Read the Wind

Use context and punctuation to shape an oral reading.

RF.5.4 "Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. Read grade-level text with purpose and understanding. Fluently read grade-level prose and poetry orally on successive readings..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each use of wind, circle a question mark and an exclamation point, and draw two slashes where you will pause briefly. Use your marks to read the passage aloud twice.

Mara's Kite

1 At the park, Mara held her kite while her brother, Eli, checked the string. A strong wind shook the leaves overhead. "Wait for a steady breeze," Eli said. Mara watched the branches sway. When they finally slowed, she ran across the grass. The kite rose, dipped once, and climbed above the soccer field. "It's flying!" she called.

2 Then the string slipped across Mara's fingers. Eli pointed to the wooden spool. "Wind it slowly," he said, "or the line will tangle." Mara turned the spool, but the kite suddenly dropped toward a row of trees. She stopped. "Is it stuck?" Her voice came out small. The kite hovered just above the highest branch.

3 Eli looked at the trees, then at the line in Mara's hand. "Give it a little slack," he said. Mara let out a short length of string, and the kite caught a fresh gust. It lifted clear of the branches. "Now wind it in!" Eli shouted. Mara laughed as she turned the spool and guided the kite safely back to the grass.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do you say wind in “A strong wind shook the leaves” and in “Wind it slowly”? What clues help you decide?

2. Reread “Her voice came out small.” How should Mara’s question sound? Which detail nearby supports your choice?

3. In the sentence about the kite rising, dipping, and climbing, where should you pause briefly? How do those pauses help a listener?

4. On a second reading, how should Eli’s voice sound in “Now wind it in!”? What has changed in the story?

3 YOUR TURN

Your own words

Write two sentences about a different object or activity. Use wind once to mean moving air and once to mean turning something, include a question mark and an exclamation point, then mark one pause with a slash and read your sentences aloud twice.

ANSWER KEY

Read the Wind

PART 1 · READ AND MARK

Underline each use of wind, circle a question mark and an exclamation point, and draw two slashes where you will pause briefly. Use your marks to read the passage aloud twice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do you say wind in "A strong wind shook the leaves" and in "Wind it slowly"? What clues help you decide?	**The first wind means moving air and rhymes with pinned. The second means to turn the spool and rhymes with find.**
2	Reread "Her voice came out small." How should Mara's question sound? Which detail nearby supports your choice?	**Her question should sound quiet and worried. The kite has dropped toward the trees, and she thinks it may be stuck.**
3	In the sentence about the kite rising, dipping, and climbing, where should you pause briefly? How do those pauses help a listener?	**Pause after "rose" and "dipped once." The pauses separate the kite's three movements.**
4	On a second reading, how should Eli's voice sound in "Now wind it in!"? What has changed in the story?	**He should sound loud and urgent or excited. The kite has lifted clear of the branches, and he wants Mara to bring it in.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

"The wind is loud!" called Max. / "Can you wind the music box?" asked Inez.

Accept brief pauses that follow punctuation or separate actions without breaking a phrase. For the open task, check both meanings of wind, both punctuation marks, and a sensible marked pause.