Kite in Motion

Read a story aloud with purposeful pauses and expression

RF.5.4.b "Fluently read grade-level prose and poetry orally on successive readings."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the story aloud twice. On your second reading, draw a slash where you pause and underline words you stress to show meaning.

The Kite in the Oak

1 At the town kite festival, Nia watched her bright red kite climb above the soccer field. A sudden gust pulled the string tight. Then the kite dipped, twisted, and sailed straight toward the old oak. "No, not the tree!" Nia cried. She tugged the string, but the kite snagged on a low branch. Its paper tail fluttered just beyond her reach.

2 Nia started to jump for the branch, but her friend Leo held out a hand. "Wait. The branch could break," he said. They looked around the field. Near the fence stood a long, soft foam pool noodle from the festival's game booth. Leo asked the booth leader if they could borrow it. Together, they gently nudged the string off the branch with the noodle until the kite slipped free.

3 The kite dropped toward the grass. "Catch it!" Leo shouted. Nia reached out, missed, and chased the tumbling red shape across the field. At last, she caught the string beside a row of picnic tables. She took a slow breath. "Let's try again," she said, holding the string out to Leo. This time, they let the kite rise together.

2 ANSWER WITH EVIDENCE

Use the passage

1. When you read “Then the kite dipped, twisted, and sailed straight toward the old oak,” where should you pause briefly twice?

2. On your second reading, how should Nia's voice sound when she says, “No, not the tree!”? What punctuation supports your choice?

3. Read Leo's words “Wait. The branch could break” aloud. How does the period after “Wait” affect your pace?

4. How should your pace change between Leo's “Catch it!” and Nia's slow breath? Use an event from the story to explain.

3 YOUR TURN

Your own words

Write two original sentences about the kite's next flight, including dialogue and punctuation that signals a change in expression. Read your sentences aloud twice, then write one sentence explaining what you changed on the second reading.

ANSWER KEY

Kite in Motion

GRADE 5 · RF.5.4.b

PART 1 · READ AND MARK

Read the story aloud twice. On your second reading, draw a slash where you pause and underline words you stress to show meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	When you read "Then the kite dipped, twisted, and sailed straight toward the old oak," where should you pause briefly twice?	**Pause briefly after "dipped" and after "twisted."**
2	On your second reading, how should Nia's voice sound when she says, "No, not the tree!"? What punctuation supports your choice?	**She should sound alarmed. The exclamation point supports an urgent, louder voice.**
3	Read Leo's words "Wait. The branch could break" aloud. How does the period after "Wait" affect your pace?	**It calls for a clear stop after "Wait" before Leo gives his warning.**
4	How should your pace change between Leo's "Catch it!" and Nia's slow breath? Use an event from the story to explain.	**Read "Catch it!" quickly because the kite is falling, then slow down when Nia catches the string and takes a breath.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The kite shot up past the oak, and Nia shouted, "Look how high it is!" Leo smiled and said, "Hold the string steady." On my second reading, I made Nia's voice loud and quick, then slowed down for Leo's calm advice.

Accept pauses and vocal choices that fit the punctuation and events. For Your Turn, look for two original story sentences with dialogue, followed by one sentence naming a specific change made on the second reading.