



Skills Practice

Grade 4

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Prefixes *dis-*, *non-*, *un-*, and *re-*

FOCUS

A prefix is one or more letters added to the beginning of a root or base word, and it changes the word's meaning. Knowing the meaning of a prefix can help you figure out the meaning of an unfamiliar word.

- The prefixes *dis-*, *non-*, and *un-* mean “not” or “opposite of.”
- The prefix *re-* means “again” or “back.”

PRACTICE Add the correct prefix (*dis-*, *non-*, or *un-*) to each word to give it the opposite meaning. You may use a dictionary if necessary.

1. popular _____

2. connect _____

3. appear _____

4. toxic _____

5. healthy _____

6. absorbent _____

For each word below, write **again** or **back** to identify the meaning of the prefix **re-**.

7. return _____

8. remodel _____

APPLY Match each definition below with a word from the word box.

rearrange
rewind

nonverbal
disobey

unnatural
nonequivalent

dissimilar
unsteady

9. not normal; not real _____
10. to not follow commands or rules _____
11. to turn back _____
12. to put in a different order _____
13. not stable or firm _____
14. not involving words _____
15. not like others _____
16. not equal to _____

Write the meaning of each word below.

17. nonabrasive

18. refund

19. dishonest

20. unfamiliar

Vocabulary

FOCUS

Review the selection vocabulary words from “Ava and Pip.”

awkwardness**conquer****coordinated****flattered****gullible****pep****reassured****reinforcement****suspiciously****transplant****PRACTICE** Circle the word that matches each sentence.

1. Dad gave us an icy stare when he saw that the car had been scratched.

reassured**flattered****suspiciously****gullible**

2. “I’ve never seen you looking so lovely,” crowed the prince.

coordinated**conquer****transplant****flattered**

3. Oliver looked like he had two left feet when he danced.

awkwardness**reinforcement****suspiciously****pep**

4. Maria dug the violets out of the ground and put them in a pot.

conquer**transplant****reinforcement****flattered**

5. Winston can dribble the basketball with both his right and left hand.

awkwardness**pep****reassured****coordinated**

6. It took many years for Mr. Taylor to get over his fear of flying.

transplant**gullible****flattered****conquer**

APPLY Answer each question. Write your response as a complete sentence.

7. Are you more likely to succeed if you have reinforcement? Why or why not?

8. If someone were gullible, would he or she think that people always tell the truth? Why or why not?

9. Would a coordinated person be good at tennis? Why or why not?

10. Would someone with a lot of pep sleep all the time? Why or why not?

11. Would someone who has been reassured feel worse than before? Why or why not?

12. Does a champion figure skater often show awkwardness? Why or why not?

Brookville Cardinals Stay on Top

“What a difference a year makes,” mused Brookville Middle School basketball coach Tina Myers as her sixth-grade girls’ team took another victory lap around the court last night. “Last season, even a small mention on the sports page would have been flattering. But this season we are the stars. We set out to conquer every team we play—and we actually do it.”

Myers then took another glance at the final scoreboard. She eyed it suspiciously, as if she didn’t know how to take in the Cardinals’ thirty-point win. But this new-and-improved team is for real. Starting guards Nina Washington and Beth Stokes are expert ball handlers. Six-foot-tall Maria Chan is a rebounding machine. And forward Steph Powers is on fire, making 20 of her last 25 shots from inside the paint.

“We didn’t start with a lot of confidence,” remembers Myers. “There was a lot of awkwardness at first. But at some point after our first game everything just came together. Then the more they won, the more reassured they felt. This wasn’t going to be another losing season. The confidence grew and grew. And now our pep and energy are just through the roof.”

That energy certainly was evident last night from the opening buzzer. The Cardinals quickly took a ten-point lead over Lawton after a trio of three-pointers from Powers. Then a series of steals by Washington and Stokes left the Lions reeling. At halftime, the score was 40 to 15.

The Lions showed a little bit of life in the second half, thanks to some inspired shooting by center Lyla Banks. With twelve minutes to go, Lawton reduced their deficit to ten. But then the Cardinals got their second wind and powered their way toward their tenth win in a row.

Brookville is already guaranteed a spot in this year's city-wide tournament. It's a position this team has rarely found itself in. But the girls are determined to keep up the good work.

"I have to say I'm kind of in shock," admitted Brookville principal Sylvia Waters. "We brought in Coach Myers as a mid-year transplant from Dell City last season. The girls' skills were lacking and their spirits were low. But Tina has worked wonders with them. They are quick, coordinated, and very hungry for the championship."

Even Myers was surprised by her team's success at first. "When our streak started, I didn't want to be gullible and think nothing could stop us," she said. "But I've become a believer. It's amazing what a little positive reinforcement—and a lot of hard work—can do."

Compare and Contrast

FOCUS

When you **compare**, you tell how two or more people, places, things, or ideas are alike. When you **contrast**, you tell how they are different. Comparing and contrasting helps you better understand the facts and ideas presented in a text. Read the following paragraph. It compares and contrasts two houses.

My friend Flora and I both live in two-story homes on Mulberry Street. Both houses have large back yards with many tall trees. But while Flora's house is red and made of brick, mine features wood siding painted white.

The houses have the same number of stories and similar locations and surroundings. They are made of different materials.

PRACTICE Read each sentence below. Write *Compare* if it tells how two things are alike. Write *Contrast* if it tells how two things are different.

1. The girls' basketball team is doing wonderfully, but the boys' team needs more practice.

2. Like his older brother, Warren is beginning to show a real talent for painting.

3. Both Friday and Saturday were dreary, rainy days.

4. Ellie's class is going to the museum; Aaron's class, on the other hand, is going to the nature preserve.

5. Boston is cold and snowy, while Miami is warm and sunny.

APPLY Write one sentence that compares each pair of things listed below. Then write one sentence that contrasts them.

6. dogs and cats

Compare: _____

Contrast: _____

7. cars and buses

Compare: _____

Contrast: _____

8. the United States and Canada

Compare: _____

Contrast: _____

9. spring and summer

Compare: _____

Contrast: _____

10. fruits and vegetables

Compare: _____

Contrast: _____

11. lakes and rivers

Compare: _____

Contrast: _____

12. morning and evening

Compare: _____

Contrast: _____

Name _____ Date _____

Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Brainstorm ideas for an opinion essay.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Revising

Use this checklist to revise your opinion essay.

- ☐ Does your writing have a clear purpose?
- ☐ Does your writing state an opinion?
- ☐ Does your writing have three reasons that support your opinion?
- ☐ Does your writing include interesting details or descriptions?
- ☐ Did you include an ending that sums up your opinion?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- ☐ Did you use proofreading symbols when editing?
- ☐ Does your writing include transition words?
- ☐ Did you make sure all nouns were used properly?
- ☐ Did you check your writing for spelling mistakes?

Publishing

Use this checklist to prepare your opinion essay for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.

Spelling

FOCUS

Prefixes can change the meaning of the base word. Understanding their meanings can help you figure out the meaning and spelling of a difficult word. The prefixes **dis-**, **un-**, and **non-** mean “not.” The prefix **re-** means “again” or “back.”

PRACTICE Write the spelling word that contains the same root or base word as each of the following words.

Word List

- | | |
|-----------------|------------------|
| 1. discomfort | 11. reappear |
| 2. disconnect | 12. rearrange |
| 3. dishonest | 13. rediscover |
| 4. disobey | 14. refreeze |
| 5. disqualify | 15. retrace |
| 6. nondairy | 16. uncooked |
| 7. nonliving | 17. uneventful |
| 8. nonremovable | 18. unidentified |
| 9. nonspecific | 19. unimpressed |
| 10. nonstick | 20. untangle |

Challenge Words

1. disarray
2. nonverbal
3. unconscious

1. livable _____

2. comfortable _____

3. freezer _____

4. precook _____

5. impression _____

6. eventual _____

7. qualified _____

8. reconnects _____

9. entangled _____
10. sticky _____
11. disappear _____
12. honestly _____
13. dairy _____
14. specifically _____
15. misidentify _____
16. obeying _____
17. arrangement _____
18. discovery _____
19. untraceable _____
20. removing _____

APPLY Add the prefix *dis-*, *un-*, *non-*, or *re-* to each of the following base words to create one of the spelling words and write it on the line.

- | | |
|----------------------|--------------------|
| 21. trace _____ | 29. tangle _____ |
| 22. array _____ | 30. qualify _____ |
| 23. discover _____ | 31. connect _____ |
| 24. honest _____ | 32. arrange _____ |
| 25. stick _____ | 33. cooked _____ |
| 26. identified _____ | 34. obey _____ |
| 27. verbal _____ | 35. freeze _____ |
| 28. comfort _____ | 36. specific _____ |

Nouns

FOCUS **Nouns** are words that name people, places, things, or ideas.

Rule

- A **common noun** names *any* person, place, thing, or idea.
- A **proper noun** names particular persons, places, things, or ideas. Proper nouns always begin with capital letters.
- A **concrete noun** names something we can see or touch.
- An **abstract noun** names something we cannot touch or see, such as an idea or emotion.

Example

- student, school, chalkboard
- New York, June, Thursday
- dolphin, girl, water
- friendship, honesty, happiness

PRACTICE Read this paragraph. Look at the words in bold type. Underline the words in bold type that are *concrete* nouns. Circle the words in bold type that are *abstract* nouns.

Robert heard **laughter** as he walked into the **kitchen**. His mother and **brother** were baking granola. The **smell** coming from the **oven** was wonderful. Robert's **stomach** growled as he waited for the **granola** to be done. It was hard to have **patience**! Robert remembered the granola his **grandmother** used to make. The **aroma** was now almost too much for him to take. It filled the entire **house** with the smell of **nuts** and **honey**—the same scent as in his **memory**. When the granola was finally ready, Robert showed his **happiness** by eating three **bars**!

APPLY Look at one of the drawings from “Ava and Pip” or another book you have recently read. Briefly describe the drawing or picture. Then list all the concrete, abstract, and proper nouns you observe.

Description: _____

Concrete	Abstract	Proper
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Inflectional Endings **-ed** and **-ing**

FOCUS

- The inflectional ending **-ed** indicates a past action.
For example: **decided**
- The inflectional ending **-ing** shows that something is happening right now.
For example: **raining**
- Sometimes spelling changes are made to the base word before adding **-ed** or **-ing**.

Drop the final *e* in a word that ends with silent *e*.
For example: **amuse—amused, amusing**

Change final *y* to *i* before adding **-ed**.
For example: **clarify—clarified**

Double the final letter in a one-syllable word that ends with a short vowel plus a single consonant.
For example: **drag—dragged, dragging**

Double the final letter in a multi-syllable word if the last syllable ends with a short vowel plus a single consonant AND the syllable is stressed.
For example: **proGRAM—programming**
(Do not double the final letter if the last syllable is not stressed. For example: **BLOSSom—blossoming**)

PRACTICE Change the following words using **-ed** to indicate a past action.

1. equip _____

2. multiply _____

3. surprise _____

Change the following words using *-ing* to indicate that something is happening right now.

4. occupy _____

5. begin _____

6. erode _____

APPLY Add the ending to the base word and write the new word on the line.

7. believe + *-ed* = _____

8. commit + *-ing* = _____

9. decorate + *-ing* = _____

10. jab + *-ed* = _____

11. swallow + *-ing* = _____

12. justify + *-ed* = _____

Write whether each bold word is used as a noun, a verb, or an adjective.

13. **Skiing** is Mike's favorite sport. _____

14. All of the **stained** clothes should be soaked. _____

15. Coach Danner **carried** the bag of soccer balls. _____

16. Shoppers are **hurrying** to get the best deals. _____

Vocabulary

FOCUS

Review the selection vocabulary words from
“Louis Braille’s Gift to the Blind.”

cell
certain
code
distinctly
dormitory

institute
murmured
represented
technique
vertical

PRACTICE Read each sentence. Write Yes if the underlined vocabulary word matches the definition below the sentence. Write No if it does not.

1. Matt shyly murmured an answer when the teacher called on him.
stood for _____
2. Petra complained that her tiny room felt like a prison cell.
a building with many bedrooms _____
3. Pedro is looking for a certain page in his science book.
particular _____
4. Janet drew a vertical line between the two syllables in the word.
a set of signals _____
5. The artist uses a special technique when drawing shadows.
a school or organization _____
6. Morse code consists of dots and dashes that stand for letters.
method of doing things _____

7. A good public speaker pronounces every word distinctly.

in a clear manner _____

8. On the map, each trail was represented by a dotted line.

spoke in a soft voice _____

APPLY Read each statement below. Rewrite the sentence using a vocabulary word.

9. To balance the book on your head, make sure your body stays straight up and down.

10. The honeycomb consisted of a network of small, enclosed parts.

11. That organization set up for the purpose of teaching art is named after my grandfather.

12. The students at the university art camp get to stay in a building with many bedrooms.

13. The swimmers are just learning the backstroke and need to work more on their method.

14. In the poem, the blooming roses were a symbol for love.

Mario's First Day

Mario's heart raced as he dragged his suitcase into the dormitory elevator. "Hit number six, Rio," whispered his dad. Mario tried to return Papa's reassuring smile as he pushed the button, but he was nervous.

Last spring, Mario had been so excited to receive his acceptance letter to the Young Scientists Institute. He would be the one boy representing his school at this prestigious summer camp. And what a thrill to learn about chemistry, physics, and computer programming with real scientists and professors!

But now excitement had been replaced by a certain kind of fear. The camp would be held at a huge college campus. What if he couldn't find his classes? And there would be many other students who were just as smart as him—maybe much smarter. Would he make a fool of himself?

When he arrived at the door of his assigned room, Mario heard a distinct sound from inside—a very confident laugh. *Oh, no*, Mario thought. *My roommate is super friendly and outgoing, so he'll be really popular, and I'll be on the sidelines, as usual.* Suddenly, the door swung open and Mario was face to face with a smiling, dark-haired boy with glasses.

"You must be Mario," the boy said. "Hi, I'm Tariq!"

The boys shook hands as Papa greeted Tariq's family. Mario and Papa spent a few minutes unpacking his things, but then it was time for Papa to go. "See you in a week, Rio," he said. He gave Mario the smile from the elevator once more. "Call me if you need anything."

Mario could only manage a quick murmur goodbye as Papa hugged him. He couldn't believe his dad was about to leave him with this stranger.

Just like that, the two boys were alone. Mario was speechless, but Tariq didn't seem to have trouble talking. "I am so psyched to be here, aren't you?" he said.

"Yeah, sure . . . I guess," mumbled Mario, looking down at his sneakers.

"I mean, how cool is it that we get to learn real lab techniques . . . and how to code. I really want to make my own computer game," Tariq continued.

Mario's head snapped up and excitement fluttered in his chest. "Totally cool!" he said. "Did you know we get to see the battery cells of an electric car? And they have that static machine that makes your hair go vertical."

Mario returned Tariq's smile and thought, *Maybe I won't need to call Papa after all.*

Classify and Categorize

FOCUS

It is often helpful to **classify and categorize** the information in a text. Think of categories under which related objects might fall. Then classify those things by placing them in the correct category. For example, when reading a recipe for baking a cake, you might classify and categorize the ingredients as follows:

Category: Dry Ingredients		Category: Wet Ingredients	
flour	sugar	eggs	milk
baking powder	salt	vanilla	

PRACTICE Write a category for each list of items below. Then add another item that falls within that category.

1. Los Angeles, Chicago, Dallas, Baltimore _____

2. tiger, cheetah, leopard, jaguar _____

3. ocean, lake, pond, creek _____

4. oak, elm walnut, sycamore _____

5. teacher, doctor, scientist, salesperson _____

6. North America, South America, Asia, Europe _____

APPLY Write three items that belong in each category.

7. Things that are Published

11. Toppings on a Pizza

8. Kinds of Museums

12. Famous People in American History

9. Languages

13. Kinds of Fish

10. School Subjects

14. Genres of Music

Name _____

Date _____

Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Add interesting details and descriptions.

1. Reason #1: _____

Explanation #1: _____

Additional Detail: _____

2. Reason #2: _____

Explanation #2: _____

Additional Detail: _____

3. Reason #3: _____

Explanation #3: _____

Additional Detail: _____

Proofreading Symbols

¶ Indent the paragraph.

^ Add something.

ℳ Take out something.

/ Make a small letter.

≡ Make a capital letter.

sp
○ Check spelling.

◦ Add a period.

Spelling

FOCUS

- The inflectional ending **-ed** is added to verbs to form the past-tense verb. It can also be added to form a past participle, which is a verb that acts like an adjective.
- The inflectional ending **-ing** is added to a verb to form the present participle, which can be used as a verb, noun, or adjective.

PRACTICE Add the inflectional ending **-ed** or **-ing** to the following base words and write the resulting spelling words on the lines.

Word List

- | | |
|-----------------|----------------|
| 1. applauded | 11. informed |
| 2. bargaining | 12. lectured |
| 3. boasted | 13. marveled |
| 4. burying | 14. omitted |
| 5. concentrated | 15. proposing |
| 6. concluded | 16. replied |
| 7. doubling | 17. stammering |
| 8. grumbled | 18. suspending |
| 9. guessing | 19. vanishing |
| 10. identifying | 20. whirling |

Challenge Words

1. analyzing
2. evacuated
3. immigrating

- | | |
|----------------------|--------------------|
| 1. concentrate _____ | 9. applaud _____ |
| 2. propose _____ | 10. double _____ |
| 3. inform _____ | 11. identify _____ |
| 4. marvel _____ | 12. whirl _____ |
| 5. boast _____ | 13. bargain _____ |
| 6. grumble _____ | 14. guess _____ |
| 7. stammer _____ | 15. lecture _____ |
| 8. suspend _____ | 16. vanish _____ |

17. reply _____
18. omit _____
19. bury _____
20. conclude _____

APPLY Some of the following words are misspelled. Write the correctly spelled word on the line. If the word is already spelled correctly, write *Correct*.

21. boaseted _____
22. lectureed _____
24. analyzing _____
25. buriing _____
26. replied _____
27. whirling _____
28. doubleing _____
29. conentratd _____
30. aplauded _____
31. identfying _____
32. vacuted _____
33. bargainning _____
34. propossing _____
35. marvelled _____
36. stammering _____

Verbs

FOCUS

- Tell students that an **action verb** shows what the subject does. The action can be seen or unseen. For example: Molly *thought* about her idea.
- A **linking verb** does not show action. Linking verbs connect the subject of a sentence with a noun or an adjective that renames or describes the subject. **State-of-being verbs**, such as *is, am, are, was, and were*, are often linking verbs. For example: Austin *is* a good golfer.
- Some sentences contain a **verb phrase**—the **main verb** plus a **helping verb**. Helping verbs help the main verb show action. For example: Diego *will be playing* tennis this year.
- **Modal auxiliary verbs** express a condition about the action or state of being. Modal auxiliary verbs include *can, could, would, should, may, and must*. For example: The mail *should arrive* by 3:00.

PRACTICE Fill in each blank below with an action verb if the sentence is followed by (A), a state-of-being verb if it is followed by (S), or a modal auxiliary verb if it is followed by (M).

1. Fran _____ down the hallway as fast as she could. (A)
2. Jupiter and Saturn _____ two of the gas giants. (S)
3. A volcano _____ just miles away from our island resort. (A)
4. Sam _____ wait for his younger brother before walking home. (M)
5. Tasha _____ awake before her alarm went off. (S)
6. Our teacher _____ read this week's novel aloud to us. (M)

The following paragraphs contain several verb phrases. Circle each verb phrase. Underline the helping verb. Double underline the main verb.

Danny and Ichiro were walking their dogs in the park. It was their favorite way to spend Saturday mornings. The day was beautiful.

“Which path should we take?” Danny asked. There were three paths. They usually took the longest one.

“We could try a new path this time,” said Ichiro.

They did take a new path. It quickly became their favorite trail.

APPLY Each of the following sentences contains a linking verb. Circle the linking verbs. Then draw an arrow from the subject of each sentence to the noun or adjective it is connected to by the linking verb. The first one is done for you.

7. The new teacher seems kind.
8. Scientists are still confused about the results of the experiment.
9. Your dog is quite large.
10. The two friends were inseparable.
11. Nita was hungry after a long day.
12. My mom is pleased with my grades this quarter.
13. Justin looks really sad today.
14. I am a student at West Creek Elementary.

Homophones and Homographs

FOCUS

- Homophones are words that have the same pronunciation but have different spellings and meanings. For example, the words *knight* and *night* are homophones.
- Homographs are words that have the same spelling but have different pronunciations and meanings. For example, the word *tear* can be pronounced with a long-**e** sound and mean “a drop of fluid from the eye,” or it can be pronounced with a long-**a** sound and mean “to rip.”

PRACTICE Circle the word that correctly completes each sentence.

1. Megan has (shone shown) everyone her new car.
2. Is there a long (weight wait) to get a table at the restaurant?
3. The flag and eagle are (symbols cymbals) of our country.
4. Please (ring wring) excess water from your swimsuit.

Choose the word that fits each set of definitions. Write the word on the line.

resent

contract

drawer

number

5. a sliding box that can be pulled out and pushed in; one who draws

6. sent again; to feel angry or bitter about something that seems unfair

7. a written agreement; to become smaller in size _____
8. a digit; more unable to feel _____

APPLY Write a sentence for each homophone.

9. stares _____

10. stairs _____

11. meteor _____

12. meatier _____

The underlined words in each sentence are homographs. Write the meaning of each word in the order it appears in the sentence.

13. Having a permit to drive does not permit you to access to all roads.

14. Dad put his keys on the console and tried to console me about the team's loss.

15. Do you recall the reason for the recall of that model of car?

16. Are you content with the essay, or would you like to revise the content?

Vocabulary

FOCUS

Review the selection vocabulary words from
“Charlotte’s Web.”

astride**bewilderment****blundered****drowsed****exertions****glistened****patch****solemnly****uttered****woven**

PRACTICE Choose the vocabulary word that matches each example. Write the word on the line.

1. a small vegetable garden _____

2. took a nap in a hammock _____

3. answered a question in class _____

4. rode a horse at the fair _____

5. made a kitchen rug out of rags _____

6. losing your way in the woods _____

7. swimming and jogging _____

8. tripped down the stairs _____

9. a diamond necklace catching the light _____

10. honored a fallen hero _____

APPLY Complete the following sentences. Make sure each sentence shows the meaning of the underlined vocabulary word.

11. The artist has woven a _____

12. Kendra looked so tall astride the _____

13. In class, Quentin has rarely uttered _____

14. Imagine my bewilderment when _____

15. Yesterday, the whole town solemnly remembered _____

16. The kitten drowed all afternoon _____

17. After all the morning's exertions, Amelia was _____

18. The small puddle in the road glistened when _____

A Way West

In America's early days, there were few travel options for those hoping to find fortune—and a new life—in the wide open West. There were no cars, planes, or trains. There weren't even any roads! Only a few rough trails existed to lead settlers to their own little patch of land in the wilderness. The most famous of these was the Oregon Trail.

The Oregon Trail began for most travelers in Independence, Missouri. It then stretched over 2,000 miles westward through what are now the states of Kansas, Nebraska, Wyoming, Idaho, and Oregon. The official end was Oregon City, but many settlers abandoned the trail before reaching this point.

In the 1840s, families started tackling the Oregon Trail in groups called wagon trains. Each family placed all their food, clothing, tools, and furniture into a wagon. These vehicles were covered with a tough woven cloth called canvas and pulled by teams of horses or oxen. Members of a wagon train moved together to provide each other support and protection on the nearly six-month journey.

The first leg of the trip, through the grasslands of Kansas, was fairly easy. Reality set in, however, once the settlers had their first river crossings. The men sat astride their oxen and coaxed them across swift and dangerous currents. Sometimes all their belongings made it across. Often the people would stare in bewilderment as half of their possessions were picked up and carried downstream. A few unlucky travelers drowned before they reached the opposite bank.

Mountain crossings were also dangerous and required much exertion. And then there were the long, hot, dry stretches through desert. As animals struggled, people suffered, and wagons fell into disrepair, many settlers came to see what a blunder it was to bring everything they owned. Dressers, trunks, chests of drawers, and other cherished items were abandoned along the trail. The weary travelers would do anything to lighten their load.

The trail itself was not the only hazard. The weather could be extremely hot, cold, or stormy. The people could run out of food and water. And when someone became seriously ill or injured, there were no doctors or hospitals to help them. Many a solemn day was spent saying goodbye to those who would never finish the journey.

After a day of difficult travel, the settlers would camp for the night. They would form a circle with their wagons to protect the livestock from wild animals. A campfire or two would glisten in the dark. Exhausted children would drowse against their parents. Bacon, beans, and hard biscuits would be eaten to provide energy for tomorrow's tiring trek. And perhaps the people would utter words of hope to each other. They would survive. They would make it to their new home.

Cause and Effect

FOCUS

The **cause** is the reason why something happens. The **effect** is what happens as a result. Pay attention to causes and effects in a story so that you can understand why events occur and what motivates characters. Signal words such as *because*, *since*, *therefore*, and *so* will help you identify cause-and-effect relationships in a text.

Read the following sentence: Because the ground is frozen almost all year, there is no farming in this area. The **cause** is that the ground is frozen most of the year. The **effect** is that there is no farming.

PRACTICE Read each sentence. Write *Cause* if the underlined part describes a cause. Write *Effect* if it describes an effect.

1. There is rain in the forecast, so I will take my umbrella today.

2. Since you are an excellent artist, you should make the drawings for our project.

3. Sasha came to say goodbye because she is moving to Denver next week.

4. Because Jamie is so tall, she can always reach the top shelf.

5. I want to be home in time for dinner, so I will have to leave in five minutes.

6. There are clear skies tonight; therefore, we will be able to see many stars.

APPLY Each sentence below describes an effect. What might have caused it? Use the sentence and your own ideas to write a new sentence that shows cause and effect.

7. The soccer team is covered in mud. _____

8. Rashid got an A on his spelling test. _____

9. A tree fell on the roof of our house. _____

10. The school bus is late again. _____

Each sentence below describes a cause. What might be the effect? Use the sentence and your own ideas to write a new sentence that shows cause and effect.

11. Amber stayed out in the sun too long. _____

12. Will practiced the song on the piano for hours. _____

13. Frida has a very bad cold. _____

14. More houses are being built in coyote habitats. _____

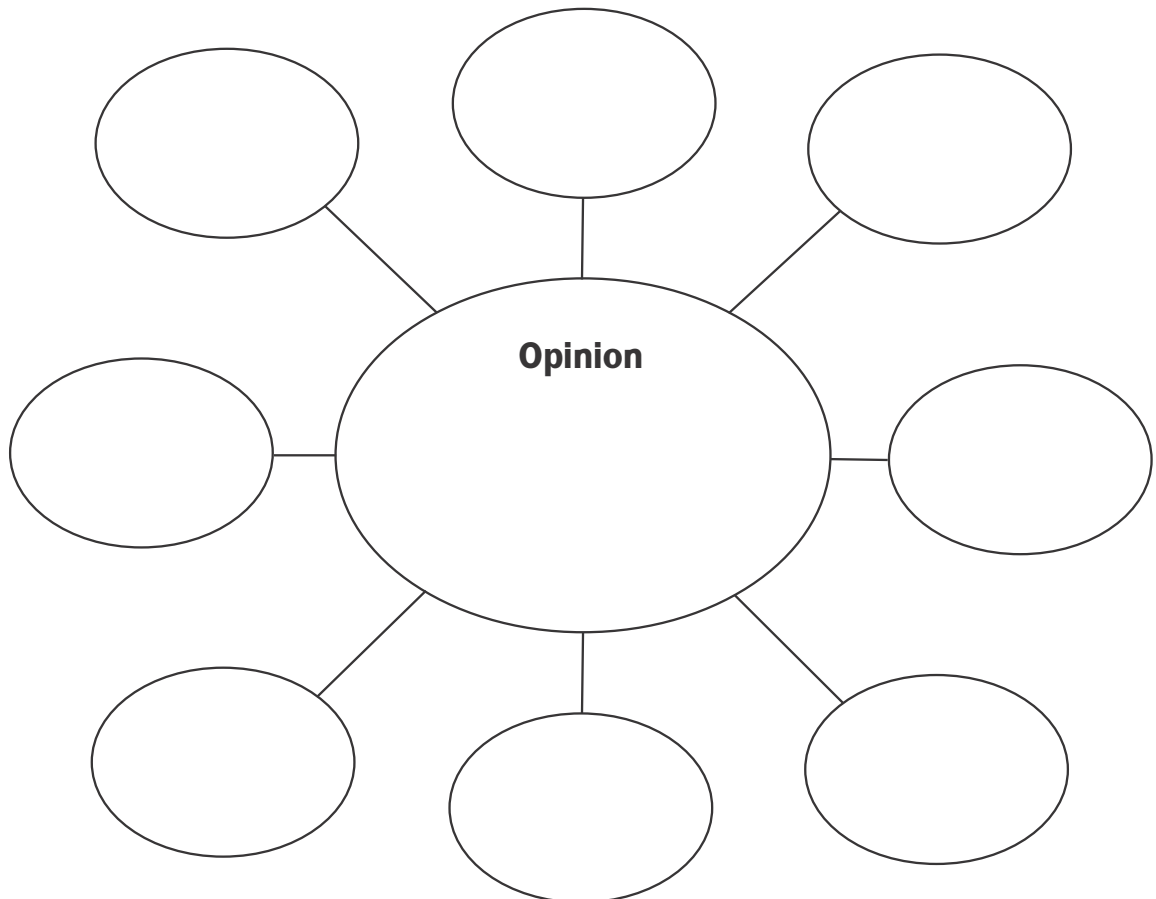
Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Choose reasons that support your opinion by writing your opinion and then brainstorming reasons. Evaluate each reason, and choose the three best reasons.



Revising

Use this checklist to revise your opinion writing.

- ☐ Does your writing state an opinion?
- ☐ Does your writing have reasons that support your opinion?
- ☐ Does your writing have precise word choices?
- ☐ Did you include adjectives where they can improve details and descriptions?
- ☐ Does your writing have a clear purpose?
- ☐ Did you include an ending that sums up your opinion?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Does your writing include transition words?
- ☐ Did you check your writing for misused homophones?
- ☐ Did you check your writing for other kinds of spelling mistakes?

Publishing

Use this checklist to prepare your opinion writing for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.

Homophones and Homographs

FOCUS

- **Homophones** are words that have different spellings and meanings but have the same pronunciation. Knowing the meaning of a word is very important when you are using homophones. If you do not know the meaning of a homophone, you could use the word incorrectly.
- **Homographs** are words that are spelled the same but have different meanings and different pronunciations.

PRACTICE Write the homograph which best fits the meanings given.

Spelling Words

- | | |
|------------|-------------|
| 1. aisle | 11. mussel |
| 2. content | 12. object |
| 3. desert | 13. palm |
| 4. dew | 14. pitcher |
| 5. due | 15. root |
| 6. excuse | 16. rung |
| 7. I'll | 17. side |
| 8. isle | 18. sighed |
| 9. lead | 19. story |
| 10. muscle | 20. wrung |

Challenge Words

1. proceeds
2. stationary
3. stationery

1. to be happy, what is contained in something _____

2. dry place, leave behind _____

3. level of a building, something with characters and a plot _____

4. part of tree growing underground, cheer _____

5. to continue on, profit _____

6. reason, forgive _____
7. type of tree, center of a hand _____
8. someone who throws a baseball, a container for liquids _____
9. an item, to oppose by speaking _____

Draw a line from each homophone to the word it matches.

- | | |
|----------------|---------------|
| 10. side | a. muscle |
| 11. mussel | b. aisle |
| 12. wrung | c. stationery |
| 13. isle | d. due |
| 14. dew | e. rung |
| 15. I'll | f. isle |
| 16. stationary | g. sighed |

APPLY Write a sentence for each meaning of the homographs listed. Remember, there are at least two meaning for these words.

17. lead; Sentence 1: _____
- Sentence 2: _____
18. excuse; Sentence 1: _____
- Sentence 2: _____

Adjectives

FOCUS Adjectives modify nouns.

- Adjectives show what kind, how many, and which one.
tall ladders; **twenty** eggs; the **green** pants
- Proper adjectives are formed from proper nouns. They are almost always capitalized.
Japanese garden; **Celtic** music
- Adjectives often appear before the nouns they modify, but an adjective can also appear after a noun when a linking verb is used.
Our garden is **beautiful** this year.
(*beautiful* modifies *garden*)
- An article is a special kind of adjective. The articles are *a*, *an*, and *the*.
the house; **a** fish; **an** apple
- When multiple adjectives are used to describe the same noun, they should be ordered in a way that sounds correct and makes the meaning clear.
Correct: a clear, blue sky
Incorrect: a blue, clear sky

PRACTICE Underline the adjectives in the sentence, and circle the articles.

1. Leah was happy when her hard work earned a high grade.
2. The soaring eagle swept down to land on a flat, rocky ledge.
3. Several children tried to run through the narrow doorway at the same time.
4. Dr. Knodt is a brilliant surgeon, but he is also kind and friendly.
5. My favorite novel was written many years ago.
6. Please bring three sharpened pencils with you for the Latin test.

APPLY The adjectives in the following sentences are ordered incorrectly. Rewrite each sentence with the adjectives ordered correctly.

7. Brown, furry, three dogs chased each other across the lawn.

8. We watched the red beautiful sunset this evening.

9. I could see twelve orange shiny goldfish swimming in the pond.

10. Where did Nate put those unopened, cold two bottles of water?

Adjectives make writing more interesting to read. Add at least two adjectives to each sentence below. Write your new sentences on the lines.

11. The waiter served soup. _____

12. Elijah carried the firewood into the cabin. _____

Suffixes *-ly*, *-y*, *-ful*, and *-less*

FOCUS

A suffix is one or more letters added to the end of a root or base word, and it changes the word's meaning. Knowing the meaning of a suffix can help you figure out the meaning of an unfamiliar word.

- The suffix **-ly** means “in a certain way.”
Words with this suffix are adverbs.
- The suffix **-y** means “like” or “full of.”
Words with this suffix are adjectives.
- The suffix **-ful** means “full of.”
Words with this suffix are adjectives.
- The suffix **-less** means “without.”
Words with this suffix are adjectives.

PRACTICE Add the suffix *-ly*, *-y*, *-ful*, or *-less* to make a new word.

1. strange _____
2. gossip _____
3. forget _____
4. spice _____
5. plenty _____
6. flaw _____
7. regard _____
8. direct _____

APPLY Add the suffix *-ly* to each base word. Then use each new word in a sentence.

9. total _____

10. cautious _____

Add the suffix *-y* to each base word. Then use each new word in a sentence.

11. taste _____

12. stick _____

Add the suffix *-ful* to each base word. Then use each new word in a sentence.

13. care _____

14. delight _____

Add the suffix *-less* to each base word. Then use each new word in a sentence.

15. sense _____

16. motion _____

Vocabulary

FOCUS

Review the selection vocabulary words from “Seeds of Change.”

abundant

corrupt

customs

fees

landscape

lens

molecules

nourishment

rich

sturdy

PRACTICE Read each sentence. Think about the meaning of the underlined vocabulary word. Decide whether the sentence is true or false.

- | | | |
|---|------|-------|
| 1. A desert is a very dry and brown <u>landscape</u> . | True | False |
| 2. A house made of cardboard would be very <u>sturdy</u> . | True | False |
| 3. A politician who lies or breaks the law might be called <u>corrupt</u> . | True | False |
| 4. A <u>rich</u> piece of farmland will not grow many crops. | True | False |
| 5. Baby animals do not need <u>nourishment</u> to grow. | True | False |
| 6. You need a powerful microscope to see <u>molecules</u> . | True | False |
| 7. A summer camp that has <u>fees</u> is completely free. | True | False |
| 8. Everyone in the world has the same <u>customs</u> . | True | False |
| 9. A <u>lens</u> is transparent, or something you can see through. | True | False |
| 10. Rain is <u>abundant</u> in a tropical forest. | True | False |

APPLY Read each sentence. Answer each question by explaining the definition in your own words.

11. A student owes fees for her books and materials. What does that mean?

12. A scientist is studying molecules. What is she looking at?

13. The soil in Jamal's garden is very rich. What is it like?

14. An apple tree has abundant fruit. What does it look like?

15. A telescope has a lens. What is this piece made of?

16. A family is getting some nourishment. What are they doing?

17. An artist is painting a landscape. What is in the picture?

18. A bookcase is especially sturdy. What does it look like?

An Announcement

The East Jefferson Natural History Museum has finally opened its doors! Come to our grand opening this Saturday, and get to know the plants and animals that have populated the local landscape over millions of years. There is no fee for this special event. Get your free tickets today!

Do you like dinosaurs? If so, we'd like to introduce you to Greg and Victor, our resident Stegosaurus and Velociraptor. This sturdy pair will greet you as you enter our main hall. We hope you don't mind, but these two are a little chatty. Greg loves to talk about his impressive spines and his love of tasty plants. Victor, sensitive about his small size, likes to remind everyone about his sharp claws and excellent hunting skills. After a few minutes with these radical reptiles, we think you will agree that the EJNHM has very good bones!

Giant lizard-like animals not your style? Then explore our collection of smaller fossils. We have hundreds of mollusks, fish, and insects that have given very good impressions! These creatures were abundant when a deep sea covered what is now East Jefferson. Don't remember this? Don't worry—it was 300 million years ago!

Once you complete your tour of the distant past, you'll want to check out our more recent species. If it hunts, runs, hops, flies, swims, wiggles, or scurries, we have it! All shapes and sizes are represented as well. Gaze up at our Asian elephant and humpback whale. Then look through the lens of a microscope to see organisms no bigger than a couple of molecules.

If you feel like getting personal, our early humans exhibit will be your next stop. Find out how the first East Jefferson residents built houses and tools, hunted and gathered, and farmed this rich land to provide proper nourishment. View artifacts and artworks that bring the customs of these prehistoric people to life.

Before you leave, make sure to stroll through our What's Happening Now display. It offers a look at East Jefferson's habitats today—and what you can do to keep them healthy and happy. Learn how human development and pollutants corrupt the environment and endanger our flora and fauna. Then pick up some tips for helping the species in your neighborhood survive and thrive!

Free passes are limited, so run like a cheetah to get them in time. You don't want to miss out on this *historic* occasion. Greg and Victor will see you there!

Main Idea and Details

FOCUS

The **main idea** of a paragraph or selection is the most important point the author wants to make.

The author supports this point with **details** that describe *why, what, when, where, and how*. Read the following paragraph. The main idea is circled. The supporting details are underlined.

Jian's painting is just beautiful. He used watercolors, so the hues are soft and muted. The landscape looks real but also has a dreamlike quality. I could look at it all day!

PRACTICE Read each paragraph below. Draw two lines under the main idea. Draw one line under each supporting detail.

1. First, I picked up my clothes from the floor and piled them in the laundry basket. Then I straightened the papers on my desk. Next, I dusted my bookshelves. Finally, I vacuumed my rug. In only an hour, my room was completely clean.
2. Hurricanes can be extremely destructive storms. Their winds can approach speeds of 200 miles per hour and can topple trees, power lines, and buildings. The massive flooding they cause can also wipe out homes, roads, and piers. And the beach erosion associated with hurricanes can permanently change the landscape.
3. How can you make a difference? There are many ways to effect change in your community. You can write a letter to the editor of your local newspaper. You can help support the campaign of someone running for office. You can volunteer with a local charity, or even start an aid organization of your own.
4. Dogs are friendly and loyal. They will run and walk with you, or just sit contentedly at your feet. They will give a friendly lick and a bark as a greeting when you walk in the door. And they will reliably guard your home. It may require more work than a cat, but I think having a dog is worth it.

APPLY Read the following paragraphs. Write whether the underlined sentence contains the main idea or a supporting detail.

5. There are many things to explore in San Francisco. Take in the sights, sounds, and delicious smells of the city’s Chinatown. Walk on Baker Beach, or wander through Golden Gate Park’s thousand acres. Get your picture taken in front of the iconic Golden Gate Bridge. And don’t forget to ride the famous cable car!

6. The blue whale is the largest animal in the world. It can be almost 100 feet long and weigh more than 170 tons. Its tongue alone weighs almost three tons! Several of its organs, including the heart, are also the largest found in any animal.

7. Laura wants to learn how to play tennis and try her hand at racquetball. She wants to improve her drawing at the museum’s art camp. In July, she and her family will visit Washington, D.C. And in August, she will be volunteering at the animal shelter across town. Laura is going to have a very active summer.

Read the topic sentence below. Write four more sentences that give supporting details.

8. Some school days are quite busy.

Name _____ Date _____

Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING As you brainstorm reasons and facts that will support your topic, use the lines below record your ideas.

Topic #1: _____

Ideas: _____

Topic #2: _____

Ideas: _____

Revising

Use this checklist to revise your opinion essay.

- ☐ Does your writing state an opinion?
- ☐ Does your writing have reasons that support your opinion?
- ☐ Does your writing use transition words?
- ☐ Does your writing have precise word choices?
- ☐ Did you include adverbs where they can improve details and descriptions?
- ☐ Does your writing have a clear purpose?
- ☐ Did you include an ending that sums up your opinion?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check your writing for mistakes in words with suffixes?
- ☐ Did you check your writing for other kinds of spelling mistakes?
- ☐ Do all of your sentences begin with capital letters and include end punctuation?

Publishing

Use this checklist to prepare your opinion essay for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.

Suffixes *-ly*, *-y*, *-ful*, and *-less*

FOCUS

- The **suffix *-ly*** means “like or resembling.” It will usually change an adjective into an adverb.
- The **suffix *-y*** means “characterized by.” It usually changes a base word into an adjective.
- The **suffix *-ful*** means “full of,” “characterized by,” or “a quantity that fills.” Adding this usually changes a base word into an adjective, but sometimes into a noun.
- The **suffix *-less*** means “without.” It changes base words into adjectives.

PRACTICE Write the base word of each of the spelling words below. Remember that the spelling of the original word might have changed when the suffix was added.

Word List

1. breezy
2. dusty
3. entirely
4. exactly
5. firmly
6. forceful
7. graceful
8. grainy
9. gratefully
10. healthful

11. moody
12. peaceful
13. powerless
14. spotless
15. stormy
16. successful
17. swiftly
18. thoughtless
19. weightless
20. worthless

Challenge Words

21. flawless
22. historically
23. purposeful

1. forceful _____

2. gratefully _____

3. successful _____

4. dusty _____

5. grainy _____

6. peaceful _____

7. stormy _____

8. moody _____

- | | |
|----------------------|------------------------|
| 9. thoughtless _____ | 15. healthful _____ |
| 10. breezy _____ | 16. historically _____ |
| 11. graceful _____ | 17. swiftly _____ |
| 12. worthless _____ | 18. spotless _____ |
| 13. exactly _____ | 19. powerless _____ |
| 14. purposeful _____ | 20. firmly _____ |

APPLY Circle the words that are spelled correctly.

- | | |
|-----------------|------------|
| 21. peacfull | peaceful |
| 22. breezy | breezey |
| 23. healthful | helthfull |
| 24. moodey | moody |
| 25. successful | succesful |
| 26. swiftly | swiftily |
| 27. spottless | spotless |
| 28. forceful | forcful |
| 29. graseful | graceful |
| 30. grainy | grainey |
| 31. exzactilly | exactly |
| 32. thoughtless | thoughless |
| 33. weightless | waitless |
| 34. greatfully | gratefully |
| 35. flawliss | flawless |
| 36. stormy | stormly |
| 37. intirelly | entirely |
| 38. firmily | firmly |
| 39. worthless | worthliss |
| 40. dustly | dusty |

Adverbs

FOCUS

An **adverb** is a word that describes a noun, another adverb or an adjective.

- Adverbs tell when an action is done.

Jill was sick **today**.

- Adverbs tell where an action is done.

Sarah is waiting **downstairs** for you.

- Adverbs tell to what extent something is or an action happens.

The hill is **very** steep.

Sometimes we take the bus downtown.

- A **relative adverb** introduces a group of words that tell more about a noun. *When, where, and why* are the main relative adverbs. They are used in place of the phrases “at which,” “in which,” and “for which.”

This is the cabin **where** we stay for the summer.

PRACTICE Circle the adverbs in this paragraph.

Scientists are working constantly to understand diseases. A disease can be relatively harmless, or it can be quite serious. There are thousands of diseases that can strike almost any part of the body. Some diseases are chronic, such as arthritis. Arthritis is a disease where the joints swell painfully. Other diseases are caused by harmful bacteria that invade the body. Poor living conditions can also cause disease.

APPLY Complete each sentence with an adverb from the box.

usually	often	also	about	typically	sometimes
---------	-------	------	-------	-----------	-----------

The great white shark, _____ known as the white pointer, is considered to be more dangerous to humans than any other shark. It _____ lives in the open sea, but it _____ enters waters close to the shore. The white shark is known for its _____ dangerous attacks on small boats.

The shark _____ grows to be _____ thirty-six feet long.

A word has been underlined in each sentence below. Write Adj. on the line if it is an adjective. Write Adv. on the line if it is an adverb.

1. _____ My goal is to earn fifteen dollars by the end of the day.
2. _____ I will have Spanish rice with my taco today.
3. _____ If Ray is late again, he will miss the field trip.
4. _____ The winning team jumped up and down.
5. _____ Everybody enjoys a good fictional book.
6. _____ Lucy studied extremely hard for the test.

Suffixes *-ion/-sion/-tion* and *-ity*

FOCUS

A suffix is one or more letters added to the end of a root or base word, and it changes the word's meaning. Knowing the meaning of a suffix can help you figure out the meaning of an unfamiliar word.

- The suffixes ***-ion***, ***-sion***, and ***-tion*** mean “the act or process of” or “the state or quality of.” Words with this suffix are nouns.
- The suffix ***-ity*** means “the state or quality of.” Words with this suffix are nouns.

Spelling changes might occur when these suffixes are added.

PRACTICE Add the suffix *-ion*, *-sion*, *-tion* or *-ity* to make a new word. Watch for spelling changes.

1. calculate _____

2. ethnic _____

3. exclude _____

4. impress _____

5. formal _____

6. translate _____

7. mature _____

8. convert _____

APPLY Write a word from the box to complete each sentence.

personality opportunity	election reunion	precision description	similarity
----------------------------	---------------------	--------------------------	------------

9. Brandon saw many old friends at the _____.
10. There is not much _____ between those fraternal twins.
11. A brain surgeon works with extreme _____.
12. Carmen's upbeat _____ makes her a favorite with coworkers.
13. Ballots will be counted quickly to determine the _____ results.
14. Paola gave police a detailed _____ of the thief.
15. Traveling abroad is a great _____ to learn about other cultures.

Use the following words in a sentence.

16. distraction _____

17. supervision _____

18. immunity _____

Vocabulary

FOCUS Review the selection vocabulary words from “Nelson Mandela.”

apartheid bountiful brace cleanse comrades
disguises fertile harmony rallies underground

PRACTICE Circle the word that matches each sentence.

1. Shoma washed his hands with soap and water.

bountiful cleanse brace harmony

2. Northerners helped enslaved people escape from the South.

underground rallies fertile bountiful

3. Thousands of people met to protest the new laws.

harmony underground disguises rallies

4. There were separate beaches for people of different races.

bountiful apartheid comrades fertile

5. Traci fooled her friends by wearing a wig and sunglasses.

apartheid brace harmony disguises

6. Everyone in the class voted for the same field trip.

cleanse harmony bountiful underground

7. We grew so many tomatoes we had to give some away.

bountiful disguises rallies apartheid

8. Most of the country’s corn is grown in this state.

harmony comrades fertile brace

APPLY Read each statement below. Rewrite the statement using a vocabulary word.

9. Kevin and Joe are friends as well as brothers.

10. As the spelling tests were handed back, Tara closed her eyes and prepared herself to see her score.

11. A number of public meetings were held around the world in support of women's rights.

12. The siblings all worked in total cooperation to clean the house before their parents came home.

13. If you don't want anyone to recognize you, you'll have to wear something that completely changes the way you look.

14. If the garden's soil is not able to easily produce vegetables, we'll have to consider another plot of land.

15. There were more than enough fish in the river to feed the entire town.

The Assignment

Let's settle down, class." Mr. Potenza raised his hand and gave the students his "I mean business" look. Immediately, all the murmurs, giggles, and whispers stopped.

"You will remember that we have been talking about the Bill of Rights," he continued. "Someone remind me what that is."

Megan's hand shot up first. "It's the first ten amendments to the Constitution," she said. "It guarantees certain rights and freedoms for people."

"Good, Megan," Mr. Potenza replied. "Yesterday we discussed the First Amendment and how it protects our right to free speech. Today I want to talk about another guarantee of this amendment—the 'right of the people peaceably to assemble.' What do you think that means?"

"That's about protesting, right?" Trey answered.

"Protesting?" interrupted Lucia with a frown. "That doesn't sound very nice. How are we all supposed to live in harmony if people are yelling and complaining?"

"It's not yelling and complaining, Luc. It's standing up for what you believe," Megan argued. A low murmur filled the room as the rest of the class weighed in on the debate.

"Okay, comrades, enough!" Mr. Potenza put up his hand again. "The right to assemble and protest is a very important one. As Megan says, it allows us to voice our opinions. If we see something that doesn't seem just, we can speak up and try to change it."

“Right,” added Megan. “Sometimes protesting is one of the only ways to make a difference. We shouldn’t have to keep our beliefs underground.”

Mr. Potenza nodded, and then changed the subject. “Brace yourselves, class, because I am about to invite you on another exciting learning adventure!”

“This isn’t another homework assignment disguised as a super-fun activity, is it?” moaned Trey.

Mr. Potenza ignored Trey and continued. “I want you to work in groups to find out about famous protests throughout history. One example would be women marching 100 years ago because they still did not have the right to vote. What are some other examples?”

“I just read about South Africa’s policy of apartheid,” Laura said. “Nelson Mandela and many others protested it, and eventually it was overturned.”

“I actually went to a rally with my mom last month,” Megan added. “We don’t want them to build that new mall near the wetland. We want the city to cleanse the area instead. It could provide bountiful food and shelter for all kinds of wildlife.”

“Ah, I can see already that this will be a fertile topic!” exclaimed Mr. Potenza.

Sequence

FOCUS

Sequence is the order in which events take place in a text. Look for time or order words to help you identify the sequence of events.

Words and phrases that tell when things happen are called **time** words. Examples include *today, tomorrow, last month, at 7:00, December 12th, and in 2017.*

Words and phrases that tell the order in which things happen are called **order** words. Examples include *first, second, next, last, then, before, after, and finally.*

PRACTICE Underline the time and order words in each of the following sentences.

1. The awards ceremony will begin at 5:00, and the reception will be later.
2. Be sure to wash your hands before you sit down to dinner.
3. Last Tuesday it snowed twenty inches in the mountains.
4. First we ran around the track; next we did twenty pushups.
5. Tien's piano recital is on April 22nd.
6. Yesterday I thought I was coming down with a cold, but today I feel fine.
7. The Civil War began in 1861 and ended in 1865.
8. After twenty minutes of waiting, we finally got a table at the restaurant.
9. Isadora will arrive home at noon, and then she will practice her cello.
10. Paul's favorite band will be in town on August 5th.

APPLY These events from “Nelson Mandela” are out of order. Write them in the correct sequence.

Nelson begins a 27-year stay in prison.

Nelson attends school in Johannesburg.

The South African government begins the policy of apartheid.

Nelson’s father dies.

Nelson becomes president of South Africa.

Nelson goes underground to avoid arrest.

Nelson is sent to live with a powerful chief.

Nelson becomes a lawyer.

Nelson is arrested and jailed for two weeks.

Nelson visits free African nations.

Apartheid is overturned.

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

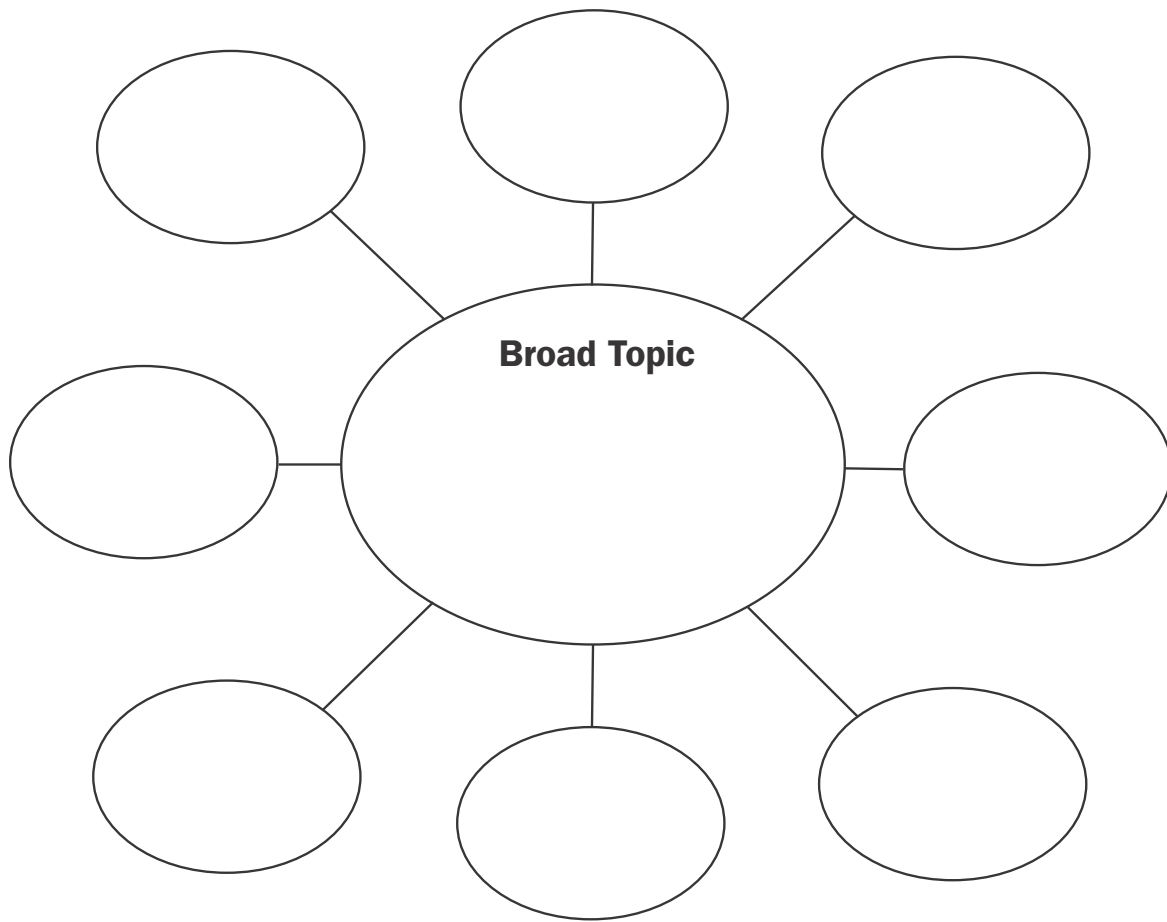
Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Write a broad topic idea in the center. Narrow down your topic by writing more specific, related ideas in the surrounding areas.



Revising

Use this checklist to revise your opinion essay.

- ☐ Does your writing include an introduction that states your opinion?
- ☐ Does your writing have three reasons that support your opinion?
- ☐ Did you include at least one fact from a source?
- ☐ Did you divide your essay into multiple paragraphs?
- ☐ Does your writing have a clear purpose?
- ☐ Did you include an ending that sums up your opinion?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check your writing for mistakes with adverbs?
- ☐ Did you check your writing for spelling mistakes?
- ☐ Do all of your sentences begin with capital letters and include end punctuation?

Publishing

Use this checklist to prepare your opinion essay for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.

Suffixes *-ion/-sion/-tion* and *-ity*

FOCUS

- The **suffix *-ion/-sion/-tion*** means “the act or process of.” It will change verbs to nouns with some irregular spelling changes.
- The **suffix *-ity*** means “the state or quality of being.” A word with the suffix *-ity* is usually a noun. Base words often undergo spelling changes when this suffix is added.

PRACTICE Sort the Word List spelling words under the correct heading.

Word List

- | | |
|----------------|------------------|
| 1. activity | 11. personality |
| 2. admiration | 12. humidity |
| 3. admission | 13. identity |
| 4. collision | 14. occasion |
| 5. concussion | 15. pollution |
| 6. decoration | 16. population |
| 7. digestion | 17. profession |
| 8. division | 18. punctuation |
| 9. exception | 19. satisfaction |
| 10. generosity | 20. session |

Challenge Words

21. agility
22. compassion
23. excursion

Suffix *-tion*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Suffix *-ity*

9. _____
10. _____
11. _____
12. _____
13. _____

Suffix *-sion*

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

APPLY Write the base word for the following spelling words. Try to visualize the spelling change that must occur. Use a dictionary if necessary.

21. punctuation _____

22. activity _____

23. agility _____

24. digestion _____

25. admission _____

26. admiration _____

27. generosity _____

28. pollution _____

Draw a line matching each word in the left column with its definition in the right column.

29. exception

a. quantity of moisture in the air

30. population

b. a period of time set aside for a specific purpose

31. compassion

c. a person or thing that does not follow the rule

32. profession

d. all the people living in one place

33. session

e. recognize or point out someone

34. excursion

f. concern for others

35. humidity

g. a short, leisurely trip

36. identify

h. job; occupation

Pronouns

FOCUS

A pronoun is used in place of one or more nouns.

- **Personal pronouns** replace the names of specific people.

Alyssa is here.

She is here.

- Pronouns must agree in number and gender with the noun or nouns they replace.

The Wilsons ate dinner.

They ate dinner.

Max rode to school.

He rode to school.

- **Object pronouns** appear as objects in the predicate.

Examples of object pronouns are *me, you, him, her, it, us, you, and them*.

Please hand this paper
to **William**.

Please hand this paper
to **him**.

PRACTICE In each of the following sentences, the object is underlined. On the line, write the object pronoun to replace the noun(s).

1. Kerry was born before James was. _____
2. I lost my wallet at the amusement park. _____
3. I wanted to tell Claire and Lola the good news. _____
4. Viv was nervous about reading her paper to Phoebe and me.

5. The two girls sat down beside Mrs. Gibbon. _____
6. I read the whole book in one day. _____
7. Jenny will meet Alex and me at the movie theater. _____
8. I am not sure whether my sister will talk to John. _____

APPLY Read this paragraph. The pronouns are missing. Write the correct pronoun in each blank so the paragraph makes sense.

Justin and Arlena were sure that the hot-air balloon was moving faster than _____ thought it should be. Arlena looked at Justin and told _____ that _____ wasn't scared. Justin said that _____ wasn't scared either. Although neither one of _____ was scared, _____ agreed to keep talking to each other. Finally, the pilot of the balloon said, "It's time for _____ to land."

Read this paragraph. If an underlined pronoun is incorrect, write the correct pronoun above it. If it is correct, write the word "correct" above it.

The strange men left the enormous wooden boat. Theys swam away from it and then waded toward shore. This was the first time that us had seen these people, and us weren't sure what them wanted. We asked one another, "Who are these men? Why are them here? What are those things they carry?" We will soon see what it want, me thought.

Rescue on Mt. Caldwell

No one had expected a storm to hit. Wildflowers were already starting to bloom at the base of the mountains. Tiny buds lined the gray branches of the trees. The air was still cool, but that was normal for April. The weather forecast was clear as Boy Scout Troop 134 began hiking up Mt. Caldwell. They left after lunch on Friday. By five o'clock, they had found the perfect place to set up camp. So far the trip wasn't any different from the others Scoutmaster Doug Cortland had led.

As the boys sat by the fire, they traded scary stories. The temperature had begun to drop, but no one noticed. They were toasty and warm by the blazing fire. When it was time for lights-out, Mr. Cortland had to go from tent to tent a few times. It took more than an hour for the chatter to die down.

The first few flakes of snow fell just before midnight. Within minutes the tents looked like they had been dusted in sugar. Then the snow began to fall faster. In their sleep, the boys snuggled deeper into their bags. They had no idea how the landscape outside their snug tents was changing.

When they awoke, the Scouts didn't recognize the camp. There was no sign of the fire pit where they had gathered and told stories only hours before. The campsite was glistening white. Nearly two feet of snow had fallen overnight.

Lena Flores got the call early on Saturday. Worried parents had called Scout headquarters. They had seen the news of the freak snowstorm. They knew their sons were stranded.

Lena dressed quietly. When her husband woke up, he sighed. "Who is it this time?" he asked.

“Eight Boy Scouts and two adults,” replied Lena, searching for a pair of thick socks. “More than 18 inches of snow fell on Mt. Caldwell last night.”

“Has anyone heard from the Scouts?” asked David, reaching for his glasses.

“Not a word,” said Lena. “I’m heading for the airport in ten minutes.”

“Has the snow stopped?” David asked.

Lena paused for a second. Then she shook her head.

“Lena!” David exclaimed. “You can’t fly in this weather. If the snow is still falling, you won’t be able to see.”

“They’re kids, David. This is my job,” Lena reminded him. “I wouldn’t go if I didn’t think I could bring everyone home safely.”

Lena was a little less certain by the time she reached the airport. As she stood next to her helicopter, Lena gazed at the sky with worry. The wind and icy flakes stung her cheeks. Lena had a hard decision to make. If the conditions were too dangerous, she might end up stranded herself. And that would be if she was lucky. Lena looked again at the sky as if she were hoping to find the answer there.

Lena decided to trust her instincts—as well as her skills and years of experience. The takeoff and landing would be tricky, she knew. But she had flown in snowy weather before. Lena climbed aboard the helicopter. She wasn’t about to disappoint the Scouts and their families.

Half an hour later the helicopter hovered over the east face of Mt. Caldwell. Lena gave a deep sigh of relief when she spotted the tents. The bright reds and blues peeked out of the thick snow. Lena grinned as the Scouts began to jump up and down. They waved to her. *Almost there*, she told herself. *Almost there*.

Boffin Flea Market

It was easy to get confused at the Boffin Flea Market. The parking lot was always jammed with cars and bikes. Hundreds of people clogged the huge maze of booths, tables, and tents where items were sold. Music played. People laughed and talked. The market was a jumble of colors, smells, and sounds.

People could buy all kinds of things at the market: new and used clothes, fresh fruits and vegetables, grilled food, books, kitchenware, DVDs, jewelry, and on and on. A trip to Boffin Flea Market was always an adventure!

Rachel was a regular at Boffin Flea Market. She loved the lively confusion. Her family had started selling their homemade goods at the market years ago. Now Rachel knew most of the vendors and enjoyed visiting with them. From June through early September, the vendors were like an extended family that met weekly.

Every summer weekend, people came from faraway towns and cities to shop at the market. On those weekends, Boffin grew from a little town into a big one. Visitors poured into the market, where they spent plenty of money. That money helped the town. It also helped families like Rachel's.

Rachel's parents made baked goods and various craft items. One section of their booth was stocked with pies, muffins, cookies, and loaves of bread. Another section featured birdhouses, toys, and picture frames that Rachel's parents made out of wood. Sometimes Rachel's family sold a lot at the flea market. Sometimes they did not. Rachel and her big brother Lennie wanted to help Mom and Dad earn more. But how? Rachel and Lennie already worked at the family booth. But that did not earn the family more money.

During the first big summer weekend, Mom and Dad were busy helping customers at their booth. Dad asked Rachel and Lennie to get some things from the car. The car was parked in a lot some distance away. As the kids walked there, a man stopped them. He asked where he could find booths that sold old books.

As they walked farther, a boy asked Rachel whether there were booths that sold old postcards. And as Rachel and Lennie neared the parking lot, some kids asked them where the hotdog stand was.

The parking lot was on a small hill. From the hill, Rachel and Lennie could see all of Boffin Flea Market. “It looks like a map of the market from up here,” said Rachel. “And that gives me a great idea for helping our family earn more money.” In addition to the supplies for her parents, Rachel grabbed a pencil and notebook from the car.

Back at the market, Rachel and Lennie walked up and down each aisle. They made a note of each booth or stand and the type of goods sold. Over the next week, Rachel and Lennie drew a detailed map of Boffin Flea Market. On the back of the map, they listed the goods sold at each booth. Rachel and Lennie took the final draft of their map to a copy shop. They made hundreds of copies on brightly colored sheets of paper.

The next weekend, a new booth opened at the market. Next to the parking lot, Rachel and Lennie set up a canopy and folding table. Across the top of the booth were the words *Boffin Flea Market Maps*. Rachel and Lennie stood in the booth and sold copy after copy of the map. It showed where shoppers at the market could find just what they were looking for including old books, old postcards, and hotdogs!

Vocabulary

FOCUS

Review the selection vocabulary words from
“More Than a Game.”

bronze
century
demonstrate
honor
league

meet
prejudice
professional
track and field

PRACTICE Write Yes or No to answer each question below.

1. If something is made of *bronze*, can you break it in half with your bare hands?

2. Do people who compete in *track and field* need to be in good shape?

3. When you *honor* someone, do you admire what he or she has done?

4. Does someone facing *prejudice* feel welcome? _____
5. Can a *professional* athlete get paid to play on a team? _____
6. Can some people live to be a *century* old? _____
7. If you *demonstrate* how to do a math problem, are you still learning how to do it? _____
8. Do the athletes in a *league* all play different sports? _____

APPLY Read the sentences below. Use the underlined clues to select the vocabulary word that best completes each sentence. Write the vocabulary word on the line.

9. Rachel, a long-distance runner and a pole vaulting expert, has a _____ competition later this week.
10. In order to _____ how to bake a cake, I must first show you how to crack open an egg.
11. The hurricane was the most destructive one of the last _____, and might be the worst of the next 100 years as well.
12. The sculpture was made of a reddish-brown metal, so we suspected it was done in _____.
13. Grandma's bowling _____ is a group that meets once a week at the local alley.
14. The last tennis _____ of the season was quite an exciting gathering; two players came from behind to win.
15. It's hard to imagine how women could still face unfair treatment, but many female athletes experience _____ on a daily basis.
16. Everyone respected Coach Carreras; in fact, they voted to _____ him with the Coach of the Year Award.

A Pleasant Surprise

Dear Diary,

What a wonderful day it's been! I can't believe I ever had any doubts about the after-school program at the Seneca Hills Recreation Center. As you know, I put up kind of a fight when Dad told me I had to go. My prejudice was completely uncalled-for. This place is totally cool.

First of all, it is in this really great historical brick building that is almost two centuries old! I think it used to be a school, and then a hospital, and then the Women's League headquarters, and now the recreation center. It has giant white columns in the front and a bronze statue of Elias Whitfield, the town's founder.

The rooms in the building are huge. They have floor-to-ceiling windows that let in a lot of light. The light was the first thing I noticed when I walked into the art studio. It was filled with easels, big sheets of paper, canvases, crayons, pencils, pastels, and every kind of paint you could think of. I was the first one there, so I approached cautiously. But then a smiling woman with short gray hair appeared out of nowhere and waved her hand at me. She was wearing a blue apron smeared with a rainbow of paint colors.

"Welcome!" she said. "Are you interested in doing some painting?"

I was, in fact, very interested. Diary, you know I have always loved drawing and doodling—and I've always wanted to give painting a try. I nodded, and then the woman introduced herself as Ms. Hammond. It turns out that she is actually a professional artist who also teaches at the university.

“Excellent! Let’s get you all set up,” she said, as she led me to an easel with a heavy white paper clipped to it. “Maybe we’ll try acrylic paint. Sound good?”

I didn’t really know what she was talking about, but I nodded again. Then she squeezed some paint out of tubes and demonstrated how to place and mix it on a palette. She gave me a brush and few pointers, and before I knew it, I was painting a bowl of fruit that wasn’t half bad. What a great opportunity to try something new, and what an honor to work with a real artist!

I had some time left after the art studio, so I took a tour through the other rooms. One was full of kids of all ages playing chess. I heard that some of them were practicing for a big meet on Saturday. Then I saw a library and reading room, a dance studio, a music room, and a small gym where Erika’s track and field coach was teaching gymnastics, strangely enough. He waved when he saw me.

Really, Diary, I didn’t want to leave when 5:00 came around. I can’t wait to go again tomorrow!

Fact and Opinion

FOCUS

As you read the selection, you will find **facts and opinions** expressed by the author. A fact is a true statement that can be proven. An opinion is a statement that describes how someone thinks or feels about something. Opinions cannot be proven true. Look at the following examples:

Fact: Indianapolis is the capital city of Indiana.

Opinion: Indianapolis is one of the most exciting cities in the country.

Notice that the first statement can be proven, while the second one cannot.

PRACTICE Read each sentence. Write whether it states a fact or an opinion.

1. More than 200 nations now compete in the Olympic Games.

2. The Summer and Winter Games are held every four years.

3. Swimming is the most interesting event at the Summer Games.

4. Olympic athletes are some of the bravest, most hardworking people on Earth.

APPLY Read each fact or opinion below. Explain why each is a fact or an opinion.

5. **Fact:** Wimbledon is the oldest tennis tournament in the world.

6. **Opinion:** Playing at Wimbledon is what all tennis players should aspire to.

7. **Fact:** Wimbledon always takes place in late June and early July.

8. **Opinion:** The doubles matches are more fun to watch than the singles matches.

Think of your favorite sport or pastime. Write one fact and one opinion about it.

9. **Fact:** _____

10. **Opinion:** _____

Regular and Irregular Comparatives and Superlatives

FOCUS

- **Comparatives** are adjectives and adverbs that compare two things.
 - Some comparatives are formed by adding *-er*.
Some are formed by adding the word *more*.
This door is **squeakier** than the window.
The door is **more difficult** to open.
- Superlatives are adjectives and adverbs that compare three or more things.
 - Some superlatives are formed by adding *-est*.
Some are formed by adding the word *most*.
Lola's shirt is made of the **finest** silk.
It is the **most expensive** shirt she owns.
- Some comparatives and superlatives are irregular. They do not follow the above rules. Adjectives with irregular comparative and superlative forms include *good*, *bad*, and *many*. Adverbs with irregular comparative and superlative forms include *well*, *badly*, *far*, *much*, and *little*.

PRACTICE Read each sentence. Circle the correct comparative or superlative for each adjective or adverb.

1. Is the male or female cardinal (more colorful/most colorful)?
2. Woodpeckers are the (more noisy/noisiest) birds in our yard.
3. Is it (better/best) to give the birds sunflower seeds or peanuts?
4. Of all the birds in our region, blue jays are the (more aggressive/most aggressive).
5. I think the robin's eggs are (prettier/prettiest) than the quail's eggs.
6. Peacocks have the (longest/most long) feathers of any bird.

APPLY Write the comparative form of each adjective or adverb.

- 7. bad _____
- 8. funny _____
- 9. smoothly _____
- 10. lonely _____

Write the superlative form of each adjective or adverb.

- 11. slyly _____
- 12. curly _____
- 13. flat _____
- 14. far _____

Read the sentences. Write the comparative or superlative form of each word in parentheses.

- 15. Nell wraps presents (carefully) than Sherman does. _____
- 16. Keisha feels the (well) she has felt for days. _____
- 17. In our class, Grace missed the (few) problems on the math test.

- 18. It feels much (hot) in the sun than it does in the shade. _____
- 19. Morning is the (productive) time of day for me. _____
- 20. Traffic was much (bad) after the parade than it was before. _____

Vocabulary

FOCUS Review the selection vocabulary words from “The Discovery Fair.”

converse
efficient
catalyst
controversial
lead

observe
luminous
radiation
reputation
sites

PRACTICE Choose the vocabulary word that matches each example. Write the word on the line.

1. energy given off by an x-ray machine _____
2. discussing favorite movies with a friend _____
3. places where archaeologists dig _____
4. doing two things at once _____
5. the inside of a pencil _____
6. an article that inspires action _____
7. a topic of disagreement _____
8. using a telescope to see the stars _____
9. a burning candle _____
10. being known as an excellent student _____

APPLY Write *Yes* or *No* to answer each question. Then write a sentence that explains your answer.

11. Can you see *radiation*? _____

12. Could a *controversial* topic lead to tense discussion? _____

13. Would you want to have a good *reputation*? _____

14. Should you eat *lead*? _____

15. Do you *converse* with other people? _____

16. Should you avoid being *efficient* when you work? _____

17. Could a backpack be described as *luminous*? _____

18. When you *observe* something, do you learn about it? _____

The Dreaded Dentist

Dentist appointments are a controversial topic in my house. I have never liked going to the dentist. Correction: I have always *hated* going to the dentist. There are weird machines and scary metal tools, usually with pointy hooks on the ends. And the hygienist is always asking you questions when your mouth is wide open. How does one converse in this situation? And to make things worse, you have to endure this torture not once, but twice a year!

After today, though, I think I might actually have a reason to smile when I see that appointment on the calendar. Mom took me to a brand new dentist's office downtown, and it was not a bad experience at all. In fact, the appointment served as a catalyst for my new attitude toward the dentist! I didn't think it was possible, but a place does exist where you can maintain good dental hygiene without wanting to run screaming from the chair.

My first thought as I passed, trembling, through the door, was that the office had a bright, cheerful look. The building is in a prime site right next to Laurel Park, and I could see flowering trees just outside the waiting room windows. There were colorful paintings on the walls, comfortable orange chairs, kids' magazines, and even a funny cartoon projected on the far wall. I already felt more relaxed as I sat down and picked up a copy of *Skateboarding Today*.

Before I knew it, a woman in polka-dotted scrubs appeared and called out, "Tara!" It was time. My stomach sank a little, but her friendly grin immediately put me at ease. She stuck out her hand for a shake and introduced herself: "I'm your hygienist, Karen. I'll be cleaning those pearly whites of yours!"

I followed Karen back to a little room with the dreaded chair. “We’ll take some quick x-rays first,” she said. X-rays? My guard was up again. I would have to wear that weird, heavy apron and hold those hard films between my teeth? No way!

But Karen did a really cool thing. She explained what exactly was happening. The apron, she said, was necessary to protect me from the radiation of the x-ray machine. It was heavy because it contained lead. She also showed me all the pictures she took of my teeth using a luminous screen mounted on the wall!

You know how they say knowledge is power? Well I think that is perfectly true at the dentist’s office. As Karen efficiently cleaned, scraped, and buffed my teeth, she told me how and why she did everything. I even observed all the action with a hand mirror. It was all so interesting that I barely noticed when she finished with the words every kid wants to hear: “No cavities!”

No wonder this office has such a great reputation. It certainly cured me of my deepest dental fears!

Classify and Categorize

FOCUS

When you read, consider classifying the information in the text to help you understand and remember it. When you **classify**, you sort objects or ideas into **categories**. Categories name groups of things that are related in some way.

Imagine you are reading an informational text about animals in a desert habitat. To understand the different species better you might want to place them into categories:

Category: Reptiles

rattlesnake

horned lizard

desert tortoise

Category: Mammals

mule deer

coyote

jackrabbit

PRACTICE Write three things that could be classified under each category.

1. Things with Wheels

2. Planets

3. Kinds of Flowers

4. Winter Sports

APPLY Think about how you could classify the inventors and scientists you have read about in “The Discovery Fair.” Write two categories and the names that belong under each category.

5. Category: _____

7. Category: _____

6. People: _____

8. People: _____

Imagine that your teacher has asked you to organize some of the materials in your classroom. Write four categories for these materials. Then list some items that belong in each category.

9. Category: _____

13. Category: _____

10. Items: _____

14. Items: _____

11. Category: _____

15. Category: _____

12. Items: _____

16. Items: _____

Name _____ Date _____

Informational Writing

Think

Audience: Who will read your informational writing?

Purpose: What is your reason for writing an informational text?

PREWRITING Use the “note cards” below to take notes as you research. Be sure to use your own words as you take notes, and include details about where the information comes from.

I am finding more information about _____.

Notes: _____

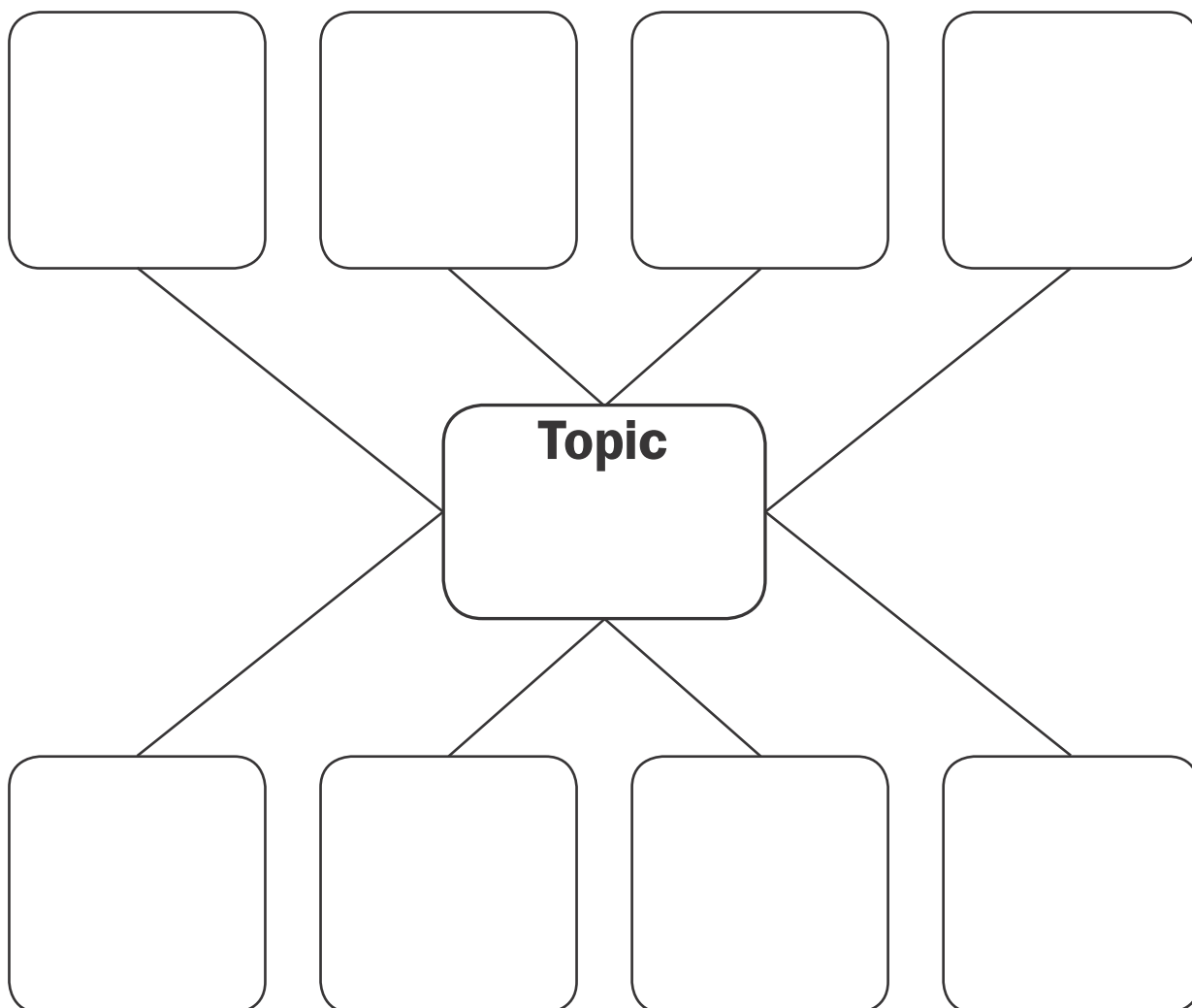
Source title: _____ **Source author:** _____

Page number: _____

Revising

Precise, academic language is important to use in informational writing. It helps you communicate facts and explanations clearly.

Write the topic for your informational text in the center of the idea web. Then look in different sources for examples of academic language related to the topic. Record the words and phrases you find in the surrounding areas of the idea web.



Comparatives and Superlatives

FOCUS **Comparatives** and **superlatives** are words used to compare things.

- **Comparatives** compare two things. You can form some comparatives by adding **-er** to base words. Adding **-er** may require changes to the base word.
- **Superlatives** compare more than two things. You can form some superlatives by adding **-est** to base words. Adding **-est** may require changes to the base word.
- **Irregular comparatives and superlatives** do not follow the rule of adding **-er** or **-est**.

PRACTICE Sort the spelling words under the correct heading.

Word List

- | | |
|--------------|---------------|
| 1. angriest | 11. fresher |
| 2. best | 12. lovelier |
| 3. better | 13. messier |
| 4. biggest | 14. sadder |
| 5. bossiest | 15. scariest |
| 6. brighter | 16. steepest |
| 7. clumsiest | 17. thirstier |
| 8. crunchier | 18. windier |
| 9. deadliest | 19. worse |
| 10. fiercest | 20. worst |

Challenge Words

21. noisiest
22. slimier
23. stingiest

Comparatives

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

Superlatives

- | | | |
|-----------|-----------|-----------|
| 11. _____ | 15. _____ | 19. _____ |
| 12. _____ | 16. _____ | 20. _____ |
| 13. _____ | 17. _____ | |
| 14. _____ | 18. _____ | |

APPLY Circle the words that are spelled correctly.

- | | |
|---------------|-----------|
| 21. briter | brighter |
| 22. angriest | angryest |
| 23. worse | wurse |
| 24. steepest | steapest |
| 25. sader | sadder |
| 26. deadlest | deadliest |
| 27. clumsiest | clumseist |
| 28. cruncheir | crunchier |
| 29. noisyyest | noisiest |
| 30. scariest | scarist |

Use the following spelling words to write sentences that compare two things.

31. fresher _____

32. better _____

Direct Objects

FOCUS

- A **direct object** is a noun or pronoun that receives the action of the verb.

The Zhangs eat **dinner** at six most nights.

A dolphin nudged the **kayak** with its nose.

- The direct object in a sentence can be identified by asking *what?* or *whom?* in a question with the verb.

We took the subway to the ballgame.

Took what? **subway**

The bus carried us through countryside.

Carried whom? **us**

PRACTICE Circle the direct object in each sentence.

1. Jim told a joke to his classmates.
2. Michael rode a lime green bike.
3. The painter first sketched a drawing.
4. Jasmine finished her science project.
5. My English teacher asked us to sit down.
6. Luke tickled his little sister.
7. The fence divided the yard into two sections.
8. The choir sang two songs written by Stephen Foster.
9. Our dog chases his tail when he gets too excited.
10. Gabe passed the ball the wide receiver.

APPLY Add a direct object to each sentence below.

11. Josh ate _____ right before lunch.
12. Alan threw _____ to his friend, Lynn.
13. The carpenter made _____.
14. Theresa likes _____.
15. The radio played _____, so we danced.
16. Mathew always drinks _____ with his meals.
17. Traci called _____ to say she would be late.
18. My mom saw _____ as she was leaving.

Write a paragraph describing some things you have done at school today. Circle the direct objects in your sentences.

Greek Roots *phon* and *graph*; Prefixes *auto-* and *tele-*

FOCUS

Many words in the English language have Greek roots. Knowing the meaning of Greek roots can help you figure out the definitions of unfamiliar words.

- The Greek root **phon** means “sound.”
- The Greek root **graph** means “write.”

Remember that a prefix is a word part that is added to the beginning of a word, and it changes the word’s meaning.

- The prefix **auto-** means “self.”
- The prefix **tele-** means “distant.”

PRACTICE Identify the Greek root in each word below.

1. polyphonic _____
2. geography _____
3. telegraph _____
4. saxophone _____

Use the prefix *auto-* or *tele-* to create a word that matches each definition.

5. _____ + scope = an instrument for viewing distant objects
6. _____ + matic = self-acting or self-regulating
7. _____ + biography = the story of a person’s life as told by himself or herself
8. _____ + vise = to broadcast by transmitting images across a distance

APPLY Combine the word parts as shown. Then write a definition for the new word.

9. auto + graph = _____

10. tele + phon = _____

11. tele + marketer _____

12. auto + mobile _____

Use a word from the box to complete each sentence below.

phonetic

autocratic

topography

teleconference

cartographer

autopilot

13. Employees from across the country call to participate in the _____.

14. Miranda was too tired to think, and her body operated on _____.

15. Hikers studied the _____ of the region to prepare for their expedition.

16. A _____ spelling of a word represents how the word sounds.

17. A monarchy is a form of _____ government.

18. The ski resort hired a _____ to create a map of its many runs.

Vocabulary

FOCUS

Review the selection vocabulary words from “Ruby Goldberg’s Bright Idea.”

caution**cunning****disrupting****patent****pollinate****preoccupied****spewed****superstition****tension****theory**

PRACTICE Circle the vocabulary word that best completes each sentence.

1. If you increase the (theory/tension) on the string, it might break.
2. Riley was so (disrupting/preoccupied) with her book that she forgot to do her homework.
3. The fizzy soda (preoccupied/spewed) out of the bottle when I opened it.
4. Use (caution/cunning) when cooking on the stovetop.
5. Scientists are worried there will be no more bees to (patent/pollinate) our flowering trees.
6. Dr. Chu’s idea is only a (caution/theory) until he can prove it is true.
7. Skylar avoids walking on cracks in the sidewalk because of a silly (superstition/tension).
8. The rain is (cunning/disrupting) this tennis match for the third time!
9. This clever inventor receives a new (superstition/patent) every year.
10. Aiden’s (pollinate/cunning) smile told me that he was only joking.

APPLY Read each statement below. Rewrite the sentence using a vocabulary word.

11. Karl was so happy to receive his government-issued paper that gave him the right to make and sell the bird feeder he had invented. _____

12. The baby expelled milk all over my new shirt.

13. It's only an idea about how things work, but I think it is too cold for the plants to grow.

14. The butterflies are beautiful, but they also transfer pollen between the reproductive parts of the flowers.

15. The hikers used close care as they made their way along the rocky cliff.

16. Craig is so overly concerned about tomorrow's soccer game that he can hardly sleep.

17. Olivia tried not to give in to belief based on fear, but she did cross her fingers as the tests were handed back.

18. Finn's constant pencil tapping is really interfering with the studious silence of the classroom.

Pollinators in Peril

What do flowering trees and plants need to survive? Sunlight and water are key. Like all living things, these species also need a way to reproduce. In other words, they must undergo pollination. Tiny grains of pollen must travel from the male part of the flower, the anther, to the female part of the flower, the stigma. Then a seed is produced.

Pollination cannot take place without pollinators. These are the insects and birds that move among a plant's flowers and transfer the pollen. Scientists have been very preoccupied with pollinators—especially bees—in recent years. They have theorized that changes in habitats and the pesticides used by farmers are seriously endangering these vital species. And decreased populations of pollinators, they caution, could disrupt the reproduction of many plants we eat.

The peril faced by pollinators is no superstition. The data showing their dwindling numbers is real. That's why we all need to do our part to create healthy environments for pollinators. This may seem like a big job. But help can begin in your own backyard.

You may not be up for the tension and stress of beekeeping, but that's okay. There's another common pollinator you can protect that doesn't have a stinger—the hummingbird. This bird may only weigh as much as a penny, but it constantly feeds on the nectar of bright flowers. Its heart beats an amazing 1200 times a minute. It beats its wings 70 times a second. It needs its energy! In fact, the hummingbird must eat several times its weight in nectar every day.

Hummingbirds are especially attracted to red blossoms. They also like to land on plants with tube-, funnel-, or cup-shaped flowers. These cunning creatures use their long, needle-like bills to reach deeply into the flower. Their faces, heads, and backs become dusted with pollen, which they carry to the next flower to start the process of pollination.

Some of the hummingbird's favorite flowers include desert honeysuckle, columbines, fuchsia, hibiscus, daylilies, and bee balm. You can plant these in your flowerbeds to give these little winged visitors a hearty lunch. You can also provide a good meal by installing a hummingbird feeder on your house or porch. There are many patented designs to choose from. All of them must be filled with a sugary substance that is four parts water and one part sugar. Mix the hummingbird food well and pour it carefully. You don't want this sticky liquid to spew all over you!

When the hummingbirds get word of your buffet, they'll come flocking to your yard. You will have some beautiful new friends—and you'll be a friend to many plants in your environment.

Fact and Opinion

FOCUS

Remember that a **fact** is a true statement that can be proven. An **opinion** is a statement of someone's feelings or beliefs that cannot be proven. Look at the following examples:

Fact: Thomas Edison held over 1,000 U.S. patents for his inventions.

Opinion: Thomas Edison is the most important inventor in history.

PRACTICE Read each sentence about the characters and events in “Ruby Goldberg’s Bright Idea.” Write whether it expresses a fact or an opinion.

1. Ruby and Dominic are both in the same class. _____

2. Ruby should pay more attention in class. _____

3. Ms. Slate’s class is reading *Sadako and the Thousand Paper Cranes*.

4. It was unkind of Ms. Slate to separate Ruby from Penny. _____

5. Dominic should mind his own business. _____

6. Ms. Slate’s class took a field trip to learn about bees and beehives.

7. It would be nice if the rest of the class could appreciate Ruby’s enthusiasm.

8. Dominic won first place at the science fair last year. _____

APPLY Write one fact you know and one opinion you have about each topic below. Use complete sentences.

9. the state you live in

Fact: _____

Opinion: _____

10. your favorite food

Fact: _____

Opinion: _____

11. the last book you read

Fact: _____

Opinion: _____

12. your favorite season

Fact: _____

Opinion: _____

13. electronic books vs. printed books

Fact: _____

Opinion: _____

14. your best friend

Fact: _____

Opinion: _____

15. year-round school

Fact: _____

Opinion: _____

Informational Writing

Revising

When revising, be sure to look for places where you can eliminate irrelevant, or unnecessary, information. In informational writing, you also want to avoid including opinions. Read each paragraph below. Underline the sentences that contain irrelevant information or express an opinion.

Learning about your family's history is called genealogy. It can be a lot of fun to research your family tree. There are many websites that have helpful information about genealogy. Often the best way to start your research is to talk to older family members. My great-grandma is 94! Names and birth/death dates can be very useful too. The names of countries and towns where your family lived can also make your research easier. Keeping good notes will help you keep track of the information you find. You never know what interesting facts might pop up in your family's history!

Bird watching is the best hobby for kids. It is easy to get started. All you really need is a bird identification book and an observant eye. You can look for birds in your own backyard, in a park, or around your neighborhood. When I was little, I had a pet bird. When you see a bird, look at its coloring, shape, and size. If you hear the bird's call, that can help you identify it, too. Watching birds is a sure way to get yourself out in nature where you can learn about local wildlife!

Revising

Use this checklist to revise your informational writing.

- ☐ Does the writing clearly state its topic?
- ☐ Does the writing have an introduction that grabs the reader's attention?
- ☐ Does the writing include at least three important details about the topic?
- ☐ Does the writing use precise, academic language?
- ☐ Does the writing have a clear purpose?
- ☐ Does the writing have an effective conclusion that sums up the topic?

Editing/Proofreading

Use this checklist to correct mistakes in your informational writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Does the writing include prepositions and prepositional phrases where needed?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in punctuation?

Publishing

Use this checklist to prepare your informational writing for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph, drawing, or diagram that tells more about the topic.

Greek Roots *phone* and *graph*; Prefixes *auto-* and *tele-*

Focus

- Remember that when you know the meaning of a Greek root, you can determine the meaning of the English word that contains it.
- The **Greek root *phon*** means “sound.”
- The **Greek root *graph*** means “write.”
- Adding a prefix to a base word changes its meaning.
- The **prefix *tele-*** means “at a distance.”
- The **prefix *auto-*** means “by oneself or itself.”

PRACTICE Sort the following spelling words under the correct heading.

Word List

phonics autopilot bibliography telegram paragraph microphone
automotive topography telescope televise xylophone automatic

Greek root *phon*

1. _____

2. _____

3. _____

Greek root *graph*

7. _____

8. _____

9. _____

Prefix *auto-*

4. _____

5. _____

6. _____

Prefix *tele-*

10. _____

11. _____

12. _____

APPLY Write the spelling word that matches each definition.

Word List

television	autobiography	autofocus	cartography
telemarketer	phonograph	telegram	megaphone
cacophony	autograph	saxophone	calligraphy

13. “sight at a distance” = _____

14. “writing about oneself” = _____

15. “can focus by itself” = _____

16. “mapping of the Earth” = _____

17. “someone selling at a distance” = _____

18. a device that “writes sound” = _____

19. “distant message” = _____

20. a device that makes “large sounds” = _____

21. “bad sounds” = _____

22. “self writing” = _____

Write a definition for each spelling word. Use a dictionary if necessary.

23. saxophone _____

24. calligraphy _____

Prepositions and Prepositional Phrases

Focus

- A **preposition** is a word that relates a noun, pronoun, or group of words to some other word in the sentence. Prepositions usually indicate relationships of time or place. They can also give more information.

The cookies are **on** the third shelf.

They are stacked **above** the crackers.

Bring me a list **of** your favorite snacks.

- The noun or pronoun that follows a preposition is called the **object of the preposition**. A preposition must have an object. It cannot stand alone.

The crackers are stored **with** the **cookies**.

(preposition) (object)

The sauce should be **beside** the **spaghetti**.

(preposition) (object)

- A **prepositional phrase** is made up of a preposition, its object, and any words in between.

The food is **in the cabinet**.

The cabinet **below the sink** needs to be cleaned.

PRACTICE Circle all prepositional phrases in the following sentences.

1. Mom said she could use some help around the house after the game.
2. My friend Stella had never heard of my favorite football team until today.
3. Watching football is my favorite pastime in the fall.
4. I enjoy watching the players run into the stadium from the locker room.
5. Why is that player standing behind everyone else?
6. Dad said he will take me to a game for my birthday in October.
7. We drove into the tunnel which passed through the mountain.
8. The stadium stood right by the ocean, and many flags flew above it.

APPLY Read the paragraph. Circle all of the prepositions.
Write the word “object” above the object of the preposition.

Many people travel across North America in cars. The United States is between Canada and Mexico. The Rio Grande River runs along the American border with Mexico, but people can still drive to that country. Several of the Great Lakes are also near our border with Canada, but visitors can drive across them by using a bridge. Families sometimes visit Canada or Mexico during a vacation.

Create a prepositional phrase using the preposition in parentheses, and use it in a sentence. Write the sentence on the line.

9. (with) _____

10. (beside) _____

11. (over) _____

12. (of) _____

Latin Roots *tract*, *sign*, *dic*, and *man*

FOCUS

Many words in the English language have Latin roots. Knowing the meaning of Latin roots can help you figure out the definitions of unfamiliar words.

- The Latin root *tract* means “pull.”
- The Latin root *sign* means “mark.”
- The Latin root *dic* means “speak.”
- The Latin root *man* means “hand.”

PRACTICE Answer the following questions about root words.

1. What is the root of *dictionary*? _____

2. What does the root mean? _____

3. How does this root relate to the meaning of *dictionary*?

4. Name another word that contains this root. _____

5. How does the root word help you understand this word's meaning?

APPLY Circle the Latin root in each of the following words, then write the word's definition. Use a dictionary.

6. manacle _____

7. designate _____

8. traction _____

9. manipulate _____

10. vindicate _____

Write a sentence for each of the following words.

11. attractive _____

12. verdict _____

13. manual _____

14. significant _____

15. contract _____

Vocabulary

FOCUS

Review the selection vocabulary words from “My Brothers’ Flying Machine” and “The Diary of Orville Wright.”

absorbed**bore****confidence****lever****manner****marveling****mused****spanned****tinkering****trial**

PRACTICE Choose one of the vocabulary words in parentheses to replace the underlined word in each sentence. Write the correct vocabulary word on the line.

1. Wendy is in the back yard messing with the broken chain on her bicycle.
(**marveling, mused, tinkering**) _____
2. The baby is completely fascinated by the colorful images on the screen.
(**absorbed, spanned, mused**) _____
3. The asthma medication will need another test before it can go on the market. (**bore, lever, trial**) _____
4. Because Ari walked in such an awkward way, I could tell he had sprained his ankle. (**trial, confidence, manner**) _____
5. The crowd couldn’t stop showing awe at the amazing tricks of the gymnastics team. (**marveling, tinkering, absorbed**) _____
6. Pasha thinks Stephan is a terrible yawn when he is talking about video games. (**lever, bore, manner**) _____

7. The Rockets' pitiful losing streak extended across two seasons.

(**absorbed, mused, spanned**) _____

8. Greta thought a bit before she gave her answer.

(**bore, mused, lever**) _____

APPLY Read each sentence. Then answer the question by explaining the definition of the underlined vocabulary word.

9. Someone told you something in confidence. What did he or she do?

10. In the past, people had to pull a lever to vote for president. How did they vote?

11. A building spanned two city blocks. How big was it?

12. Visitors are marveling at an art exhibit. What do they think about it?

13. Mr. Blake is tinkering with an old clock. What is he doing?

14. The graduation speaker is a bore. What is he like?

Career Confusion

The assignment sounded simple: research and write about a career you hope to pursue. All kids mused about what they wanted to be when they grew up, right? *This should be a piece of cake . . . easy as pie. Oh, now I'm really hungry,* thought Warren, as he went to the kitchen for a snack.

“I think I’d rather do long division than write this paper,” Warren said to Sadie, his Boston terrier. Sadie looked at him in confusion and then resumed her begging. He threw her a piece of his peanut-butter sandwich.

Warren had attempted several times to brainstorm a career he’d be interested in. Each trial had ended with defeat and a head spinning with possibilities. He wished there were a lever he could pull that would just make the decision for him.

“Just think about the things you like to do,” his friend Jackson had advised. Jack was already confident that he wanted to be a biologist and work at a zoo. He loved animals and science class, so it seemed like a logical choice.

“Consider what skills you have,” Warren’s sister Winnie had suggested. Winnie was a gifted pianist, a marvel, really. When Warren watched her graceful fingers span the keys, there was no doubt in his mind that she would be a musician some day.

Warren tried to take their advice to heart. He thought about his hobbies and the things he did well. He tried to imagine his adult self and what he would be doing. The problem was that nothing stood out. He found all his school subjects absorbing. And his interests were all over the place. Sometimes he liked to help his dad tinker on their old sports car. Sometimes he liked to draw. Sometimes he liked to help cook dinner. He liked football and basketball, but also ballet. He was smart and careful, but also friendly and talkative.

Warren carried on in this confused manner the next day at school. At the risk of being a bore, he asked several other classmates what they thought he should be when he grew up. Their answers (actor, accountant, dentist, professional golfer) made him even more perplexed. His teacher, Mr. Cho, noticed his frustration and called him over for a chat.

“I’ve been considering your problem, Warren,” he said. “And I think I have the perfect solution. Why not become a career counselor? Then you can talk with others about their professions without having to choose one for yourself.”

“Mr. Cho, you are a genius!” Warren exclaimed as he ran off to research the job of his dreams.

Compare and Contrast

FOCUS

When you **compare**, you tell how the people, places, things, and ideas you read about are alike. When you **contrast**, you tell how they are different. You can compare and contrast things described in the same text or in two or more different texts.

PRACTICE Read each sentence below. Write *Compare* if it tells how two things are alike. Write *Contrast* if it tells how two things are different. Then write what things are being compared or contrasted.

1. Las Vegas and Phoenix are two of the sunniest cities in the United States.

2. The orchestra has many more musicians than the string quartet.

3. Songbirds and shorebirds have two very different habitats.

4. Jill's science project is about the solar system, while Ian's project is about pollination.

5. Both fourth-grade classes are sending students to the county spelling bee this year.

6. In her new winter coat, Hannah is just as warm as Rashida is.

APPLY Answer the questions below with complete sentences. Each one asks you to compare or contrast.

7. How were Orville and Wilbur Wright alike? _____

8. How are basketballs and soccer balls different? _____

9. How are airplanes and trains alike? _____

10. How are blueberries and strawberries different? _____

11. How were George Washington and Abraham Lincoln alike? _____

12. How are gloves and mittens different? _____

13. How are plays and movies alike? _____

14. How are adults and children different? _____

15. How are volcanoes and earthquakes alike? _____

16. How are lions and tigers different? _____

Name _____

Date _____

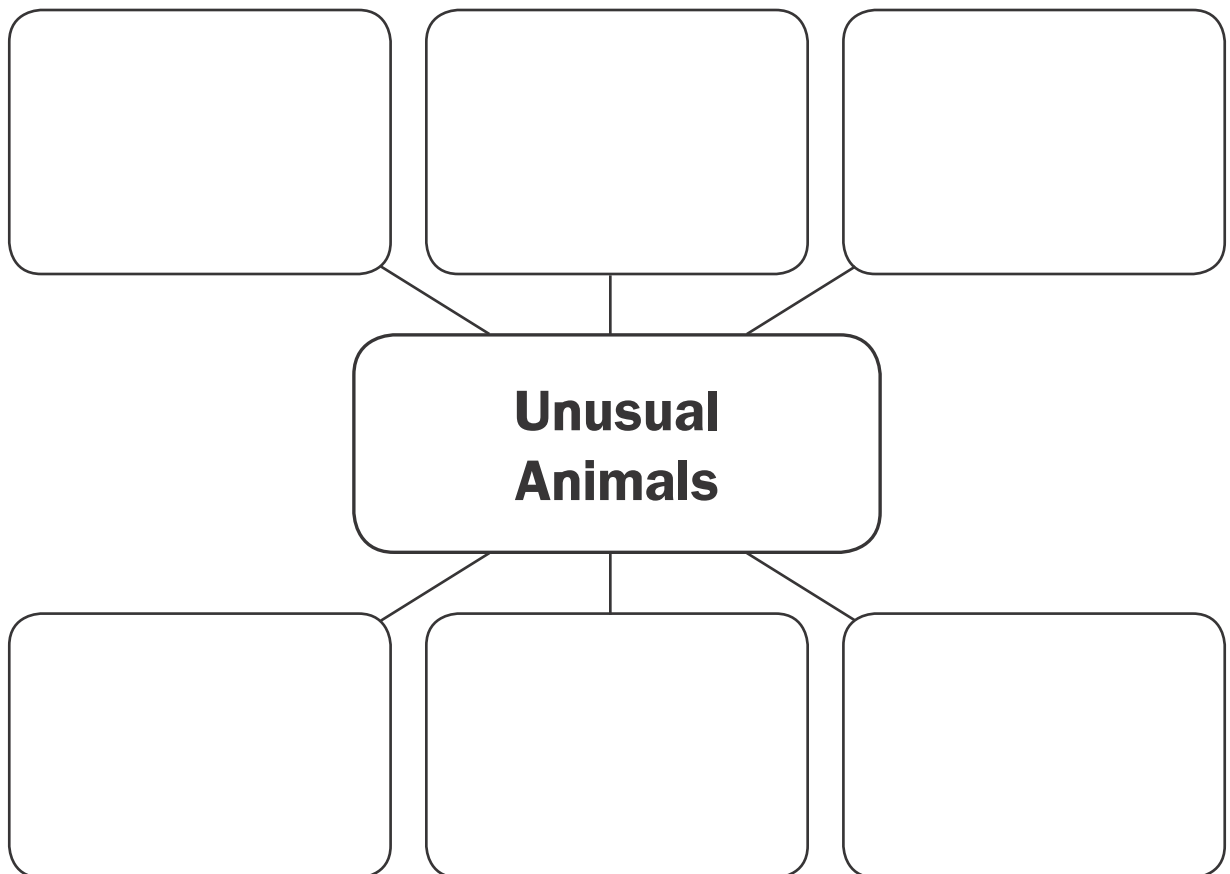
Informational Writing

Think

Audience: Who will read your informational writing?

Purpose: What is your reason for writing an informational text?

PREWRITING Use the idea web to generate possible topics for informational writing about an unusual or unfamiliar animal.



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PREWRITING Use the “note cards” below to take notes as you research. Be sure to use your own words as you take notes, and include details about where you found the information.

Research Topic: _____

Notes:_____

Source title: _____ Source author: _____

Page number: _____

Notes:_____

Source title: _____ Source author: _____

Page number: _____

Latin Roots *tract, sign, dic, man*

Focus

- Many words have **Latin roots**. When you know the meanings of these roots, it can help you understand the meanings of new or difficult words.
- The **Latin root *tract*** means “pull or drag.”
- The **Latin root *sign*** means “mark.”
- The **Latin root *dic*** means “speak.”
- The **Latin root *man*** means “hand.”

PRACTICE Add the missing Latin root to complete each spelling word.

Word List

- | | | |
|---------------|----------------|-----------------|
| 1. attractive | 8. dictionary | 15. manufacture |
| 2. consign | 9. extract | 16. prediction |
| 3. contract | 10. indicate | 17. protractor |
| 4. designer | 11. manager | 18. resign |
| 5. detract | 12. mandate | 19. signature |
| 6. dictator | 13. manipulate | 20. significant |
| 7. diction | 14. manual | |

Challenge Words

21. abstract
22. predicament
23. maneuver

1. _____ tator
2. de _____ er
3. _____ ager
4. _____ ificant
5. _____ ual
6. con _____
7. in _____ ate
8. _____ tionary

9. re _____
10. ex _____
11. _____ ufacture
12. con _____
13. at _____ ive
14. pre _____ tion
15. _____ ipulate
16. _____ ature

APPLY Define the following spelling words. Use a dictionary if necessary.

17. protractor _____

18. detract _____

19. mandate _____

20. diction _____

Circle the correctly spelled words.

21. manipulate manepolate

22. manifatcher manufacture

23. atractave attractive

24. signacher signature

25. dictator dictater

26. indacate indicate

27. contract contracked

28. significant signifigant

29. consign consine

30. pradicshen prediction

Capitalization

Focus

- Always capitalize proper nouns, even when they are used as adjectives. Days, months, holidays, city and state names, and all parts of street names are proper nouns and are capitalized.

George Washington, Franklin stove, Sunday

January, Valentine's Day, Phoenix, Arizona, N. First Street

- Most words in titles are capitalized, including the first word, the last word, and all other important words in a title. Minor words, such as *the*, *of*, *an*, *for*, are typically not capitalized unless they are the first or last word. This rule applies historical events and documents as well.

Bridge to Terabithia, The Gettysburg Address, World War II

- Capitalize the names of languages, races, and nationalities.

German Hispanic Egyptian

PRACTICE Read each sentence below. If a letter should be capitalized, underline it three times.

1. Louis Sachar is the author of a funny book called *Wayside School is falling Down*.
2. The british suffered many losses during the Battle of bunker hill in 1775.
3. In 1803, the United States purchased more than 800,000 square miles of land known as the Louisiana purchase.
4. At my school's International Day, I tried korean, greek, Japanese, and russian foods.
5. The Earth day festivities will happen on monday at 475 north Charles street.

APPLY Read each sentence below. On the lines that follow, rewrite the underlined part of the sentence using correct capitalization.

6. If you like to read about our country's history, I'd recommend two books by Jean Fritz: and then what happened, paul revere? and the double life of pocahontas.

7. The boston tea party, which took place on thursday, december 16, 1773, was one of the events that sparked the american revolution.

8. Sanjay's mother is indian and his father is swedish, so he has visited the countries where both his parents were born.

9. My favorite book, from the mixed-up files of mrs. basil e. frankweiler, is about a brother and sister who run away and stay at the metropolitan museum of art.

10. When Elena's sister starts high school, she will take french and german classes.

Regular Plural Nouns

FOCUS

- Regular plural nouns are formed by adding -s or -es to the singular noun. Sometimes additional spelling changes are required.
- If the singular noun ends with a consonant plus -y, change the y to i before adding -es.
Example: company **y** companies **ies**
- If the singular noun ends with ch, s, or x, add -es.
Example: batch **ch** batches **ches**
Example: dress **s** dresses **ses**
Example: tax **x** taxes **ses**
- For most singular nouns that end with f, change the f to v and add -es.
Example: leaf **f** leaves **ves**

PRACTICE Circle the correct spelling of each plural noun.

- | | | |
|-------------|-----------|-----------|
| 1. echo: | echoes | echose |
| 2. shelf: | shelves | shelvs |
| 3. jury: | jurys | juries |
| 4. porch: | porchs | porches |
| 5. wish: | wishes | wishs |
| 6. calf: | calfs | calves |
| 7. torpedo: | torpedoes | torpedoes |
| 8. monkey: | monkeis | monkeys |

APPLY Fill in the missing words.

Singular

Plural

9. wolf

10. crutch

11. _____

honeys

12. _____

melodies

13. snack

14. _____

inches

15. _____

wives

16. annex

17. _____

banjos

18. daisy

19. journey

20. domino

Circle the correct nouns in the following paragraph.

Peter and Janet noticed their (shadoes, shadows) on the sidewalk. Their (bodies, bodys) looked much longer in shadow form. Peter and Janet did bends and (stretchs, stretches). They made shadow (puppet, puppets) with their fingers. The children laughed at (themselves, themselves) as they made shadow figures move on the concrete blocks.

Vocabulary

Focus

Review the selection vocabulary words from “Godspeed, John Glenn.”

citation

malfunction

conducted

material

degree

quest

due to

tuned in

experimental

ultimately

PRACTICE Circle the vocabulary word that matches each sentence.

1. Millions of people around the world watched the Olympics on television.

experimental

malfunction

tuned in

conducted

2. The Tigers led with a minute to go, but the Lions won in the end.

ultimately

material

citation

degree

3. The brave firefighters were recognized by the mayor in a formal ceremony.

quest

malfunction

material

citation

4. The adventurers searched for many years but never found the buried treasure.

tuned in

quest

experimental

degree

5. This parachute is made of a very strong silk.

due to

ultimately

conducted

material

6. Kylie set her alarm clock, but it failed to go off this morning.

degree

malfunction

experimental

quest

APPLY Determine the missing vocabulary word. Write the missing word on the line. The underlined words in the sentences are clues to help you.

7. After she finished all her required college classes, Aimee earned a _____ in microbiology.

8. To save the patient, the surgeon tried an _____ procedure that had not been generally performed or tested.

9. Some said Eric's success was _____ luck, but he knew the win was the result of hard work.

10. Jerome _____ a study of animal behaviors, while Jaya managed experiments with plants.

11. Lucy's jacket is made of denim, but her shirt consists of a more delicate _____.

12. You deserve a _____ for your brave act of saving the boys from drowning.

13. Mom _____ to the national news at 6:00; she always listens to the radio at this time of day.

14. We didn't know how the story would turn out in the end, but _____ the hero saved the day.

15. Raj was on a _____ for fresh strawberries that compelled him to search every market in town.

A Hero

My mom is a local hero! Tune in to the Channel 10 evening newscast tonight, and you can see her story. I may be a little biased, but I think it is an amazing one.

Mom didn't start out as a firefighter. When she was young, she went to college and got a degree in archaeology. Then she traveled the world on a quest to uncover ancient cities and artifacts. But after a few years, the university she worked for had to make cuts in their budget and Mom's job was eliminated.

Mom had to get creative and find something else to pursue. She opened a restaurant, published a magazine, and helped conduct experiments at an alternative energy lab. Despite all her efforts, none of these ventures lasted long. Then she found out about a training course for new firefighters. She signed up on a whim, not knowing that it would ultimately lead her to her second career.

Mom has been a full-fledged firefighter for six years now. She is the only woman at her station, but it doesn't seem to bother her. She is brave, strong, caring, and responsible. She has fought large fires, offered comfort at the scenes of accidents, and even rescued a few cats stuck in trees. But last week's apartment fire made her the superstar of West Camden.

The blaze started in the middle of the night. Mom thinks a malfunctioning electrical circuit was the cause. In any case, the building was not made of the sturdiest materials and immediately went up in flames. By the time the fire trucks arrived, the fire had spread to all the units.

Mom remembers that the scene was fairly chaotic at first. Residents in their robes and pajamas paced frantically as they watched their homes destroyed. Children wailed in terror and black smoke filled the air. Suddenly, she heard a faint cry from the upper floor. Someone hadn't made it out!

Due to a broken smoke alarm, the Watts family had not awakened in time to escape. They waved desperately from their window. It was too high to jump. Immediately, Mom sprang into action. She climbed the tall fire truck ladder to the top. The heat and smoke were intense, but she managed to carry the children down to safety and help the adults descend the ladder as well. Thanks to her, every person survived!

The news story will feature an interview with Mom and video of her receiving a special citation from the mayor. It's exciting to see her on television—and to know that she is getting so much praise and attention. But it doesn't change how I feel about her one bit. Mom has always been a hero to me.

Sequence

FOCUS

Sequence is the order in which events take place within a text. Remember to look for time and order words, such as *yesterday*, *at midnight*, *first*, *after*, *next*, and *finally*, to help you identify the sequence. Pay special attention to sequence as you read a biography or historical text. Determining sequence will give you a better understanding of the famous figures and events of our past.

PRACTICE Read the paragraph below. Locate all the time and order words and phrases that help you determine sequence. Write them on the lines.

The first thing I did when we got the biography assignment was brainstorm possible subjects. By Wednesday morning, I had narrowed my choices down to Neil Armstrong and John Glenn. Later that evening, I decided I wanted to write about the first American to orbit Earth. I started on my research the very next day. After finding a number of articles and books about Glenn at the library, I began to take notes on note cards. My next step was to organize my facts into related groups. Then I wrote a rough draft. I spent the weekend revising and editing my draft until it was clear, concise, and grammatically correct. Finally, on Monday, I wrote my final copy. I turned the biography in on April 17th.

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

APPLY Read the sentences. Think of some time and order words that would help a reader understand the correct sequence. Write them in the blanks.

- 13. _____ you can make a peanut butter-and-jelly sandwich, you will need to gather your materials.
- 14. The _____ step is to place two slices of bread on a plate.
- 15. _____, spread peanut butter on one of the slices.
- 16. The _____ step is to spread jelly on the other slice.
- 17. _____, carefully place one slice on top of the other.
- 18. _____, cut the sandwich in two and enjoy!
- 19. _____ you have finished eating, wash the sandwich down with a nice glass of milk!

Read the following sentences, and write a paragraph that includes these events. Use time and order words to organize events in a clear and logical sequence.

Grant did some homework until bedtime.
Grant went to soccer practice.
Grant left school at 3:00.
Grant had a late dinner with his family.
Grant had a piano lesson with Ms. Garcia.
Grant went home to shower and change.

- 20. _____

Informational Writing

Presentation

Adding a visual element to your written text can give the reader more information. Read the list of visual element ideas for an informational text about an unusual animal. Write two more of your own ideas. Then choose one of the ideas, and explain how it will add information to the text.

Idea #1: a photograph of the animal

Idea #2: a drawing of the animal

Idea #3: a diagram showing how big it is compared to a more familiar animal

Idea #4: a video showing how the animal moves

Idea #5: a map showing where the animal lives

Idea #6: a photograph of the animal hunting or being hunted

Idea #7: _____

Idea #8: _____

Which visual element will you choose and why? _____

Revising

Use this checklist to revise your informational writing.

- ☐ Does the writing clearly state its topic?
- ☐ Does the writing include at least three important details about the topic?
- ☐ Does the writing include precise descriptions of the topic?
- ☐ Does the writing have a clear purpose?
- ☐ Does the writing present a strong voice?
- ☐ Does the writing have an effective conclusion that sums up the topic?

Editing/Proofreading

Use this checklist to correct mistakes in your informational writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you use the correct end punctuation for different sentence types?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your informational writing for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a visual element that tells more about the topic.

Regular Plurals

Focus

Plural nouns name more than one person, place, thing, or idea.

- **Regular plurals** are formed by adding -s or -es to singular nouns.
- When a singular noun ends in a consonant and *y*, the *y* is changed to *i* before adding -es.
- For some singular noun that end with *f* or *fe*, the *f* or *fe* is changed to *v* before adding -es.
- For some singular nouns that end with *o*, just add -s, but for other words ending with *o*, add -es. Use a dictionary to determine which.

PRACTICE Write the plural form of each noun.

Word List

- | | | |
|----------------|--------------|------------------|
| 1. addresses | 8. fireflies | 15. strawberries |
| 2. avocados | 9. journeys | 16. supplies |
| 3. beliefs | 10. kidneys | 17. thieves |
| 4. calves | 11. monkeys | 18. toolboxes |
| 5. computers | 12. pianos | 19. volcanoes |
| 6. earthquakes | 13. potatoes | 20. watches |
| 7. eyelashes | 14. scarves | |

Challenge Words

21. sopranos
22. responsibilities
23. echoes

Singular

- strawberry
- earthquake
- supply
- computer
- soprano
- avocado

Plural

7. responsibility _____
8. toolbox _____
9. address _____
10. echo _____
11. scarf _____
12. watch _____
13. eyelash _____
14. firefly _____
15. calf _____
16. potato _____
17. thief _____
18. monkey _____
19. kidney _____

APPLY If the underlined word is spelled incorrectly, write the correct spelling on the line. If the word is correct, write **Correct**.

20. Some of the volcanos in Hawaii are visited by tourists. _____
21. I read a book about famous explorers and their journies to new lands.

22. The kidnies and bladder are part the body's urinary systems.

23. Jonah and I share the same believes about truth and respect.

24. The orchestra has two pianos and three electric keyboards. _____

Simple Sentences and Types of Sentences

Focus

- A **simple sentence** has a subject and a predicate. The predicate can be a verb or a verb phrase.

Micah went to the library. (The predicate is a verb.)

Our cousins are coming to our house.
(The predicate is a verb phrase.)

- A **declarative** sentence makes a statement. It always ends with a period.

Our baseball game is on Saturday.

- An **interrogative** sentence asks a question. It ends with a question mark.

Can Alexis help me study?

- An **imperative** sentence gives a command or makes a request. It usually ends with a period.

Do your homework before you go outside.

- An **exclamatory** sentence expresses a strong feeling. It ends with an exclamation point.

That's not fair!

PRACTICE Circle the subject in each simple sentence.
Underline the verb(s) or verb phrase in simple sentence.

1. Zoe walked to the store.
2. Tonio and Mike were going to the park.
3. Skyscrapers are very tall.
4. The dogs ran and wrestled in the grass.
5. Bridget and Jasper whispered and laughed during the movie.

Read each sentence. Identify the kind of sentence that each one is. Write your answer on the line.

6. Washington, D. C., is the capital of the United States. _____
7. What's your dog's name? _____
8. Do I have to go to bed now? _____
9. The water is freezing! _____
10. Please fold the laundry. _____
11. The Grand Canyon is huge! _____
12. Death Valley is one of the hottest places on Earth. _____
13. Would you mind setting the table? _____

APPLY Write the correct punctuation at the end of each sentence.

14. Many people want to protect the environment _____
15. Can saving electricity help our planet _____
16. Please shut off the light when you leave the room _____
17. Watch out for that spill _____
18. Wash out the bottles before you recycle them _____
19. Don't forget to recycle that container _____
20. Did you throw away your trash _____

Irregular Plural Nouns

FOCUS

Some nouns do not follow the standard rules for making the plural form. These are called *irregular plurals*. Spellings for irregular plurals have to be memorized since there is not a general rule that makes it easy to remember their spellings.

PRACTICE Write the correct word from the box beside each description.

analyses	goldfish	data	feet
stimuli	lice	teeth	children

1. more than one child _____
2. more than one louse _____
3. more than one goldfish _____
4. more than one analysis _____
5. more than one foot _____
6. more than one stimulus _____
7. more than one datum _____
8. more than one tooth _____

APPLY Fill in the missing words.

Singular

Plural

9. thesis

10. deer

11. _____

mice

12. _____

chairmen

13. curriculum

14. _____

antennae

15. _____

geese

16. sheep

17. _____

indices

18. _____

larvae

19. cactus

20. offspring

Use the following plural nouns in a sentence.

21. shrimp _____

22. crises _____

Vocabulary

FOCUS

Review the selection vocabulary words from
“To Space & Back.”

access

application

harnesses

hatch

orbit

procedure

pulsating

quarters

shudder

spectacular

PRACTICE Read each sentence. Think about the meaning of the underlined vocabulary word. Decide whether the sentence is true or false.

1. Earth makes an orbit around the sun.

True

False

2. You need an application to go to a museum.

True

False

3. You wear a hatch on your head.

True

False

4. You might see a pulsating light at an airport.

True

False

5. To enter a building, you should use the access door.

True

False

6. A mountain range is never a spectacular sight.

True

False

7. Soldiers' quarters are uniforms that they wear.

True

False

8. People are sometimes so cold that they shudder.

True

False

9. A doctor performing surgery might carry out a certain procedure.

True

False

10. Artists use harnesses to hold their canvases while they work.

True

False

APPLY Complete the following sentences. Make sure the sentence shows the meaning of the underlined vocabulary word.

11. You might find an escape hatch in _____

12. The most spectacular sight I've ever seen is _____

13. The moon's orbit is _____

14. Someone might fill out an application in order to _____

15. People might need to wear harnesses if they _____

16. One procedure performed by a scientist is _____

17. A pulsating light looks like _____

18. An astronaut's quarters might contain _____

A Fabulous Farm Weekend

Is the hustle and bustle of the city getting you down? Have you been longing to escape to the country? Do you love baby animals, spectacular red barns, and scenic green fields? If so, then a weekend at Fortune Hills Farm is for you!

You'll begin your stay with a Saturday morning breakfast at the old farmhouse table. Eggs will be provided by our friendly chickens, and Farmer Dan will make his famous griddle cakes. Then we'll show you your sleeping quarters—a comfortable converted grain silo—and help you get settled. You'll want to change into your overalls as quickly as can be. There's a lot to do on the farm!

We have a fine team of draft horses here at Fortune Hills who just love company. You'll have full access to these majestic creatures in our gorgeous Big Red Barn. Give their shiny coats a brush, feed them an apple or two, and help us harness them good and tight to our wagons. Then let them take you on a tour of our extensive acres. Our valley views can't be beat!

You'll spend Saturday afternoon helping Farmer Dan plow his cornfields on the giant tractor. Don't be startled when the massive machine gives a little shudder upon starting. It has a lot of power! As you ride up and down the rows, Dan will tell you all about his procedures for planting, fertilizing, irrigating, and harvesting his crops. It'll be the most scenic classroom you've ever had.

You'll work up a hearty appetite after a few hours of farm chores. Luckily, farmhand and cow wrangler Luke is also an excellent cook. He'll be serving up a wholesome dinner, topped off by a delicious boysenberry pie, on our quaint front porch. As day fades into night, sit back in one of our rocking chairs and contemplate the stars. You might even see the glow of a satellite orbiting Earth, or the pulsating lights from the nearby county airport.

Be sure to get some shut-eye on Saturday night because the Sunday chores will start early. First, you'll help Farmer Dan gather eggs in the poultry barn. Don't worry—you won't have to fight the chickens. The eggs fall through little escape hatches into convenient bins below each coop. Then you'll help tend to the farm's goats, lambs, ducks, and turkeys. Before you leave, you'll also pick some early strawberries from our patch to take home.

Does a weekend at Fortune Hills Farm sound like just what you need? We thought so! Fill out an application today!

Main Idea and Details

FOCUS

Remember that the **main idea** of a paragraph or selection is the most important overall point that the author wants to make. The author supports the main idea with **details**, which can include facts, descriptions, explanations, or definitions.

PRACTICE Read the following paragraphs. Write whether the underlined sentence contains the main idea or a supporting detail.

1. Jupiter is by far the largest planet in our solar system. This gas giant has a diameter of almost 89,000 miles. Its mass is two and a half times larger than all of the other planets combined. More than 60 moons are known to orbit Jupiter. It's almost like this hefty heavenly body has its own solar system.

2. This book had the most interesting and original characters. The setting—a space station orbiting the moon—was also quite unique. The author's descriptive language made me feel like I was right there in the middle of the action. And the twist at the end had me reeling for days afterward. I think this is the best book I have read all year.

3. We certainly do get a lot of bad weather here in Tylerville. But today's storm had to be the worst one ever. The afternoon started out with bright sun and warm temperatures. Then, out of nowhere, some black clouds appeared on the horizon. In minutes, there were buckets of rain falling from the sky. Then the hail started. Each piece was the size of a tennis ball! Between the 70-mile-per-hour winds and these giant balls of ice falling from the sky, I don't know which did more damage to cars and houses.

4. Kate has quite an extensive daily exercise routine. First, she does a few minutes of yoga to warm up and stretch out. Then she runs a mile on the track. Next, she lifts weights in the gym to build muscle. Finally, she cools down by jogging slowly in place.
-

APPLY Read each main idea sentence below. Write two more sentences that give supporting details.

5. There is so much to see in the night sky.
-
-

6. Space travel can be very frightening.
-
-

7. Launching a spacecraft is a very complicated process.
-
-

8. It takes lots of hard work to become an astronaut.
-
-

Name _____

Date _____

Informational Writing

Think

Audience: Who will read your informational writing?

Purpose: What is your reason for writing an informational text?

Revising

If you use the same type of sentence over and over, your writing can become repetitive and boring to read. It is important to try to vary the sentence types you use. You can vary your sentences by including prepositional phrases, introductory clauses, and transition words and phrases. You can also combine sentences using conjunctions.

Read the paragraph below.

It was fall. It was a sunny day. Ben went to the park. His friend Grant went to the park too. Ben rode his bike on the trail. The trail went around the lake. Grant rode his bike too. A flock of geese flew overhead. Ben stopped to watch the geese. The geese landed in the lake.

Now rewrite the paragraph to vary the sentence types and improve the way it sounds.

Revising

Use this checklist to revise your informational writing.

- ☐ Does the writing have an effective beginning?
- ☐ Does the writing clearly state its topic?
- ☐ Does the writing include at least three important details about the topic?
- ☐ Does the writing include a variety of sentence types?
- ☐ Does the writing include transition words and phrases?
- ☐ Does the writing have an effective conclusion that sums up the topic?

Editing/Proofreading

Use this checklist to correct mistakes in your informational writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you use the correct end punctuation for different sentence types?
- ☐ Did you use coordinating conjunctions where they are needed?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your informational writing for publishing.

- ☐ Write or type a neat copy of your summary.
- ☐ Include a multimedia element that tells more about the topic.

Irregular Plurals

FOCUS **Irregular plurals** do not follow the rule of adding -s or -es to form the plural. The plural form may stay the same as the singular form or change to a completely new word.

PRACTICE Write the plural form of each noun.

Word List

- | | |
|-------------|---------------|
| 1. bison | 11. mice |
| 2. cacti | 12. moose |
| 3. children | 13. offspring |
| 4. deer | 14. oxen |
| 5. elk | 15. people |
| 6. feet | 16. salmon |
| 7. fish | 17. series |
| 8. fungi | 18. sheep |
| 9. geese | 19. species |
| 10. lice | 20. women |

Challenge Words:

21. alumni
22. axes
23. bacteria

Singular**Plural**

- | | |
|--------------|-------|
| 1. child | _____ |
| 2. alumnus | _____ |
| 3. series | _____ |
| 4. woman | _____ |
| 5. axis | _____ |
| 6. cactus | _____ |
| 7. louse | _____ |
| 8. bacterium | _____ |
| 9. deer | _____ |
| 10. moose | _____ |

Singular	Plural
11. foot	_____
12. offspring	_____
13. fish	_____
14. sheep	_____
15. person	_____
16. deer	_____

APPLY If the underlined word is spelled incorrectly, write the correct spelling on the line. If the word is correct, write **Correct**.

17. The scientists found six different fungis living on the rotted log.

18. Bears and elkens are common sights in Yellowstone National Park.

19. We enjoy watching the geese and ducks glide across the lake. _____

20. Hundreds of wild sallmun are caught here each year. _____

21. Oxens are still used to pull farm equipment in many places. _____

22. We watched a couple of meese swim across the lake. _____

23. Dr. Everett has studied nearly every species of turtle. _____

24. The ranch is known for having the largest herd of bisons in the state.

Conjunctions

FOCUS

A **coordinating conjunction** joins words or groups of words that are equally important in a sentence. The coordinating conjunctions are *and*, *but*, and *or*.

- Coordinating conjunctions may appear in the subject.
Lily **or** Ms. DeCarlo will be babysitting this weekend.
My teacher **and** her husband take ballroom dancing lessons.
- Coordinating conjunctions may appear in the predicate.
We can visit your during May **but** not April.
At the craft store, we bought paper, pencils, **and** tape.
Are you going swimming **or** riding bikes today?
- A comma and a coordinating conjunction can also connect two independent clauses (simple sentences) to form a compound sentence.
Angel plans to shovel walks for extra money, **but** it hasn't snowed yet.
Deer kept getting into our garden, **and** they ate all the lettuces.

PRACTICE Circle the conjunction in each sentence. Then write **S** on the line if it part of the subject. Write **P** if it is part of the predicate.

1. Vince picked up the phone and dialed the number. _____
2. We could play tennis or go hiking. _____
3. Isaac, Amelia, and their mother will bring biscuits. _____
4. The red hammer or the yellow one will work. _____
5. I can work with Paul but not Tony. _____
6. Luiz laughed and smiled while watching the show. _____
7. George Washington was a general and a president. _____
8. Will you bring Shay or Tyler to the book club? _____

APPLY Add a subordinating conjunction to complete each sentence below.

9. Jillian bought a new kite, _____ Tarah helped her put it together.
10. The girls could not decide whether Jillian _____ Tarah should fly it first.
11. Jillian _____ Tarah flipped a coin.
12. The coin flew into the air _____ then landed on the ground.
13. They looked in the grass for the coin, _____ it was lost.
14. Jillian said Tarah could try the kite first, _____ she wouldn't force her.
15. Tarah tried flying the kite, _____ she was successful.
16. The girls were excited, _____ their smiles soon turned to frowns.
17. The kite flew down into a tree _____ got stuck.
18. Tarah wasn't sure if it was her fault _____ the wind's.
19. Jillian's dad arrived with a ladder, _____ he got the ladder out of the tree.
20. The girls decided they would rather kick a soccer ball _____ shoot hoops.

Leaving Home

William sat at the table with his parents. He nervously ran his fingers over a knot in the wood. The knot was as familiar to him as his parents' faces.

"You're fourteen years old, William. You're nearly a man," began Mr. Baker. "I know you'd hoped to continue your education. It was my hope for you, too." Mr. Baker paused.

William saw how hard this was for his parents. He did not want to make it any harder. "Have you found a place for me to apprentice, then?" he asked. He forced a note of cheer into his voice.

His father nodded with relief. "Isaac Eaton has agreed to take you on. He's a good man and a skilled craftsman. You couldn't learn from a better blacksmith. You'll earn a fine, respectable living one day."

"The Eatons aren't so far away, either," Mrs. Baker added. No more than nine miles, is it, John?" Mr. Baker nodded, and she continued. "We'll see you every other Sunday. The days will just fly by. You won't even miss us."

William swallowed hard. "I'll do my best to make you proud."

Mrs. Baker shook her head. "You know we couldn't be prouder of you already." She stood up. "You should turn in, William. It's been a long day."

As William lay beneath the covers, he couldn't stop his mind from whirling. In less than two weeks he would leave home for good. When his apprenticeship was complete, he'd be a full-grown man of twenty-one.

"You awake?" From the bed beside his, William heard the familiar voice of his brother.

"I'm awake," William quickly whispered. "What are you doing up?"

"I can't sleep," replied Jacob. "You're leaving, aren't you?"

William nodded into the darkness. "Father found me a place with a blacksmith. I'm lucky to be apprenticed to someone so respected." William tried to sound convincing to both his brother and himself.

Jacob's voice contained a tremor. "I don't want you to go. There'll be no one to talk to."

William sighed. “Listen, Jacob, if I had a choice, I wouldn’t go. I’d stay here and go to school. Maybe I’d be a judge someday. Or a physician. The war changed things, though. With his injuries, Father’s not having an easy time finding work. There are seven people in this family. When I become an apprentice, that’s one less mouth to feed. And someday I’ll become a master craftsman myself. Maybe I’ll have some apprentices of my own.”

Jacob was quiet. “Do you wish we’d never gone to war with England? Maybe we should have stayed a colony forever. I don’t understand why everything had to change.”

“I don’t wish that at all,” replied William. “I only wish Father hadn’t been hurt and so many hadn’t lost their lives. They were fighting for a cause that was bigger than they were. America will always be free now. We don’t have to conform to another country’s rules. We can govern ourselves. I can’t imagine trading that for anything.”

William’s whisper had gradually become louder. It was met, however, by silence from his brother. “Jacob?” William whispered.

Jacob’s only response was his deep, steady breathing. William turned over. He was still too restless to sleep. His father had sacrificed his own well-being for America’s independence. Mr. Baker would never totally regain the use of one hand and one leg. He would always be hard of hearing in his left ear.

William’s sacrifice was less direct. But he knew it was important too. Soon he would leave a family he was not ready to leave. He would learn a trade instead of continuing his schooling. William would become a skilled blacksmith and help build the young country he believed in.

Super Satellites

Look closely at the sky. You can see the sun and stars. You can also see satellites. Satellites are smaller objects that orbit larger ones. *Orbit* means “go around.” The moon used to be Earth’s only satellite. Then people started making satellites to do work in space. At first they made only a few. Now thousands of satellites orbit Earth.

Satellites come in many sizes and shapes. Satellites that do work have computers for brains. These computers talk in their own language. They use their language to communicate with computers here on Earth. Their eyes are television cameras. The satellites collect information. Then they send it from one place on Earth to another. They are called communication satellites. They help us talk to people far away. They bring movies, news, and sports to television.

Satellite language is made of radio signals. Satellites can work with thousands of signals at the same time. A computer on Earth changes sounds and pictures into radio signals. Then the computer sends the signals to a satellite. The satellite receives the signals and makes them stronger. Then it returns them to many stations on Earth. Computers sort the signals. Then they send the signals to the right places. Finally, the signals are changed back into sounds and pictures.

Satellites are important in studying the weather. Weather satellites are high enough to take pictures of cloud patterns. These patterns are invisible from the ground or even from airplanes. Satellites gather weather information each day. This information comes from all over the world. The satellites send the information to computers here on Earth. The computers use the information to make weather maps. Scientists study the maps. The maps help them predict what the weather will be like for the next couple of days. With satellites we can see storms at sea long before they reach land.

Satellites have a great view of Earth. This view helps scientists know more about Earth. Satellites can tell how much water is in rivers and lakes. They can tell where the water is polluted. They can tell how much snow is on mountains. Satellites can tell how big forests are. They can tell what kinds of rocks are on Earth. This makes satellites useful in making all kinds of maps.

Other satellites are used to learn more about stars and planets. Telescopes are put on satellites to get them away from the air and lights on Earth. During the day, the air reflects light from the sun. At night, it reflects city lights. This light hides many of the stars. Satellite telescopes have a much clearer view of outer space. They send back pictures of the stars and the planets. Scientists have learned a lot from these satellites.

We are just at the beginning of the age of satellites. Someday people may go to work in space. They may work in satellites that are whole space stations. There also may be satellites that make Earth's electricity. They would use the sun to make power. Satellites may even become people's homes.

Those who made the first satellites may not have known how important they would become. People may have disagreed about whether satellites would be useful. But today, no one doubts the value of satellites.

Vocabulary

FOCUS

Review the selection vocabulary words from
“An Out-of-This-World Experience.”

adapt**atmosphere****halo****immense****impact****mission****module****sense****spacecraft****station**

PRACTICE Read each sentence and definition. Write **Yes** if the definition matches the way the underlined word is used in the sentence. Write **No** if it does not.

1. As Alicia made her way along the path, she could sense there was trouble ahead.

wisdom _____

2. The spies in the movie were sent on a special mission to South America.

part of a spacecraft that can be separated _____

3. Our atmosphere is mostly made up of nitrogen and oxygen.

the layer of gases around Earth _____

4. When moonlight passes through ice crystals and bends, a halo appears around the moon.

a circle of light _____

5. A successful person can adapt to new situations.

the force of one object striking another _____

6. The lunar module fell from the sky and landed in the ocean.

a special job or task _____

APPLY Read the sentences. Answer each question by explaining the definition in your own words.

7. The local nature preserve is an immense piece of land. How big is it?

8. The amusement park has a ride that looks like a spacecraft. What is it like?

9. You are meeting your friends at a train station. Where are you meeting?

10. There was an impact between a baseball and the catcher's mitt. What happened?

11. A bird has to adapt when its habitat loses a certain kind of tree. What does the bird do?

12. You sense that your friend is in a bad mood. What are you doing?

The Perfect Gift

“Only fourteen days until my birthday!” Nathan shouted as he burst through the front door of the Chen house. Up in her bedroom, his older sister Grace ignored him. His little brother Matt shouted “Whatever!” and went back to his video game. His parents rolled their eyes at each other and went back to making dinner.

Nathan could sense his family’s lack of enthusiasm, but he didn’t care. In just two short weeks, he would get *the* birthday gift—the one his parents had promised him when he brought home the perfect report card. “You can have anything you want,” proud Mr. Chen had said. “Within reason,” Mrs. Chen had quickly added.

After dinner, Nathan spent an hour looking through catalogs and advertisements for the local hobby store. He still hadn’t decided what this amazing and wonderful present would be. Would he ask for a telescope so he could look beyond Earth’s atmosphere and into outer space? Or maybe it should be that model spacecraft with the detachable module he’d had his eye on. *Would a new bike be too much? Yeah, maybe,* he thought as he turned on the television.

Minutes later, a commercial came on the screen that caught his attention. It featured photographs of sad-looking puppies and kittens with a touching song playing in the background. The organization that ran it was on a mission to save homeless animals and find families to adopt them. Any donation, large or small, would make an impact, the announcer said.

All the Chens suffered from horrible allergies, so a pet had always been out of the question. But there was still a way to help these poor creatures. Nathan instantly had an idea that he couldn't put out of his mind. What if his present were a donation to this group?

Suddenly, Nathan's birthday-gift decision felt like an immense weight on his heart. He wanted something for himself, but wasn't helping the animals the right thing to do? He thought about it all night and the next day. He thought about it while waiting at the bus station, during his test on plant adaptations, and all through soccer practice. When he saw a bright halo around the moon that night, he took it as a sign. He had made his decision.

The next morning at breakfast, Nathan announced that his birthday gift would be a generous donation to the Verde Valley Animal Shelter. Grace smiled at him, impressed. His parents looked at each other in pleasant surprise. "Whatever!" Matt mumbled as he chewed his cereal.

Cause and Effect

FOCUS

Remember that a **cause** is the reason why something happens, and the **effect** is what happens as a result. Finding causes and effects in an informational text can help you understand how and why certain processes and events happen. Look for signal words, such as *because*, *since*, *therefore*, and *so*, that will help you identify cause-and-effect relationships.

PRACTICE Read each sentence. Draw one line under the cause. Draw two lines under the effect.

1. Since the raft is full of air, it will float in the pool.
2. Jiang is very hungry because he forgot his lunch at home today.
3. Bella has been saving money for a year, so she can finally buy a skateboard.
4. The temperature should reach 110 degrees; therefore, it is not safe to play outside.
5. The milk spoiled when Dad left it out overnight.
6. Faruk failed the test because he did not see the questions on the back.
7. Because we love the ocean, my family goes to Myrtle Beach every summer.
8. Haley's bike rusted when she left it out in the rain.
9. Rhett is worried about his violin recital, so his stomach is tied in knots.
10. As she doesn't like blueberries, Emme refused to try the muffins.

APPLY Read each sentence. Write either the cause or the effect described in the sentence.

- 11.** It was such a hot day that the zoo animals were all hiding in the shade of bushes and trees.

Cause: _____

- 12.** We've had record amounts of rain this summer, so the corn has grown ten feet high.

Effect: _____

- 13.** A solar eclipse occurs when the moon passes directly between Earth and the sun.

Cause: _____

- 14.** Cora's grades have improved since she started working with a tutor after school.

Effect: _____

Each sentence below describes an effect. What might have caused it? Use the sentence and your own ideas to write a new sentence that describes cause and effect.

- 15.** Myra's jaw dropped in surprise. _____

- 16.** Miguel laughed until his sides hurt. _____

- 17.** The dog quivered in fear. _____

- 18.** Tears ran down Jesse's face. _____

Open Compounds and Hyphenated Compounds

FOCUS

Compound words are made up of two or more words that, together, have a single meaning.

- The words in an **open compound** are separated by a space.

Example: crossing guard

- The words in a **hyphenated compound** are separated by a hyphen.

Example: top-notch

PRACTICE Write the following sets of words as compounds. Use a dictionary to confirm whether the compound is open or hyphenated.

1. cross, country _____

2. off, limits _____

3. ice, hockey _____

4. baby, sit _____

5. rocking, chair _____

6. grade, card _____

7. stepping, stone _____

8. pine, tree _____

APPLY Write a compound word from the word box to complete each sentence.

cherry tomato
sleeping bag

son-in-law
left-handed

built-in
proper noun

double-time
credit card

9. The living room has _____ bookshelves on either side of the fireplace.
10. Jason picked a ripe _____ from the plant in his garden.
11. A _____ names a specific person, place, or thing.
12. When Mr. Stow's daughter got married, he gained a _____.
13. The marching band sped through practice by playing the songs in _____.
14. Pack your tent, _____, and other camping gear.
15. Aditi used her _____ to purchase movie tickets online.
16. A _____ pitcher wears his or her baseball glove on the right hand.

Write a sentence using each of the following compound words.

17. beach ball

18. stir-fry

19. eye-opening

20. talent show

Vocabulary

FOCUS

Review the selection vocabulary words from
“The Unbreakable Code.”

battered
broadcasting
creased
desperately
faint
operations

platoon
recruits
sagged
sternly
transmission

PRACTICE The underlined vocabulary words do not belong in the sentences. Cross out each incorrect word. Write the correct vocabulary word beneath the sentence.

1. My parents desperately scolded me after I failed to clean my room.

2. The old shack had been creased by years of harsh wind and weather.

3. Kira could just hear the sagged sound of rain pattering on the roof.

4. The general sent an entire transmission of troops across the border.

5. The radio station is sternly from a small tower outside of the city.

6. All recruits at the factory stopped when contaminated food was found.

7. Felipe’s shirt was so platoon that he had to iron it immediately.

8. The crew tried faint to patch the hole in the boat before it was too late.

APPLY Complete the following sentences. Make sure the sentence shows the meaning of the underlined vocabulary word.

9. The large tent sagged after _____

10. The teacher spoke to her students sternly when _____

11. Something that might make a faint sound is _____

12. Materials that can become creased are _____

13. A transmission involves sending _____

14. Recruits are still learning things because _____

15. A ship that has been battered has probably _____

16. Something I have always wanted desperately is _____

The Petunia Park Clean-up Crew

It was a mild, sunny Saturday in late April. Puffy clouds drifted across a sky blue as a robin's egg. A faint breeze stirred the grass. It was the perfect kind of day for relaxing with a book or taking a stroll. But the Petunia Park Clean-up Crew was all business. This energetic platoon of young volunteers marched past the entrance gate, rakes and shovels in hand, at 9 o'clock sharp. It was time to get the park in shape for summer!

The crew consisted of ten veterans from John Adams Elementary and five new recruits. One of the newcomers, a small blond girl appropriately named April, tapped her classmate Devon on the shoulder. "Is the work very hard?" she asked.

Devon, who was quite serious about the task, gave her a stern look. "Shhh . . . Mr. Hill is about to explain everything," he said.

Steven Hill, crew leader and fourth-grade teacher, held up his hand to get everyone's attention. "Listen, troops!" he shouted. "It's time to get started on today's operation. I'm going to divide you all into groups. One group will clean up the flowerbeds with me. Another will plant perennials and trees with Ms. Sharp. And the third group will help Mr. Higashi clean up all the litter around the grounds."

Cheers and grumbles emerged from the crew as they got their assignments. There wasn't much time to lose, though, so they quickly grabbed their tools and plants and spread out across the park. There was a certain amount of urgency to this year's spring clean-up. A local news crew was going to broadcast a special report from the park that very week. City officials and the PPCU crew wanted the place to look perfect before the story was transmitted over the airwaves.

Mr. Higashi's group had a fairly straightforward chore. Over the winter months, discarded plastic bottles, shopping bags, and creased food wrappers had blown up against the park fence. The unsightly trash had then been covered by a foot of snow and forgotten. The crew did their best to remove every bit of litter and stuff it into garbage bags. They filled ten whole bags!

The students working with Mr. Hill performed a similar spruce-up, but concentrated on plants instead. Winter winds and snow had battered the trees. Their branches and dead leaves buried the park's flowerbeds. Mr. Hill demonstrated how to use a small rake and clippers to clear away the debris and pile it in a wheelbarrow. The group worked steadily for several hours. When they were finished, the beds were as neat as could be.

April and Devon ended up together on Ms. Sharp's crew. Their most challenging task was to plant a cherry tree near the park's entrance. April was desperate to prove herself, so she grabbed a shovel and started to dig. The task was a struggle, however. The shovel was heavy, and the hole had to be very deep. Devon smirked at her fruitless effort. "You're not getting anywhere, April," he scolded. "Why don't you let someone with muscle handle it?"

"This is not a job for one person—no matter how strong he or she is," said Ms. Sharp, giving Devon a pointed look and lifting April's sagging spirits. "We'll all take a turn with the shovel, and eventually we'll get the tree planted." By late afternoon, the tree was indeed planted, along with several rows of daylilies and columbines. The park looked wonderful—even good enough for live television. The PPCU crew had done it again!

Cause and Effect

FOCUS

Remember that a **cause** is the reason why something happens, and an **effect** is what happens as a result. Finding causes and effects in a story can help you understand how story events are related and why characters act and feel the way they do. Look for signal words, such as *because*, *since*, *therefore*, and *so*, to help you identify cause-and-effect relationships.

PRACTICE Read each sentence. Write *Cause* if the underlined part describes a cause. Write *Effect* if it describes an effect.

1. Because Evan has an intense fear of water, he has not yet learned to swim.

2. This canyon was made when a river slowly cut its way through the rock.

3. Since it is a national holiday, the library and the post office are closed.

4. Juan's cake didn't rise because he forgot the baking powder.

5. Dr. Morris's experiment failed; therefore, she had to revise her hypothesis.

6. Jermaine is allergic to nuts, so he can't try a piece of my bread.

7. The houseplants are suffering because they don't get enough sunlight.

8. This horse has not been broken, so it might be dangerous to ride it.

APPLY Read the sentences below. Draw a line to match each cause from “The Unbreakable Code” with its effect.

Causes

Effects

- | | |
|--|--|
| 9. John doesn’t want to move to Minnesota. | a. The government wanted to use Navajo for a secret code. |
| 10. The Navajo were used to marching and going without food. | b. Grandfather learned all kinds of radio operations. |
| 11. The Navajo language was unwritten and unknown to outsiders. | c. There were no parades when Grandfather came home from the war. |
| 12. The code talkers had to transmit the code as well. | d. John runs to his hiding place in the canyon. |
| 13. The code talkers’ activities had to remain secret. | e. Grandfather gives John his wallet. |
| 14. Grandfather wants John to remember the unbreakable code. | f. Grandfather’s platoon was the toughest at boot camp. |

Each sentence below describes a cause. Think of a possible effect. Then write a new sentence that expresses the cause-and-effect relationship.

15. Carter slid into third base.

16. It rained for two days straight.

Name _____

Date _____

Narrative Writing

Think

Audience: Who will read your narrative writing?

Purpose: What is your reason for writing a narrative?

PREWRITING In each box, write a short description of an experience you had or read about related to the topic. Try to think of events that could be the basis of a story.

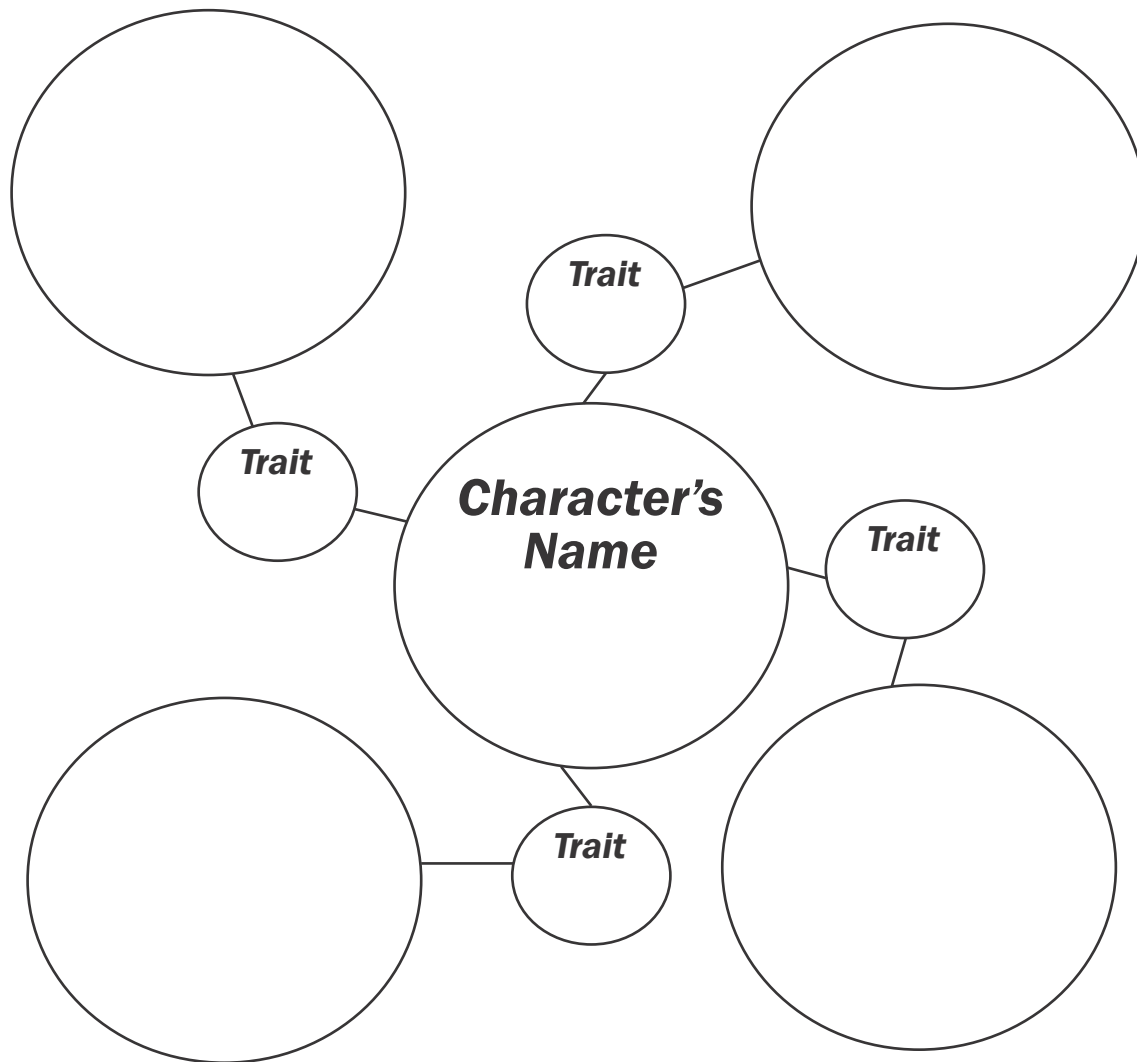
Pets and Other Animals

At School

Sports or Games

With Your Family

PREWRITING Use this character web to organize the traits of your main character. Write the character's name in the middle. Then write one of the character's traits in each of the small circles. Finally, list behaviors that demonstrate each trait in the bigger circles.



Open and Hyphenated Compound Words

FOCUS

Compound words are words made by combining two or more smaller words.

- **Open compound words** still have a space between the words that have been combined.
- **Hyphenated compound words** use a hyphen to combine the two smaller words.

PRACTICE Write all the spelling words that are open compound words.

Word List

- | | |
|-------------------|--------------------|
| 1. cell phone | 11. paper clip |
| 2. check-in | 12. ready-made |
| 3. father-in-law | 13. right angle |
| 4. good-looking | 14. rocking horse |
| 5. high school | 15. salad dressing |
| 6. jumping jack | 16. self-service |
| 7. life jacket | 17. sleeping bag |
| 8. merry-go-round | 18. time line |
| 9. old-fashioned | 19. toll-free |
| 10. one-third | 20. well-dressed |

Challenge Words

21. physical education
22. respiratory system
23. three-dimensional

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

Write all the spelling words that are hyphenated compound words.

11. _____

12. _____

13. _____

14. _____

15. _____
16. _____

17. _____

18. _____

19. _____

20. _____

APPLY Combine words from the box to create compound words from the spelling list. Be sure to include hyphens when you create a hyphenated compound word. Each word in the box will be used once.

jumping	respiratory	law	merry	right	education
system	go	sleeping	jack	in	service
self	father	physical	bag	round	angle

21. _____

22. _____

23. _____

24. _____
25. _____

26. _____

27. _____

28. _____

Compound Subjects and Predicates

FOCUS

- Every sentence has two parts: a subject and a predicate.
- A **simple subject** of a sentence is a noun that tells whom or what the sentence is about.
- A **compound subject** is two or more subjects that share the same predicate or predicates in a sentence. The verb in the sentence must agree in number with the subject.
John and Erica live in two different cities.
- A **simple predicate** of a sentence is a verb that tells what the subject does.
- A **compound predicate** is two or more predicates that refer to the same subject in a sentence.
The dog **walked** around the room and **sniffed** the furniture.

PRACTICE Write a sentence for each pair of boldfaced words, using the two words as a compound subject. The first one has been done for you.

1. **Katie, teacher** Katie and her teach ate lunch together today.

2. **boy, dog** _____

3. **carrots, potatoes** _____

4. **table, chairs** _____

5. **Joshua, James** _____

APPLY Add your own words at the end of each sentence to turn the simple predicate into a compound predicate.

6. My mom baked a turkey _____

7. Hailey called Dani on the phone _____

8. My cat played with her yarn _____

9. The doctor checked my throat _____

10. My dad fell asleep in his chair _____

11. I emptied the trash _____

Read this paragraph. Circle the complete subject in each sentence. Underline the complete predicate in each sentence. Write CS above any compound subjects and CP above any compound predicates.

David began to take tennis lessons. He learned how to hit the ball and how to hold his racket. David and his brother practiced for many hours each day. His coach told David that he was ready for his first tennis tournament. David played hard and served the ball well. He won the tournament.

Suffixes *-ment* and *-al/-ial*

FOCUS

Remember that a suffix is a word part that is added to the end of a word, and it changes the word's meaning.

- The **suffix *-ment*** means “action or process.”
Adding this suffix changes a verb to a noun.
- The **suffixes *-al/-ial*** mean “relating to” or “action or process.”
Adding either of these suffixes changes a noun to an adjective.
- The spelling of the root word might change when the suffix *-ment* or *-al/-ial* is added.

PRACTICE Match each word in the word bank to a definition below. Write the word on the line provided.

presidential
involvement

announcement
factual

retrieval
enforcement

refreshment
beneficial

1. relating to getting and bringing back _____
2. the act of making a public statement _____
3. the act of being included in an activity or situation _____
4. relating to having good results or helpful effects _____
5. relating to facts _____
6. relating to the chief officer of an organization _____
7. the act of being restored or freshened _____
8. the result of making sure that people follow the law or rules _____

APPLY Combine the word parts as shown. Then write a definition for the new word.

9. depart + ment = _____

10. accompany + ment = _____

11. establish + ment _____

12. argue + ment _____

Add the suffix *-al* or *-ial* to the words below to form new words. Use a dictionary to confirm spelling changes.

13. nature _____

14. essence _____

15. reverse _____

16. law _____

17. office _____

18. crime _____

19. confidence _____

20. bride _____

Vocabulary

FOCUS

Review the selection vocabulary words from
“Ben and the Emancipation Proclamation.”

abolition
apprenticed
clerk
dense
designated
emancipation

flee
jostled
plantation
rebellion
regiment
whittled

PRACTICE Read each sentence. Write Yes if the underlined vocabulary word matches the definition below the sentence. Write No if it does not.

1. Walter whittled a little toy for his cousin out of maple.
cut pieces of wood with a knife _____
2. The students were jostled around as the bus went over the rough road.
called by a particular name or title _____
3. The people planned a rebellion to oppose the rule of the king.
a large estate or farm _____
4. The boy apprenticed with a cobbler to learn how to make shoes.
the act of ending or stopping _____
5. The United States was one of the last countries to give enslaved people emancipation.
freedom from slavery _____
6. The clerk rang up our grocery purchases in no time.
person who sells goods in a store _____

7. Whitney and John’s ancestors were in the same Civil War regiment.

military unit _____

8. Akash was proud to be designated the fourth-grade hall monitor.

ran away _____

APPLY Read each statement below. Rewrite the sentence using a vocabulary word.

9. The crowd at the concert was so packed together that Julie could barely move.

10. Shy Alicia always wants to run away from parties and other social events.

11. Many nineteenth-century thinkers promoted the stopping of slavery in the United States.

12. The fruit is grown on a large farm with live-in workers in Central America.

13. Despite her care, the food in Rachel’s basket still bumped around as she rode her bike.

14. This day was marked as a national holiday in the early 1900s.

15. After months of being cooped up in cages, the shelter dogs were adopted and gained their freedom.

A Weekend of Living History

My family has always been crazy about history. We love to emancipate ourselves from the present. Then we can picture what it was like to explore the West with Lewis and Clark, walk the Philadelphia streets with Ben Franklin, or sit on the bus with Rosa Parks. We've been to Civil War battlegrounds and restored log cabins. We've even searched for ancient arrowheads. But nothing has ever made history come alive for us more than our trip to Colonial Williamsburg.

One Friday in June, Mom, Dad, Sasha, and I fled the city and drove south to the Tidewater region of southeastern Virginia. Here among the rivers and marshes lies Williamsburg. Once a colonial capital, it is now one of the most popular tourist sites in the country. And *popular* is apparently an understatement. We were stuck in dense traffic outside the city for an hour! When we finally got to our hotel, we went to bed early. We wanted to make the first shuttle bus into the historic district the next morning.

Colonial Williamsburg is officially designated a “living history museum.” It consists of 300 acres of buildings, streets, gardens, and green spaces that made up the core of the city in the 1700s. Not all the buildings are completely original. But everything has been reconstructed to help visitors experience the place much as it was almost 250 years ago. Car and bus traffic is abolished during the day so that everyone can wander around freely.

Our first stop on Saturday morning was the Governor's Palace, the stately brick mansion that housed Virginia's royal governors until 1780 and the rebellion against Great Britain. The building itself is a 1930s reproduction, as the original burned down in 1781. But it was just as grand as some of the plantation houses we have toured in the South. The rooms had tall ceilings and fancy woodwork and trim. There was elegant furniture—and even a ballroom! The gardens outside were also incredible. Sasha loved the maze made out of trimmed hedges called boxwood.

After visiting the Capitol Building and the Courthouse, we strolled the streets and looked inside some of the shops. Williamsburg has several original and recreated workshops, including those of a printer, a shoemaker, a cabinetmaker, a silversmith, and even a wig maker. There are interpreters inside each shop who pretend to be eighteenth-century clerks and craftspeople. They demonstrate the trades and explain what life was like for residents of the Colonial Era. And they dress in authentic costumes from the period. Sasha was fascinated by a woodworker whittling a flute. I found the big press at the printer especially interesting. Before we left, I was dying to be the shop's next apprentice!

We had a fun lunch at the King's Arms Tavern before touring the house of George Wythe, a signer of the Declaration of Independence. We finished our day with a carriage ride around the charming brick streets.

On Sunday, we toured more houses and bought some souvenirs. Sasha looks cute in her tricorn hat! We were then excited to see an entire colonial regiment march down the street to the music of the fife and drums. The crowd jostled us around a bit, but we stayed until the end of the parade. What a treat to imagine witnessing such a site in the 1770s, before the start of the Revolutionary War! And what a perfect way to end a weekend of living history!

Making Inferences

FOCUS

Readers often **make inferences** about characters, settings, or events in a story. Making an inference means understanding something that is not directly stated by the author. Details from the text, along with information the reader already knows, can help with making inferences. Read the following sentences:

Jevon pumped his arms faster as he neared the finish line. A quick glance behind his shoulder revealed two runners coming up quickly behind him. Suddenly, his could feel his chest breaking the tape. The race was over!

Though it is not directly stated, you can make an inference that Jevon has won the race.

PRACTICE Read each paragraph. Then read the inferences below each paragraph. Draw a line under the most reasonable inference. Use details and what you already know.

1. Isobel watched the closing credits of the movie with a heavy sigh. *Why did they have to make it so different from the book?* she thought to herself. She had loved the book and had had such high hopes for the movie. *Maybe I'll just skip the sequel when it comes to theaters,* she reasoned.

Isobel is not much of a reader.

Isobel is happy she watched the movie.

Isobel is disappointed in the movie.

2. Scott heard a rumble in the distance. His dog Roxie looked up at him and quivered all over. He tried to reassure her with some pats on her head, but it didn't work. At the next thunderclap, Roxie ran to hide under the bed.

Roxie is afraid of thunderstorms.

Scott is afraid of thunderstorms.

Scott is not concerned about Roxie.

3. It had started out as a typical March day. But Emma could sense that things were changing. A bank of low gray clouds began to move in. The temperature dropped, and the wind began to pick up. The meteorologists were starting to issue special reports on the weather radio.

Emma usually has no interest in the weather.

There is a snowstorm or blizzard coming.

Spring will arrive early this year.

APPLY Read the paragraph and answer the questions that follow.

Jai had always been a little different from his friends. While they had pictures of cars or singers or unicorns on their bedroom walls, he had maps of the world and posters from foreign cities such as Venice and Tokyo. While they were satisfied with staying in their own backyards, he was always looking beyond to the horizon. He had been to Toronto and Miami with his family, but he wanted more. He couldn't wait to grow up so he could hop on an airplane whenever he wanted.

4. What does the writer tell you about Jai in these sentences?

5. Based on what you know, what does a person with Jai's interests want to do?

6. What inference can you make about Jai?

Narrative Writing

Revising

When a writer uses the verb *to be* too often, the writing can become bland. Action verbs show in more precise detail what is happening in a story. They also make the writing more interesting to read.

Similarly, using adjectives when you write will help bring the characters, settings, and events to life. Vivid action and describing words help readers “see” more clearly in their minds what is going on in a story.

The sentences below are lacking action verbs and describing words. Rewrite each sentence so it is more vivid and descriptive. The first one has been done as an example.

The boat was on the water.

Example: The bright yellow sailboat bounced across the choppy waves.

1. A cat is on the chair.

2. The kids run on the playground.

3. My teacher comes in the door.

4. There are fish are in the fish tank.

5. The tea is hot.

Revising

Use this checklist to revise your narrative writing.

- ☐ Does the story introduce the main character and problem at the beginning?
- ☐ Is it clear where and when the story takes place?
- ☐ Does the story have rising action in the middle?
- ☐ Does the story develop the main character?
- ☐ Does the story have a climax?
- ☐ Does the writing include precise action and describing words?
- ☐ Is it clear that the story is realistic fiction?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you include conjunctions and commas in compound sentences?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- ☐ Write or type a neat copy of the narrative writing.
- ☐ Add a cover page with a title and visual element related to the story.

Suffixes *-ment* and *-al*

FOCUS

Remember that suffixes are added to the ends of base words. The spelling of the base word often changes with the addition of a suffix.

- The **suffix *-ment*** means “act or process of,” “the state of being,” or “the result of.” Adding this suffix usually changes verbs into nouns.
- The **suffix *-al*** means “relating to” or “like.” Adding this suffix usually changes nouns to adjectives.

PRACTICE Write the spelling word next to its meaning.

Word List		Challenge Words
1. additional	11. excitement	21. continental
2. agreement	12. improvement	22. entertainment
3. amusement	13. musical	23. mechanical
4. annual	14. original	
5. argument	15. personal	
6. assignment	16. political	
7. department	17. renewal	
8. educational	18. settlement	
9. enrollment	19. treatment	
10. environment	20. tropical	

- | | |
|-----------------------------------|--------------------------------------|
| 1. the act of enrolling _____ | 5. relating to addition _____ |
| 2. the act of agreeing _____ | 6. relating to education _____ |
| 3. the result of settling _____ | 7. the process of entertaining _____ |
| 4. the process of improving _____ | 8. relating to the person _____ |

- | | |
|---|--|
| 9. relating to mechanics _____ | 15. the state of being amused _____ |
| 10. the state of being excited _____ | 16. relating to politics _____ |
| 11. the act of arguing _____ | 17. occurring once every year _____ |
| 12. relating to music _____ | 18. the process of assigning _____ |
| 13. relating to the origin _____ | 19. relating to the tropics _____ |
| 14. the process of treating _____ | 20. related to making new again _____ |

APPLY Circle the words that are spelled correctly.

- | | |
|------------------------|------------|
| 21. agreeamint | agreement |
| 22. orignal | original |
| 23. excitement | exitemint |
| 24. annual | anuelle |
| 25. treatment | treetment |
| 26. arguemant | argument |
| 27. educational | educatenal |
| 28. assinement | assignment |
| 29. amuzment | amusement |
| 30. personal | persinel |

Compound Sentences

FOCUS

- A **simple sentence** is an independent clause. This type of sentence has a subject and a predicate. The subject may be simple or compound.

A penny shows the face of a president.
(*simple subject*)

A penny and a quarter show the faces of presidents. (*compound subject*)

The predicate can be simple or compound.

I **collect** coins. (*simple predicate*)

I **collect** coins and **keep** them in a book.
(*compound predicate*)

- A **compound sentence** is made by joining two simple sentences. The sentences are joined by a comma and a coordinating conjunction. The coordinating conjunctions are *and*, *or*, and *but*. The two independent clauses may also be joined by a semicolon (;).

PRACTICE Decide whether the sentence is simple or compound. Write **S** for simple and **C** for compound.

1. _____ It is hot and humid today.
2. _____ My friend and I are going swimming.
3. _____ We rarely have snow where I live, but it does get quite cold in winter.
4. _____ Nat and Kether brought their lunches to the park; they ate under a tree.

APPLY Combine each pair of simple sentences into one compound sentence.

5. We can fly kites this afternoon. We can ride our scooters.

6. Washington is on a quarter. He is also on a dollar bill.

7. I brought a chair to the table. I sat down.

8. Snow makes me think of winter. Rain makes me think of spring.

Suffixes *-able/-ible*; Latin Root *port*

FOCUS

- The suffix *-able/-ible* means “can be done” or “fit for.”
There is no rule about when to use *-able* or *-ible*, so spellings must be memorized.
- The Latin root *port* means “carry.”

PRACTICE Circle the word that best completes each sentence.

1. This (reversible digestible) coat has a blue side and a green side.
2. Andi’s story sounded (believable dependable), but it was a complete lie.
3. Wind and water are (renewable erasable) that can be replaced.
4. Who is (collapsible responsible) for cooking dinner tonight?

Draw a line to connect each word with its definition.

- | | |
|--------------|---|
| 5. import | A. to carry away |
| 6. transport | B. a person whose job is to carry baggage |
| 7. porter | C. to carry in |
| 8. export | D. to carry across |

APPLY Use the Latin root *port* to create a word that matches each definition.

9. able to be carried _____
10. to play a character in a movie, play, or television show _____
11. a legal document that allows people to travel in and out of other countries

12. to force a person to leave a country _____

Add -able or -ible to each base word. Then write a sentence using the new word.

13. admire _____

14. terror _____

15. favor _____

16. access _____

Vocabulary

FOCUS

Review the selection vocabulary words from
“Fiona’s Lace.”

agency
arthritis
bade
contract
levying
mill

obliged
posh
textile
tittered
wearily
wistfully

PRACTICE Choose one of the vocabulary words in parentheses to replace the underlined word in each sentence. Write the correct vocabulary word on the line.

1. This amazing fabric will never catch on fire.
(posh, textile, contract) _____
2. I saw a tear in Mom’s eye when she said goodbye to me.
(bade, obliged, tittered) _____
3. A lease is a kind of agreement between a renter and a landlord.
(arthritis, agency, contract) _____
4. The benefit concert took place in a very elegant mansion.
(obliged, posh, wearily) _____
5. The company sent someone right away to figure out the value of our house. (textile, mill, agency) _____
6. The runners limped tiredly through the last miles of the marathon.
(wearily, wistfully, levying) _____

7. The government is no longer *collecting* taxes on money spent for health care. (**bade, wistfully, levying**) _____
8. All the other players *laughed* when I swung the bat and missed. (**tittered, obliged, levying**) _____

APPLY Read the riddles below. Write the vocabulary word that best answers each riddle.

9. I describe the way you think about your favorite memory. What am I?

10. I describe what happened when you did someone a favor. What am I?

11. I can cause swollen and painful fingers and hips. What am I?

12. I am a place where goods are manufactured, or made. What am I?

13. I am an official piece of paper requiring your signature. What am I?

14. I can be silk, linen, rayon, or cotton. What am I?

15. I describe something you did when you told someone, “Good luck!” What am I?

16. I describe what you did when you giggled nervously to yourself. What am I?

North Hills Paper Mill Bought by FabCorp

Major changes are coming for a long-time North Hills employer this summer. Linda Flores, CEO of North Hills Paper Mill, has just signed a contract turning over all operations to multinational giant FabCorp. “It was a very difficult decision. My family has been making paper for over sixty years,” Flores said with a wistful glance at the portrait of her grandfather, founder Richard Flores. “But the industry has become tough in the digital age. We just couldn’t keep things going.”

Flores also blames higher fees levied by her raw material suppliers and rising production costs for the sale. “Prices are rising everywhere,” she added. “It’s a challenge for a small company like ours to compete in today’s market.”

FabCorp employs over 20,000 people worldwide and has offices in New York, London, Tokyo, and Beijing. It also produces textiles and cargo ships, and operates a number of posh hotels and conference centers. Company officials have assured Flores that they mean to continue paper production at North Hills and retain most of the management staff and workers. “I wouldn’t make the deal without these promises,” she said. “We have an obligation to our workers. Some of them have been with us for almost thirty years.”

Floor supervisor Ken Romano is one of those North Hills veterans. He began working at the mill at age 22 and just celebrated his 35th anniversary with coworkers. He remembers the early days of the mill, when business was booming and Rick Flores had a hand in every aspect of production. “This has been a family-run company in every sense of the word. Rick and his children were very much involved in buying the wood pulp, overseeing the factory, sales and marketing . . . just everything. And we were all a family too. We still are.”

“It’s upsetting, but I understand Linda’s decision,” Romano reflected when asked about the sale. “I know how much she believes in this place, and I know she did everything she could. I’m hopeful that FabCorp will allow us to continue making paper as we have all these years. And maybe they can even help us become better and more efficient.”

Not everyone at North Hills shares Romano's optimism. Quality control specialist Jason Sparks is wary of the change. "I've seen these big companies come in and take over before. There's a lot of talk in the beginning about keeping things the same, but that doesn't really happen. They might want to bring in their own people—or sell us off again to the highest bidder," he said with a weary smile. "In any case, I'm going to play it safe and see an employment agency about other options. You can't be too careful."

Machine operator Kelsey Riggs also expressed anxiety. "I'm very worried, yes," she said with a titter. "I take medication for arthritis, and I can't afford to just bid farewell to my health insurance. I really, really hope I can keep my job."

At press time, representatives of FabCorp were not available for comment. Linda Flores is confident, however, that they will be true to their word. "I will miss the active leadership role I had at North Hills," she admitted. "All our employees are very special to me. But I think I am leaving them in good hands."

Sequence

FOCUS

Remember that **sequence** is the order in which events take place in a text. Time and order words, such as *tomorrow*, *last month*, *in 2017*, *first*, *before*, *next*, and *finally*, indicate sequence. When you tell the sequence of events in a story, you are describing the plot.

PRACTICE These events from “Fiona’s Lace” are out of order. Write a number (1-10) on each line to show the correct sequence.

1. Annie stops making lace because of arthritis in her fingers.

2. Fiona and her family leave the village of Glen Kerry. _____
3. A Chicago dressmaker agrees to buy Fiona’s lace. _____
4. Mick and Annie Hughes meet and get married. _____
5. Fiona and her family settle in Chicago. _____
6. Mick and Annie sign a contract to work for a family in Chicago.

7. A great fire breaks out in Chicago. _____
8. The textile mill in Glen Kerry closes. _____
9. Fiona and Ailish are separated from their parents but soon find them again. _____
10. Fiona and her family sail in a ship from Belfast to New York.

APPLY Read the following sentences, and write a paragraph that includes these events. Use time and order words to organize events in a clear and logical sequence.

- I watered the rows of seeds every day.
- I made a salad with my freshly-picked peas.
- I bought a packet of seeds from the garden center.
- I picked an entire basket of sugar snap peas from the garden.
- I planted the seeds in two rows in the garden.
- I began to see little pea shoots coming out of the ground.

11. _____

Write a paragraph that describes the steps involved in doing an activity or making something. Use time and order words to make the sequence clear.

12. _____

Name _____

Date _____

Narrative Writing

Think

Audience: Who will read your narrative writing?

Purpose: What is your reason for writing a narrative?

PREWRITING The setting of a story is almost like another character in the story. You need to describe your setting, both location and time, very well so your audience will be able to visualize the background of the story.

Think of the setting descriptions you have read in other narrative fiction stories. Then close your eyes, and imagine yourself in the setting for your own story. Provide words and phrases that answer the questions below to use in your story.

What do you see? _____

What do you smell? _____

What do you hear? _____

What do you feel? _____

What is the landscape like? _____

Revising

Use this checklist to revise your narrative writing.

- ☐ Does the story introduce a main character and problem at the beginning?
- ☐ Is it clear that the story is fantasy?
- ☐ Does the story have rising action in the middle?
- ☐ Does the writing include descriptions that develop the setting?
- ☐ Does the writing use a variety of sentence types?
- ☐ Does the story have a climax?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Are there any run-ons or sentence fragments that need to be fixed?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- ☐ Write or type a neat copy of the narrative writing.
- ☐ Add a cover page with a title.
- ☐ Choose a specific method of presenting your writing to others.

Suffixes *-able/-ible* and Latin Root *port*

FOCUS

- Remember that when you know the meaning of a Latin or Greek root, it can help you determine the meaning of the English word that contains it.
- The **Latin root *port*** means “to carry.”
- The **suffixes *-able/-ible*** mean “can be done” or “fit for.” These suffixes are usually added to verbs to create adjectives.

PRACTICE Sort the spelling words into the categories listed below.

Word List

- agreeable
- available
- believable
- convertible
- dependable
- deport
- divisible
- enjoyable
- export
- import

- important
- impossible
- incredible
- porter
- preventable
- responsible
- reversible
- sensible
- transportation
- washable

Challenge Words

- legible
- portfolio
- unforgettable

Latin root *port*

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Suffix -ible

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Suffix -able

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

APPLY Provide the spelling word for each definition.

21. can be reversed _____
22. fit to respond _____
23. can be depended on _____
24. can be prevented _____

Circle the correctly spelled words.

25. sensible sinsable
26. important importent
27. transpertation transportation
28. agreible agreeable
29. export exsport
30. impossable impossible

Run-Ons and Sentence Fragments

FOCUS

- A complete sentence must have a subject and a predicate. A complete sentence expresses a complete thought.

Diamond's new puppy did not eat its food.

- A **sentence fragment** is a group of words that does not express complete thought. A sentence fragment is missing a subject or a predicate. A dependent clause that stands alone is also a segment fragment. It is missing the word or words that the clause modifies.

Diamond's new puppy.

Did not eat its food.

When the puppy was first brought home.

- A compound sentence that is missing punctuation and a conjunction between two independent clauses is a **run-on** sentence.

Diamond bought a different kind of food the puppy still did not eat it.

PRACTICE The following sentence fragments are missing either a subject or a predicate. Rewrite each fragment as a complete sentence.

1. Everyone in the whole town. _____

2. Took the toy away from her. _____

3. The angry baseball player. _____

4. Sat on his bed for a long time. _____

The following sentence fragments are dependent clauses standing alone. Rewrite each fragment as a complete sentence.

5. Because the weather turned cold. _____

6. Unless your mother says it is okay. _____

7. While the teacher is out of the room. _____

APPLY Rewrite the following paragraph. Correct the run-on sentences by using coordinating conjunctions or by separating them into two sentences.

Michaela loves to draw horses she is a talented artist. She owns a horse at her farm its name is Cocheece. She has daily chores to take care of Cocheece they include cleaning the stall, brushing his hair and mane and feeding him. After her homework and chores are done Michaela takes Cocheece on a long ride through the pasture and up the hills then along the driveway back to the stable. Michaela love Cocheece.

Latin Roots *mob, mot, mov*

FOCUS

- The Latin roots **mob**, **mot**, and **mov** mean “move.”
- When you know the meaning of a root, you can figure out the meaning of many words that contain the root.

PRACTICE Answer the following questions about root words.

1. What is the root of *motorized*? _____
2. What does the root mean? _____
3. How does this root relate to the meaning of *motorized*? _____

4. Name another word that contains this root. _____
5. How does the root word help you understand this word’s meaning? _____

APPLY List two words with each of the roots, as indicated.

6. mob: _____

7. mob: _____

8. mot: _____

9. mot: _____

10. mov: _____

11. mov: _____

Choose three of the words you listed above. Write a sentence that demonstrates each word's meaning.

12. _____

13. _____

14. _____

Vocabulary

FOCUS

Review the selection vocabulary words from
“Hope and Tears: Ellis Island Voices.”

breathless
contagious
immigrant
inspections
interpreters
mental

port
pry
quenches
sought
warrant

PRACTICE Write the vocabulary word that matches each example below.

1. opening a paint can _____
2. throwing water on a kitchen fire _____
3. New York Harbor _____
4. a cold caused by a virus _____
5. a track star who has just completed a race _____
6. searching for a lost cat _____
7. a nineteenth-century Italian arriving at Ellis Island _____
8. solving a riddle _____
9. people who know Japanese and English _____
10. checking a car to make sure it runs properly _____

APPLY Write the correct vocabulary word in the blank. The underlined words in the sentences are clues to help you.

11. April was afraid her sore throat was still _____, but the doctor assured her that she should no longer pass it to others.
12. When I asked Tim whether his bad feelings were _____ or physical, he replied that they were all in his head.
13. It took several minutes of forceful lifting, but we were finally able to _____ the trunk open.
14. Emily's mother was an _____ from Korea; she moved to this country twenty years ago.
15. Terrence watched some of the biggest ships he had ever seen traveling in and out of the _____.
16. "I _____ that this is the best lasagna I have ever tasted!" declared Jason.
17. The news reporters needed _____ to translate their questions into Spanish.
18. After our sprint up the hill, Josh and I were _____ and gasping for air.
19. Tyson _____ an answer to his question in a dictionary; then he searched in an encyclopedia.
20. Restaurants often have to undergo _____ in which officials look carefully to make sure they have clean kitchens.

Earth Day Rally

Alana was so excited she almost skipped down the sidewalk. She held her sign tightly, glancing proudly at the neat lettering. She had not been sure what to write on her poster board when she pried the cap off her marker this morning, but she knew now she had made the right decision. “Don’t pollute! Help us breathe easy!” was the perfect message for Earth Day. She picked up her pace and arrived at the park rather breathless, ironically enough.

The Port Cecilia chapter of People for the Environment was holding a rally at Cesar Chavez Park. There would be a variety of speakers, live music, food, and kids’ activities. Alana had begged her father to take her when she first heard of the event several months ago. Her enthusiasm had been contagious. Not only had Mr. Zakarian agreed to go, but he was almost as eager as Alana. A deep concern for the health of the planet was something this father and daughter definitely shared.

The first thing Alana saw was a big stage set up on one end of the park. A small crowd of sign-holding adults and children had already started to gather on the lawn in front of it. “Think Green” and “Every Day is Earth Day” floated through the air along with many other clever slogans. “This isn’t a very big turn-out, is it?” she said with concern.

“It’s early yet, Lani,” Mr. Zakarian replied with a reassuring smile. “I warrant the park will fill up in no time.”

Alana’s father was right, as always. After only ten minutes, the space was bursting with like-minded citizens. Soon the local president of People for the Environment climbed onstage to begin the program. “I’m overjoyed and humbled that all of you chose to spend your Saturday with us,” she exclaimed. “Like you, we seek to protect natural habitats and keep our air, water, and land clean. Thank you for adding your voices to our voice!”

After an extended cheer from the crowd, an ecologist from the local college took the stage. She explained that her parents had been immigrants from Vietnam and that she had worked hard to become a scientist so she could help Earth and its inhabitants. “We need to put pressure on corporations to reduce pollutants and carbon dioxide emissions!” she shouted. “Government inspections work—and so does refusing to buy from polluters. We must let them know that we will not tolerate poisoned rivers and a toxic atmosphere!”

Several other experts spoke on a number of topics, including saving local wildlife, recycling programs, solar energy, and electric cars. A botanist even described how planting trees could improve one’s mental health. Alana was impressed to see that the organizers had hired a sign language interpreter to ensure that these important words were heard by everyone.

When the last speaker had finished, there was a roar from the inspired crowd. Alana and her father joined their neighbors as they chanted, “Don’t be mean! Just go green!” Alana felt an energy and a sense of purpose she had never felt before. “We have to do more to save our environment, Dad,” she said. “It isn’t just important—it’s *critical*.”

Alana was still fired up as she and Mr. Zakarian made their way to the food stands for a thirst-quenching organic juice. She vowed to visit every information booth in the park and learn all she could about living green. She would do it for herself, her family, and the future of her planet.

Fact and Opinion

Focus

Remember that a **fact** is a true statement that can be proven. An **opinion** is a statement of someone's feelings or beliefs that cannot be proven. You will often encounter both facts and opinions when reading an informational text. Here are examples:

Fact: New York Harbor is at the mouth of the Hudson River.

Opinion: It is fun to watch the boats sail in and out of New York Harbor.

PRACTICE Read each statement. Decide whether it is a fact or an opinion. Then write its number in the correct box.

1. The Statue of Liberty is made of copper.
2. It would have been nice if the United States gave a similar statue to France in gratitude.
3. The Statue of Liberty was a gift from France and was designed by a French sculptor.
4. It would be scary to climb to the top of the Statue of Liberty.
5. The Statue of Liberty should have been made of a different kind of metal.
6. When you include the pedestal, the Statue of Liberty is 305 feet tall.

Facts

1. _____

2. _____

3. _____

Opinions

4. _____

5. _____

6. _____

APPLY Read each sentence from “Hope and Tears: Ellis Island Voices.” Write whether it is a fact or an opinion. Use a complete sentence to explain your answer.

7. But being short didn’t make the Ellis Island experience any less frightening.

8. Doctors from the Public Health Service, based on Ellis Island, boarded immigrant ships in New York Harbor to check for contagious diseases.

9. Our parents . . . the best present of all.

10. For example, immigrants were required to have a certain amount of money (about twenty dollars) in order to enter the country.

Narrative Writing

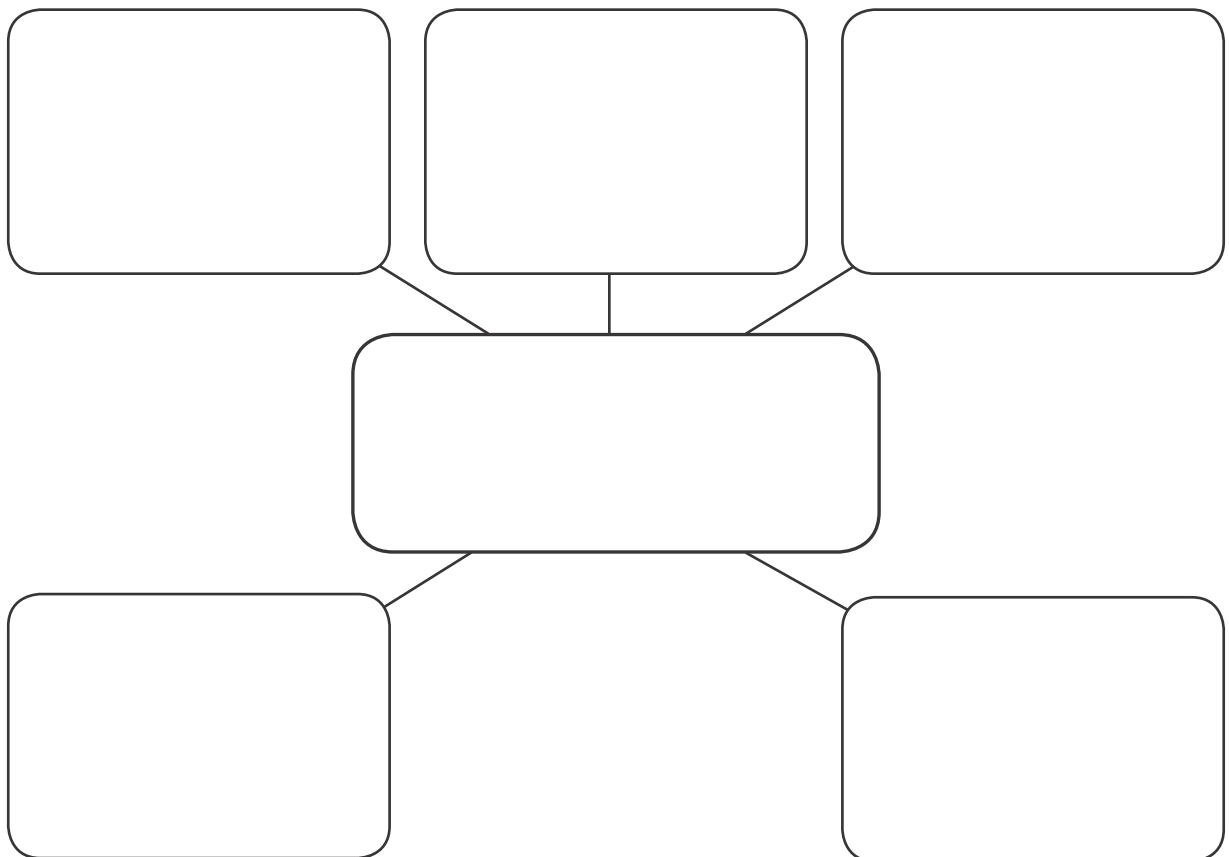
Think

Audience: Who will read your personal narrative?

Purpose: What is your reason for writing a personal narrative?

PREWRITING An idea web is a great way to visually organize your ideas, starting with your main idea and expanding your ideas from there. Use the idea web below to help you organize your thoughts for a personal narrative.

Write your memorable event or experience in the middle. Then fill in any details about your experience that you would like to include in your narrative.



Revising

Use this checklist to revise your narrative writing.

- ☐ Does the story have a beginning, middle, and end?
- ☐ Is it clear that the story is a personal narrative?
- ☐ Is it written in first-person?
- ☐ Does the story include dialogue?
- ☐ Does the writing use a strong voice?
- ☐ Does the story have a logical conclusion?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Are plural nouns used correctly?
- ☐ Is the dialogue punctuated correctly?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- ☐ Write or type a neat copy of the narrative writing.
- ☐ Use a multimedia source when publishing or presenting the writing.

Latin Roots *mob*, *mot*, and *mov*

FOCUS

- Remember that when you know the meaning of a Latin or Greek root, you can determine the meaning of the English word that contains it.
- The **Latin roots** *mob*, *mot*, and *mov* mean “move.”

PRACTICE Add the Latin root *mob*, *mot*, or *mov* to the following word parts. Then write the resulting spelling word on the line.

Word List

- | | |
|---------------|----------------|
| 1. automobile | 11. motion |
| 2. bookmobile | 12. motivate |
| 3. commotion | 13. motive |
| 4. demote | 14. motorist |
| 5. emotional | 15. moveable |
| 6. mobile | 16. movement |
| 7. mobility | 17. promote |
| 8. mobilize | 18. remote |
| 9. motel | 19. removal |
| 10. motility | 20. snowmobile |

Challenge Words

21. immobile
22. motivational
23. promotional

- | | | | |
|----------------|-------|----------------|-------|
| 1. ____ement | _____ | 8. snow____ile | _____ |
| 2. ____ility | _____ | 9. com____ion | _____ |
| 3. de____e | _____ | 10. e____ional | _____ |
| 4. book____ile | _____ | 11. ____eable | _____ |
| 5. ____orist | _____ | 12. ____ility | _____ |
| 6. re____al | _____ | 13. ____el | _____ |
| 7. ____ilize | _____ | 14. ____ive | _____ |

15. pro ____ e _____ 18. ____ ile _____

16. ____ ivate _____ 19. ____ ion _____

17. auto ____ ile _____ 20. re ____ e _____

APPLY Write a sentence for each of the following spelling words.

21. movement _____

22. commotion _____

23. motivate _____

24. emotional _____

25. remote _____

26. motion _____

Plural Nouns

FOCUS

- To make most nouns plural, just add -s at the end of the word.

planet planets

- For singular nouns that end in a consonant and a *y*, change the *y* to *-i* and add -es.

family families

- For singular nouns that end in *ch*, *sh*, *s*, *ss*, *x*, or *z*, add -es.

lunch lunches

class classes

box boxes

- For singular nouns ending in *f* or *fe*, the *f* often changes to *v* before adding -es.

shelf shelves

- Some nouns are irregular. They do not follow these rules. You must memorize the plural.

mouse mice

PRACTICE Fill in the plural for each word.

Singular

Plural

1. fox _____
2. deer _____
3. turkey _____
4. puppy _____
5. lion _____
6. tiger _____
7. fly _____
8. wolf _____
9. whale _____
10. goose _____

APPLY Fill in the missing words.

Singular	Plural
11. _____	dresses
12. _____	moose
13. avenue	_____
14. _____	pennies
15. _____	leaves
16. city	_____
17. building	_____
18. _____	buses
19. _____	teeth
20. dollar	_____
21. _____	mosses
22. dish	_____
23. glass	_____
24. _____	benches
25. _____	houses
26. essay	_____

Circle the correct nouns in the following paragraph.

Jacque loved hiking, but her (boot, boots) no longer fit her. She asked her mom whether she could use her (allowance, allowances) to purchase new ones. Her mother agreed that Jacque would have to help buy her hiking (supply, supplies), such as (sock, socks), sunblock, and (canteen, canteens). Jacque decided that she should start doing more (chore, chores) to earn more money.

Prefixes *over-*, *under-*, *sub-*, and *inter-*

FOCUS

- The prefix *over-* means “too much” or “above.”
- The prefix *under-* means “too little” or “below.”
- The prefix *sub-* means “under” or “less than.”
- The prefix *inter-* means “between” or “among.”
- Remember that the literal meaning of a prefix is not always reflected in a word’s definition. Sometimes one must make inferences about a word’s meaning.

PRACTICE Write the correct word from the box beside each definition.

underground	subatomic	overreach	overstate
interpersonal	underweight	subway	interfere

1. a passage under a street _____
2. to enter into the concerns of others _____
3. beneath the earth’s surface _____
4. to reach above or beyond _____
5. relating to relations between people _____
6. to state in too strong terms _____
7. less than the normal weight _____
8. relating to particles that are smaller than atoms _____

APPLY Write the definition of each word based on the meaning of the prefix, root word, and suffix, if there is one. Do not use the root word in your definition.

9. submarine _____

10. interrupt _____

11. overtired _____

12. subset _____

13. understaffed _____

14. overhang _____

Write sentences using words with the prefix *over-*, *under-*, *sub-*, and *inter-*.

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Vocabulary

FOCUS • Review the selection vocabulary words from
“My Diary from Here to There.”

boycotts
citizen
conditions
culture
farewell
griddle

huddle
opportunities
papers
patrol
saguaros
worked

PRACTICE Circle the vocabulary word that best completes each sentence.

1. Make sure all your (boycotts/papers) are in order before you travel.
2. Connor’s mom works for the highway (culture/patrol) and keeps the roads safe.
3. If the road (opportunities/conditions) become any worse, we won’t be able to drive home.
4. Can you smell the pancakes cooking on the (griddle/huddle)?
5. After several (saguaros/boycotts) of its cruel practices, the company went out of business.
6. Almost every (citizen/patrol) can vote when he or she turns 18.
7. The party will give everyone a chance to say (farewell/culture) to Mrs. Ansari.
8. Kala talked about her Hawaiian (citizen/culture) at the international fair.
9. If you (patrol/worked) more, I think you would see your grades improve.
10. We had to (farewell/huddle) together for warmth on the cold night.

APPLY Read the sentences. Answer each question by explaining the definition in your own words.

11. A science museum offers many opportunities to learn. What is it like?

12. On a trip to Tucson, Arizona, you see many saguaros. What do you see?

13. A group of people participated in boycotts against a local grocery store. What did they do?

14. You see a group of baby birds huddle together in a nest. What are they doing?

15. You have an assignment to write about your culture. What will you write about?

16. You call a friend to say farewell. What is happening?

17. You see someone using a griddle. What is he or she doing?

18. Inez just became a citizen of the United States. What happened?

A Place that Really Grows on You

If there's a spot in town more beautiful than the Jefferson Conservatory, I certainly haven't seen it. What could be lovelier than an elegant building made of glass and filled with hundreds of different plants, trees, and flowers? I take every opportunity I can get to visit this wonderful place—and you should too.

The skeleton of Jefferson Conservatory was constructed from iron and wood in the late 1800s. It has a giant dome in the center and a rectangular wing on either side. The attractive arches and delicate grids are painted white. It looks like a giant gingerbread house, or an ice castle. Building this impressive structure must have taken years of hard work!

Besides several large rooms devoted to different plant biomes, the site also has a big lobby with a concession stand that sells crepes. I always get mine with blueberries and strawberries rolled in the middle. Watching the vendor form the thin pancake-like treats on the griddle never gets old!

Admission to Jefferson Conservatory is ten dollars for most citizens, but free for kids under twelve like me. Younger visitors receive a little book that looks like a passport with a page for each biome. Once you have toured a room, a staff member will mark your papers with a little flower-shaped stamp. The passports seem especially appropriate because a trip through the conservatory is like a journey around the world. There are rooms for desert plants, tropical plants, temperate forest plants, and plants of the plains and prairies. The conditions in each area match those in the actual environment as closely as possible. The desert room feels very hot and dry. The tropical room is quite warm and humid.

We used to live in Arizona, so I always like to begin in the desert. A saguaro cactus over thirty feet tall towers over you as you enter the room. Prickly pear cacti decorate one corner with their bright yellow and orange blossoms. The ocotillo, with its long, spindly, spiky arms, looks like an octopus. It grows next to a purple, flower-filled shrub called the Mojave aster. Tiny lizards dart out from under the plants, patrolling the sandy soil for tiny insects.

When you walk into the rainforest room, the heavy, moisture-filled air hits you in the face. The flora is dense and dark green. It blocks much of the sunlight from the surrounding windows. Rainbow-colored parrots and macaws huddle above you in the treetops, letting out an occasional screech. The vines seem to strangle the banana trees. The bamboo stands in tight rows like soldiers. Delicate orchids peek out from underneath the greenery.

Before I say farewell to the conservatory, I like to spend a few minutes in lobby's Education Corner. It features informational displays about the cultures of people who live in or near plant biomes around the world. There is also an exhibit that tells how we can help protect plants and their environments. There are many ways you and I can make a difference. We can give money to nature preserves and boycott corporations that destroy the rain forests. We also have a responsibility to learn all we can about the flora around us. The Jefferson Conservatory is an excellent place to start!

Compare and Contrast

FOCUS

Remember that when you **compare**, you tell how characters, events, settings, or objects in a story are alike. When you **contrast**, you tell how these elements are different. Comparing and contrasting can help you better understand ideas and information that are presented in a text.

You can also compare and contrast characters, events, and settings in two different stories. These stories might be written by the same author or by different authors.

PRACTICE Answer the questions below with complete sentences. Each one asks you to compare or contrast.

1. How are fish and whales different? _____

2. How are Canada and the United States alike? _____

3. How are sunrises and sunsets different? _____

4. How are tennis and racquetball alike? _____

5. How are jobs and hobbies different? _____

6. How are zoos and nature preserves alike? _____

APPLY Answer each question below about the characters, settings, and events in “My Diary from Here to There.”

7. How are Amada and her brothers similar? _____

8. How is Amada different from her brothers? _____

9. How is Amada’s journey to the United States similar to her father’s? _____

10. How would you contrast the journeys of Amada and Papá? _____

Answer each question below about the stories “Fiona’s Lace” and “My Diary from Here to There.”

11. How are the settings of these two stories alike? _____

12. How are the settings different? _____

13. How are the journeys of Amada and Fiona similar? _____

14. How are the journeys of Amada and Fiona different? _____

Name _____

Date _____

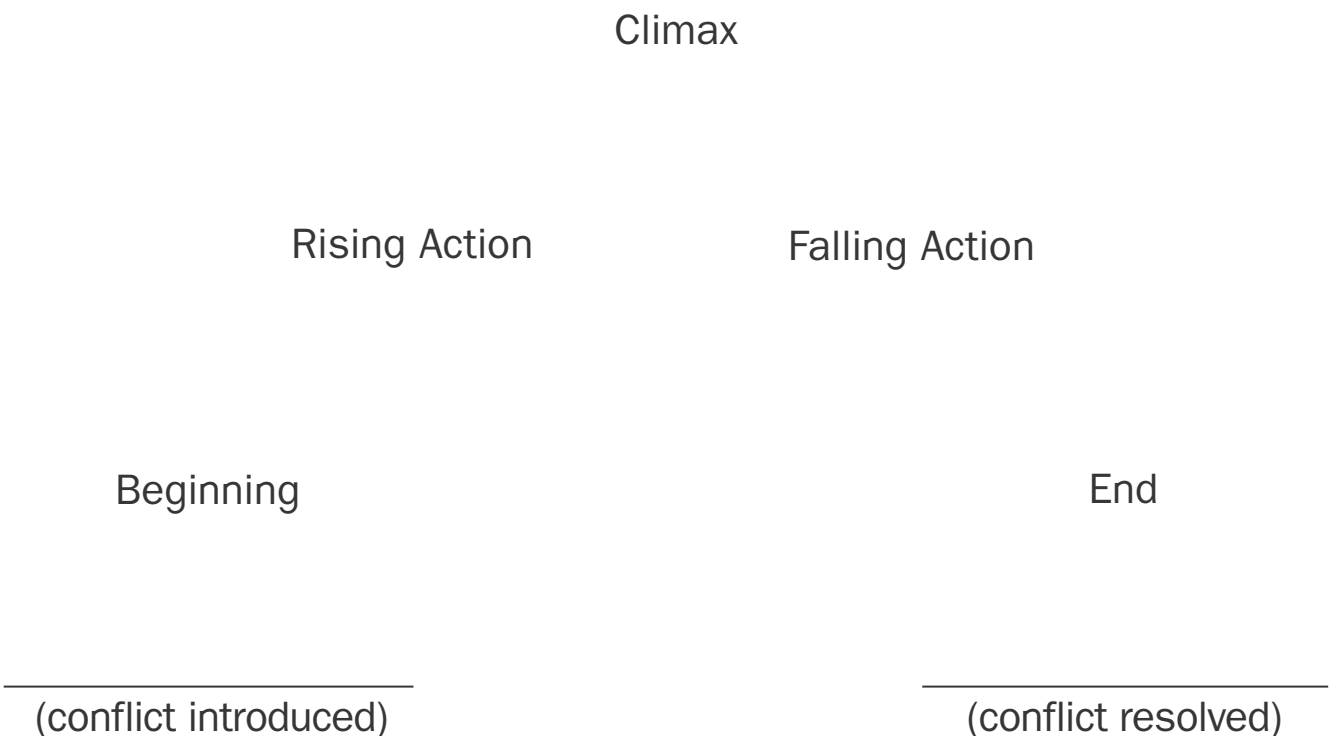
Narrative Writing

Think

Audience: Who will read your tall tale?

Purpose: What is your reason for writing a tall tale?

PREWRITING Use the pyramid diagram below to visually structure your plot. Remember to start at the base, work up to the climax, and then go back down the pyramid where the conflict is resolved.



Revising

Use this checklist to revise your narrative writing.

- ☐ Does the story have a beginning, middle, and end?
- ☐ Is it clear that the story is a tall tale?
- ☐ Does the story contain exaggerations?
- ☐ Are the events happen in a logical order?
- ☐ Does the writing include vivid and descriptive details?
- ☐ Does the writing use time and order words?
- ☐ Does the story have a climax, or turning point?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- ☐ Did you use proofreading symbols when editing?
- ☐ Do compound sentences include a comma and conjunction?
- ☐ Do all of the sentences have subject/verb agreement?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in punctuation?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- ☐ Write or type a neat copy of the narrative writing.
- ☐ Give the story a title, and include a visual element, like an illustration.

Prefixes *over-*, *under-*, *sub-*, *inter-*

FOCUS

- The **prefix over-** means “too much” or “above.”
- The **prefix under-** means “too little” or “below.”
- The **prefix sub-** means “under” or “lower.”
- The **prefix inter-** means “between” or “among.”

PRACTICE Add the missing prefix to each base word or word part. Then write the spelling word on the line.

Word List

- intercept
- intercom
- interim
- interrupt
- intertwine
- overjoyed
- overload
- overrated
- overreact
- overweight

- subheading
- submarine
- submerge
- subway
- subzero
- undercooked
- underfed
- underfoot
- underpass
- understudy

Challenge Words

- intermission
- subconscious
- undervalue

- | | | | |
|---------------|-------|----------------|-------|
| 1. ____cooked | _____ | 10. ____marine | _____ |
| 2. ____merge | _____ | 11. ____rupt | _____ |
| 3. ____fed | _____ | 12. ____study | _____ |
| 4. ____twine | _____ | 13. ____cept | _____ |
| 5. ____way | _____ | 14. ____pass | _____ |
| 6. ____rated | _____ | 15. ____weight | _____ |
| 7. ____zero | _____ | 16. ____load | _____ |
| 8. ____im | _____ | 17. ____react | _____ |
| 9. ____foot | _____ | 18. ____joyed | _____ |

APPLY Write the spelling word for each definition. Use a dictionary as needed.

19. too heavy _____
20. ate too little _____
21. device for communicating between different places _____
22. place too much weight onto _____
23. break the connection between _____
24. below the ocean's surface _____
25. below conscious thought _____
26. heading below another heading _____
27. given too much praise _____
28. a tunnel under a road _____
29. being in the way _____
30. not cooked enough _____
31. felt even more than happy _____
32. place into water _____

Subject-Verb Agreement

FOCUS

Subject-verb agreement in a sentence means the verb agrees with the subject in number.

The subject of a sentence is either singular or plural. The verb must agree with the subject in number.

She **works** at the movie theater.
(*singular subject, singular verb*)

We **work** at the theater. (*plural subject, plural verb*)

A compound subject that uses the conjunction *and* takes a verb that agrees with the plural subject.

Justin and Kayla **swim** for the Aquasharks.

A compound subject that uses the conjunction *or* takes a verb that agrees with the subject word that is closest to the verb.

Their sisters or their brother **cooks** dinner for them every night.

With a singular subject, add -s or -es to the regular verb. With a plural subject (or with the pronouns *you* or *I*), do not add -s or -es to the verb.

PRACTICE In the blanks below, write the verb in parentheses that correctly completes each sentence.

1. Miles (play, plays) _____ the trumpet.
2. His grandfather and his mother (encourage, encourages) _____ him to practice.
3. His practice times or his lesson (start, starts) _____ at four o'clock each day.
4. Mr. Jefferson (teach, teaches) _____ Miles how to play scales.

APPLY Read the paragraph. Circle the verb in parentheses that agrees with the subject of each sentence.

How (do, does) people (decide, decides) what to watch on TV?

Sometimes, they (take, takes) turns or (flip, flips) a coin. Parents often (tell, tells) their children which programs to watch. Parents (want, wants) to make sure the programs their children (watch, watches) are appropriate.

Read the paragraph. Change the underlined verbs to agree with the subject of each sentence. Use proofreading marks. Write the correct words above the incorrect words.

Roxie and Madison takes swimming lessons every week. They rides their bikes to the community center after school. Madison enjoy swimming the butterfly, but Roxie hate that stroke! The girls' parents or their sisters gives them rides home after practice. Both Roxie's brother and her dog trembles when they get near water. They both screams if water touch them. A dog treat or a pat on the head calm the dog. A bowl of cereal do the trick for Roxie's brother.

Saving the Wetlands

The fourth-grade class at Portside Elementary was devastated when they heard the news. Ms. Coren, the science teacher, read the report from the local newspaper: “Real estate developers have finally won the rights to purchase twenty-five acres of local wetlands. When the land has been drained, builders will proceed with the construction of a shopping mall, two hotels, and six luxury apartment buildings.”

“No!” cried Joseph. “They can’t do that! The wetlands are home to hundreds of birds.”

“And all kinds of frogs and insects the birds eat,” added Milo.

Last semester, Joseph, Milo, Akiko, Lina, Isabel, and Dhara had done their science projects on the wild animal and plant life of the local wetlands. Each student had chosen a different animal or plant to study. They had taken field trips to the land and examined the muddy water, looking for unusual life forms. They discovered the land was home to more than one thousand species of plants and animals. Isabel and Dhara found out that nineteen of these species were on the endangered species list. Milo and Akiko studied migrating flocks of birds that stopped at the wetlands to feed and rest before continuing their journeys south for the winter. If the land was turned into a shopping mall and covered with concrete, where would the birds rest? What would they eat?

“Ms. Coren, I think we should try to stop the developers from destroying the wetlands,” said Dhara earnestly.

“Me too!” shouted Milo and Joseph.

“Yes!” the class agreed. “Let’s protest!”

Ms. Coren was secretly proud of the reaction from her class. “I certainly understand why you feel this way,” she said. “You put a lot of work into studying these creatures, and it makes sense you would want to protect them. I have to agree with Dhara. We have the right to protest something we feel in our hearts is wrong. But we must do it peacefully. If it’s okay with your parents, we will stage a peaceful demonstration on Saturday.”

“Yes!” they all cried. Everyone was very excited at the prospect of publicly stating their feelings.

“Let me see a show of hands from all those who would like to join the protest,” said Ms. Coren.

Every hand went up except Virginia’s. She thought standing around all day waving signs was not a good way to spend a weekend. She did not believe in protesting. “I don’t think we should go against what the town decides,” she said.

“That’s fine,” said Ms. Coren kindly. “Everyone has a right to his or her own opinion. You must do what feels right for you.”

The class spent the week making signs. Everyone chose a phrase that stated what was important to them: “HELP SAVE THE WETLANDS’ WILDLIFE,” “MORE GREEN, LESS CONCRETE,” and “IT’S OUR DUTY TO PROTECT, NOT DESTROY!”

Ms. Coren called a reporter from the local paper and invited him to the protest. Everyone hoped he would write a great story that would inspire other people to voice their opinions against the development.

On Saturday morning the class stood by the fence that borders the wetlands. They held their signs and placards. The reporter came. Some people in cars honked their horns in support. Others simply drove by. By lunchtime everyone was tired and hungry. Imagine their delight when a large, white truck with “Pete’s Pizza” on the side pulled up alongside them. Much to their surprise, Virginia jumped out holding a stack of pizza boxes. “Hi, everyone!” she shouted. “I don’t feel it’s my duty to protest, but I do feel it’s my duty as your friend to make sure you all get some lunch. Help yourself to my dad’s pizza!”

Rivers in the Sky

Did you know there are rivers high overhead? Rivers of air are rushing along even when the atmosphere seems to be still. Some of these rivers flow as fast as two hundred miles an hour! They are called global winds.

Global winds are large, dependable belts of wind. These winds blow miles above the earth's surface. We don't feel them, but they affect our weather by bringing lots of warm and cool temperatures.

You may have heard of trade winds. These are in zones near the equator. Large masses of air move across hundreds of miles. Even with these winds, it is always hot at the equator. Hot air rises, so the trade winds rise as they blow. That causes an area of low pressure. This means that little pressure is coming down from the weather above. As a result, there is often no wind at the earth's surface. These calm areas are called the doldrums.

We say people are "in the doldrums" when they feel lazy or bored. That is what it is like when the trade winds do not blow. Centuries ago, sailing ships could be caught in the doldrums for weeks. They did not have any wind to move them.

Away from the equator, though, things change. In Earth's northern hemisphere, where the United States is located, the weather is more violent. That is because of the westerly winds. They are the main winds of the north. These high-level bands of air flow toward the North Pole. But because Earth is spinning, they flow from the southwest toward the northeast. This is why the largest part of our daily weather moves in that direction.

The jet stream is a well-known westerly wind. You may hear about it in weather reports. This huge band of winds races along six to nine miles above the earth's surface. During summer the average speed of the jet stream is about fifty miles per hour. During winter it is faster. Sometimes it is more than two hundred miles per hour!

Another set of high-level winds flows toward the equator. These winds start near the poles and are called polar winds. The polar winds from the North Pole blow from northeast to southwest. That is the opposite direction of the westerly winds. Polar winds tend to clash with the jet stream. This results in much of our everyday weather. Cold polar air meets warm air from the south. Often, rain or snow will fall when the westerly wind's air is moist from the warm ocean.

In addition to bringing weather, the wind contains a lot of power. For centuries, people have used that energy in windmills. Wind turns the windmill's vanes. This helped farmers grind wheat or do other demanding tasks.

Today windmills have a new and important job. They make electricity. The rotating vanes turn generators, and the generators produce electricity. Then the electric current is stored in batteries or sent along power lines. Many homes are powered in this way. Some large wind farms have hundreds of windmills that can supply power to whole towns and cities.

Wind power is an environmentally friendly way to get electricity. Windmills do not produce any smoke or pollution. This makes them cleaner than power plants that are fueled by coal, oil, uranium, or gas.

Whether it is blowing high in the sky or closer to Earth's surface, wind affects our lives. It influences the weather we experience and helps us generate electrical power. Let's hope these rivers in the sky keep on flowing!

Vocabulary

FOCUS

Review the selection vocabulary words from
“Fish for Jimmy.”

badges
barracks
based on
descent
desolate
glanced

permitted
posed
shears
spies
stock
trickle

PRACTICE Write each vocabulary word next to its synonym.

1. deserted _____
2. looked _____
3. introduced _____
4. allowed _____
5. quarters _____
6. scissors _____
7. supply _____
8. origin _____
9. dribble _____
10. buttons _____
11. dependant _____
12. secret agents _____

APPLY Read each statement below. Write whether it is true or false. Then explain your answer with a complete sentence.

- 13.** You will see a trickle of water at Niagara Falls, one of the country's biggest waterfalls.

- 14.** Shears are used by tailors and dressmakers.

- 15.** You will see badges on animals in the wild.

- 16.** If something posed a threat, it got rid of the danger.

- 17.** Soldiers might sleep in barracks.

- 18.** A desolate place is a football stadium during a game.

- 19.** If you glanced at a movie, you watched it for two hours.

- 20.** You can find a stock of things in space.

Encounter on Planet Palladium

Characters

Anson, a fifteen-year-old immigrant from Earth

Jett, Anson's best friend

Setting

the year 2159, a colony on the planet Palladium

Act 1, Scene 1

(Anson and Jett have just traveled with their families from overheated, dying Earth to build a new life on Palladium. They are out exploring this desolate, treeless place that they now call home. Each boy wears a flashing electronic identification badge on a cord around his neck.)

ANSON. *(glancing behind his shoulder)* I can't believe Mom permitted us to go exploring this far from the barracks. Do you think it's safe?

JETT. Well, they seem pretty certain there's no alien life left here. I haven't even seen any animals. And look around. It's all just rocks and shrubs . . . and maybe a tiny stream trickling here and there. What could possibly hurt us?

ANSON. *(with a shrug)* I guess you're right. There really is *nothing* here, isn't there? And nothing that poses any danger.

JETT. I think the only real risk is that we might not be able to grow any food. We're lucky there's water, but this soil doesn't exactly look fertile. *(He kicks a clump of rocky dirt on the ground.)*

ANSON. The storage pods seem well stocked with synthetic protein. And there's still some food we can ship from Earth, though who knows how long that will last. We just have to hope the scientists were right when they said this planet would support agriculture. Surely their theory is based on sound evidence.

JETT. Maybe we can have farms eventually. But in the meantime, what are we going to *do* here? There are no soccer fields, or skate parks, or mini golf courses, or swimming pools, or museums. We're all going to die of boredom!

ANSON. (*shading his eyes with a hand and looking at the horizon*) Wait a second. What is that? (*He points at a dark spot in the distance.*)

JETT. I don't know. It's moving, isn't it? It's coming this way! Must be someone else out exploring like us.

ANSON. Maybe, but it looks kind of odd. Let's hide behind that big rock so we can spy on it. (*The boys run to crouch behind a boulder.*)

JETT. (*after a few seconds*) You're right. That is most definitely not a human. It's got to be something of alien descent.

ANSON. (*whispers*) Yeah, look at those strange exaggerated facial features—and the gray skin. And look at its hands! They look like my mom's old sewing shears.

JETT. It's coming closer! What should we do? Should we try to talk to it?

ANSON. I don't know! What if there are more of them? What if they aren't friendly? (*Suddenly, the alien turns and walks in another direction. The boys breathe a sigh of relief.*)

JETT. Well, Anson, I guess I was wrong. This place just got a *lot* more interesting.

Main Idea and Details

FOCUS

The **main idea** of a paragraph or selection is the most important overall point that the author wants to make. The author supports the main idea with **details**, which can include facts, descriptions, explanations, or definitions.

The sentence that expresses a paragraph's main idea is the **topic sentence**. A topic sentence often comes at the beginning or end of a paragraph.

PRACTICE Read the paragraph. Write the main idea and the supporting details on the lines.

The House Finch and the Purple Finch are very difficult for birders to tell apart. Both species are small songbirds with short beaks. And both may sound a similar chirp as they visit your feeder. Both males have red on their head and chest. And the females are simply a streaky brown. The Purple Finch has a more intense raspberry-red color, but even this is often hard to see.

1. Main Idea: _____

2. Supporting Detail: _____

3. Supporting Detail: _____

4. Supporting Detail: _____

5. Supporting Detail: _____

6. Supporting Detail: _____

APPLY Each paragraph below is missing its topic sentence. Read the paragraph. Decide what it is mostly about. Then write a sentence that expresses the main idea.

7. All the plates and silverware were neatly arranged. The napkins were folded. Dishes of piping hot food covered the table.
-

8.

The only lights shining were the full moon and our neighbor's lamppost. Everyone had been fast asleep for hours. The town was completely silent except for the occasional bark of a dog and the rattle of a trashcan as a raccoon rummaged for its dinner.

9.

She enjoys genres of all kinds, from mysteries to biographies. While the other students are running around the playground, Myra is usually sitting under a tree with a book in her lap. She reads in the morning, during and after school, and into the night. She closes her book with a scowl when her parents say, "Lights out!"

10. Marta's kitten always runs to the door when Marta comes home. He purrs and rubs against her legs until she picks him up. He stays in her lap, still purring contentedly, while she eats her after-school snack.
-

11.

In the morning, there was a parade with marching bands, floats, and people waving flags everywhere. In the afternoon, there was a picnic in the park with red, white, and blue decorations. Fireworks lit up the sky after dark.

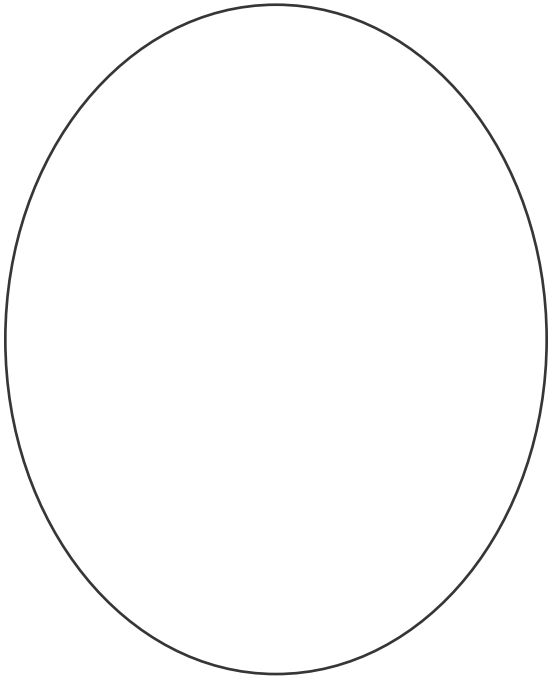
12. Jake yawned suddenly and stretched. His body felt heavy and slow. His eyes kept drooping shut.
-

Graphic Organizer Resources

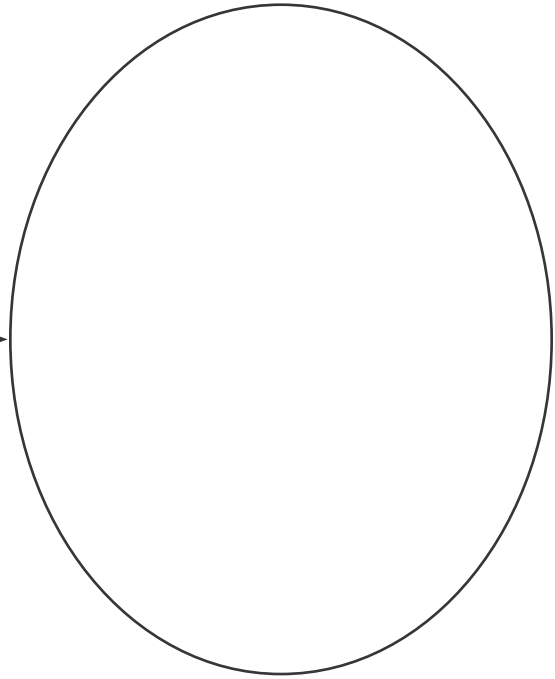
Name _____ Date _____

Cause and Effect

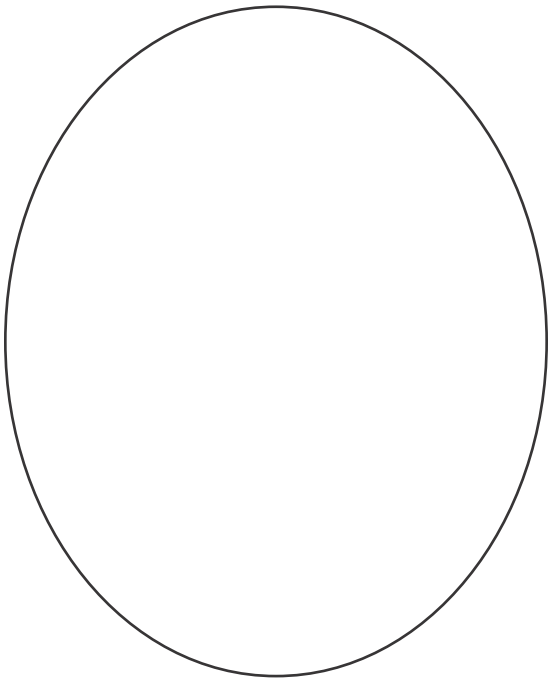
Cause



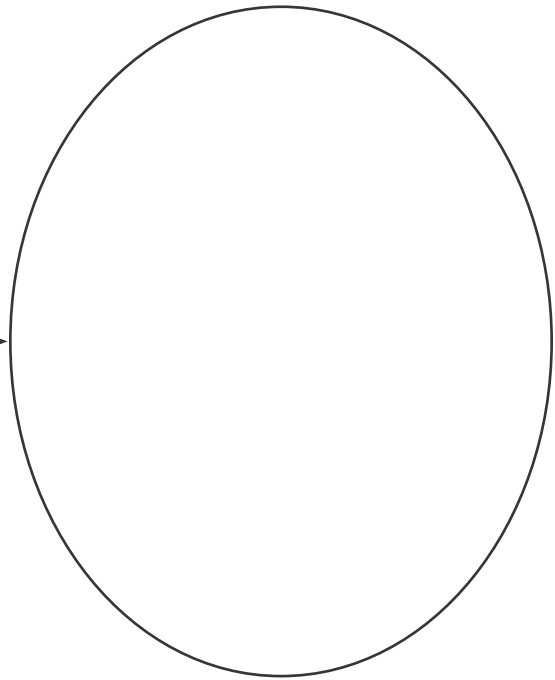
Effect



Cause

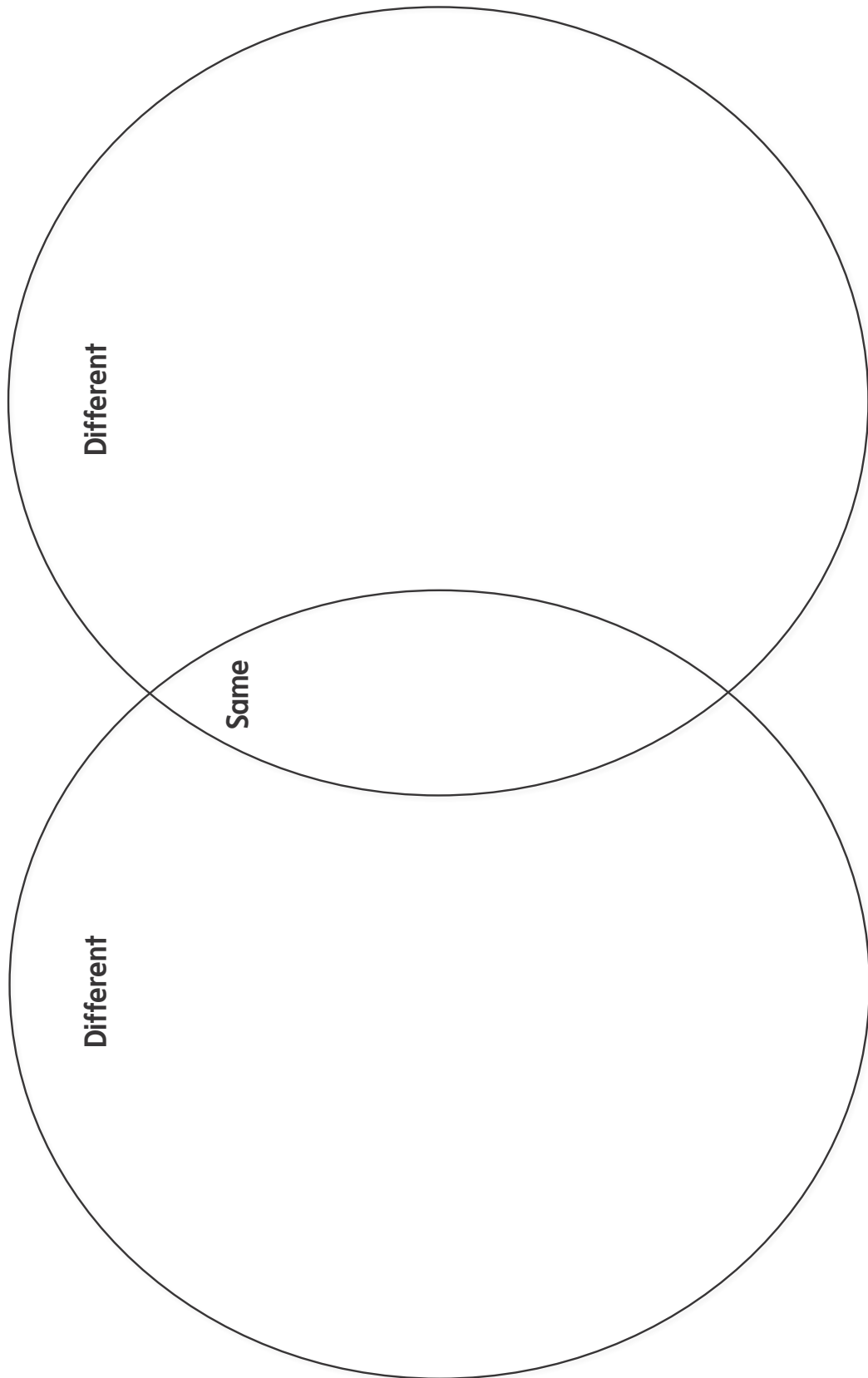


Effect



Name _____ Date _____

Compare and Contrast



OPINION	
FACT	

Name _____ Date _____

Main Idea and Details

A graphic organizer for 'Main Idea and Details'. It consists of a large vertical rectangle on the left, representing the main idea. To its right are three smaller, horizontally-oriented rectangles stacked vertically, representing details. A line connects the right side of the main idea rectangle to the left side of the top detail rectangle. Another line connects the right side of the main idea rectangle to the left side of the bottom detail rectangle. The middle detail rectangle is not connected to the main idea rectangle by a line.

Making Inferences

Inference

=

Prior Knowledge

+

Clue

Name _____ Date _____

Sequence

First



Next



Last

Clues/Problems/Wonderings

W

P

C

Name _____ Date _____

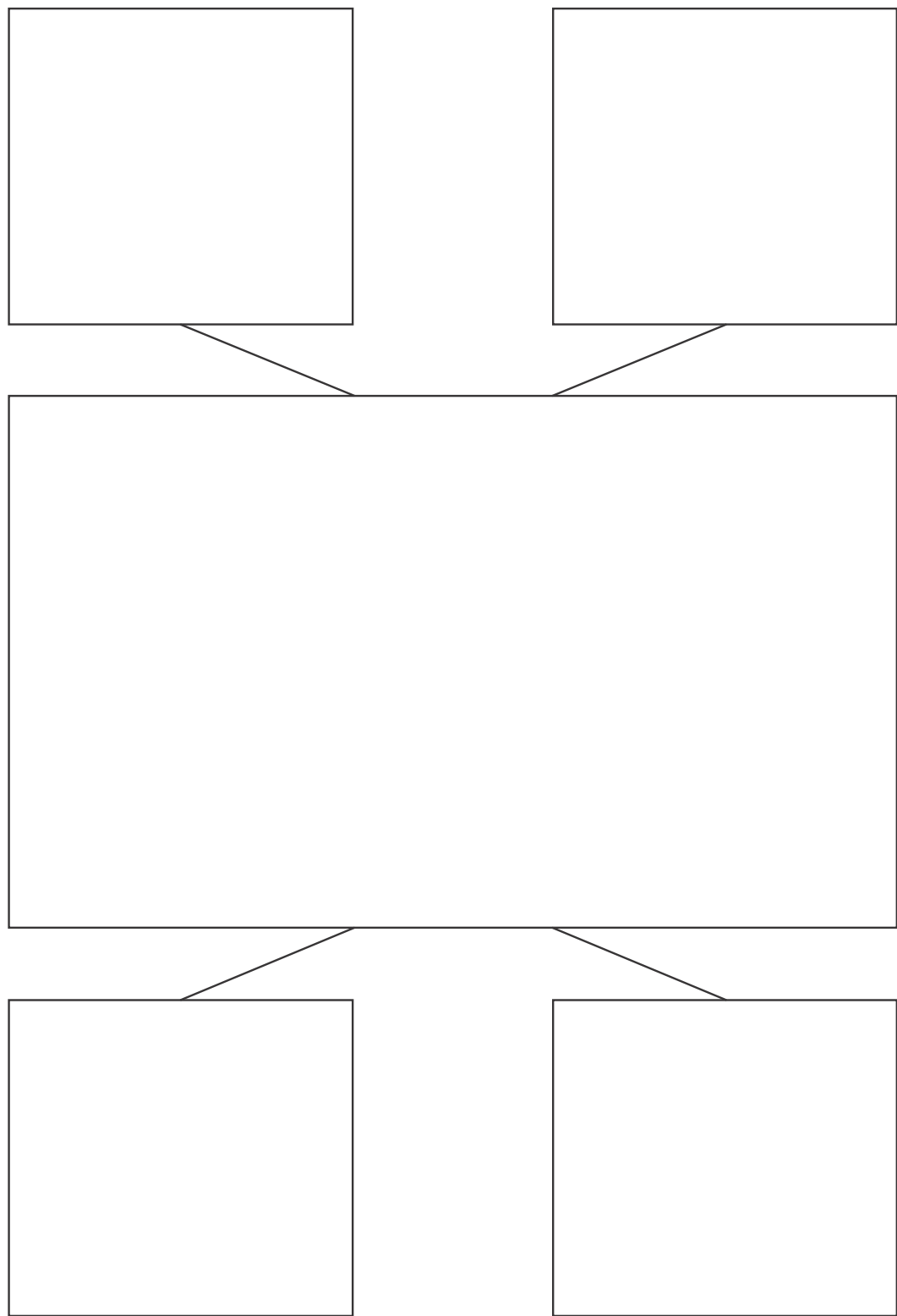
Know/Want to Know/Learned

L

W

K

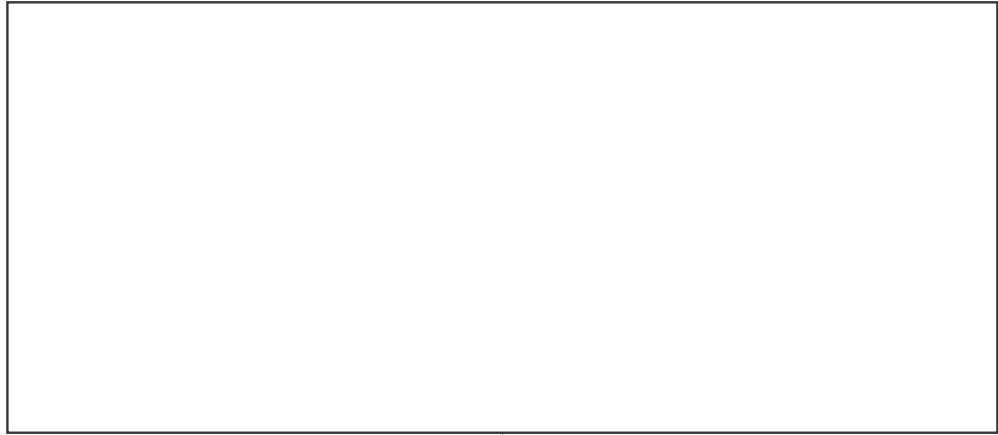
Word Map



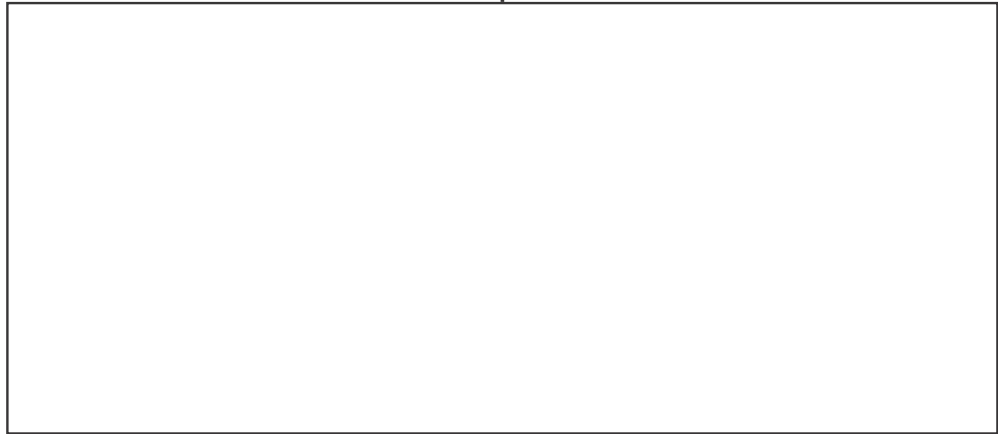
Name _____ Date _____

Plot

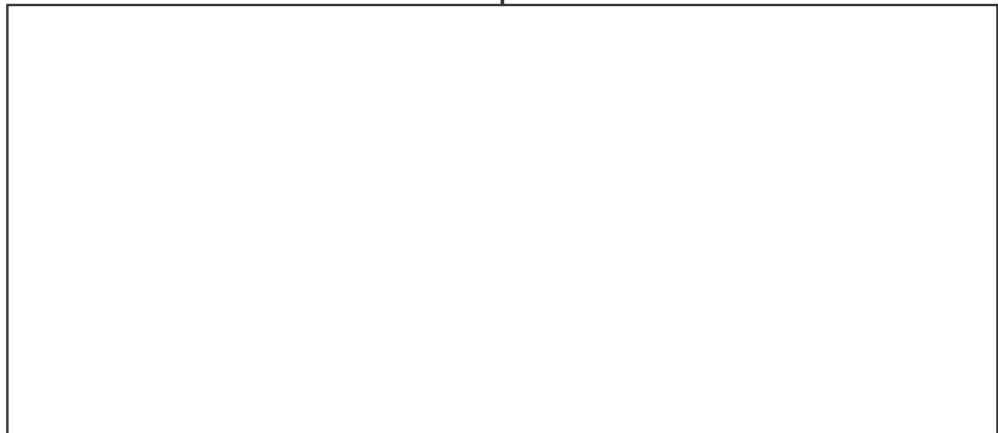
Solution:



Climax:



Problem:



Name _____ Date _____

TIDE

T	Topic Sentence—Tell what you are explaining.
ID	Important Details—3 or more. First Detail
	Second Detail
	Third Detail
E	Ending—Wrap it up right.

TREE

<div>T</div>	<div>Topic Sentence—Tell what you believe.</div>
<div><div>R</div><div>First Reason</div><div>E</div></div>	<div>Reasons—3 or more. Explain each reason further.</div> <div><div>Reason:</div><div>Explanation:</div></div>
<div>Second Reason</div>	<div><div>Reason:</div><div>Explanation:</div></div>
<div>Third Reason</div>	<div><div>Reason:</div><div>Explanation:</div></div>
<div>E</div>	<div>Ending—Wrap it up right.</div>

Name _____ Date _____

WWW-H2-W2

W	W ho are the characters in the story?
W	W hen does the story take place?
W	W here does the story take place?
H	H ow do the characters react at different points in the story?
H	H ow does the story end?
W	W hat does the main character want to do?
W	W hat happens in the story?

Idea Web

