Read the Moment

Use pauses and expression to make a story clear.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the story independently. As you read, draw a slash (/) at three natural pauses, circle two punctuation marks that guide your voice, and underline two words you would stress to make the meaning clear.

The Lantern Test

1. Before the school play, Noor stood behind a cardboard mountain with a paper lantern. The lantern was supposed to rise as Leo said, "The sun is here!" But its string had twisted around a nail. Noor tugged once, then stopped. Pulling harder might tear the paper. Onstage, Leo began his line slowly enough to give her a few extra seconds.

2. Noor took a breath and felt along the string. It ran behind the mountain, under a wooden chair, and up to the nail. She slipped the loop free, but the lantern stayed low. "Wait," Leo said, drawing out the word as part of his line. The audience leaned forward. Noor noticed the chair leg pinning the string to the floor.

3. She nudged the chair with her foot. The string slid free, and the lantern floated over the mountain just as Leo called, "The sun is here!" For one bright second, nobody spoke. Then the audience clapped. Behind the mountain, Noor let the string rest against her palm. She had not needed to pull harder. She had needed to follow the problem all the way through.

2 ANSWER WITH EVIDENCE

Use the passage

1. Read "Noor tugged once, then stopped." Where does the comma tell you to pause? How does that pause match her actions?

2. Read the sentence that tells where the string ran. Where would you make two brief pauses so listeners can follow its path?

3. Leo draws out the word "Wait." How should you change your reading speed for that word? What is Leo giving Noor time to do?

4. When the lantern rises, Leo says, "The sun is here!" How should the exclamation mark change your voice at that moment?

3 YOUR TURN

Your own words

Copy two sentences from paragraph 3 that are not Leo's words. Mark one natural pause with a slash (/) and underline one word to stress. Then write one sentence explaining how your choices show what Noor feels or learns.

Read the Moment

PART 1 · READ AND MARK

Read the story independently. As you read, draw a slash (/) at three natural pauses, circle two punctuation marks that guide your voice, and underline two words you would stress to make the meaning clear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Read "Noor tugged once, then stopped." Where does the comma tell you to pause? How does that pause match her actions?	**Pause after "once." The pause separates Noor's tug from her decision to stop.**
2	Read the sentence that tells where the string ran. Where would you make two brief pauses so listeners can follow its path?	**Pause after "mountain" and "chair" to separate the three parts of the string's path.**
3	Leo draws out the word "Wait." How should you change your reading speed for that word? What is Leo giving Noor time to do?	**Say "Wait" slowly, stretching the word. Leo is giving Noor time to free the lantern.**
4	When the lantern rises, Leo says, "The sun is here!" How should the exclamation mark change your voice at that moment?	**Read the line with more energy to show Leo's excitement as the lantern rises.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Behind the mountain, / Noor let the string rest against her palm. She had <u>not</u> needed to pull harder. I would read the second sentence slowly and stress "not" to show that Noor learned to look for the problem instead of pulling harder.

Accept pauses that separate meaningful word groups and changes in voice supported by the story. For Part 3, the copied sentences must come from paragraph 3, with a sensible pause, a stressed word, and an explanation tied to Noor.