Kite in Flight

Read aloud, use story clues, and mark your pauses

RF.3.4 "Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension Engage in a variety of experiences with texts in order to refine understanding of fluent reading..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle punctuation that tells you to pause or change your voice, and underline any word you need to reread to make sense of the story.

The Red Kite

1. On Saturday, Maya carried her red kite to the park with Grandpa. The wind tugged at her jacket as she ran across the grass. Then the kite dipped and landed in a bush. "Did it break?" Maya asked. Grandpa lifted the kite carefully. One corner had a small tear, but the long string was still strong. Maya held the kite while Grandpa looked for tape.

2. Grandpa found a roll of tape in his bag. He pressed the torn paper flat, then covered the tear. "Will it fly now?" Maya asked. "Let's try," Grandpa said. Maya began to wind the string around a small stick so it would not tangle. A gust of wind pushed the kite toward the sky before she could finish. Maya grabbed the stick and laughed.

3. Grandpa checked the taped corner, and Maya let the string slide through her fingers. The kite climbed higher, but it tilted to one side. "Slow down, Maya!" Grandpa called. She stopped running and held the string steady. At last, the kite floated above the trees. Maya smiled at Grandpa. "It works!" she cried. This time, they watched the kite together instead of chasing it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How should your voice sound when Maya asks, “Did it break?” What in the story helps you decide?

2. Read both uses of *wind* in paragraph 2. How do you say each one, and which nearby words help you decide?

3. Where should you pause in “The kite climbed higher, but it tilted to one side”? How does the pause help the sentence make sense?

4. How would you say “It works!” aloud? Which event in the story supports your choice?

3 YOUR TURN

Your own words

Write two sentences about what Maya and Grandpa do next. Use a comma to show a pause and a question mark or exclamation point to show a feeling. Read your sentences aloud twice, then underline one word you checked to make sure it fits your meaning.

ANSWER KEY

Kite in Flight

GRADE 3 · RF.3.4

PART 1 · READ AND MARK

Circle punctuation that tells you to pause or change your voice, and underline any word you need to reread to make sense of the story. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How should your voice sound when Maya asks, "Did it break?" What in the story helps you decide?	**Her voice could sound worried or unsure. The kite had just landed in a bush.**
2	Read both uses of *wind* in paragraph 2. How do you say each one, and which nearby words help you decide?	**In "wind the string," wind rhymes with find. The words "around a small stick" show that Maya is wrapping the string. In "a gust of wind," wind rhymes with pinned. "A gust" shows that it is moving air.**
3	Where should you pause in "The kite climbed higher, but it tilted to one side"? How does the pause help the sentence make sense?	**Pause at the comma after "higher." The pause separates the kite's climb from the problem that follows.**
4	How would you say "It works!" aloud? Which event in the story supports your choice?	**Say it with excitement. The repaired kite is floating above the trees, and Maya smiles.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Near the pond, Maya asked if they could fly the kite again. Grandpa gripped the stick and shouted, "Watch out for the ducks!"

Accept different voice choices when students support them with story clues. For the writing task, check for two original sentences, a purposeful comma, expressive end punctuation, and an underlined word that fits its sentence.