



5

# Common Core State Standards

**Standard:**  
**RF.5.4**

**Grade 5**

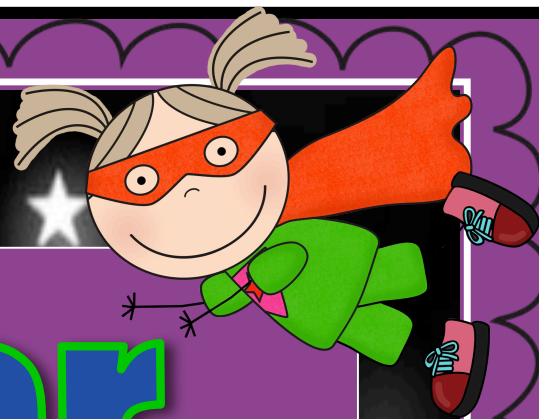
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by teachers.**

**Worksheets and Activities  
that teach every standard!**

# Common Core State Standards

## Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



# Power Readers



RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grab a partner and test out each other's Power Reading abilities! Choose a reading passage to read and answer questions. Your partner will time how many words you read in one minute's time as well as record how accurate you are during reading. Read the entire passage and then answer the reading comprehension questions. When you are finished, switch roles with your partner to test their Power Reading.

**Follow the instructions on the recording sheet to calculate your partner's Power Reading abilities.**

**Fluency:** Time for one minute and write a ] where your partner has read after that time.

**Accuracy:** Count up the number of incorrect words and use the formula to calculate the rate.

**Comprehension:** Have your partner read and answer the comprehension questions and then grade.



# Grandpa's Birdhouses

Story By: Andrew Frinkle

Grandpa's hobby was making birdhouses. He always said, "A man has to keep busy to stay out of trouble." Leigh wasn't sure how much trouble Grandpa could get into anyway, since he was such a nice guy, but she tried to listen to his advice. Besides, she liked to help him on his birdhouses.

Grandpa's shop was full of well-oiled and carefully-kept tools. Whenever he used something, he put it back in exactly the right place. He had rules about how he treated his tools, because he hated buying something new if the old one still worked. He also made sure to clean up his messes each time he worked on something.

It wasn't too fun cleaning up, but it was nice to watch him cut boards to exact lengths. It was nice to see the drill put in holes for screws to go in cleanly. It was like being a doctor, but with wood. The best part of building was seeing all the pieces come together in the final form. Yet, even then it wasn't done.

The last steps always included lacquer or paint, to help protect Grandpa's hard work from the weather. His birdhouses lasted for years. If he didn't coat them properly, the sun and rain would turn the wood grey and weak in a short period of time. No, he always made sure to do things right. Even if he put rocks or other cute decorations on them, it was done right and made to last.

Grandpa was a hard worker, but he was also smart and generous. He let Leigh keep the birdhouses sometimes, but only if he got to help hang it up or set the post for it. It had to be done just right, after all.

The birdhouses were a great way to learn about woodworking, hard work, taking care of what you have, and about birds. The absolute best thing about building birdhouses was that Leigh spent some time with Grandpa.

**332 total**

# **Grandpa's Birdhouses Running Record Sheet** (1 of 2)

Story By: Andrew Frinkle

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It wasn't too fun cleaning up, but it was nice to watch him cut boards to exact lengths. It was nice to see the drill put in holes for screws to go in cleanly. It was like being a doctor, but with wood. The best part of building was seeing all the pieces come together in the final form. Yet, even then it wasn't done.



## **Grandpa's Birdhouses Running Record Sheet (2 of 2)**

Story By: Andrew Frinkle

The last steps always included lacquer or paint, to help protect Grandpa's hard work from the weather. His birdhouses lasted for years. If he didn't coat them properly, the sun and rain would turn the wood grey and weak in a short period of time. No, he always made sure to do things right. Even if he put rocks or other cute decorations on them, it was done right and made to last.

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# Reading Comprehension Questions

## **Grandpa's Birdhouses**

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

1. **What does Grandpa make?**
  - A. toy cars
  - B. model trains
  - C. birdhouses
  - D. wooden toys
2. **How would you NOT describe Grandpa?**
  - A. smart
  - B. sloppy
  - C. hard-working
  - D. careful
3. **What part of the birdhouse building doesn't Leigh like very much?**
  - A. painting
  - B. cutting
  - C. designing
  - D. cleaning up
4. **The last steps of building included what?**
  - A. lacquer and paint
  - B. hanging the birdhouses
  - C. cutting and drilling
  - D. putting them together
5. **What was the absolute best thing about building birdhouses?**
  - A. learning about birds
  - B. spending time with Grandpa
  - C. watching the birdhouse come together
  - D. getting to keep one

# Reading Comprehension Answers

## Grandpa's Birdhouses

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D. getting to keep one



# The Killer Whale

Story By: Andrew Frinkle

When Greg went to the giant aquarium near his house, he had one type of animal that he loved to watch. He liked dolphins and manatees, but he loved whales. Beluga whales from the arctic were really neat, but it was the Killer Whales especially that had his heart.

For hours, from the park opening until closing, he could watch them. Their black- and-white patterned skin reminded him of a tuxedo, a penguin, or even a zebra, but on the whales it seemed even more special. It made them stand out in the water.

Their playfulness and intelligence amazed him, too. He liked to watch the trainers coax them through jumps, leaps, and other tricks. They talked and squawked at the trainers. One time the trainer even got launched into the air off the whale's nose. It was an impressive feat.

It always surprised him how fast and agile such a massive creature could be. He always expected them to be slow and lumbering, but they were fast like a bullet, darting through their huge tanks and exploding from the water.

In the park, they ate fish and other snacks, and lots of them. In the wild, he understood why they had their fierce name. They could eat seals, sea lions, small whales, and just about anything they could catch. Their teeth were sharp and predatory. They were the top of the food chain – even more dangerous than sharks.

The Killer Whales were amazing animals. They inspired him to learn more about the sea. He thought that some day he might want to be a marine biologist. Then, he could learn about his favorite animals as a job.

For now, he'd have to settle for watching them through the tank's glass and reading about them. However, there was always the future!

# The Killer Whale Running Record Sheet (1 of 2)

Story By: Andrew Frinkle

When Greg went to the giant aquarium near his house, he had one type of animal that he loved to watch. He liked dolphins and manatees, but he loved whales. Beluga whales from the arctic were really neat, but it was the Killer Whales especially that had his heart.

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Story By: Andrew Frinkle

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# Reading Comprehension Questions

## **The Killer Whale**

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

1. **Where is Greg going?**
  - A. the zoo
  - B. the park
  - C. the aquarium
  - D. the sea
2. **What is Greg's favorite animal at the aquarium park?**
  - A. seals
  - B. manatees
  - C. dolphins
  - D. killer whales
3. **Which of these is NOT a reason why Greg likes killer whales?**
  - A. their speed and power
  - B. their colors
  - C. their slowness
  - D. their intelligence
4. **Even though they look cool and nice, Greg knows Killer Whales are what?**
  - A. fierce predators
  - B. cute
  - C. friendly
  - D. very humorous
5. **What does Greg want to do some day?**
  - A. swim with the killer whales
  - B. be a marine biologist
  - C. feed the whales
  - D. take pictures of the whales

# Reading Comprehension Answers

## The Killer Whale

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# Power Reading Recording Sheet

Name of Power Reader \_\_\_\_\_

Name of Power Rater \_\_\_\_\_

## Fluency

On the running record, mark a ] to show where the Power Reader was after one minute of reading the passage. Count the number of words read up to the bracket to figure out words read per minute.

Words read per minute: \_\_\_\_\_ wpm

## Accuracy

Calculate an accuracy rate using the formula:

**(Total Number of Words - Number Incorrect) / Total Number of Words × 100**

Subtract the number of incorrect words from the total number of words. Divide this number by the total number words. Multiply by 100 to get the Accuracy Rate Percentage.

Total Number of Words	Number of Words Incorrect	Accuracy Rate

## Comprehension

Grade the comprehension questions using the answer sheet. Calculate how many questions out of 5 they answered right.

\_\_\_\_\_ / 5



Reading With Fluency

fiction

**Directions:** When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader. Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves.  
{Goal of 150 WPM}

Grandpa’s Birdhouses

Grandpa’s hobby was making birdhouses. He always said, “A man has to keep busy to stay out of trouble.” Leigh wasn’t sure how much trouble Grandpa could get into anyway, since he was such a nice guy, but she tried to listen to his advice. Besides, she liked to help him on his birdhouses.

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13  
29  
47  
54  
68  
85  
101  
114  
131  
151  
168  
179  
192  
207  
226  
243  
252  
267  
287  
296  
309  
323  
332

Date	Words Read Correctly Per Minute

Reading With Fluency

nonfiction

**Directions:** When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader. Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves.  
{Goal of 150 WPM}

Ants Go Marching

Bjorn Carey June 29, 2006 [www.livescience.com](http://www.livescience.com)

Ants use an internal pedometer to find their way home without getting sidetracked, a new study reports. Desert ants on foraging expeditions use celestial cues to orient themselves in the homeward direction, but with few landmarks in the barren land, scientists have wondered how the insects always take the most direct route and know exactly how far to march. The new study reveals that counting their steps is a crucial part of the scheme.

Old ideas

Over the years, scientists have proposed several theories for how ants find their way home. One is that they do it like honeybees and remember visual cues, but experiments revealed ants can navigate in the dark and even blindfolded. Another disproved hypothesis was that because ants scurry at a steady pace, they could time how long it took them to get to and fro. Other studies have shown that once ants find a good source of food, they teach other ants how to find it. The ant "pedometer" technique was first proposed in 1904, but it remained untested until now. Scientists trained desert ants, *Cataglyphis fortis*, to walk along a straight path from their nest entrance to a feeder 30 feet away. If the nest or feeder was moved, the ants would break from their straight path after reaching the anticipated spot and search for their goal.

Try that on stilts

Next, the researchers performed a little cosmetic surgery. They glued stilt-like extensions to the legs of some ants to lengthen stride. The researchers shortened other ants' stride length by cutting off the critters' feet and lower legs, reducing their legs to stumps. By manipulating the ants' stride lengths, the researchers could determine whether the insects were using an odometer-like mechanism to measure the distance, or counting off steps with an internal pedometer. The ants on stilts took the right number of steps, but because of their increased stride length, marched past their goal. Stump-legged ants, meanwhile, fell short of the goal. After getting used to their new legs, the ants were able to adjust their pedometer and zero in on home more precisely, suggesting that stride length serves as an ant pedometer.

15  
30  
44  
62  
74  
76  
90  
105  
119  
139  
157  
173  
187  
207  
223  
227  
240  
257  
273  
286  
300  
316  
331  
350  
362

Date	Words Read Correctly Per Minute

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read grade-level prose and poetry with accuracy, appropriate rate, and understanding.

## Assessment

Title: \_\_\_\_\_

Level: \_\_\_\_\_ Shows comprehension: \_\_\_\_\_

Error Rate: Total Words: \_\_\_\_\_ / Errors: \_\_\_\_\_ ER = 1: \_\_\_\_\_

Self Correction Rate: Total Errors + Total SC / Total SC: \_\_\_\_\_ = 1: \_\_\_\_\_

Accuracy Rate: (Total Words - Total Errors)/Total words x 100 = \_\_\_\_\_ %

Rate of Fluency: Total WPM \_\_\_\_\_ Total Errors: \_\_\_\_\_ WCPM: \_\_\_\_\_

Retelling: \_\_\_\_\_

Areas of concern: \_\_\_\_\_



Student comprehends reading.



Student read most words correctly.



Student read with expression.



Student self-corrected most errors.



Student used context to guess a word(s).