



For the following student:

Scarlett Campbell completed Level: Core5 L17

Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.

Level	Activity	# of pages
Core5 L17	Prefix Change Rules	3
Core5 L17	Spelling Rules 3	5
Core5 L17	Passage Fluency 5	5
Core5 L17	Idioms 2	5
Core5 L17	Passage Comprehension 5	8
Total		26

Printed by Ryan Campbell

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Lexia™

Name: _____



1. Some common prefixes change when combined with a root to make the word easier to say. Underline the double letters in the words below, and think about the prefix that was changed to make this word.

attend

allow

support

immense

supply

collect

offer

collide

commit

account

irrigate

suffer

occur

irritate

offend

suffix

affect

immortal

command

oppose

2. Write each word from the box above in the correct column.

con-

ad-

sub-

in-

ob-

attend

3. Choose one word from each column above and write a sentence for each.

a. _____

b. _____

c. _____

d. _____

e. _____

★ Read your sentences to a partner.

Name: _____



Some common prefixes change when combined with a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

1 sub + fer = suffer

The crops will suffer if it does not rain soon.

2 sub + pose =

3 in + mune =

4 con + mute =

5 dis + fer =

6 ex + fort =

7 sub + fix =

8 ad + fect =

9 con + lapse =

10 ob + fend =

11 ad + low =

12 ad + nex =

★ Read your sentences to a partner.

Name: _____



Sometimes the last letter of the prefixes dis- and ex- is dropped when added to a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

1 dis + vide = divide

She tried to divide the pizza among her friends.

2 ex + rupt =

3 dis + rect =

4 ex + lect =

5 ex + mit =

6 ex + rase =

7 ex + vent =

8 ex + ject =

9 dis + verge =

10 ex + voke =

11 ex + rode =

12 dis + lute =

★ Read your sentences to a partner.

Name: _____



Read the words in the box below. Use the spelling rules you have learned to spell the word that matches each clue. Then, find the words in the word search puzzle.

cliff

block

doll

match

drill

bridge

bell

clock

grill

hill

glass

badge

shell

dress

duck

1. a steep rock face**cliff****9. it is used to make windows****2. an article of clothing****10. a bird that quacks****3. it is used to tell time****11. it is used to cook outside****4. a wooden toy****12. it can be found on the beach****5. a pin worn by a sheriff****13. a child's toy****6. a power tool****14. it makes a ringing sound****7. it is used to make fire****15. it is used to cross over a river****8. a raised area of land**

M	B	F	L	Y	F	H	X	V	N	U	I	E	C
G	E	Y	V	I	D	M	A	T	C	H	I	L	L
L	L	B	U	W	S	F	E	P	U	M	O	A	C
A	L	R	R	M	G	H	U	S	C	H	D	M	D
S	F	I	G	X	Y	M	P	B	L	O	C	K	T
S	D	D	R	I	L	L	X	S	O	D	S	V	A
R	R	G	R	I	L	L	B	E	C	G	H	R	O
L	E	E	X	D	O	F	A	V	K	Y	E	C	G
F	S	K	I	H	D	Z	D	D	N	O	L	L	X
G	S	L	Z	F	O	W	G	U	V	P	L	I	Z
F	P	H	J	Q	L	E	E	C	V	N	G	F	S
Q	U	O	U	Z	L	B	N	K	I	B	B	F	Q

★ Practice spelling these words.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words.

1	drop + ing	<u>dropping</u>	2	shop + er	_____
3	music + al	_____	4	wise + er	_____
5	joke + ing	_____	6	sad + est	_____
7	seven + ty	_____	8	rot + en	_____
9	joy + ous	_____	10	move + able	_____
11	confuse + ing	_____	12	fame + ous	_____
13	love + ly	_____	14	thin + est	_____
15	loud + er	_____	16	slide + ing	_____
17	wed + ing	_____	18	grab + ed	_____
19	hot + est	_____	20	hope + ing	_____

★ Choose five words and write a sentence for each.

Name: _____



Add the suffix to the base word and write the new word on the line. Then, complete the crossword puzzle.

Across

1. marry + ing = marrying

3. party + es =

4. fly + ing =

6. penny + less =

9. hazy + er =

13. easy + est =

16. sunny + er =

17. gritty + er =

18. baby + es =

19. tricky + est =

20. spy + ing =

Down

2. apply + ing =

5. busy + er =

7. lady + es =

8. happy + ness =

10. messy + er =

11. rely + ing =

12. study + ed =

14. hurry + ing =

15. cozy + ness =

1 2

3

4 5

6 7

8 9

10 11 12 13

14

16 17

18 19 20

★ Practice spelling these words.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1

sticky + est = stickiest fly + es = flies

Flies are attracted to the stickiest messes like spilled maple syrup.

2

spy + es = _____ marry + ed = _____

3

study + ed = _____ penny + less = _____

4

carry + ed = _____ rely + able = _____

5

busy + er = _____ apply + ed = _____

6

puppy + es = _____ happy + ness = _____

7

sunny + er = _____ awake + en = _____

8

easy + er = _____ fly + ing = _____

9

empty + ness = _____ messy + est = _____

10

silly + est = _____ story + es = _____

★ Read your sentences to a partner.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1

berry + es = berries chomp + ing = chomping

The bears have been chomping on berries all afternoon.

2

sad + er = cry + ing =

3

win + ing = daisy + es =

4

clap + ed = skate + er =

5

slime + y = trip + ed =

6

smile + ed = silly + ness =

7

hop + ing = bunny + es =

8

hike + ing = mud + y =

9

shake + ing = stripe + ed =

10

state + ment = shop + er =

★ Practice spelling these words.



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ① Read the words carefully and clearly.**
- ② Pay attention to punctuation and read with expression.**

THE LISTENER SHOULD:

- ① Listen closely to the reader. Is the reading smooth, clear, and easy to understand?**
- ② As you listen, think of a question about the passage to ask the reader when he or she has finished reading.**

1 For more than one thousand years, fish called carp have been raised in China. In Chinese, the word for fish—yu—sounds like a word meaning “plenty.” Carp are symbols of long life, strength, and riches. In China long ago, carp were guarded in specially built ponds. The fish had dull colors. But once in a while, a yellow carp hatched. People began to breed these yellow carp. Over time, the carp changed. It became the first goldfish.

In the 1600s, traders from Europe came to China and were helping people in Europe discover the arts and culture of China. The traders saw goldfish ponds and the pretty fish swimming in them. There was much to admire and copy.

Back then, Europeans thought of fish only as food, not as pets. That changed when traders brought live goldfish from China. Wealthy Europeans built outdoor ponds to show off these fish and enjoy them. By the late 1800s, people in many countries were keeping goldfish in indoor tanks.

Today, there are more than 100 kinds of goldfish, including some that are red, purple and black. Goldfish are popular pets in homes all over the world.

2 Not all folks believe this, but it happened way back when the Old West was young. One day, a covered wagon crossing the desert hit a bump and a baby boy bounced out. A coyote came by, carried the boy to its den, and raised him with the other pups. The boy ran with the coyote pack until he was a teenager. Then he discovered that he had no tail. “I’m coyote-wild and coyote-tough, but I’m not a coyote,” he thought. “I guess I’ll be a cowboy.” And that was how Pecos Bill got his start in Texas.

Now, Pecos Bill was the toughest cowboy that Texas ever saw. One time, he was walking in the desert when a rattlesnake blocked his path. That rattlesnake reared up higher than a horse and showed its sharp fangs. “Out of my way,” said Pecos Bill, but the rattler just lunged forward to take a bite. Pecos Bill did a little fancy footwork. Then he gave that rattler a thrashing that made its eyes roll like wagon wheels. It fell in a heap.

Pecos Bill wrapped the dizzy snake around his arm. “You’ll make a handy rope,” he said and went on his way.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?**
- Did the reader read with expression?**
- What questions do you have about the passage?**

★ Practice these skills using a paragraph from a book of your choice.

Read the passages below with a partner. Take turns being the reader and the listener.

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THE LISTENER SHOULD:

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- ② As you listen, think of a question about the passage to ask the reader when he or she has finished reading.**

1 I wake up listening to a chorus of chirping birds sing joyful morning songs. Then I spring out of bed: it's summer, and I'm spending the day with my grandmother! I run down the dirt road that connects my home with hers, kicking up dust as I go. The sweet smell of syrup drifts through the open door, and I slide into the kitchen. Over a delicious breakfast of pancakes and eggs, Nana and I decide to spend the morning canoeing on the lake.

Nana and I put on our life jackets, push the wooden canoe into the water, and climb in. The canoe glides forward silently as we dip our paddles into the water. I breathe in the fresh smell of pine trees and notice how the lake glitters in the sunlight.

"Look! There's a heron," Nana says, pointing to a long-legged bird standing near the shore. When it sees us, it spreads its wings wide. I can hear the soft flap of the bird's wings as it flies away. We pull up on a small beach and Nana hands me a bucket for collecting blackberries. I reach for the bumpy berries and try to avoid the sharp thorns from poking the skin on my hands. When our buckets are full of berries, we paddle home for lunch. We eat the blackberries with cream and sugar. The berries burst in my mouth, and the seeds crunch between my teeth.

2 In the 1780s, two brothers in France did something never done before. The Montgolfier brothers built a huge balloon out of cloth and paper. They made the balloon rise into the sky by heating the air inside it with fire. The brothers built an even bigger balloon to send aloft by the royal palace. The king and queen of France attended this historic event in September 1783. Three passengers were on board—a duck, a rooster and a sheep. The balloon traveled about three kilometers over several minutes. Then it brought the animals safely to the ground.

In France in November 1783, two men completed the first human flight in a balloon. They floated aboard a hot-air balloon made by the Montgolfier brothers.

The craft lifted off because heating the air inside the balloon made it less dense, or lighter, than the surrounding air. The Montgolfiers did not know that at the time. They thought they had found a new gas, like one that had recently been discovered.

The newly discovered gas would later be called hydrogen. In 1783, other French inventors began using hydrogen to make passenger balloons rise high and travel far. Ballooning had begun.

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★ Practice these skills using a paragraph from a book of your choice.



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1 Between 1969 and 1972, astronauts landed on the moon and returned to Earth six times. In 2000, astronauts began circling Earth in a low orbit on the International Space Station. Astronaut crews have taken turns on the space station ever since.

What should the next step in human space travel be? Some space scientists say that astronauts should go to Mars. Sending people to Mars is not a new idea, but the details have yet to be figured out. Astronauts in a spacecraft to Mars would face bigger challenges than those on missions to the moon or to the International Space Station.

Mars is Earth's planet neighbor, but very far away for human travelers. A voyage to Mars would take about 30 months. Astronauts would have to deal with lonely, trapped feelings. They would also suffer bone loss caused by being weightless. This health problem affects astronauts who spend time in space. The most serious risk to astronauts in deep space is radiation. High-energy particles would pass through the spacecraft damaging human bodies.

Human travel to Mars and back would be costly and dangerous. For now, the only Earth travelers on Mars are robots. Mars still awaits its first human visitors.

2 The arctic is the land around the North Pole. It's a place with extremely cold winters. Two kinds of bears live here.

The first are giant polar bears, the largest of all bears. When standing, their heads would reach the ceiling in your house. Their fur appears white because it reflects light. It's actually clear and thicker than any other bears' fur. It covers their whole body, even the bottoms of their feet. Polar bears spend their winters hunting for seals out on the ice. They eat all the time to fatten up for the summer, when the ice is gone.

The other bears that live in the arctic are grizzly bears. These bears are huge but not quite as large as polar bears. Their fur is brown but some hairs have white tips. These tips make the bear's brown fur look a bit silvery. Unlike polar bears, grizzlies fatten up in arctic summers. Grizzly bears will eat just about anything. They can feed on grasses, plants, roots, and berries. They will eat insects and fish, as well as large and small animals. Just before winter comes, they dig dens. Then they hibernate, sleeping through the frozen winters of the arctic.

3 Discuss each reading with your partner.

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★ Practice these skills using a paragraph from a book of your choice.

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- ① Listen closely to the reader. Is the reading smooth, clear, and easy to understand?**
- ② As you listen, think of a question about the passage to ask the reader when he or she has finished reading.**

1 This is a story about two adventures of Sinbad the sailor. He sailed on seven voyages altogether. On Sinbad's first voyage, his ship stopped beside an island. Some sailors, including Sinbad, went ashore. The men relaxed on the island and had a picnic. Suddenly, the island began to shake and tremble.

The captain ordered the crew back to the ship. He saw that the island was actually a giant whale. Everyone but Sinbad made it back to the ship, and it set sail. Meanwhile, just as the whale dived, Sinbad grabbed a log and was able to float to safety.

On Sinbad's second voyage, he and his crew tied up at a large island. Sinbad fell asleep under a tree. When he awoke, everyone had left.

As he set out to explore the island, there was darkness overhead. Above him was a giant bird known as the Roc. Sinbad was curious about where it might fly. While it rested, he tied himself to its legs. When it took off, the mighty Roc carried Sinbad to an island covered with diamonds.

Sinbad collected all the diamonds he could carry. Luckily, the Roc then carried Sinbad to an island where he was rescued.

2 Cora was having a nice dream, but then she woke up. When she remembered she was in a tent, she sighed sadly.

She was on a family camping trip. Her little brother and her parents were totally enjoying themselves. "But I'm hot and bored and covered with itchy insect bites," thought Cora, scratching her arm. She was sharing a small tent with her brother. He was asleep, snoring loudly. Her parents were in the tent beside them. They were most likely still asleep, too.

Cora hadn't slept well. She'd heard strange noises all night that sounded like bears circling their tents. "I hate camping," Cora thought. "I might as well get up." She moved quietly trying not to wake up her brother or her parents. It wasn't their fault that she was having a terrible time.

She pulled on her clothes and left the tent. She followed the short trail down to the lake. In the early morning light, the water was covered with mist. She sat on the dock and dangled her feet in the cool water. She heard a warbler singing happily nearby.

"This is lovely," she whispered to herself, beginning to feel better about the camping trip.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?**
- Did the reader read with expression?**
- What questions do you have about the passage?**

★ Practice these skills using a paragraph from a book of your choice.

Read the passages below with a partner. Take turns being the reader and the listener.

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THE LISTENER SHOULD:

- ① Listen closely to the reader. Is the reading smooth, clear, and easy to understand?**
- ② As you listen, think of a question about the passage to ask the reader when he or she has finished reading.**

1 Birds in a flock were flying loosely together. Suddenly, they formed a tight bunch. Why? They spotted a falcon on the hunt. The falcon wanted to go after a lone bird because it could be hurt diving into a tight flock. The birds' defense worked. The falcon flew off.

Birds in groups are often safer than birds alone. Birds of different kinds may even join together for a group defense. The birds surround the hawk, owl, snake, or other enemy that threatens. They dart and dive at it until it makes its escape. This bird behavior is called "mobbing."

Grazing mammals often live in groups. Families of zebras, for example, join to form a herd. The zebras are alert to danger. If a lion or other hunter is near, the zebras run together. The hunter has trouble picking out a single zebra from the speeding herd. It's also possible that zebras' bobbing stripes make each animal even harder to see.

Groups of fish are called schools. When a whole school flashes this way and that, an attacker cannot easily find its prey.

An old saying points out, "There's safety in numbers." Flocks, herds, and schools are examples from the natural world.

2 Carolina and her family had just moved into a new building. While unpacking in her bedroom, Carolina noticed a short black cape already hanging on the back of the door. When she tied it on, she discovered she could now fly faster than a jet. She vowed to only use her powers to help people, and it didn't take long before someone needed her.

One evening, Carolina saw the woman and young boy who lived next door. The boy was sobbing because he had left his blanket at the library, which was about to close! Carolina put on the black cape and, with lightning speed, zipped to the library and grabbed the boy's blankie. When she delivered it, he was overjoyed.

The next night, Carolina's sister Angie threw her jeans in the laundry basket, forgetting she had left her school permission slip in the back pocket. Later, Angie realized her mistake. "Dad's doing the laundry now! My permission slip will be destroyed!" she cried.

"Why don't you look for it under your bed?" Carolina suggested. As Angie walked to her bedroom, Carolina flew to the laundry room in the basement. She grabbed the permission slip from Angie's jeans and flew back up so quickly that she was able to sneak it under Angie's bed just as Angie entered the room. Every building needs a powerful superhero like Carolina.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?**
- Did the reader read with expression?**
- What questions do you have about the passage?**

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

~~the cream of the crop~~

barking up the wrong tree

the icing on the cake

bull in a china shop

cost an arm and a leg

missed the boat

butterflies in my stomach

heard it through the grapevine

play it by ear

head in the clouds

- 1 That marathon runner won the race and is now considered...

the cream of the crop.

- 2 He does not use a cookbook when baking pies and likes to...

- 3 We cannot take the toddler to the art museum because she is like a...

- 4 She has been saving for a long time to afford a new truck because it will...

- 5 They're reading a book about a character who daydreams all the time and has his...

- 6 Luis was not supposed to know about the surprise party, but he...

- 7 When it was my turn to sing on stage, I had...

- 8 When Gia went to the ice cream shop in search of sushi, she was...

- 9 After having so much fun at the school carnival, winning a giant stuffed bear was...

- 10 We watched a beautiful sunrise this morning, but Marcus overslept so he...

★ Write the definitions for five of the idioms used above.

Name: _____



Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

to face the music

going out on a limb
throw in the towel
see eye to eye
drive him up the wall

come out of the blue

once in a blue moon
opened a can of worms
learn the ropes
bent over backwards

- 1 We knew there would be a consequence for breaking the vase, but it was time...
to face the music.

- 2 The constant pain from his toothache was starting to...

- 3 It will be easier at my new school once I...

- 4 Before the game was over, the losing team seemed to...

- 5 In warm climates it only snows...

- 6 The old friends get along well and always...

- 7 Nova had not heard from him in years, and his phone call seemed to...

- 8 When the coach ran with the track team every day to get them ready for the race, she...

- 9 Aria is shy, so when she ran for class president, she was really...

- 10 Nasir tried to help with the disagreement between his friends but saw that he had...

★ Write the definitions for five of the idioms used above.

Name: _____



Read the idiom in the left column and think about its meaning. Then, find the correct meaning and write the letter on the line.

Idiom	Meaning
1. <u>D</u> to come out of the blue	A. to love something very much
2. ____ to be a wet blanket	B. to be undecided
3. ____ to learn the ropes	C. to have things in order
4. ____ to be like a fish out of water	D. to happen suddenly
5. ____ to turn over a new leaf	E. to agree with someone
6. ____ to be all thumbs	F. to be out of place
7. ____ to move mountains	G. to be careless in a fancy place
8. ____ to throw in the towel	H. to give up
9. ____ to have your ducks in a row	I. to be negative about something
10. ____ to be the tip of the iceberg	J. to hear something but quickly forget it
11. ____ to be nuts about something	K. to achieve something very difficult
12. ____ to go in one ear and out the other	L. to have a fresh start
13. ____ to be on the fence	M. to be clumsy
14. ____ to be a bull in a china shop	N. to be a small part of a bigger problem
15. ____ to see eye to eye	O. to figure out how to do something

★ Write a short story using three of the given idioms.

Name: _____

Vocabulary
Idioms 2



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

Primary Standard: CCSS.ELA-Literacy.L.4.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
Supporting Standards: RF.4.3a, RF.4.4a, L.4.4

Core5 Level 17
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1 Dad bit off more than he could chew when he thought he could paint the room by himself. He was about to throw in the towel but Aunt Tina offered to help. She always bends over backwards to help others.

a. Dad bit off more than he could chew. What does this mean?

b. Did Dad give up? How do you know?

c. In your own words, how can you describe Aunt Tina?

2 Shriya is going out on a limb and trying out for the basketball team. The coach only chooses the cream of the crop for the team, but Shriya enjoys playing basketball and is ready for a challenge. I hope she does not get butterflies in her stomach!

a. Shriya is going out on a limb. What does this mean?

b. In your own words, describe the kind of players that the coach chooses.

c. Do you think Shriya will have butterflies in her stomach? Why or why not?

★ Write your own short story using these idioms: **to see eye to eye, to take the cake, to learn the ropes.**

Name: _____



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Once in a blue moon, Jade's uncle visits her in the city. When he is there, he feels like a fish out of water because he lives in a quiet, country town. After a few days, the noise of the city begins to drive him up a wall, so he heads back home.

- a. Does Jade's uncle visit the city often? How do you know?

- b. In your own words, explain how Jade's uncle feels when he visits the city.

- c. The noise of the city drives him up a wall. What does this mean?

2 This season, the football team started off on the wrong foot and lost their first three games. Then they turned over a new leaf and started working harder. The coach was proud that they did not throw in the towel.

- a. In your own words, explain how the football season started.

- b. The team turned over a new leaf. What does this mean?

- c. Why was the coach proud of them?

★ Write your own short story on the back of the page using these idioms: *to rain cats and dogs, time flies, to wing it.*

- 1 Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

ecosystem (noun) An ecosystem is all living, and nonliving things in an area.

- 2 Reread the informational text on the next page**, "Keystone Species." Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3** The main idea of this text is in bold print in Paragraph 1. **Put a star (★) next to the main idea.**
- 4** Bullet points with information about keystone species are included in a text box. Use this information to **write a definition of a keystone species in your own words.**
-
-

- 5** The information in this text shows a cause and effect relationship. The cause is underlined in Paragraph 4. **Put the letter C in the margin next to the cause.**
- 6** Three effects are underlined in Paragraph 5. **Put the letter E in the margin next to each effect.**
- 7** **Complete the chart by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the text.

main idea	
cause	
effect 1	
effect 2	
effect 3	

- 8 Write a summary of the text** on another page. Use information from your chart and the diagram on the next page to help you.

- ★ **Work with a partner to research another keystone species. Create a multimedia presentation using video, photos, or diagrams to explain what you learn.**

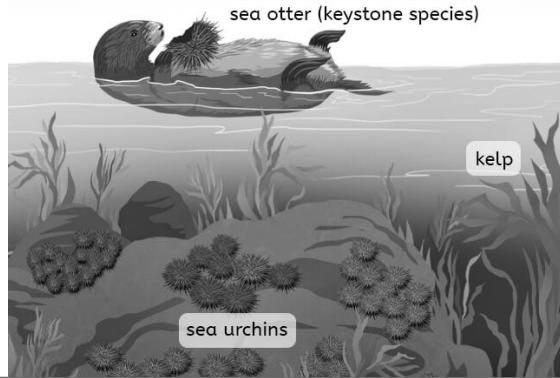


Keystone Species

1 Ecosystems are filled with connections. An ecosystem is all the plants, animals, and nonliving things in a particular area. **One connection that can have a big impact on an ecosystem is the link between predator and prey animals.**

What to Know

- Keystone species are living things that have a major impact on how an ecosystem works.
- If you take a keystone species away, the whole ecosystem suffers.
- They are often a predator. (They eat prey animals.)



2 Take the example of sea otters and sea urchins. Sea otters are mammals that live in the North Pacific Ocean. They are supremely suited for marine life. Their flipper-like hind feet help them swim. They sleep and eat while floating on their backs, often among the large seaweeds called kelp.

3 Sea otters eat an enormous amount of food. The animals they eat are called prey animals. A preferred prey animal is the sea urchin. Sea urchins are small, spiny animals with round bodies. They live on the sea bottom, eating algae and kelp.

4 During the 1700s and 1800s, it was a profitable business to hunt sea otters for their wonderful fur. Otter-fur hats and coats were popular. Overhunting brought sea otters to the edge of extinction. Not until the twentieth century did laws protect them. By then, damage to marine ecosystems had already been done.

5 Without sea otters to prey on them, the numbers of sea urchins grew nonstop. Sea urchins munched on kelp plants. They kept gobbling until the kelp forests disappeared. The giant green plants were central to the ecosystem where they grew. Kelp provided not just food but also shelter. When the kelp vanished, so did the fish and shellfish that needed it to survive.

6 Biologists have a name for an animal that plays a key role in the health of its ecosystem. It's called a *keystone species*. Sea otters are a keystone species.

- 1 Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

perceive (verb) To perceive is to notice something.

- 2 Reread the story on the next page**, "Lost on the Trail." It is fantasy—a story about magic, unrealistic events, and imaginary creatures.
- 3 Go back to the story, and circle the names of the two main characters.**
- 4** The setting where the fantasy takes place is described in Paragraph 1. **Put a box around the setting.**
- 5** The main characters face a problem, which is described in Paragraph 1. **Put a star (★) in the margin next to the problem.**
- 6** The main characters try to solve their problem in a series of events. **Put a checkmark (✓) in the margin next to the three major events** (Paragraphs 2, 5, and 8).
- 7** The problem is solved in the resolution, near the end of the story. **Put a smiling face (☺) next to the resolution.**
- 8 Complete the chart below in your own words.** Use the markings you made on the text to help you.

main characters	
setting	
problem	
major event 1	
major event 2	
major event 3	
resolution	

- 9 On another page, write a summary of the story.** Use information from your chart to help you.

★ **Create a board game based on the story you read. Include key details about characters, setting, and events.**

Lost on the Trail

- ¹ Clyde and his friend Ajay often walked on Pine Lane, a dirt path beside a wooded area known as the Enchanted Forest. One day, the boys were walking with Clyde's dogs, Bric and Brac. Suddenly, both dogs barked excitedly and ran into the woods. Clyde called after them again and again, but when the dogs did not return, he told Ajay, "We'll have to go and get them."
- ² The two boys entered the woods and called loudly for the dogs. There was no sign of Bric or Brac, but there was a sign on a board nailed to a tree. The boys walked right past it. They didn't notice that it read, "Magic Wish Trail."
- ³ After calling vainly, Clyde said, "There are so many trees and shrubs, we'll never be able to see Bric and Brac. Too bad we're not dogs because we could track those pups in no time. We'd just use our amazing sense of smell."
- ⁴ Ajay rolled his eyes and said, "Yeah, I wish!"
- ⁵ At once, a breeze ruffled the boys' hair. "I feel strange," each said simultaneously. Looking at each other, both cried out, "You're a bloodhound!"
- ⁶ The bloodhounds shouted at each other for a while, using their low, hoarse voices to howl their shock and alarm. But then, without thinking, they both began sniffing the ground. "A fox must have taken this trail," said Ajay.
- ⁷ The two bloodhounds trotted along, sniffing and commenting on the aromatic information that creatures had left behind. They detected the moist fragrance of frogs, the damp smell of rodents, and the wispy perfume of insects.
- ⁸ "And here is the route that Bric and Brac took," said Clyde confidently. "They were chasing a squirrel, but it climbed that tree over there, so they gave up and went this way." The bloodhounds followed the scent until they reached the edge of the Enchanted Forest. Before them, on Pine Lane, Bric and Brac stood waiting.
- ⁹ Stepping out of the forest and onto the path, the bloodhounds passed through an invisible wall. They transformed instantly into human boys.
- ¹⁰ "Oh, look," Clyde said to Ajay. "Bric and Brac came out of the woods on their own."
- ¹¹ "I'm glad we didn't have to go into the Enchanted Forest," added Ajay. "I've heard that weird things happen there."

- Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.
- perform** (verb) To perform is to put on a show, play music, or dance in front of an audience.
- Reread the drama on the next page**, "Talent Show Tryouts: A Skit in One Act." Dramas, or plays, are stories that are performed by actors.
 - Go back to the drama, and **circle the cast of characters**.
 - Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud.
 - Put a box around the stage directions that describe the setting.**
 - Underline the stage directions that describe the Director.**
 - The words that actors read aloud in a drama are called lines.
 - The Director's first lines show that he is motivated to accomplish a goal.* **Put a star (★) in the margin next to the Director's lines that describe his goal.**
 - The Director's lines at the end of the drama show that he did not accomplish his goal.* **Put a smiling face (😊) in the margin next to the Director's lines in the resolution.**
 - Complete the chart below in your own words.** Use the markings you made on the drama to help you paraphrase the text.

main characters	
setting	
goal	
resolution	

- What does the Director learn about performing? **Write a sentence to state this theme.**

 - Write a summary of the drama** on another page. Use information from your chart to help you.
- ★ Read the drama aloud with a partner. Remember that the stage directions are not read aloud.**

Talent Show Tryouts: A Skit in One Act

Cast of Characters

DIRECTOR **VINCE**, a mind reader

[*The DIRECTOR is sitting on a chair in a dark auditorium. VINCE walks confidently onto the stage.*]

DIRECTOR. Welcome to the tryouts for the Stixville Talent Show. I'll be directing the show, and I want to find the most talented acts in town. What is your name and your talent?

VINCE. I'm Vince the Mind Reader.

DIRECTOR. [*Skeptically*] You can tell what I'm thinking?

VINCE. Sure! Right now, you're thinking that I can't really read minds.

DIRECTOR. True, but too obvious. Let's get a sample of your act.

[*VINCE takes a deck of cards out of his pocket and shuffles the cards.*]

VINCE. Pick a card, any card, and I'll tell you what it is.

DIRECTOR. OK, I've picked a card.

VINCE. Now put it back in the deck, anywhere at all.

[*As the DIRECTOR puts the card back in the deck, VINCE leans over to view the card.*]

DIRECTOR. [*Surprised*] Hey, you just looked at it before I put it back!

VINCE. No, I didn't.

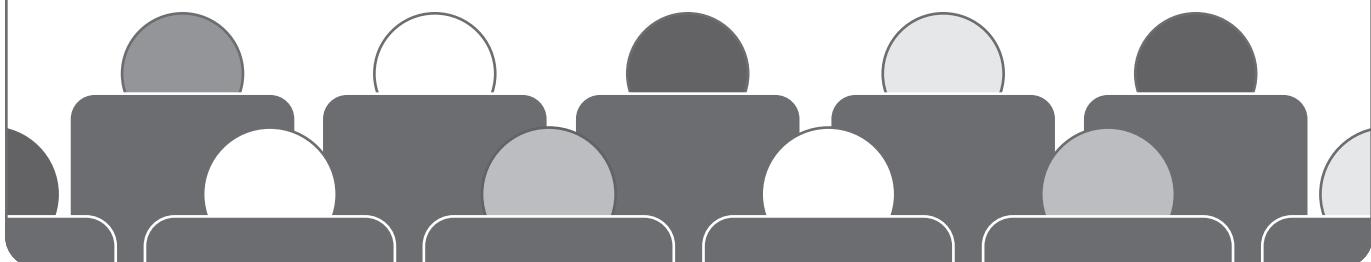
DIRECTOR. Yes, I saw you look right at it!

VINCE. OK, OK, I had to take a peek because I haven't perfected the trick yet.

DIRECTOR. [*Sighing*] Go home and practice—for a long, long time.

[*VINCE sulks and exits.*]

DIRECTOR. [*Thoughtfully*] Directing a talent show is a lot harder than I thought it would be. Of course, it is my first time. I might need more practice.



- 1 Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

reflect (verb) To reflect is to send something, like light, back.

- 2 Reread the poem on the next page**, "City Lights" by Lee Bennett Hopkins. Poets use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poems often have words that rhyme.** The rhyme in this poem connects the descriptions of city lights. **Circle two words in the poem that rhyme.**
- 4** The vivid words in this poem help readers form pictures in their minds. **Put a checkmark (✓) in the margin next to three words that describe how city lights look or what they do.**
- 5 Alliteration is the repetition of beginning sounds in words.** **Underline three pairs of repeated beginning sounds in the poem.**
- 6 Complete the chart.** Use the markings you made on the poem to help you.

rhyming words	
vivid words	
words with alliteration	

- 7 The rhythm of a poem is like a drumbeat that goes with groups of words. Read Lines 2 to 9 aloud, and listen for the rhythm. Then, describe the rhythm.**
-

- 8 The poem has a central message, or theme, about what keeps the city "awake all night." Write a sentence to state this theme.**
-

- 9 The city lights described by the poet most likely have different sources, including light that is reflected off skyscraper windows. On another page, draw the scene you imagine after reading the poem.**

- ★ What is your city or town like at night? Write your own poem to describe its sights, sounds, smells, tastes, and/or feelings. Try including rhyme, rhythm, and alliteration in your lines.**

Name: _____

Primary Standard: CCSS.ELA-Literacy.RF.4.4a - Read on-level text with purpose and understanding.
Supporting Standards: RI.4.8, RL.4.4, RL.4.2, RI.4.3, RL.4.5, L.4.4a, RF.4.3a, L.4.4c, RF.4.4c, RI.4.5, RI.4.2, RL.4.3, RL.4.10, RL.4.1, RI.4.10, RI.4.1, L.4.6

Core5 Level 17
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City Lights

by Lee Bennett Hopkins

- ¹ Blazing lights
- ² flicker
- ³ flash
- ⁴ glitter
- ⁵ gleam
- ⁶ twinkle
- ⁷ sparkle
- ⁸ bedazzle
- ⁹ beam
- ¹⁰ so
- ¹¹ brilliantly
- ¹² bright.
- ¹³ Reasons
- ¹⁴ why
- ¹⁵ city
- ¹⁶ stays
- ¹⁷ awake
- ¹⁸ all
- ¹⁹ night.