Voices at the Pond

Use punctuation and meaning to guide an expressive read.

5.2.F.2 "Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two places where you would pause as you read aloud, and circle three words or phrases that help you choose how your voice should sound.

The Little Red Sail

1. On Saturday, Maya and her grandfather carried a small wooden boat to the pond. They had built it from scraps in his garage, and Maya had painted a bright red star on its sail. "Will it float?" she asked, holding the boat above the water. Grandfather smiled. "There's one way to find out." Maya set the boat down gently. For a moment, it stayed perfectly still.

2. Then a breeze caught the sail, and the boat sped away from shore. "Look at it go!" Maya cried. A duck paddled across its path. Maya held her breath as the boat tipped to one side, then rocked back upright. "That was close," Grandfather whispered. The duck swam on, leaving tiny rings on the water. Maya laughed, but she kept watching the sail.

3. Near the far bank, the wind faded. The boat stopped beside a patch of reeds, too far away for Maya to reach. "Now what?" she asked quietly. Grandfather pointed to a long branch lying nearby. Together, they used it to pull the boat toward shore. Maya lifted the dripping boat and grinned. "Next time, we'll bring a string!" Grandfather nodded and reached for a towel.

2 ANSWER WITH EVIDENCE

Use the passage

1. How should your voice sound when Maya asks, "Will it float?" What in the passage helps you decide?

2. Read "Look at it go!" aloud. What speed and volume fit this line, and why?

3. How would you read "That was close" differently from "Look at it go"? Name a word in the passage that guides you.

4. How should your pace change when you read "Near the far bank, the wind faded. The boat stopped beside a patch of reeds"? Which words guide you?

3 YOUR TURN

Your own words

Write a three-sentence scene about finding something unexpected. Include a question, an exclamation, and a word that shows how to use your voice, then read your scene aloud with pauses and expression.

ANSWER KEY

Voices at the Pond

GRADE 5 · 5.2.F.2

PART 1 · READ AND MARK

Underline two places where you would pause as you read aloud, and circle three words or phrases that help you choose how your voice should sound. 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, "Will it float?" What in the passage helps you decide?	**Sound curious, with a rising voice at the question mark. Maya is waiting to see if the boat will float.**
2	Read "Look at it go!" aloud. What speed and volume fit this line, and why?	**Read it briskly and loudly because the boat speeds away and Maya cries out in excitement.**
3	How would you read "That was close" differently from "Look at it go"? Name a word in the passage that guides you.	**Read it more softly. The word "whispered" shows how Grandfather speaks.**
4	How should your pace change when you read "Near the far bank, the wind faded. The boat stopped beside a patch of reeds"? Which words guide you?	**Slow down as the action slows. The words "faded" and "stopped" show that the boat is no longer moving.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I opened the dusty box and froze. "Is that a tiny bell?" I whispered. "It still rings!" I cried.

Accept voice and pacing choices that fit the passage and cite a relevant word, action, or punctuation mark. For Part 3, listen for pauses at punctuation and a voice that matches the student's scene.