart turned the corner." Which words could you read a little faster to match what is happening?	**Read "quicker this time" a little faster to match the rattle.**
3	In "There it is!" which mark tells you to use a stronger voice? What has Maya spotted?	**The exclamation point signals a stronger voice. Maya has spotted a paper clip caught by the wheel.**
4	Read "The wheels rolled quietly until the cart reached the library door. Suddenly, the rattle returned." At which word should your voice change from calm to surprised?	**Change your voice at "Suddenly," when the rattle returns.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

By the fence, / I found a tiny footprint. After the rain, / what made this mark? Just then, / a rabbit hopped out!

Accept phrasing and voice choices that fit the punctuation and events. For Part 3, check for three original sentences, a natural pause marked in each, a question mark, and an exclamation point.