

Pause and Perform

Read accurately, listen for meaning, and reread with expression.

CCSS.ELA-Literacy.RF.5.4 "Read with sufficient accuracy and fluency to support comprehension."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the story silently for meaning. In paragraph 2, circle the dialogue. Add a slash where a brief pause helps the meaning; keep connected words together. You will read the whole story aloud with a partner in Your Turn.

The Garden Sign

- ① On a clear Saturday morning, Maya helped her grandfather at the community garden. She carried a watering can between rows of beans and tomatoes. Near the gate, she noticed a small sign leaning sideways. "The wind knocked it over," Grandfather said. Maya set down the can, lifted the sign, and pressed its wooden stake into the soil.
- ② Just then, a breeze swept through the garden, bending the tall sunflower stems. Maya held the sign while her grandfather packed soil around its base. "Will it stay up now?" she asked. "It should," he replied, "but let us check it after the next strong wind." Maya listened carefully, picturing the sign standing firm beside the gate.
- ③ By noon, the breeze had faded, and the garden was quiet again. Maya and her grandfather tested the sign with a gentle push. It did not wobble. "We fixed it together!" Maya cried. Grandfather smiled and handed her the watering can. As Maya walked down the path, she read the sign aloud: "Please close the gate to protect the plants."

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Why did Maya need to fix the sign? Give a detail from paragraph 1.

2 Describe how your voice could show uncertainty when reading "Will it stay up now?"

3 In paragraph 2, how can you read "It should ... but let us check it" as one connected thought?

4 How do Maya and Grandfather know their repair worked? Use paragraph 3.

3 YOUR TURN _____ Your own words

Work with a partner, with one copy each. Take turns reading the entire story aloud twice. While one reads, the other follows the printed words. Use a comfortable pace that preserves meaning. Complete both records for each reader; swap roles so both partners practice and give feedback.

First reading and feedback

Read the whole story aloud. Your listener records one accurately read word or phrase and one specific suggestion about accuracy, phrasing or expression. Check difficult words together or ask your teacher before continuing.

Practice and reread

Write a phrase to practice and the change you will try. Practice, then reread the whole story aloud. Your listener records an improvement or remaining difficulty with a phrase as evidence. Swap roles and repeat.

PART 1 • READ AND MARK

Read the story silently for meaning. In paragraph 2, circle the dialogue. Add a slash where a brief pause helps the meaning; keep connected words together. You will read the whole story aloud with a partner in Your Turn. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why did Maya need to fix the sign? Give a detail from paragraph 1.	The sign was leaning sideways. Grandfather said the wind had knocked it over.
2	Describe how your voice could show uncertainty when reading "Will it stay up now?"	A questioning tone, such as a gentle rise at the end, can show uncertainty. Accept another plausible reading that conveys the question.
3	In paragraph 2, how can you read "It should ... but let us check it" as one connected thought?	Pause briefly around he replied, then continue the connected reassurance and caution through but let us check it.
4	How do Maya and Grandfather know their repair worked? Use paragraph 3.	They test the sign with a gentle push and it does not wobble.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative first-reading record: You read community garden accurately. Will it stay up now? sounded like a statement; try a questioning tone.

Illustrative practice plan: I will practice Will it stay up now? with a questioning tone, then reread the whole story.

Illustrative second-reading feedback: I heard a questioning tone on Will it stay up now? this time. You kept check it after the next strong wind together smoothly.

TEACHER ASSESSMENT NOTES

Observe both complete oral readings. Check accuracy, phrasing, expression and comprehension, not speed alone. Require real feedback and correction of difficult words. Accept helpful feedback even if further practice is needed. Slashes should support meaning, not mechanical pauses.