

Ring It Clear

Use phrasing, pauses, and expression to make meaning clear.

5RF4 “Read grade-level text with sufficient accuracy and fluency to support comprehension.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB After your first quiet read, draw a slash between words you would say together in the first sentence of each paragraph. Circle every comma and period, then reread the passage smoothly, using the marks to guide your pauses.

The Garden Bell

- ① At dawn, Maya carried a small brass bell to the community garden. Rain had soaked the paths overnight, and drops shone on every leaf. Mr. Chen, the garden leader, waited beside the tool shed. “We need to call everyone together,” he said. Maya listened. The bell was not loud, but its clear ring could travel across the quiet garden.
- ② Soon, neighbors arrived with gloves, trowels, and buckets. Maya rang the bell once, then twice. People looked up from the tomato beds. “The storm loosened the fence near the pond,” Mr. Chen explained. “Please work in pairs, and stay away from that corner.” Maya noticed that his calm voice made the warning sound serious, not frightening.
- ③ By noon, the fence was secure. Mud streaked Maya’s boots, yet she smiled as she walked home. At dinner, her brother asked why she had stayed so long. Maya set the bell on the table and answered, “A clear signal helped everyone hear the same message. Then we knew what to do.” Her brother nodded and carefully rang the bell.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 In paragraph 1, which words should you read together before pausing at the first comma?

2 In the sentence “Maya rang the bell once, then twice,” what should you do when you reach the comma?

3 How should you read Mr. Chen’s words, “Please work in pairs, and stay away from that corner”? Use the passage to explain.

4 Which word in “A clear signal helped everyone hear the same message” could you stress to show why the bell was useful?

3 YOUR TURN _____ Your own words

Write exactly two sentences about giving a clear instruction during a class activity. Use a comma in a list and quotation marks for spoken words, then draw one slash in each sentence where you would pause or group words when reading aloud.

PART 1 • READ AND MARK

After your first quiet read, draw a slash between words you would say together in the first sentence of each paragraph. Circle every comma and period, then reread the passage smoothly, using the marks to guide your pauses. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, which words should you read together before pausing at the first comma?	At dawn
2	In the sentence “Maya rang the bell once, then twice,” what should you do when you reach the comma?	Pause briefly, then continue reading the sentence.
3	How should you read Mr. Chen’s words, “Please work in pairs, and stay away from that corner”? Use the passage to explain.	Read them in a calm, serious voice because they are a warning about the loose fence.
4	Which word in “A clear signal helped everyone hear the same message” could you stress to show why the bell was useful?	clear

PART 3 • YOUR TURN (SAMPLE ANSWER)

Lena packed pencils, paper, and rulers / for the science table. “Work carefully,” Ms. Ortiz said / as the class began.

Accept sensible phrase breaks and pauses that match punctuation and meaning. For Part 3, accept any two original sentences that include a list comma, quoted speech, and one meaningful slash in each sentence.