Read With Feeling

Use punctuation and word parts to guide smooth, expressive oral reading.

5.4 "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle every comma, question mark, and exclamation point. Then draw a small arrow beside each quoted sentence to remind yourself to change your voice for the speaker. After marking, read paragraph 1 aloud to a teacher or partner. Use accurate words, a sensible pace and expression that conveys the speakers' meaning. Ask for one helpful comment, then reread the paragraph using it.

The Hidden Map

1. On Saturday, Maya entered the old town library just as rain tapped the windows. Near the return desk, she spotted a folded map tucked inside a book about local rivers. A note on the map said, "Follow the blue stars, but do not hurry." Maya whispered, "Why would anyone hide this here?" The librarian looked up and smiled.

2. At the first blue star, Maya found a small box behind a globe. Inside was a brass key and another note: "Read each clue slowly. Notice every word." The next clue pointed to the garden door, so Maya and the librarian walked outside. "Listen!" Maya said. Water dripped from the roof, plink, plink, plink. Beneath the bench, the key opened a tiny drawer.

3. Inside the drawer lay a card with one final message. "The map is not a treasure hunt," it explained. "It is a guide to places where people learn." Maya grinned as she traced the blue stars from the library to the garden, the museum, and the river path. "I know what to do next!" she said. She carefully returned the map for another reader to find.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy the question Maya asks in paragraph 1. What should your voice do at the end?

2. In paragraph 2, write the words that should sound like repeated water drops. How should you read them?

3. Which sentence in paragraph 3 should be read with the strongest excitement? Name the punctuation mark that shows this.

4. Find the word carefully in paragraph 3. Divide it into syllables to help you read it accurately.

3 YOUR TURN

Your own words

Write two new sentences that could happen after the story. Include a comma and a question mark or an exclamation point, underline one word to emphasize, and add a slash where you would pause when reading aloud. Read your two sentences aloud to the same listener, using your pause and emphasis marks.

ANSWER KEY

Read With Feeling

GRADE 5 · TEKS 5.4

PART 1 · READ AND MARK

Circle every comma, question mark, and exclamation point. Then draw a small arrow beside each quoted sentence to remind yourself to change your voice for the speaker. After marking, read paragraph 1 aloud to a teacher or partner. Use accurate words, a sensible pace and expression that conveys the speakers' meaning. Ask for one helpful comment, then reread the paragraph using it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy the question Maya asks in paragraph 1. What should your voice do at the end?	**"Why would anyone hide this here?" Use an inquisitive voice that conveys Maya's question; natural intonation may vary.**
2	In paragraph 2, write the words that should sound like repeated water drops. How should you read them?	**"plink, plink, plink." Read the words as separate, repeated dripping sounds.**
3	Which sentence in paragraph 3 should be read with the strongest excitement? Name the punctuation mark that shows this.	**"I know what to do next!" The exclamation point shows excitement.**
4	Find the word carefully in paragraph 3. Divide it into syllables to help you read it accurately.	**care-ful-ly**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Maya paused at the river path, / then she heard a soft bell. "Could the next blue star be nearby?" she asked.

For the open task, accept two connected new sentences with the required punctuation, one marked emphasis word, and a sensible pause mark. Before work, arrange a listener and demonstrate a short fluent excerpt if needed. Observe actual paragraph reading and rereading for word accuracy, sensible pace and meaningful expression; give one specific feedback point. Accept natural question intonation, not only a rising ending. Check actual own-sentence reading as well; no speed test is required.