

**SRA**  
**Open**  
**Court**  
Reading

# Skills Practice

Grade 4

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## Greek Roots *logos*, *geo*, *cycl*, and *meter*

### **FOCUS**

Knowing the meanings of Greek roots can help you figure out the meanings of many unfamiliar English words.

- The **Greek root *logos*** means “word” or “speech.”
- The **Greek root *geo*** means “earth.”
- The **Greek root *cycl*** means “circle.”
- The **Greek root *meter*** means “measure.”

**PRACTICE** Using what you know about the meanings of English words with Greek roots, write a definition for each word below. Refer to a dictionary, if necessary.

1. travelogue \_\_\_\_\_
2. pentameter \_\_\_\_\_
3. geometry \_\_\_\_\_
4. tricycle \_\_\_\_\_
5. geoscience \_\_\_\_\_
6. recyclable \_\_\_\_\_
7. apologize \_\_\_\_\_
8. epilogue \_\_\_\_\_

**APPLY** List two words that contain each Greek root shown.

9. logos \_\_\_\_\_

\_\_\_\_\_

10. geo \_\_\_\_\_

\_\_\_\_\_

11. cycl \_\_\_\_\_

\_\_\_\_\_

12. meter \_\_\_\_\_

\_\_\_\_\_

**Write a sentence for four of the words you listed above.**

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_



# Vocabulary

## FOCUS

Review the selection vocabulary words from “How and Why Stories.”

arranged  
attempt  
council  
furious  
gleam  
gorgeous

judge  
longed  
mainland  
poke  
signal  
sly

**PRACTICE** Read each sentence and look at the underlined vocabulary word. Circle *True* or *False* to show whether the vocabulary word is used correctly.

- |   |             |              |
|---|-------------|--------------|
| 1. Most people would not want to look at something that was <u>gorgeous</u> . | <b>True</b> | <b>False</b> |
| 2. A lighthouse sends a <u>signal</u> to approaching ships.                   | <b>True</b> | <b>False</b> |
| 3. The <u>mainland</u> is usually larger than surrounding islands.            | <b>True</b> | <b>False</b> |
| 4. Watching a beautiful sunset would likely make someone <u>furious</u> .     | <b>True</b> | <b>False</b> |
| 5. A <u>council</u> is one person’s opinion about something.                  | <b>True</b> | <b>False</b> |
| 6. A <u>gleam</u> is something you see for a short time.                      | <b>True</b> | <b>False</b> |
| 7. When you make an <u>attempt</u> , you try something.                       | <b>True</b> | <b>False</b> |
| 8. Chairs and desks are things in a classroom that can be <u>arranged</u> .   | <b>True</b> | <b>False</b> |

**APPLY** Complete the following sentences. Make sure you show the meaning of the underlined vocabulary word.

9. I have always longed to \_\_\_\_\_

---

---

10. If I wrote a story about a character who was sly, he or she would \_\_\_\_\_

---

---

11. The most gorgeous thing I have ever seen is \_\_\_\_\_

---

---

12. I would judge my best friend if he or she \_\_\_\_\_

---

---

13. Someone might be a poke because \_\_\_\_\_

---

---

14. A signal I see on my way to school is \_\_\_\_\_

---

---

15. Something that has taken me more than one attempt to get right is \_\_\_\_\_

---

---

## Letters to the Editor

Dear Editor:

On behalf of the Solitude Island Resident Association, I would like to commend the city council for their vote last evening. For months now, we have been furiously fighting local interests who want to build a bridge from the mainland to our quiet island community. It is our hope that the council's five-to-three decision will finally put this issue to rest.

Solitude Island has always lived up to its name. It is one of the most gorgeous spots along the North Carolina shore—and one of the quietest. For generations, the only access has been by boat. And most of the 400 residents want to keep it that way. Developers and a handful of business owners have slyly attempted to sway public opinion toward support of a bridge. They have presented so-called “studies” claiming that more visitors and traffic will make the island more profitable. But the Solitude Island Resident Association will not be influenced by this talk. We feel that choosing profit over people has never been a winning strategy. Now the council has signaled that they agree.

There are several reasons for keeping cars and trucks out of our little paradise. Obviously, more traffic means more pollution and more noise. It means more danger on the streets for our children. It means an added cost of repairing overused pavements and maintaining more traffic lights. And it means the loss of the privacy that island residents have always longed for. Put simply, if we build a bridge to Solitude Island, there will be no more solitude.

Bridge construction and traffic would also cause harm to local wildlife and habitats. Our wetlands, home to thousands of plants, fish, reptiles, and birds, are in enough trouble as it is. The piping plover, one of our highly endangered shorebirds, already struggles to breed each year on Solitude Beach. This project could have completely wiped out this species in North Carolina!

These are just a few of the disasters that the proposed bridge was sure to bring. There is no doubt that the right decision was made. Solitude Island is saved!

Dear Editor:

On behalf of the Solitude Island Small Business Alliance, I would like to condemn the city council's recent rejection of a proposed bridge connecting our community to the mainland. The island's business owners rely on tourist traffic to stay afloat. Recent talks between the city and developers had given us a gleam of hope that there would finally be an easy route for our customers. The council's five-to-three decision against construction has put an end to this dream—but hopefully not forever.

The SISBA believes limiting access to our island is a mistake. We have arranged several studies showing that more traffic will increase local business profits by at least 100 percent. Successful businesses mean successful cities. Sales taxes alone could give Solitude Island the funds it needs for road and building improvements, better utilities, and even wildlife and habitat rescue. And who doesn't want to see this pokey old beach town thrive?

The Solitude Island Resident Association and the city council have been too quick to judge this project. They have focused too much on overstated and unproven drawbacks of the bridge. Instead, they should look on the bright side. And they should welcome visitors to enjoy the beauty and peace that only Solitude Island can offer.

# Cause and Effect

## **FOCUS**

Remember that a **cause** is the reason **why** something happens, and the **effect** is what happens as a result. Look for signal words, such as *because*, *since*, *therefore*, and *so*, that will help you identify cause-and-effect relationships.

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

1. The dough didn't rise because the kitchen was too cold.
2. When the hot, humid air hit her, Violet immediately began to sweat.
3. After a whole day of moving boxes, Theo's back was aching.
4. Jaden is not very good about brushing his teeth, so he has several cavities.
5. Ben has a great fear of encountering spiders; therefore, he seldom goes down to the basement.
6. Since she missed a whole week of practice, Erika will be sitting on the bench during the game.
7. Because breathing the paint fumes can be dangerous, the workers always wear masks.
8. Since it is a holiday, there is free parking all over town.
9. Lucia likes yellow because it is such a sunny, happy color.
10. Rikki stopped eating meat after seeing a documentary about factory farms.

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

- 11.** Meteorologists predicted a lot of sun, so Mariah packed a big, floppy hat.

Cause: \_\_\_\_\_

- 12.** When Zelda burned her toast, the smoke alarm went off.

Cause: \_\_\_\_\_

- 13.** The lines were perfectly straight because I used a ruler to draw them.

Effect: \_\_\_\_\_

- 14.** The beachfront homes are in danger because of increased coastal erosion.

Cause: \_\_\_\_\_

- 15.** When an animal species cannot adapt to its environment, it can become extinct.

Effect: \_\_\_\_\_

- 16.** Since she's been to the museum before, Mao knows where all the exhibits are.

Effect: \_\_\_\_\_

- 17.** Water freezes when its temperature reaches 32 degrees Fahrenheit.

Cause: \_\_\_\_\_

- 18.** Fruits and vegetables are healthful because they contain vitamins.

Effect: \_\_\_\_\_

- 19.** Leaves begin to change color in the fall when there are shorter, cooler days.

Cause: \_\_\_\_\_

- 20.** A high-pressure air mass is colliding with a low-pressure air mass; therefore, we are likely to have thunderstorms.

Effect: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Comparing and Contrasting

## Think

**Audience: Who** will read your informational writing?

\_\_\_\_\_

**Purpose: What** is your reason for writing to compare and contrast?

\_\_\_\_\_

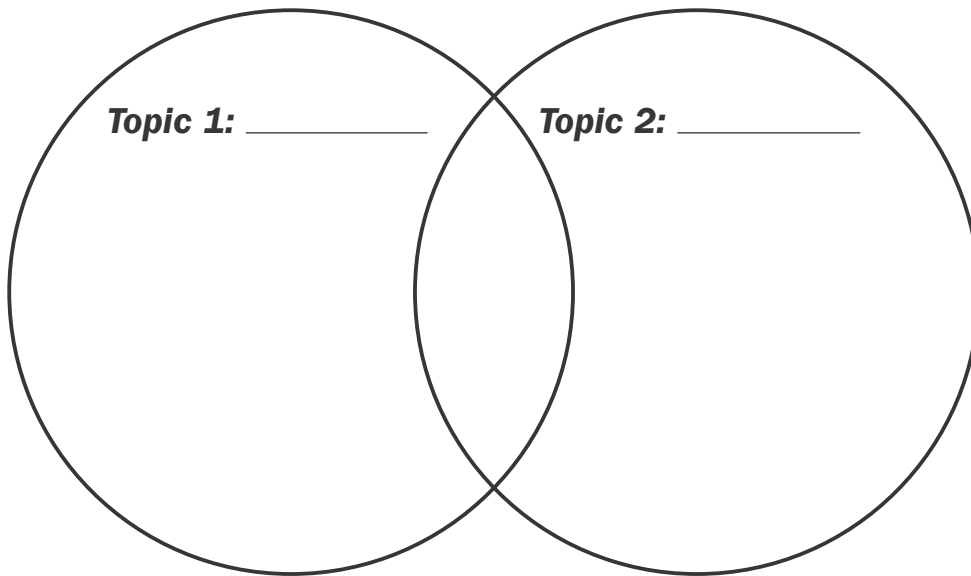
## Prewriting

Use the columns below to take notes as you research your topics for comparing and contrasting. Be sure to also write down the details of each source you use.

| Topic 1: _____ | Topic 2: _____ |
|----------------|----------------|
|                |                |

# Prewriting

Refer to the information you researched about your two topics on the previous page. Use it to fill in the Venn diagram below to begin planning your comparing and contrasting text.





## Greek Roots *log*, *geo*, *cycl*, and *meter*

### FOCUS

Many words contain Greek roots, and knowing the meanings of these roots can help you understand the meanings of new or difficult words.

**Greek root *log*** = “word”

**Greek root *geo*** = “earth”

**Greek root *cycl*** = “circle”

**Greek root *meter*** = “measure”

**PRACTICE** Add the Greek root *log*, *geo*, *cycl*, or *meter* to the following word parts to form spelling words. Then write the spelling word on the line.

#### Word List

- |                 |                 |
|-----------------|-----------------|
| 1. analogy      | 11. geologist   |
| 2. catalog      | 12. geometry    |
| 3. centimeter   | 13. logical     |
| 4. cyclops      | 14. logo        |
| 5. diameter     | 15. millimeter  |
| 6. encyclopedia | 16. motorcycle  |
| 7. epilogue     | 17. perimeter   |
| 8. geocentric   | 18. speedometer |
| 9. geode        | 19. tricycle    |
| 10. geography   | 20. unicycle    |

#### Challenge Words

21. apogee  
22. barometer  
23. cyclical

- |                         |                       |
|-------------------------|-----------------------|
| 1. motor_____e _____    | 6. milli_____         |
| 2. _____o _____         | 7. epi_____ue _____   |
| 3. en_____lopedia _____ | 8. _____ical _____    |
| 4. tri_____e _____      | 9. speedo_____        |
| 5. _____metry _____     | 10. _____logist _____ |

- |                         |                        |
|-------------------------|------------------------|
| <b>11.</b> dia_____     | <b>16.</b> centi_____  |
| <b>12.</b> _____centric | <b>17.</b> ana_____y   |
| <b>13.</b> _____de      | <b>18.</b> _____graphy |
| <b>14.</b> cata_____    | <b>19.</b> peri_____   |
| <b>15.</b> uni_____e    | <b>20.</b> _____lops   |

**APPLY** Circle the word that is spelled correctly.

- |                         |              |
|-------------------------|--------------|
| <b>21.</b> unicycle     | unacicle     |
| <b>22.</b> giode        | geode        |
| <b>23.</b> diamitter    | diameter     |
| <b>24.</b> catalog      | cattlelog    |
| <b>25.</b> tricycle     | trycycle     |
| <b>26.</b> geamitry     | geometry     |
| <b>27.</b> encyclopedia | incyclapedia |
| <b>28.</b> millimeter   | milimeeter   |
| <b>29.</b> logacel      | logical      |
| <b>30.</b> motersicle   | motorcycle   |

# Subordinating and Correlative Conjunctions

## FOCUS

- A **subordinating conjunction** joins two clauses, or groups of words, that are not equal in importance. One clause is dependent on the other. The subordinating conjunction introduces the dependent clause. In the sentence below, the subordinating conjunction *after* starts the dependent clause *after we finish the hike*.

We will return to camp **after we finish the hike**.

- The dependent clause introduced by a subordinating conjunction cannot stand alone as a sentence. It must be joined with an independent clause.

**Before** Mr. Kline runs out of fuel. (sentence fragment)

**Before** Mr. Kline runs out of fuel, he needs to find a gas station. (complete sentence)

- **Correlative conjunctions** are similar to coordinating conjunctions, but they are always used in pairs. They join two parts of a sentence that are of equal importance. The following pairs of words and phrases are common examples of correlative conjunctions: *either . . . or*, *both . . . and*, *neither . . . nor*, *not only . . . but also*, *whether . . . or*.

Tamika is **not only** funny, **but also** a very good listener.

**Both** Tyler **and** Melissa have won awards in gymnastics competitions.

## PRACTICE Underline each subordinating conjunction or pair of correlative conjunctions in the sentences below.

1. Although the Hansons often take trips, they have not yet visited all fifty states.
2. They decided they would go either to New Zealand or to India for their next trip.
3. I cannot wait to hear all about it when they return from their travels.
4. Both my aunt and my uncle also enjoy traveling.
5. They have a lot of free time because they are retired.
6. Whether the Hansons leave today or next month depends on their work schedules.

**APPLY** Write a sentence using each subordinating conjunction or pair of correlative conjunctions.

7. *because* \_\_\_\_\_

\_\_\_\_\_

8. *either . . . or* \_\_\_\_\_

\_\_\_\_\_

9. *whenever* \_\_\_\_\_

\_\_\_\_\_

10. *both . . . and* \_\_\_\_\_

\_\_\_\_\_

**Read the paragraph below. In the spaces provided, write the missing conjunction.**

\_\_\_\_\_ they had been picked by Thomas Jefferson to lead the expedition, Lewis and Clark set out in 1804 to explore the American West. Both Lewis \_\_\_\_\_ Clark were proud to be part of such a groundbreaking journey. The famous partners did not know \_\_\_\_\_ or not they and their team of 31 would make it home alive. \_\_\_\_\_ they were on their journey, they encountered not only rugged terrain \_\_\_\_\_ rough weather. The men kept journals recording everything they saw \_\_\_\_\_ Jefferson wanted them to bring back information about the plants and animals they found along the way. \_\_\_\_\_ the explorers headed west, Jefferson also hoped they would open up friendly relations with natives. \_\_\_\_\_ Lewis nor Clark could have imagined the hardships of their journey. Many times they faced the difficult decision of \_\_\_\_\_ continuing on and risking their lives or returning home. \_\_\_\_\_ the explorers finally returned home more than two years later, they were met by cheering crowds. The risks turned out to be worth the rewards.

## Suffixes *-ist* and *-ous*

### **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 *-ist*** means “one who practices.”

Words with this suffix can be a noun or an adjective.

- The **suffix *-ous*** means “possessing the qualities of” or “full of.”

Words with this suffix are adjectives.

- The spelling of the root word might change when the suffix *-ist* or *-ous* is added.

**PRACTICE** Add *-ist* to each base word below to create a new word.

1. alarm \_\_\_\_\_
2. pessimism \_\_\_\_\_
3. elite \_\_\_\_\_
4. allergy \_\_\_\_\_

Add *-ous* to each base word below to create a new word.

5. envy \_\_\_\_\_
6. glamour \_\_\_\_\_
7. caution \_\_\_\_\_
8. adventure \_\_\_\_\_

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

9. fury + -ous = \_\_\_\_\_

\_\_\_\_\_

10. environ + -ment + -al + -ist = \_\_\_\_\_

\_\_\_\_\_

11. conform + -ist \_\_\_\_\_

\_\_\_\_\_

12. mischief + -ous \_\_\_\_\_

\_\_\_\_\_

Choose the correct word from the box to complete each sentence below.

glorious

notorious

cartoonist

hygienist

13. My cousins are \_\_\_\_\_ for arriving late to family gatherings.

14. The dental \_\_\_\_\_ polished my teeth and gave me a toothbrush.

15. We spent a \_\_\_\_\_ afternoon hiking among breathtaking scenery.

16. A \_\_\_\_\_ at the amusement park drew a sketch of our family.

# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Animal Defense Academy.”

**carnivores****decoy****gland****monarch****mucus****prairie dogs****predator****prowling****range****roost****scurry****texture**

**PRACTICE** Write the vocabulary word that matches each clue below.

1. a chicken coop \_\_\_\_\_
2. the numbers 1 through 10 \_\_\_\_\_
3. little, furry burrowing creatures \_\_\_\_\_
4. a bunny running across the yard \_\_\_\_\_
5. a wooden duck used by hunters \_\_\_\_\_
6. buildup in your nose when you have a cold \_\_\_\_\_
7. lions eating a zebra \_\_\_\_\_
8. a raccoon sneaking around your trashcans \_\_\_\_\_
9. a body part in your neck \_\_\_\_\_
10. a black-and-orange insect \_\_\_\_\_

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

- 11.** Pulling off this prank will require a person who draws attention away from Jake.

---

- 12.** The top animal that lives by hunting in this habitat is the bald eagle.

---

- 13.** The slimy fluid in Jessie's throat prevented her from singing the solo well.

---

- 14.** The wood had a smooth feel after we sanded it down.

---

- 15.** Turning on the basement light caused the mice to move in a hurry.

---

- 16.** The large tree branch turned out to be a convenient place for the crows to rest.

---

- 17.** There was small variety of magazines available in the waiting room.

---

- 18.** Grant is a vegetarian, but the other members of his family are meat eaters.

---



# The No-Puppy Blues

“Really, Mom, I don’t think I’m that sick.” Olivia tried to sound convincing. She sat up straight, spoke as loud as she could, and looked her mother right in the eye. But then she sneezed—and the dreaded mucus made a return. Then she swallowed—and was reminded of how swollen and painful her glands were. There was no getting around it. This bug was still getting the best of her.

The virus was very unfortunate, but there was a bigger problem. Olivia’s best friend Fumiko was getting her puppies today. Her family was adopting two tiny eight-week-old Yorkshire terriers from the local shelter. And Olivia had been invited to come and see the new pets on their first day in the Fujita house. Now there was no way she could go and see the puppies. The disappointment stung more than her sore throat and burning eyes.

A missed opportunity to cuddle with adorable miniature dogs would disappoint most anyone, of course. But Olivia had a passion for animals that was out of the ordinary. Basically, if it scurried, swam, galloped, roosted, prowled, hopped, or slithered, Olivia was in love.

It was impossible to name her favorite members of the animal kingdom. When asked, she usually gave a range of answers, from predators to prey, carnivores to herbivores, and everything in between. Last week, after seeing a field full of monarch butterflies, she had been convinced that these colorful, delicate insects were the front-runners. Then she had seen a documentary about dolphins and proclaimed them her preferred pet. Only yesterday, she had changed her mind again. Asian elephants, it seemed, were pretty much the coolest creatures in the world.

“Sorry, Olivia,” her mother said. “Maybe you can see Fumiko and the puppies later this week. You need to stay in bed, and I don’t want you giving this nasty virus to the Fujitas.”

Olivia spent the rest of the afternoon sniffing, sneezing, and fuming. *What terrible luck to be sick now, of all times*, she thought to herself. *I'd do anything to go see those puppies*. Just when she was about to hatch an escape plan involving an Olivia-shaped decoy made of pillows under her bedspread, she heard a knock at her door.

“Olivia, the Fujitas stopped by to bring you something . . . two things, really.” Before Olivia knew what was happening, her mother had deposited two tiny, squirming fur balls on top of her bed. “The Fujitas might be able to catch your cold, but these little guys should be okay!”

The Yorkies were the cutest things Olivia had ever seen. Their fur was brown and black and had the fuzziest texture. They had shiny, dark eyes and petite pink tongues. When they popped their heads out from under her blankets, they looked exactly like little prairie dogs.

Olivia played with the puppies for a full half hour before her mother returned to claim them. She was sad to see them go, but knew she'd have much more time with them later. Her spirits lifted as she realized she was feeling much better as well. It was a puppy-produced miracle! “Move over, Asian elephants,” she said aloud. “My favorite animal is *definitely* now the Yorkshire terrier.”

# Compare and Contrast

**FOCUS**

Remember that when you **compare**, you tell how the people, animals, places, things, or 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** Compare or contrast the items named in each pair of words below. Write each answer as a complete sentence.

1. high schools and universities

**Compare:** \_\_\_\_\_

\_\_\_\_\_

2. doctors and dentists

**Contrast:** \_\_\_\_\_

\_\_\_\_\_

3. rain and sleet

**Contrast:** \_\_\_\_\_

\_\_\_\_\_

4. whales and elephants

**Compare:** \_\_\_\_\_

\_\_\_\_\_

5. tables and chairs

**Compare:** \_\_\_\_\_

\_\_\_\_\_

**APPLY** Answer the following questions to compare and contrast animals described in “Animal Defense Academy.”

6. How are ostriches and gazelles alike?

---

---

7. How are ostriches and gazelles different?

---

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8. How are bighorn sheep and black rhinos alike?

---

---

9. How are the chicks of the fulmar bird and the hoopoe alike?

---

---

10. How are the chicks of the fulmar bird and the hoopoe different?

---

---

11. How are puffer fish and sea urchins alike?

---

---

12. How are puffer fish and sea urchins different?

---

---

# Comparing and Contrasting

## Revising

Combining related ideas into the same sentences is good way to make your writing more interesting to read. It will help you vary the lengths and types of sentences in your writing.

**Read the paragraph below. Then rewrite the paragraph, combining sentences to make the writing stronger and more interesting to read.**

The Eiffel Tower is in Paris, France. The Eiffel Tower took about two years to build. It was finished in 1889. The Eiffel Tower is 324 meters tall. The Eiffel Tower was the tallest building in the world for 40 years.

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## Revising

**Use this checklist to revise your comparing and contrasting text.**

- ☐ Does the introduction clearly introduce the topics being compared?
- ☐ Is the introduction effective at grabbing the reader's attention?
- ☐ Is there any irrelevant information that should be deleted?
- ☐ Are there any sentences that can be combined?
- ☐ Have you included transitions words and phrases that signal comparisons and contrasts?
- ☐ Does the conclusion leave the reader with a final thought?

## Editing/Proofreading

**Use this checklist to correct mistakes in your comparing and contrasting text.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you use subordinating and coordinating conjunctions correctly?
- ☐ Did you include commas after introductory phrases in complex 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 comparing and contrasting text for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a visual element that enhances the written information.
- ☐ Include a bibliography citing your sources.

## Suffixes *-ist* and *-ous*

### FOCUS

Remember that a suffix is added to the end of a root or base word. Sometimes the spelling of a base word needs to change before the suffix is added.

- The **suffix *-ist*** means “one who practices.” When it is added to a base word, it forms a noun.
- The **suffix *-ous*** means “full of” or “characterized by.” This suffix will usually change a noun into an adjective.

**PRACTICE** Read each word. Then write the spelling word that shares the same base word or is related in meaning in some other way.

#### Word List

- |                |                |
|----------------|----------------|
| 1. activist    | 11. gracious   |
| 2. carnivorous | 12. guitarist  |
| 3. cartoonist  | 13. journalist |
| 4. cautious    | 14. marvelous  |
| 5. chemist     | 15. mysterious |
| 6. colonist    | 16. numerous   |
| 7. cyclist     | 17. optimist   |
| 8. ferocious   | 18. ridiculous |
| 9. florist     | 19. venomous   |
| 10. furious    | 20. zoologist  |

#### Challenge Words

21. anonymous  
22. courageous  
23. psychologist

- |                  |                    |
|------------------|--------------------|
| 1. flower _____  | 7. chemical _____  |
| 2. number _____  | 8. ferocity _____  |
| 3. guitar _____  | 9. ridicule _____  |
| 4. zoology _____ | 10. marvel _____   |
| 5. venom _____   | 11. caution _____  |
| 6. cartoon _____ | 12. optimism _____ |

13. colony \_\_\_\_\_
14. cycling \_\_\_\_\_
15. carnivore \_\_\_\_\_
16. mystery \_\_\_\_\_
17. journal \_\_\_\_\_
18. active \_\_\_\_\_
19. grace \_\_\_\_\_
20. fury \_\_\_\_\_

**APPLY** Correct the spelling of each word and write it on the line. If the word is already correct, write *Correct*.

21. gracious \_\_\_\_\_
22. chemest \_\_\_\_\_
23. journalist \_\_\_\_\_
24. misterious \_\_\_\_\_
25. numerous \_\_\_\_\_
26. carnivorous \_\_\_\_\_
27. colonest \_\_\_\_\_
28. ridiculous \_\_\_\_\_
29. zoologist \_\_\_\_\_
30. furyous \_\_\_\_\_



# Complex Sentences

## FOCUS

- An **independent clause** has a subject and a verb and can stand alone as a complete sentence.

I saw a penny from 1898.

- A **dependent clause** also has a subject and a verb, but it cannot stand alone as a sentence.

When we went to the museum.

- A **complex sentence** has both an independent clause and one or more dependent clauses.

I saw a penny from 1898 when we went to the museum.

- When the dependent clause starts the sentence, it is followed by a comma to separate it from the independent clause.

**If you ever find a coin,** you can look for the date to see when it was made.

- Dependent clauses that begin with subordinating conjunctions act as adverbs. They provide more information about *when, where, why, or how*.

**After you find a coin,** look for the date on it.

- Some dependent clauses act as adjectives. They provide more information about a noun or pronoun in the independent clause.

My uncle, **who has been collecting coins for years,** taught me a lot.

## PRACTICE Underline the dependent clause in each complex sentence.

1. Wherever you decide to go this afternoon, be sure to tell your sister.
2. The horses need to be fed before you let them out of their stalls.
3. Ms. Castillo should be serving lunch today unless she has to be at the other school.
4. If Shawn calls, please let me know.
5. Hattie grabbed an umbrella because she could see dark, gray clouds in the sky.

**APPLY** Add an independent or dependent clause as needed to create complex sentences.

6. Sarah jumped with excitement \_\_\_\_\_

\_\_\_\_\_

7. After the new year begins, \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_ Brandon can still go to the zoo with his class.

9. When I hear birds singing in the trees, \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_ before the lake thaws.

**Combine each pair of sentences into a single complex sentence.**

11. The bells chimed ten times. We know what time it is.

\_\_\_\_\_

\_\_\_\_\_

12. Josh can't leave yet. His sister needs to get home first.

\_\_\_\_\_

\_\_\_\_\_

## Prefixes *fore-*, *co-*, and *mis-*

### **FOCUS**

- The **prefix *fore-*** means “before” or “front.”
- The **prefix *co-*** means “together.”
- The **prefix *mis-*** means “wrongly.”
- 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** Circle the word that best completes each sentence.

1. Ice skating requires (coordination cooperation) and balance.
2. The restaurant went bankrupt due to (mismanagement mismeasurement).
3. Lauren (forwarded forewarned) us about the rickety bridge we would have to cross.
4. My sweater has become stretched and (misstated misshapen).
5. Male and female wolves share family responsibilities and (copartner coparent) their pups.
6. Owen popped the bubble with his (forefinger forefeiter).
7. The trainer uses positive methods and would never (misspeak mistreat) an animal.
8. It was a (coincidence coexistence) that we went to the same beach as our neighbors for spring break.

**APPLY** Write a definition for each word.

9. misfit \_\_\_\_\_

10. forehead \_\_\_\_\_

11. mislabel \_\_\_\_\_

12. cowrite \_\_\_\_\_

13. forefront \_\_\_\_\_

14. cohesive \_\_\_\_\_

**Write sentences using four of the words from above.**

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

17. \_\_\_\_\_

\_\_\_\_\_

18. \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “Masters of Illusion.”

**appear****coral****developed****ferocious****generations****genes****illusion****increase****ripple****target****transparent****unless**

**PRACTICE** Read each sentence. Replace the underlined word with the appropriate vocabulary word in parentheses. Write the vocabulary word on the line.

1. Raj has generated a new routine for studying that will improve his grades.  
(increased, rippled, developed) \_\_\_\_\_
2. The furniture was covered by a see-through plastic to protect it.  
(ferocious, coral, transparent) \_\_\_\_\_
3. The tiny wave in the water was the only evidence of the fish.  
(genes, ripple, target) \_\_\_\_\_
4. We thought the lion would be fierce, but it was as gentle as a kitten.  
(illusion, transparent, ferocious) \_\_\_\_\_
5. The bright sun created the appearance of water on the road ahead.  
(illusion, generations, coral) \_\_\_\_\_
6. With more practice, Mallory will be able to hit her mark with the arrow.  
(ripple, target, appear) \_\_\_\_\_

**APPLY** Read each question. Write your answer as a complete sentence.

7. Would you want your name to appear on the honor roll at your school? Why or why not?

---

---

8. Have many generations heard a very old and popular folktale? Why or why not?

---

---

9. Would you like an increase in your weekly allowance? Why or why not?

---

---

10. Would you find coral on a walk in the forest? Why or why not?

---

---

11. Can you see your genes? Why or why not?

---

---

12. Would you want the walls of your bedroom to be transparent? Why or why not?

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---

## Beach Day

Hector smiled as he watched his toes sink in the wet sand. He inhaled suddenly as a surge of water washed over his ankles. The water was so clear it was nearly transparent. Hector could see tiny white shells of all shapes and sizes drifting about with the gentle waves.

The sun was shining, a brisk sea breeze was blowing, and it was a perfect first day on the beach. Hector's family had been vacationing on this lovely Caribbean island for generations. It was his favorite spot in the whole world, and not just because of its beauty. Like his father and grandfather, Hector loved swimming and being in the water. Apparently this ocean obsession was in his genes.

The ocean seemed calm this morning. *So much for riding the waves*, Hector thought as he watched the water ripple over a large conch shell. He waded in up to his waist and splashed around a little. *Unless this current gets a little more active, it'll be like floating in a swimming pool.*

"Maybe things will pick up after lunch," Mr. Martinez said with a shrug. Hector hoped he was right, but it didn't seem likely.

Much to everyone's surprise, the wind and waves did increase as the afternoon went on. Hector had a blast playing in the surf and letting the rollers carry him to the sand. Then, suddenly, he saw his father staring intently at the horizon. When he turned, he saw that a number of very dark clouds had appeared in the distance. He blinked twice to make sure they were not an illusion, but they were definitely real.

"Looks like there's a storm coming, Hector. We should probably head back to the house," said Mr. Martinez.

"Do you think it'll be that bad?" Hector replied. He didn't want to miss a minute of ocean fun.

“We don’t want to take any chances now, do we?” Mr. Martinez took Hector’s hand and led him out of the water. The whole family gathered up their towels and umbrellas and trudged through the sand toward the vacation cottage. Hector took up a seat in the window and sighed as he watched the approaching weather.

“Why the long face, Hector?” Mrs. Martinez asked. “Maybe the storm will pass. You could be back on the beach in no time.”

Unfortunately the storm did not drift away, but targeted the beach with a ferocious force. Thunder and lightning developed and the sea swelled to alarming heights. The waves crashed violently on the shore. Their white caps stood out plainly against the dark water and sky. Hector’s disappointment turned to fear. “The storm is so big,” Hector exclaimed. “Do you think it will damage the beach—or the house?”

“Come away from the window, Hector,” Mrs. Martinez warned. She seemed worried, too, as the house creaked and the rocking chairs on the porch began to topple over.

The storm seemed to end as suddenly as it had begun. Soon the wind stopped howling, and the sun again peeked through the clouds. The house had weathered the storm, but Hector was not so sure about the beach. He ran out to survey the damage and breathed a sigh of relief when the shore looked much as it had before. Shells, pebbles, bits of coral, and seaweed littered the sand, but his favorite spot in the world remained mostly unchanged. “What a day!” he said, as he scanned the surf for sand dollars.



## Main Idea and Details

**FOCUS** Remember that the **main idea** of a paragraph or selection is the most important overall point that the author makes. The sentence in a paragraph that expresses the main idea is called the **topic sentence**. The author supports the main idea with **details**.

**PRACTICE** Read each paragraph from “Masters of Illusion.” Draw two lines under the topic sentence. Draw one line under each supporting detail.

1. Many animals, such as katydids, adapt over time to match the color of their surroundings. Most animals that live in the desert are sandy shades of brown. They look like the sand and rocks they live on or under. The horned lizard is not only the color of the desert rocks, but also it has spines on its back that make it look rough like the rocks.
2. Stripes and spots are bold in a photograph, but they can actually make animals hard to see. A zebra’s stripes stand out in a photo or when you see a zebra at the zoo. But in the tall grass of a savanna, the stripes help zebras blend in. Zebras also stand in groups. Their stripes make it hard to see a single animal. Predators become confused and do not know where to strike.

**APPLY** Read each topic sentence below. Write three sentences that provide supporting details.

3. There are many healthy after-school snacks.

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4. The beach is a popular summer vacation spot.

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5. Weather can be pleasant, but it can also be very destructive.

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6. Studying music can actually help you become smarter.

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---

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Writing to Explain

**Audience:** Who will read your explanation?

---

**Purpose:** What is your reason for writing an explanation?

---

## Prewriting

A cause is the reason why something happens. The effect is the result of the cause. For example, when you pedal a bike, the bike moves forward. The cause in this example is pedaling. The effect of pedaling is that the bike moves forward.

Use the boxes below to describe three causes and their effects related to the topic you will be explaining.

**Cause**

**Effect**



## Revising

**Use this checklist to revise your explanation.**

- ☐ Is it clear to the reader that you are explaining something?
- ☐ Have you included enough details and descriptions to explain your topic clearly?
- ☐ Have you included transitions words and phrases to guide your reader through the explanation?
- ☐ Have you varied the beginnings of your sentences?
- ☐ Is the conclusion effective at summing up the topic and leaving the reader with a final impression or thought?

## Editing/Proofreading

**Use this checklist to correct mistakes in your explanation.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you use check possessive nouns and pronouns for mistakes?
- ☐ Did you include commas after introductory phrases?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

## Publishing

**Use this checklist to prepare your explanation for publishing.**

- ☐ Write or type a neat copy of the explanatory writing.
- ☐ If appropriate, include a visual element to enhance the written information.
- ☐ If you conducted research, then include a bibliography citing your sources.

## Prefixes *fore-*, *co-*, and *mis-*

### FOCUS

- Prefixes are added to the beginnings of base words or word parts. Knowing the meanings of prefixes can help you understand the meanings and spellings of new or difficult words.
- The **prefix *fore-*** means “before” or “front.”
- The **prefix *co-*** means “together.”
- The **prefix *mis-*** means “wrongly.”

### PRACTICE Write the spelling word for each meaning below.

#### Word List

- |                |                   |
|----------------|-------------------|
| 1. coauthor    | 11. foresight     |
| 2. coeducation | 12. forewarn      |
| 3. coexist     | 13. foreword      |
| 4. cooperate   | 14. misbehave     |
| 5. coordinate  | 15. misfortune    |
| 6. coproduce   | 16. mishap        |
| 7. forecast    | 17. misinform     |
| 8. forego      | 18. misrepresent  |
| 9. forerunner  | 19. misunderstand |
| 10. foresee    | 20. misuse        |

#### Challenge Words

21. coincidence  
22. foreboding  
23. misconduct

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. operate together _____   | 6. sight before _____       |
| 2. behave wrongly _____     | 7. author together _____    |
| 3. warn before _____        | 8. inform wrongly _____     |
| 4. understand wrongly _____ | 9. education together _____ |
| 5. represent wrongly _____  | 10. see before _____        |

11. exist together \_\_\_\_\_

12. use wrongly \_\_\_\_\_

13. produce together \_\_\_\_\_

14. conduct wrongly \_\_\_\_\_

**APPLY** Correct the spelling of each word and write it on the line. If the word is already correct, write *Correct*.

15. cordinate \_\_\_\_\_

16. forunner \_\_\_\_\_

17. forecast \_\_\_\_\_

18. misshap \_\_\_\_\_

19. foreward \_\_\_\_\_

20. coeducation \_\_\_\_\_

21. misrepresint \_\_\_\_\_

22. misforchen \_\_\_\_\_

23. forewarn \_\_\_\_\_

24. misbahave \_\_\_\_\_

25. coawther \_\_\_\_\_

26. forgoe \_\_\_\_\_

# Possessive Nouns and Pronouns

**FOCUS** Possessive nouns and pronouns show ownership of things or characteristics.

- Singular possessive nouns are formed by adding 's to the noun.  
the pie's flavor, China's biggest cities,  
Alexis's notebook
- Plural possessive nouns are formed by adding only an apostrophe when the plural noun already ends with s. If a plural noun does not end in s, then add 's to make the plural possessive.  
students' answers, children's coats,  
the Joneses' backyard
- Possessive pronouns do not need apostrophes.  
Some possessive pronouns are used front of nouns,  
and others can be used by themselves.  
**His** bicycle tire needs air.  
Where is **our** new classroom?  
This pencil is **yours**.

**PRACTICE** Circle the possessive noun or pronoun that correctly completes each sentence.

1. Some of the trees are already beginning to lose (their, theirs) leaves.
2. (Omars', Omar's) classmates voted for him to become student treasurer.
3. Mrs. Riaz signed all her (employee's, employees') checks on the same day.
4. (My, My's) favorite actor has a new movie coming out soon.
5. (Alexes, Alex's) pen ran out of ink, so she borrowed (mines, mine).
6. The (runners's, runners') faces dripped with sweat.
7. The cat licked (it's, its) paws after eating.
8. The (Lings', Ling's) mailbox is at the curb, but (our's, ours) is by our front door.

**APPLY** Rewrite each phrase using possessive nouns or pronouns.

9. the papers of Noah \_\_\_\_\_
10. the glasses she owns \_\_\_\_\_
11. the tent owned by the Nichols \_\_\_\_\_
12. the feathers of the duck \_\_\_\_\_
13. the horns of the goats \_\_\_\_\_
14. the chance Kelly has \_\_\_\_\_
15. the gear owned by Tim \_\_\_\_\_
16. the wool of twelve sheep \_\_\_\_\_
17. the disappointment he has \_\_\_\_\_
18. the excitement they have \_\_\_\_\_

**Write a sentence about each topic. Each sentence should use a possessive noun or pronoun.**

19. something you admire about a friend, parent, or sibling

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20. a favorite item you own

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## Prefixes *il-*, *im-*, *in-*, and *de-*

**FOCUS**

- The prefixes *il-*, *im-*, and *in-* mean “not.”
- The prefix *de-* means “not” or “opposite.”

**PRACTICE** Write the correct word from the box beside each definition.

|            |            |          |               |
|------------|------------|----------|---------------|
| detached   | inactive   | impure   | illogically   |
| indefinite | immoderate | delusion | insignificant |

1. not connected \_\_\_\_\_
2. going beyond reasonable limits \_\_\_\_\_
3. not precise; having no exact limits \_\_\_\_\_
4. not in use or in motion \_\_\_\_\_
5. in a way that does not show good reason or judgment \_\_\_\_\_
6. containing something unclean \_\_\_\_\_
7. not important or worth considering \_\_\_\_\_
8. a false idea or belief \_\_\_\_\_

**APPLY** For each word below, write an antonym that has the prefix *il-*, *im-*, *in-*, or *de-*.

9. accelerate \_\_\_\_\_

10. literate \_\_\_\_\_

11. measurable \_\_\_\_\_

12. proficient \_\_\_\_\_

13. explicit \_\_\_\_\_

14. compatible \_\_\_\_\_

**Write sentences using words with the prefix *il-*, *im-*, *in-* and *de-*.**

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

17. \_\_\_\_\_

\_\_\_\_\_

18. \_\_\_\_\_

\_\_\_\_\_

19. \_\_\_\_\_

\_\_\_\_\_

20. \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Plants Found a Way.”

botany  
cue  
felt the jitters  
germinate  
in partnership with  
lack

merge  
presentation  
rare  
resist  
substance  
without further ado

**PRACTICE** Write each vocabulary word next to  
its synonym.

- |                      |                        |
|----------------------|------------------------|
| 1. meet _____        | 7. unified _____       |
| 2. material _____    | 8. demonstration _____ |
| 3. nervous _____     | 9. oppose _____        |
| 4. unusual _____     | 10. absence _____      |
| 5. immediately _____ | 11. signal _____       |
| 6. plant study _____ | 12. sprout _____       |

**APPLY** Read each sentence and look at the underlined vocabulary word. Answer each question by explaining the definition of the vocabulary word.

**13.** Daniel worked in partnership with Darcy on a project. How did he work?

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**14.** Ling was happy to see her flower seeds germinate. What was she seeing?

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**15.** Ezra wants to study botany in college. What will he learn about?

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**16.** There is a lack of applesauce in the school cafeteria. What is happening?

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**17.** Tornadoes are rare in the northeastern United States. How often do they happen? \_\_\_\_\_

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**18.** Moira felt the jitters before her performance in the school play. How did she feel? \_\_\_\_\_

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**19.** Bryan is trying to resist the urge to eat between meals. What is he doing?

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**20.** Izzy gave a presentation about elephants to the entire class. What did she do? \_\_\_\_\_

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## Papa Begins to Hope

*April 6, 1936. Exactly two years since Papa lost his job.* Dorothy frowned as she wrote the date in her journal. The daffodils were blooming and spring breezes were blowing in, but she did not feel happy on this beautiful Saturday. Her family—and the country—were still in trouble. The Great Depression continued. As if on cue, a dove outside Dorothy’s window gave a mournful coo.

There were things to be grateful for, of course. Mama, Papa, Joe, Sharon, and Dorothy were all still together. Mama had found work at a local restaurant, and Joe was learning carpentry from a neighbor. They still had their house, and they rarely lacked food and clothing. They were much better off than many of their friends, but a dark cloud still lingered over them every day.

Papa was finding it very difficult to be out of work. He did odd jobs around the house and read a little, but mostly he just sat in his chair and moped. He firmly resisted all the family’s attempts to cheer him, from baking his favorite pie to letting him win at chess. His sadness was the hardest thing of all.

Dorothy was jolted from her thoughts by a shout from downstairs. Was it Papa? No, it couldn’t be. There was a hint of excitement in the voice, and Papa had not been excited about anything in ages.

She heard it again. “Doro!” the voice cried. Then Papa came stomping up the stairs, opened Dorothy’s door, and peeked around the edge. “Get your shoes on, my girl. There’s something I want to show you downtown.” Then Papa did a very strange thing—he smiled. Without further ado, Dorothy slipped on her sandals and descended the stairs two at a time to the front door. Papa offered her his arm, and they strolled across the porch to the sidewalk.

“Where are we going, Papa?” Dorothy was encouraged by the spring in Papa’s step, but she felt the jitters as well. What could have possibly gotten into him?

“You’ll see, you’ll see,” he replied. For a few seconds, they merged with a line of men and women waiting at the soup kitchen, but then they crossed the street and jogged up the front steps of the public library.

“Did you find out about a new book?” Dorothy asked. Recently her father had taken some pleasure in reading about botany and gardening. He had even gone to some presentations given by local plant experts.

“No, no, this is much better.” Papa opened the big front doors and led her to the far end of the lobby. Dorothy saw a man in white coveralls standing on a kind of crude scaffolding. He was painting a giant mural on the wall. Cans of paint and other substances stood in a line on the floor. The image was largely unfinished, but Dorothy could tell it depicted a farm. In the foreground, a horse and plow were taking shape, along with germinating crops poking out of the ground.

“That’s Jerry,” Papa said, waving at the man, who nodded and waved back. “He’s an artist, and he’s been out of work like me. But now something called the Federal Art Project, in partnership with President Roosevelt’s Works Progress Administration, is paying him almost twenty-five dollars a week to paint this mural. Isn’t it wonderful?”

The painting was wonderful, to be sure, but not as marvelous as the note of hope in Papa’s voice.

# 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. Facts and opinions can be expressed by the characters and the narrator in a story.

Recognizing facts and opinions in fiction can help you understand the characters and the theme of the story.

**PRACTICE** Write one fact or opinion about each topic. Use complete sentences.

1. speaking in public

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

2. plant adaptations

**Fact:** \_\_\_\_\_

\_\_\_\_\_

3. science class

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

4. arboretums

**Fact:** \_\_\_\_\_

\_\_\_\_\_

5. orchids

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

**APPLY** Explain whether each passage from “Plants Found a Way” is a fact or an opinion. Use complete sentences.

6. “The students have worked very hard and are eager to share with you what they have learned this year, in partnership with Greenville’s Public Arboretum and Botanical Garden.”

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7. “Adaptations are changes that happen in organisms over time, which make it possible to survive.”

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8. Tariq had practiced his part of the presentation over and over before his bathroom mirror every night for a week.

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9. “Vines are also incredible plants.”

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10. “Tall rain forest trees may develop buttress roots. These large, woody ridges provide support and stability.”

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# Research Report

## Think

**Audience: Who** will read your research report?

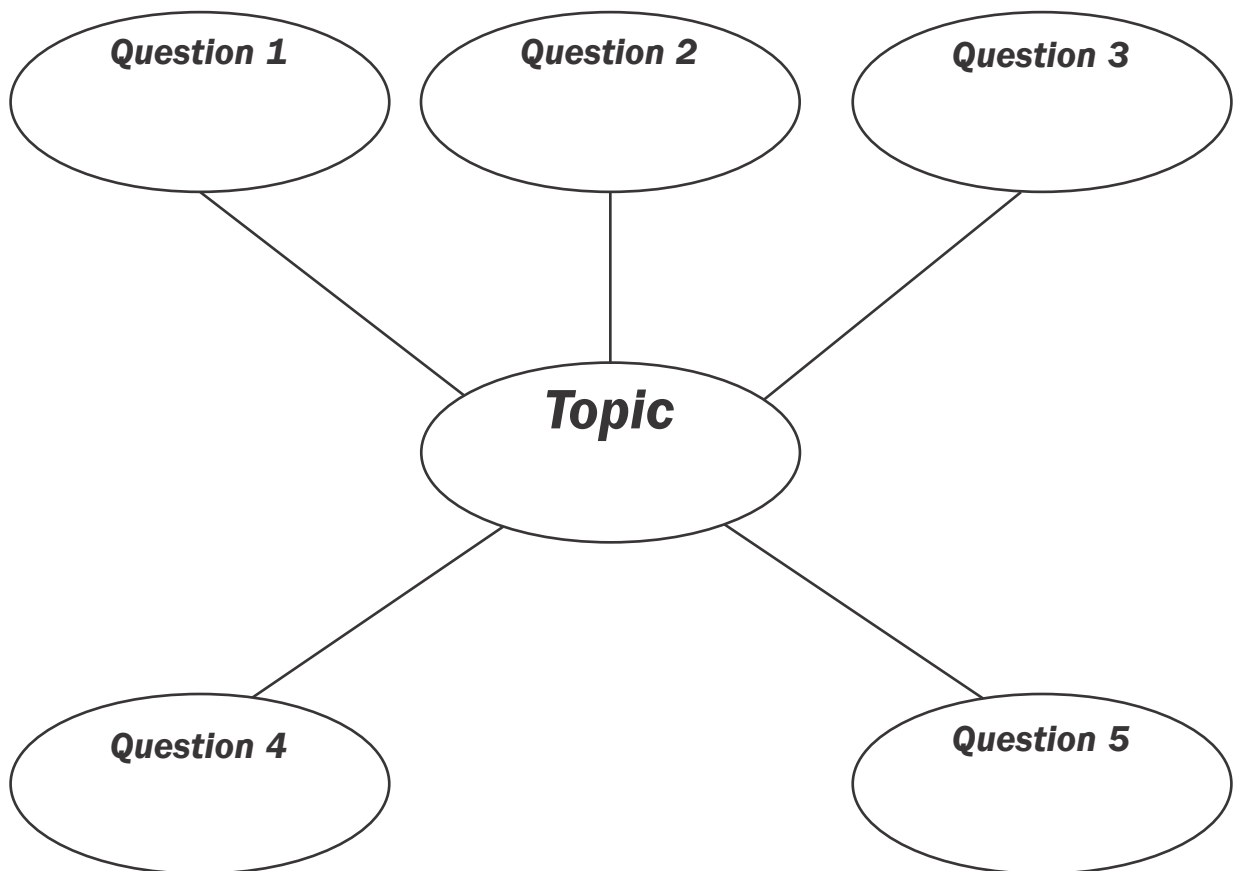
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**Purpose: What** is your reason for writing a research report?

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## Prewriting

Use the idea web below to brainstorm questions you could answer about your topic in a research report.



# Prewriting

A research report helps you answer questions about a topic you find interesting. You find the answers by looking in sources. Use the organizer below to record some of the answers you find.

My question: \_\_\_\_\_  
\_\_\_\_\_

Sources I will use to answer my question: \_\_\_\_\_  
\_\_\_\_\_

Answers to my question: \_\_\_\_\_  
\_\_\_\_\_

My question: \_\_\_\_\_  
\_\_\_\_\_

Sources I will use to answer my question: \_\_\_\_\_  
\_\_\_\_\_

Answers to my question: \_\_\_\_\_  
\_\_\_\_\_

## Prefixes *il-*, *im-*, *in-*, and *de-*

### FOCUS

Prefixes are added to the beginnings of base words and root words to change their meanings. Knowing the meanings of prefixes can help you understand the meanings of new or difficult words.

- The **prefixes *il-*, *im-*, *in-*, and *de-*** all mean “not.” The **prefix *de-*** can also mean “opposite.”

**PRACTICE** Write the spelling word on the line that shares the same base word or root word.

#### Word List

- |                |                   |
|----------------|-------------------|
| 1. deactivate  | 11. immature      |
| 2. deconstruct | 12. immovable     |
| 3. deflate     | 13. impractical   |
| 4. dehydrate   | 14. improper      |
| 5. derail      | 15. inaccurate    |
| 6. illegal     | 16. inappropriate |
| 7. illegible   | 17. inefficient   |
| 8. illiterate  | 18. infinite      |
| 9. illogical   | 19. infrequent    |
| 10. imbalance  | 20. injustice     |

#### Challenge Words

21. decontaminate  
22. impartial  
23. incompetent

- |                    |                        |
|--------------------|------------------------|
| 1. hydration _____ | 7. monorail _____      |
| 2. justify _____   | 8. accuracy _____      |
| 3. removed _____   | 9. premature _____     |
| 4. logic _____     | 10. inflation _____    |
| 5. legality _____  | 11. literacy _____     |
| 6. propriety _____ | 12. constructing _____ |

**Add the prefix *in-* to each word to form spelling words.**

**13.** competent \_\_\_\_\_

**14.** appropriate \_\_\_\_\_

**15.** efficient \_\_\_\_\_

**16.** accurate \_\_\_\_\_

**17.** finite \_\_\_\_\_

***APPLY*** Circle the correct word in parentheses that completes each sentence.

**18.** There is an (inbalance, imbalance) in the number of boys and girls in choir.

**19.** The ancient writing was (inlegible, illegible).

**20.** This plan is (inefficient, ilefficient) and will take too long to complete.

**21.** We need to (deactivate, ilactivate) the automatic doors in order to repair them.

**22.** My visits to the park were (imfrequent, infrequent) last year.

**23.** Trying to move all of these books by ourselves will be (inpractical, impractical).

# Verb Tenses

**FOCUS** **Verb tense** shows when an action in a sentence takes place.

- A present-tense verb shows an action or condition is happening now or happens regularly.

Helene **bakes** in the kitchen. The children **play** at the park.

- A past-tense verb shows that an action or condition already happened. Past-tense verbs are often formed by adding *-ed* to the base verb.

Helene **baked** in the kitchen. The children **played** at the park.

- A future-tense verb shows that an action or condition will happen later. The future tense is formed by using *will* or *shall* with the base form of the verb.

Helene **will bake** later. The children **will play** tomorrow.

- The progressive tenses describe actions that are, were, or will be in progress. They are formed by using the past, present, or future tense of *be* with the participle of the main verb.

Helene **is baking** now. (*present-progressive tense*)

Helene **was baking** yesterday. (*past-progressive tense*)

Helene **will be baking** tomorrow. (*future-progressive tense*)

**PRACTICE** Identify the verb tenses in the sentences below. On the line, write **PR** for present tense, **PA** for past tense, or **F** for future tense.

1. \_\_\_\_\_ Rebecca's stomach grumbles when she is hungry.
2. \_\_\_\_\_ Her brother mark laughed every time he heard it.
3. \_\_\_\_\_ Eliot wonders how his report card will look.
4. \_\_\_\_\_ Ruth will finish her homework right after school.
5. \_\_\_\_\_ Charlotte read all of her comics in one day.
6. \_\_\_\_\_ The audience clapped loudly at the end of the performance.
7. \_\_\_\_\_ Everyone will stand as the bride walks down the aisle.
8. \_\_\_\_\_ The cows in the field moo from time to time.

**APPLY** Rewrite each sentence using the tense shown in parentheses.

9. Dr. Chen visits her patients at home. (future progressive)

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10. Trinity walks to the park for her tennis lesson. (past progressive)

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11. The team was practicing on Saturdays and Sundays. (past)

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12. My brother is repainting the walls in his room. (present)

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13. The Olsens will be checking out of their hotel tomorrow. (future)

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14. Jonah thanked his friends for coming to the party. (present progressive)

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15. Sheep graze on the weeds in the meadow by the creek. (past progressive)

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16. The storm knocked down a tree behind the school. (present)

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## Greek Root *bio*, Latin Root *aud*

### **FOCUS**

- The **Greek root *bio*** means “life.”
- The **Latin root *aud*** means “hear.”
- 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 *symbiotic*?

\_\_\_\_\_

2. What does the root mean?

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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. bio: \_\_\_\_\_

7. bio: \_\_\_\_\_

8. aud: \_\_\_\_\_

9. aud: \_\_\_\_\_

**Circle the word that you think best completes each sentence.**

10. Many authors have written ( autobiographies biographies ) about Abraham Lincoln.
11. A ( biopsy biome ) of the tissue shows no sign of cancer.
12. Damage to the ( audiology auditory ) nerve can affect your hearing and balance.
13. The pile of leaves is ( biodiversity biodegradable ) and will break down eventually.
14. The talent show will be held in the school ( audiogram auditorium ).



# Vocabulary

## FOCUS

Review the selection vocabulary words from  
“Survival at 40 Below.”

browses

cache

ceases

conserve

esophagus

grazing

insulating

prey

sheer

vital

withered

## PRACTICE Circle the word that matches each sentence.

1. Jeff keeps his money in a secret hiding place in his room.

prey

sheer

insulating

cache

2. A fish is a tasty treat for a grizzly bear.

sheer

ceases

prey

withered

3. You will need a safety rope to climb the walls of the canyon.

insulating

sheer

grazing

conserve

4. During the drought, the corn dried up in the fields.

vital

withered

browses

conserve

5. Living things must have food and water to survive.

ceases

insulating

vital

cache

6. The cows wander the fields all day and eat grass.

grazing

sheer

withered

prey

7. As soon as the rain stops, we can continue with the game.

esophagus

browses

ceases

conserve

8. Chad swallowed the bite of apple and felt it move down his throat.

cache

insulating

grazing

esophagus

**APPLY** Read each sentence. Use the underlined clues to select the vocabulary word that best completes each sentence. Write the word in the blank.

9. When the moose wants a little snack, it \_\_\_\_\_ on water lilies and other plants near the water.
10. Frank hopes that \_\_\_\_\_ the cabin will help keep it warm in the winter.
11. We don't like to use too many resources, so we take short showers to \_\_\_\_\_ water.
12. The squirrel likes to \_\_\_\_\_ nuts for the winter; it will store them in the oak tree in front of our house.
13. The museum \_\_\_\_\_ its summer programs in September; all events and workshops end by the 10<sup>th</sup>.
14. Because they give off the oxygen we need to live, trees and plants are \_\_\_\_\_ to humans.
15. That \_\_\_\_\_ cliff in Rocky Mountain National Park is the steepest rock I've ever climbed.
16. Mice are \_\_\_\_\_ for various kinds of hawks and are hunted by snakes and other reptiles too.
17. The horses spend most of their time \_\_\_\_\_ and will eat grass for hours a day.
18. Not only had the marigolds dried up, but the daisies were \_\_\_\_\_ as well.

## The Test

“I can’t believe the test is tomorrow already!” Jaclynn exclaimed. The fear in her voice was obvious.

“I know,” said Nate. “Why did we wait until the last minute to study? Now the whole task feels like a real uphill climb.”

“An uphill climb? How about scaling the side of a sheer cliff a million feet tall?” Jaclynn had now moved past fear and into panic mode.

“Okay, let’s try to calm down,” Nate replied. “We can do this. We can memorize the parts of the digestive system. We just need a little help. Have you ever heard of a mnemonic device?”

“A nemo . . . what?”

“It’s a little trick or saying you use to memorize something. You know how we use the name Roy G. Biv to remember the colors of the rainbow? That’s a mnemonic device.”

“Okay, I get it,” Jaclynn said. Her heart had ceased its wild knocking in her chest. “So, what should we do? We have to know what each organ does. Should we make up a rhyme or poem? Wait . . . I know! How about a rap?”

“That sounds fun!” Nate exclaimed. “Okay, I’ll get us started . . .

“My name is Nate, and I like to graze.  
Chicken fingers and apples are my usual prey.  
Three times a day, I get hungry and I browse.  
That food starts breaking down right here in my mouth.”

“That is awesome, Nate! Jaclynn was impressed. “Okay, let me try . . .

“Listen up, my friends, to this vital information:  
The esophagus is food’s next location.  
Muscles force the grub down this super cool tube.  
Heading for the stomach, that food is on the move.”

“Excellent! I knew you could do it!” Nate cried. “Okay, here’s one more . . .

“Food is cached in the stomach for four hours flat.  
That organ’s breaking food into proteins and fats.  
The fat gives insulation that you need for winter.  
Proteins build you up so your body won’t wither.”

“This is really helping,” Jaclynn said. “Thanks, Nate. I feel so much better.  
These mnemonic devices really work. I think we should use them to study for  
next week’s energy conservation quiz, too!”

“Absolutely!” Nate replied. “But let’s stay focused on the digestive system for  
now. Shall we move on to the small intestine?”

# Sequence

**FOCUS**

Remember that **sequence** is the order in which events take place in a text. Time and order words, such as *yesterday, in December, first, next, then, and finally*, will help you identify the sequence.

**PRACTICE** Complete each sentence by writing a time or order word or phrase in the blank.

1. \_\_\_\_\_ I was feeling sick, but I felt just fine by the afternoon.
2. Tom began by practicing his scales on the piano; \_\_\_\_\_ he played a new song.
3. The school fundraiser will be on \_\_\_\_\_, only \_\_\_\_\_ the last day of classes.
4. Be sure to wipe the mud off your feet \_\_\_\_\_ you come into the house.
5. Julio's dentist appointment is \_\_\_\_\_ and his swimming lesson is \_\_\_\_\_.
6. \_\_\_\_\_ Jenna began studying with a tutor, she \_\_\_\_\_ began to improve her grades.
7. The first song Imari sang was sad, but the \_\_\_\_\_ one was more upbeat.
8. Kris's birthday is just \_\_\_\_\_ mine, on \_\_\_\_\_.
9. You can join us for breakfast \_\_\_\_\_ or for lunch \_\_\_\_\_.
10. The play's cast will have a party \_\_\_\_\_ their opening night performance \_\_\_\_\_.

**APPLY** Follow the directions below. Make sure your responses are written in complete sentences.

**11.** Write a paragraph that tells what you did last week. Use time and order words to organize events in the correct sequence. \_\_\_\_\_

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**12.** Write a paragraph that explains how to cook, build, or create something. Use time and order words to make the sequence clear. \_\_\_\_\_

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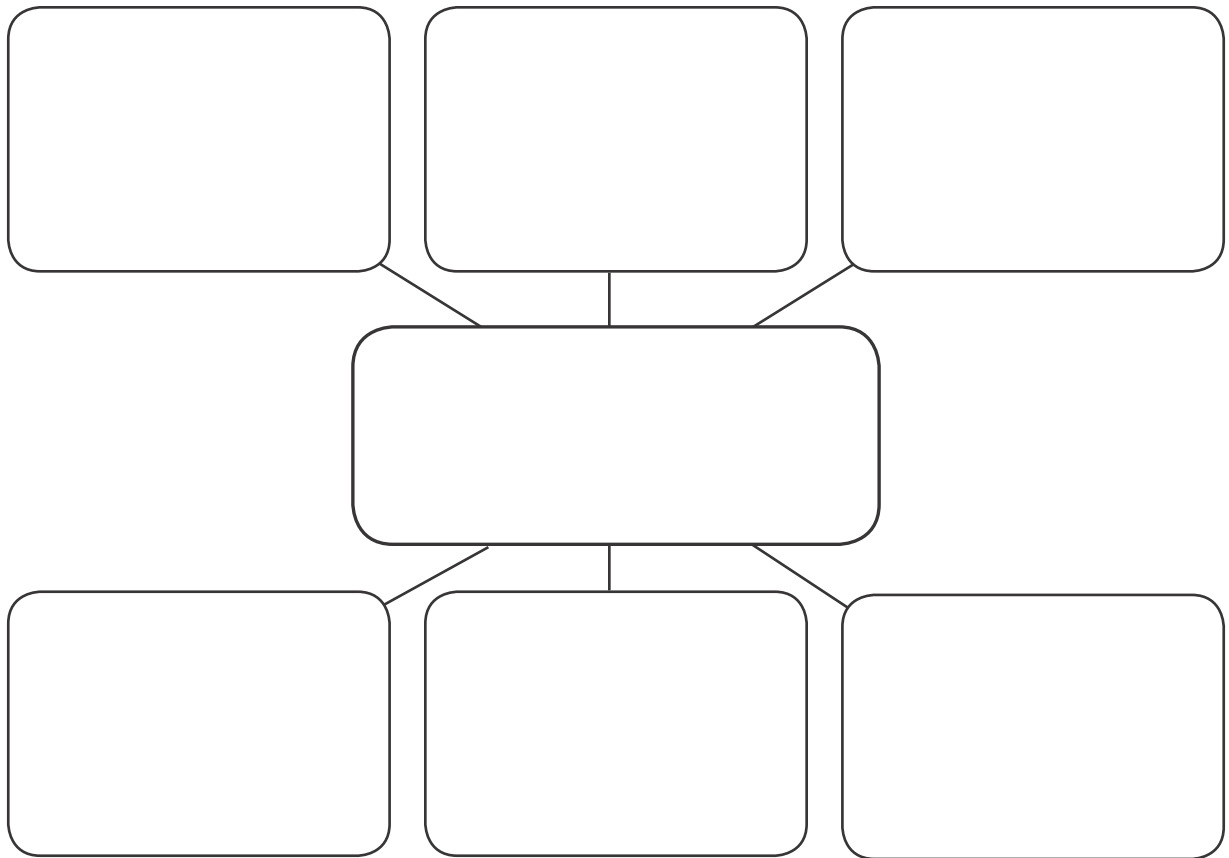
# Research Report

## Think

A **paragraph** is a series of sentences about a specific idea. A well-written paragraph usually begins with a **topic sentence**. This tells the reader what the paragraph will be about. The next few sentences give **supporting details**. They offer more information to support the topic sentence. The last sentence is a **closing sentence** or a **concluding statement**. It sums up what the paragraph is about.

## Prewriting

Use the idea web below to help you plan a paragraph. Write your topic, or what the paragraph will be about, in the center rectangle. Write supporting details or facts in the surrounding rectangles.



Now that you have your ideas organized, you can write a paragraph on a separate sheet of paper.

## Revising

**Use this checklist to revise your research report.**

- ☐ Does the introduction clearly describe the topic of your report?
- ☐ Are the paragraphs organized logically, or in an order that makes sense?
- ☐ Have you checked to see that all of your facts and information are accurate?
- ☐ Have you included transitions words and phrases that signal comparisons and contrasts?
- ☐ Have you used a variety of sentence types?
- ☐ Do you have a strong conclusion?

## Editing/Proofreading

**Use this checklist to correct mistakes in your research report.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check that all the verbs use the correct tense?
- ☐ Did you check for mistakes in irregular verbs?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in punctuation?

## Publishing

**Use this checklist to prepare your research report for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a visual element that enhances the written information.
- ☐ Include a bibliography citing your sources.



## Greek Root *bio*, Latin Root *aud*

### FOCUS

Many English words contain **Latin** and **Greek roots**. Knowing the spellings and meanings of common Greek roots can help you figure out how to spell and define words that contain the roots.

- The **Greek root *bio*** means “life”
- The **Latin root *aud*** means “hear.”

**PRACTICE** Add the Greek root *bio* or the Latin root *aud* to the following base words or word parts to form spelling words. Then write the spelling word on the line.

#### Word List

- |                |                   |
|----------------|-------------------|
| 1. antibiotic  | 11. biodegradable |
| 2. audible     | 12. biodiversity  |
| 3. audience    | 13. biographer    |
| 4. audio       | 14. biography     |
| 5. audiobook   | 15. biologist     |
| 6. audiology   | 16. biology       |
| 7. audiotape   | 17. biomes        |
| 8. audiovisual | 18. biopsy        |
| 9. auditorium  | 19. biosphere     |
| 10. auditory   | 20. inaudible     |

#### Challenge Words

21. microbiologist  
22. audiologist  
23. symbiotic

- |                      |                          |
|----------------------|--------------------------|
| 1. _____mes _____    | 7. _____iotape _____     |
| 2. _____logist _____ | 8. _____degradable _____ |
| 3. _____io _____     | 9. _____itorium _____    |
| 4. _____iobook _____ | 10. _____psy _____       |
| 5. _____sphere _____ | 11. _____ible _____      |
| 6. in_____ible _____ | 12. _____iology _____    |

- |                          |                        |
|--------------------------|------------------------|
| 13. _____diversity _____ | 17. _____logy _____    |
| 14. _____iovisual _____  | 18. _____grapher _____ |
| 15. _____graphy _____    | 19. _____itory _____   |
| 16. anti_____tic _____   | 20. _____ience _____   |

**APPLY** Circle the word that is spelled correctly.

- |                   |              |
|-------------------|--------------|
| 21. biographer    | biogripher   |
| 22. audiaulogist  | audiologist  |
| 23. audouble      | audible      |
| 24. biodiversity  | boddyvercity |
| 25. biopsie       | biopsy       |
| 26. audiovisual   | audeovisual  |
| 27. biodegradable | bodigradible |
| 28. bioligest     | biologist    |
| 29. inaudible     | inaudibel    |
| 30. antibiotec    | antibiotic   |
| 31. audutory      | auditory     |
| 32. biosphear     | biosphere    |

# Irregular Verbs

## FOCUS

**Irregular verbs** do not follow the regular rule of adding *-ed* to form the past tense. Instead, the past tense form of an irregular verb is a different word altogether.

- The verb *be* is one of the most familiar irregular verbs.

Present

Past

I **am**.

I **was**.

He **is**.

He **was**.

They **are**.

They **were**.

- Since they do not follow a regular rule, the past tense forms of irregular verbs must be learned.

She **speaks**.

She **spoke**.

They **go**.

They **went**.

I **hear**.

I **heard**.

You **buy**.

You **bought**.

**PRACTICE** Circle the verb form in parentheses that correctly completes the sentence.

1. The puppy (runned, ran) across the yard.
2. Your sisters (was, were) wondering where you went.
3. The mother bird (fed, feeded) its baby in the nest.
4. Xavier and Lily (leaved, left) for school at six thirty.
5. The sun (rose, rised) while they were still on their way.
6. Kit (fitted, fit) the last piece into the puzzle.

**APPLY** Read the paragraph. Correct the underlined verbs.  
Use proofreading marks to make each correction.

Melissa's family was moving, and everyone had came to her going-away party. The music was so loud that no one heared the delivery person when he ringed the doorbell. He knocked several times before Melissa's friend, Macy, finally goed to the door and letted him in. Melissa's little brother singed some songs, and everyone thinked he was really cute. Melissa does not think her brother was so cute. He taked the last piece of pizza before she eated any herself! Her parents gived her some more money, though, and she ordered another pizza. Melissa feeled relieved and thankful.

**Write a sentence using the past tense form of each verb.**

7. catch \_\_\_\_\_

\_\_\_\_\_

8. make \_\_\_\_\_

\_\_\_\_\_

9. ride \_\_\_\_\_

\_\_\_\_\_

10. lose \_\_\_\_\_

\_\_\_\_\_

# The Story of Bollywood

Stories are part of every culture. They can be used for teaching. They can also help people remember their history. And some of them are just entertaining.

Long ago, most stories were shared by telling. Later, many of them were told through writing. About a hundred years ago, a new way to tell stories was born. These stories are told visually. They are movies!

Movies are made all over the world. Where do you think most of them are made? The United States is a good guess, but it's wrong. Half a world away, India makes more than a thousand movies each year.

The filmmaking industry in India is known as "Bollywood." The name is a mix of *Hollywood* and *Bombay*. Bombay was the old name for India's entertainment capital. Today, the city is called *Mumbai*, and it is where most of India's films are made.

Movies are a major part of Indian culture. Most of them aren't like American movies, though. In the United States, movies are classified into various categories. Comedy, drama, musical, and action are a few of the choices. But just one Bollywood movie includes all of those elements!

India is a diverse nation. More than a billion people live there, so movies need to appeal to a wide range of people. For this reason, Bollywood films are often called *masala* movies. *Masala* is a mixture made of a lot of different spices. It has a strong flavor. Indian movies have the same type of flavorful blend. They have elements of nearly all movie styles and feature lots of singing and dancing.

How are all of those ingredients combined in one movie? It helps that Bollywood films are long. Most American movies last about an hour and a half. Indian movies often have a running time of three hours or more. The audience is sure to get its money's worth at the theater!

Even the more serious, dramatic Bollywood films include a lot of singing and dancing. The music helps to convey the characters' emotions. A character's feeling of happiness isn't expressed with a simple smile. Rather, he or she will burst into song. Then, other characters join in, and the screen is filled with an explosion of singing, dancing, and bright colors.

In older Bollywood films, the dances were based on Indian folk dances. In today's films, the dance styles are more modern. Dances that Indian people participate in at weddings and parties are reflected on the big screen. This helps Indian audiences connect with the characters and their emotions.

Actors in Bollywood movies rarely do their own singing. Instead, professional singers called "playback singers" perform and record the songs for most movies. The actors then lip-synch to the recorded song. Some playback singers are very popular. Although they don't appear in the films, these singers attract many fans to the movies. Of course, many actors are big stars, too, with millions of fans in India and around the world.

If you watch an Indian movie, you will most likely need to read subtitles. Subtitles are captions shown at the bottom of a screen, and they translate the dialogue or narration in a movie. The thousand-plus Indian movies that are produced each year are made in more than 20 languages.

Surprisingly, although Bollywood produces a great number of films each year, it is challenging for many people to see the movies. This is because there's a shortage of screens for showing movies. Many older, single-screen theaters have closed. India is slowly making the transition to multiplex theaters, but the wait time for permits is quite long. Hopefully, one day the number of movie screens will match the tremendous supply of Bollywood movies!

## The Chain of Hope

*Tap tap tap.* Ana turned around. “Hi, Dad,” she said. “Hold on. I’m almost done.” She typed a few more words and clicked *Send*. She pictured the e-mail zooming off to homes around the country.

Mr. Sanchez sat at the foot of Ana’s bed. “Is it official?” he asked.

Ana scooted her wheelchair back from the desk. “It’s official,” she replied. “I can’t believe it’s really happening. There will be 122 people participating in this event! We even have a name. It’s called the Chain of Hope. I really like the name. Each person who races is a link in the chain. I hope everyone can get a lot of sponsors. All the money will go toward the research of spinal cord injuries.”

“I’m proud of you,” said Mr. Sanchez. “Tomorrow Alex and I need to start training. I’m not sure either one of us is in good enough shape to bike beside you right now.”

Ana laughed and flexed her arm muscle. “You’re right, Dad. I’ve been practicing. The two of you will need to get into shape so you can keep up!”

The next two months flew by in a blur. Every day Ana came home from school and parked in front of the computer. There were so many plans to be made. She had to make sure everyone knew how far they would be racing. Each person would carry a silver chain on his or her leg of the race. Then he or she would hand the silver chain to the next person. A large map of the United States was tacked to the wall in Ana’s bedroom. She had traced each part of the route, from Maine to Washington. She used a red pen to mark the part she would do with her dad and brother. Ana was ready.

The night before the event was to kick off, Ana couldn’t sleep. One worry after another ran through her mind. The press would cover each stage of the event. So many things could go wrong! What if someone got hurt? What if someone couldn’t finish his or her section of the race? The weather might be awful. People might get lost. How had she gotten herself into this? It was sure to be a mess!

Ana couldn't take it any longer. She got out of bed and wheeled into her parents' bedroom. "Mom? Dad?" Ana whispered. "I can't sleep." Mrs. Sanchez got up and signaled for Ana to follow her into the kitchen. She listened while Ana shared her concerns.

"Why did you organize the Chain of Hope?" Mrs. Sanchez asked.

Ana sighed. "I want bring attention to spinal cord injuries. I want to support research for helping people with these injuries. And I want the world to see what people in wheelchairs can achieve."

"If things don't go perfectly, will that still happen?" asked Mrs. Sanchez.

Ana was quiet for a moment. Then she nodded.

"A few glitches might happen here and there," said Mrs. Sanchez. "It doesn't need to be perfect. The important thing is that you planned this wonderful event. You have a cause, and you took action."

A small dimple appeared when Ana grinned. "Thanks, Mom," she said. "You're right. I don't need it to be perfect. I just want it to be completed. I can't wait for a text message that the race has begun! And when my turn comes, I'll be ready."

Six weeks later, Ana, her dad, and her brother waited at the designated spot. Soon, they spotted a cyclist making his way toward them. He wore a silver chain around his neck. Ana yelled, "I see him! Get ready, guys!"

The cyclist coasted to a halt and greeted Ana and her family. "Ana," he said, "it is a real pleasure to meet you. I'm honored to have been part of your wonderful event." The cyclist removed the silver chain from his own neck and placed it gently around Ana's.

Ana shook the cyclist's hand. "Thank **you**," she said, "for being a link in the chain of hope." Then, with a round of applause and cheers from her friends, Ana set out to meet the next link in the chain.



## Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Survival at 120 Above.”

**aquatic****blistering****equivalent****fleeting****meandering****nimble****nocturnal****saunter****secreting****sensor****surface****swiftly****PRACTICE** Circle the correct word to complete each sentence.

1. The heat (nimble/sensor) on the machine can detect the temperature.
2. Kim (swiftly/fleeting) put out the fire with a bucket of water.
3. Most of the pond’s residents are fish, but there are some (aquatic/blistering) mammals here.
4. We just have time to (sensor/saunter) through the park before sunset.
5. Tad only saw the rare warbler for a few (fleeting/secreting) moments.
6. The (meandering/nimble) gymnast kept her balance on the narrow bar.
7. One kilometer is the (equivalent/surface) of one thousand meters.
8. The pancreas is known for (secreting/meandering) the hormone insulin into the bloodstream.
9. Many animals could not survive in the (nocturnal/blistering) heat of the desert.
10. The (saunter/surface) of the water was so smooth it looked like glass.

**APPLY** Read the clues below. Write the vocabulary word that best fits each clue.

**11.** I describe a graceful dancer.

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**12.** I am how you move when you are not in a hurry.

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**13.** I describe a bat out looking for insects at night.

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**14.** I am something that is equal to something else.

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**15.** I describe something moving fast.

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**16.** I am how a curvy stream moves.

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**17.** I describe something that might be too hot to touch.

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**18.** I describe something growing near the water.

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**19.** I am on the outside of something.

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**20.** I am what your body's glands are doing.

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## Anansi and Turtle: A West African Folktale

Once there was very greedy spider named Anansi who was always tricking his fellow animals. Whether they were creatures of the land, sky, or sea, whether they were nocturnal or scurried under the blistering sun, Anansi had probably gotten the better of them. His schemes, of course, did not always work, but that didn't seem to stop him.

Anansi was quite a gardener, and one day he had picked some delicious yams to have for dinner. He spread them with honey secreted from some neighboring bees and roasted them over the fire. Anansi's stomach rumbled as he smelled his scrumptious meal. He couldn't wait to dig in!

Suddenly, Anansi spied Turtle meandering down the road to his house. "Oh, no," Anansi said with dismay, "what if Turtle wants to share my lovely, sweet yams. I cannot allow this. I must have them all to myself!"

Just as Anansi had predicted, Turtle asked him to spare some of his tasty treat. "I have been traveling all day, Anansi, and I am very tired and hungry," he added.

Anansi did not want to Turtle to think him rude, but he simply did *not* want to share his yams. An idea swiftly entered his head that sounded like one of his best schemes yet. "Yes, you must join me at the table, Turtle, but first you must go to the river and wash your dusty hands," he said.

So Turtle sauntered slowly to the water. In the meantime, Anansi gobbled as many of the yams as he could. When turtle returned, the meal was already half eaten. "Oh, Turtle," Anansi said with mock sorrow, "your hands are still dirty. You'll have to go back and wash them again." Turtle's claws were indeed muddy. He had cleaned them perfectly well, but had soiled them once again on the slow walk back. With a sigh, he turned around and headed once more for the river.

Turtle took every care to crawl through the grass on his second return. When he arrived at Anansi's house, he was squeaky clean and ready for dinner. But Anansi had just popped the last delicious morsel of yam into his mouth. "How fleeting this wonderful meal has been, Turtle," he said. "I am awfully sorry you did not make it in time."

Turtle did his best not to show his anger. He knew the smartest thing he could do was give the spider a taste of his own medicine. "I quite understand," he said with mock humility. "It is the thought that counts, after all. Why don't you come to my house for dinner tomorrow so I can return the favor?"

The next day, Anansi journeyed to Turtle's aquatic home to receive his free meal. If he had had a special sensor for deceit, he might have known that Turtle would have an equivalent trick up his sleeve. But Anansi, though crafty, was not the cleverest animal in the world. When Anansi arrived, he found that he could not dive down beneath the surface of the water to reach Turtle's table. His light and nimble frame was usually an asset, but not on this occasion. "I know! I'll put rocks in my jacket," he said to himself. "Then I will sink to the bottom and dine with Turtle."

When Anansi finally joined Turtle, he was delighted by the foods spread out on his table. Just as he reached for a bite, however, Turtle held up a claw. "Not so fast," he said. "It is not proper to wear a jacket at the dinner table. Please take yours off at once." Anansi complied and, quick as a wink, floated back to the top of the pond. Once again, his selfishness and trickery had not won the day!

**FOCUS**

Remember to **make inferences** about the people, animals, places, things, and events you read about in a nonfiction piece. When you make an inference, you understand something that is not directly stated by the author. To do this, consider what you already know along with certain details from the text. This will help you “read between the lines.”

**PRACTICE** Read the paragraph and answer the questions that follow.

My brother Josh is committed to his sport. He is always dribbling the orange ball up and down the driveway. He works on his passing, shooting, and defense by playing one-on-one games with Dad. And he practices free throws every evening until it’s too dark to see the net.

1. What does the writer tell you in these sentences?

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2. Based on what you know, what kind of sport involves all these activities?

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3. What inference can you make about Josh?

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**APPLY** Read each paragraph. Write an inference you can make after reading the details. Then explain what text evidence and personal knowledge you used to make the inference.

4. Annie and I helped Aunt Terry make the most delicious dinner. After she mixed the dough, we waited with her while it rose. Then she let us knead it and roll it out into a large rectangle—big enough for the whole family. After she spread the sauce, we carefully sprinkled cheese all over the dough. We put it in the oven and soon the wonderful smell filled the house.

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5. Mason stuck his toe in the water and took a deep breath to calm himself. He looked around the pool at the others and tried to remember that they were in the same situation. His instructor, Mr. Davidson, called everyone to the deep end. “This might be a bit scary,” he said, “but I think you are all ready for this today. Now let’s get in!”

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6. Huong saw the robin again one minute later. It had returned to the corner of the yard where she had been knitting earlier. Quick as a flash, the bird picked up a small piece of yarn with its beak. Then it flew to the tree next door. The little creature made this journey repeatedly throughout the afternoon, each time carrying twigs, grasses, string, and other good building materials.

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## Latin Roots *nat* and *scrib/scrip*

### **FOCUS**

Knowing the meanings of Latin roots can help you figure out the meanings of many unfamiliar English words.

- The **Latin root *nat*** means “born.”
- The **Latin root *scrib* or *scrip*** means “write.”

### **PRACTICE** Answer the following questions about root words.

1. What is the root in *postnatal*? \_\_\_\_\_
2. What does this root mean? \_\_\_\_\_
3. What does the entire word mean? \_\_\_\_\_
4. Write another word that contains this root. \_\_\_\_\_
5. What is the root in *describe*? \_\_\_\_\_
6. What does this root mean? \_\_\_\_\_
7. What does the entire word mean? \_\_\_\_\_
8. Write another word that contains this root. \_\_\_\_\_

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

|                     |                  |                      |
|---------------------|------------------|----------------------|
| <b>scribbled</b>    | <b>unnatural</b> | <b>native</b>        |
| <b>prescription</b> | <b>inscribe</b>  | <b>international</b> |

9. I'm going to the pharmacy to pick up a \_\_\_\_\_ the doctor wrote for my sinus infection.
10. It seems like an \_\_\_\_\_ relationship, but my cat and my bird actually get along.
11. Plants that are \_\_\_\_\_ to this area are suited to the climate and more likely to thrive.
12. This \_\_\_\_\_ train pass allows me to travel from country to country in Europe.
13. Please ask if the jeweler can \_\_\_\_\_ a message on the inside of this ring.
14. Ben \_\_\_\_\_ some words on the chalkboard, but we couldn't read them.

**Choose two words from the word box. Add an affix or change an existing affix to make two new words. Write a sentence for each new word.**

15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_



# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Paul Revere’s Ride.”

aghast  
defiance  
dread  
impetuous  
mast  
opposite  
peril

phantom  
sentinel  
skirt  
stealthy  
tide  
tranquil  
tread

**PRACTICE** Read each sentence. Circle the vocabulary word in parentheses that best completes the sentence.

1. I could barely hear Shane’s light (dread/tread) on the stairs.
2. The Japanese garden provided a (tranquil/stealthy) setting for the reception.
3. A uniformed (peril/sentinel) guarded each gate of the fort.
4. We did our best to (tide/skirt) the giant puddle as we walked down the sidewalk.
5. Kelly thought she saw a wolf in the dark woods, but it was only a (defiance/phantom).
6. The wind was so fierce that it broke the boat’s (mast/skirt) in two.
7. Mom was (aghast/opposite) when she saw that we had cleaned the whole house.
8. Ian failed the test because he was too (sentinel/impetuous) and answered the questions too quickly.
9. Dad has been very (stealthy/tranquil) and hidden my birthday presents around the house.
10. At high (peril/tide), the water reached all the way to our beach towels.

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

**11.** Jordan acted in defiance of the classroom rules. What did he do? \_\_\_\_\_

\_\_\_\_\_

**12.** Samar feels dread when he thinks about his dentist appointment.  
How does he feel about going to the dentist?

\_\_\_\_\_

**13.** A forest fire has put local residents in peril. What is happening? \_\_\_\_\_

\_\_\_\_\_

**14.** The pencil sharpener is on the opposite side of the room. Where is it?

\_\_\_\_\_

\_\_\_\_\_

**15.** The Wilsons' cabin in the woods is a tranquil place. What is it like?

\_\_\_\_\_

\_\_\_\_\_

**16.** Aria is aghast when she discovers her puppy has chewed on her favorite shoes. How does she feel?

\_\_\_\_\_

**17.** The mast of a sailboat needs some repair. Which part of the boat will be fixed?

\_\_\_\_\_

\_\_\_\_\_

**18.** Jayden can hear the tread of his brothers behind him on the sidewalk.  
What does he hear? \_\_\_\_\_

\_\_\_\_\_

## A Moonlight Owl Walk

It was nearly nine o'clock when the group assembled in the parking lot of the Pine Woods MetroPark. Karie was shocked that her father had allowed her to stay out this late. It was quite impetuous of him, in fact. "Remind me again, Dad," she said. "Why are we here at night?"

"Because the owls are nocturnal, Karie," Mr. Kerns replied. "They are only active after dark, when they come out to hunt. During the day, they just roost high in the trees where they're pretty hard to see." He led Karie to the opposite side of the pavement, where a uniformed park ranger was just starting to address everyone.

"Hi, I'm Ranger Jackson, and I'd like to thank you all for attending our monthly Moonlight Owl Walk!" she exclaimed. "Before we take to the trail, I want to go over a few rules with you. As you can see, the woods are going to be extremely dark, so tread carefully. And please, try to limit talking and stay as quiet as you can. We want to be as stealthy as possible, so we don't scare the owls away. Finally, make sure you stick with the group. We don't want to be looking for you when we could be looking for owls!"

Before Karie knew it, she was plunging into the forest with the others. She had a fleeting feeling of dread, as she remembered her fear of the dark. She took a deep breath and tried to focus on the tranquility of her surroundings. There was a lovely piney smell in the night air, and the tall trees stood straight like ships' masts.

"Now, the great horned owl is quite a large bird, but its brown-and-white feathers act as camouflage." Ranger Jackson had lowered her voice to a spirited whisper. "It has glowing yellow eyes and the feathers over its ears stick up like horns. Its hoot consists of two short and three long sounds." Karie giggled to herself as Ranger Jackson imitated the call.

“The owls are good survivors,” she continued, “but they might still be in peril if habitats like these are threatened. That’s why we have to stand up in defiance of developers and stem the tide of tree cutting in this area.”

A half hour went by, and then another. The group trudged through mud, skirted a fallen tree trunk, and squeezed past a patch of poison ivy. They stayed quiet and watchful. But no owls appeared. For a few hopeful seconds Ranger Jackson thought she saw one sitting high in a massive oak, but it was only a phantom—or a clump of leaves. Karie forgot to be anxious about the darkness and began to feel impatient and annoyed.

Suddenly, Ranger Jackson put one finger to her lips and pointed up. There was a brief fluttering, and there it was, like a sentinel, guarding the top of a fir tree. Karie was aghast. She had never seen such fine feathered creature. The group watched in awe as the owl turned its head and adjusted its claws on the branch. Then, without warning, it let out a *ho-ho-hoo hoo hoo . . .*

*What a great night this has turned out to be, Karie thought to herself. And not just because it’s now way past my bedtime!*

# Sequence

**FOCUS**

Remember that **sequence** is the order in which events take place in a text. Time and order words, such as *last week, October 4<sup>th</sup>, 2017, first, before, next, and at last*, will help you identify the sequence.

**PRACTICE** Order these events from “Paul Revere’s Ride” in the correct sequence. Write the correct number (1–10) on each line.

- \_\_\_\_\_ Revere’s friend climbs the Old North Church tower.
- \_\_\_\_\_ Revere begins his midnight ride.
- \_\_\_\_\_ Revere gallops into Lexington.
- \_\_\_\_\_ Revere gives his friend instructions for hanging lanterns.
- \_\_\_\_\_ Revere arrives in Concord.
- \_\_\_\_\_ Revere sees two lights in the church belfry.
- \_\_\_\_\_ Revere crosses the bridge into Medford.
- \_\_\_\_\_ Revere rows past a British ship to the Charlestown shore.
- \_\_\_\_\_ The Revolutionary soldiers drive the British out of the area.
- \_\_\_\_\_ Revere sees signs of the coming morning.

**APPLY** Follow the directions below.

**11.** Write a paragraph that retells the major events in one of the stories you have read so far this year. Include time and order words to make the sequence clear.

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**12.** Write a paragraph that describes a typical day in your classroom. Include time and order words to make the sequence of events clear.

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Persuasive Essay

## Think

**Audience: Who** will read your persuasive essay?

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**Purpose: What** do you want your readers to understand about your writing?

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**PREWRITING** When you write to persuade, it is important to think about what someone who disagrees with you might say in response. Then you can address counter arguments in your essay and make your persuasive writing even stronger.

In the Pros column, write three reasons that support your opinion. In the Cons column, write three reasons someone might have who disagrees with your opinion.

**Pros**

**Cons**

## Revising

**Use this checklist to revise your persuasive essay.**

- ☐ Does the introduction clearly introduce your opinion?
- ☐ Did you include at least three supporting reasons and further explanations?
- ☐ Have you used the elements of persuasion effectively?
- ☐ Did you address an opposing viewpoint?
- ☐ Have you used transition words and phrases where they are needed?
- ☐ Is the language appropriate for the audience?

## Editing/Proofreading

**Use this checklist to correct mistakes in your persuasive essay.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check all of your sentences for subject/verb agreement?
- ☐ Did you include commas after introductory phrases in complex 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 persuasive essay for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a cover page.
- ☐ Include a bibliography as needed.



## Latin Roots *nat* and *scib/scrip*

### FOCUS

Recognizing and knowing Latin roots can help you discover word meanings.

- The **Latin root *nat*** means “born.”
- The **Latin root *scrib/scrip*** means “write.”

**PRACTICE** Add the Latin root *nat*, *scrib*, or *scrip* to the following word parts, and write the resulting spelling words on the lines.

#### Word List

- |                  |                 |
|------------------|-----------------|
| 1. conscript     | 11. naturalist  |
| 2. innate        | 12. naturalized |
| 3. inscribe      | 13. neonatal    |
| 4. inscription   | 14. nondescript |
| 5. international | 15. postscript  |
| 6. manuscript    | 16. prescribe   |
| 7. national      | 17. scribble    |
| 8. nationalism   | 18. scribe      |
| 9. nationality   | 19. script      |
| 10. native       | 20. transcript  |

#### Challenge Words

21. circumscribe  
22. naturalistic  
23. naturalization

- |                  |       |                 |       |
|------------------|-------|-----------------|-------|
| 1. ____ uralist  | _____ | 7. post____t    | _____ |
| 2. nonde____t    | _____ | 8. ____ionalism | _____ |
| 3. pre____e      | _____ | 9. ____t        | _____ |
| 4. ____ uralized | _____ | 10. ____ive     | _____ |
| 5. ____ble       | _____ | 11. in____tion  | _____ |
| 6. manu____t     | _____ | 12. in____e     | _____ |

- |                          |       |                     |       |
|--------------------------|-------|---------------------|-------|
| <b>13.</b> neo___al      | _____ | <b>17.</b> ___ional | _____ |
| <b>14.</b> inter___ional | _____ | <b>18.</b> ___e     | _____ |
| <b>15.</b> ___ionality   | _____ | <b>19.</b> in___e   | _____ |
| <b>16.</b> con___t       | _____ | <b>20.</b> tran___t | _____ |

**APPLY** Write a sentence for each of the following spelling words.

- 21.** national \_\_\_\_\_  
\_\_\_\_\_
- 22.** manuscript \_\_\_\_\_  
\_\_\_\_\_
- 23.** prescribe \_\_\_\_\_  
\_\_\_\_\_
- 24.** naturalist \_\_\_\_\_  
\_\_\_\_\_
- 25.** innate \_\_\_\_\_  
\_\_\_\_\_
- 26.** scribble \_\_\_\_\_  
\_\_\_\_\_

# Order of Adjectives in Sentences

## FOCUS

An adjective provides more information about a noun, such as how many, what color, and what kind. Two or more adjectives can be used together to modify the same noun.

**Two big, red** balloons floated over the school.

The **order of adjectives** appearing before a noun should usually follow a pattern. When the adjectives are ordered in a way that does not follow the usual pattern, then the sentence can sound awkward.

**Two red, big** balloons floated over the school.

(The sentence sounds awkward because the order of adjectives is incorrect.)

The order of adjectives usually follows this pattern:

- Number or determiner, opinion or observation word, size, age, shape, color, origin, material, purpose or qualifier.

However, the order of adjectives sometimes sounds better in a different order. When you use more than one adjective, always start with the usual order. If it does not sound right, try a different order until the sentence sounds best.

**PRACTICE** Read each sentence. If the order of adjectives sounds correct, write **C** on the line. If the order sounds incorrect, write **X** on the line.

1. \_\_\_\_\_ Brayten wore his new, Western, green, fancy shirt to the rodeo.
2. \_\_\_\_\_ In the back of the shed, we found an antique, green, tin watering can.
3. \_\_\_\_\_ An old, massive, cherry Japanese tree grew in the garden.
4. \_\_\_\_\_ Three little cute young ducks waddled after their mother.

5. \_\_\_\_\_ A dozen gold heavy rings hung from the chain.
6. \_\_\_\_\_ The catalog contained a lot of expensive glass ornaments.
7. \_\_\_\_\_ Mr. Olsen bought a new, ten-foot fiberglass ladder.

**APPLY** Rewrite the following sentences to improve the order of adjectives.

8. I brought my striped new notebook to class today.

\_\_\_\_\_

9. An ancient stone gigantic pillar still stood tall above the ruins.

\_\_\_\_\_

10. The rancher led young quiet Jersey three cows into the field.

\_\_\_\_\_

11. I saw several glass towering skyscrapers in the distance.

\_\_\_\_\_

12. Taylor kicked the soccer blue bright ball into the goal.

\_\_\_\_\_

13. My mom baked a loaf of French delicious whole-wheat bread.

\_\_\_\_\_

14. A metal rusty old gate marked the entrance.

\_\_\_\_\_

## Prefixes *en-* and *ex-*; Suffixes *-en* and *-ic*

### **FOCUS**

Remember that a prefix is a word part that is added to the beginning of a word. A suffix is a word part that is added to the end of a word. Adding a prefix or a suffix changes the base word's meaning.

- The **prefix *en-*** means “in.”
- The **prefix *ex-*** means “out.”
- The **suffix *-en*** can mean “to make.”

When *-en* has this meaning, the word is a verb.

- The **suffix *-ic*** means “having characteristics of.”

Words with this suffix are adjectives.

- The spelling of the base word might change when the suffix *-en* or *-ic* is added.

### **PRACTICE** Draw a line to connect each word with its definition.

- |               |  |
|---------------|--|
| 1. exile      | to cause to die out                              |
| 2. entrust    | to put life or action into                       |
| 3. enliven    | to force a person out of his or her own country  |
| 4. extinguish | to put something in someone's care or protection |

### Add *-en* or *-ic* to each base word below to create a new word.

5. short \_\_\_\_\_
6. symbol \_\_\_\_\_
7. tough \_\_\_\_\_
8. economy \_\_\_\_\_

**APPLY** Combine the word parts as shown. Then write a definition for the new word. Do not use the base word in the definition.

9. en- + danger + -ed = \_\_\_\_\_

\_\_\_\_\_

10. extend + -sion = \_\_\_\_\_

\_\_\_\_\_

11. re + moist + -en \_\_\_\_\_

\_\_\_\_\_

12. un- + character + -ist + -ic \_\_\_\_\_

\_\_\_\_\_

**Write a sentence for each new word you formed above.**

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Give Me Liberty!”

abstained  
aloof  
alter  
delegates  
deliberations  
denounced  
draft

durable  
favored  
pamphlet  
parchment  
retreat  
secure  
version

**PRACTICE** Write each vocabulary word next to  
its synonym.

- |                          |                         |
|--------------------------|-------------------------|
| 1. criticized _____      | 8. draw up _____        |
| 2. preferred _____       | 9. fall back _____      |
| 3. distant _____         | 10. declined _____      |
| 4. representatives _____ | 11. conversations _____ |
| 5. change _____          | 12. type _____          |
| 6. sheepskin _____       | 13. booklet _____       |
| 7. sturdy _____          | 14. protect _____       |

**APPLY** Read each riddle below. Write the vocabulary word that best solves the riddle.

**15.** I contain the Declaration of Independence.

What am I? \_\_\_\_\_

**16.** I describe something that can take a beating.

What am I? \_\_\_\_\_

**17.** I am something a losing army might do.

What am I? \_\_\_\_\_

**18.** I am a song that sounds somewhat like the original.

What am I? \_\_\_\_\_

**19.** I am something you do to make a change.

What am I? \_\_\_\_\_

**20.** I am made of several pages.

What am I? \_\_\_\_\_

**21.** I describe someone who doesn't join the party.

What am I? \_\_\_\_\_

**22.** I am what you do when you don't do something.

What am I? \_\_\_\_\_

**23.** I am a conversation that could turn into an argument.

What am I? \_\_\_\_\_

**24.** I am something you do with safety in mind.

What am I? \_\_\_\_\_



## Group Dynamics

“Okay, let’s get to work!” Penny, self-appointed leader as usual, clapped her hands to get everyone’s attention. “We only have a couple of days to create our informational pamphlet. We need to start brainstorming.”

Riley and Addison rolled their eyes. Damon gave half his attention at best, as he leisurely scanned a comic book. Only Malik was as anxious as Penny to get started on Mrs. Moreno’s assignment. He just didn’t have her confidence and her talent for taking charge.

“So . . . Mrs. M has asked us to write and design a kind of brochure that promotes a vacation spot or retreat. I was just in the Bahamas with my family, so we should totally do that,” Penny said, with that look of determination in her eye.

Malik gathered all his courage and replied, “Wait, Penny, we should hear from everyone in the group. We all have opinions about this, don’t we?” And with that, true deliberations began. Suddenly Riley and Addison abandoned their aloofness. Riley denounced Penny’s idea, arguing that it would be easier to write about a local site. Chatty Addison then spent five minutes detailing *her* family’s recent skiing vacation in Vermont. Malik chimed in with support for Riley’s suggestion, and Damon, still absorbed in *The Adventures of Cricket Man*, abstained from contributing altogether.

Penny could see that the tide was turning against her. Most of the group was beginning to favor Riley’s idea. It bruised her ego a bit, but she resolved to compromise. “Why don’t we write about that beautiful campground near Eden Falls?” she said. “My aunt actually works there, so it would be pretty easy to find out all about it. I’ll bet she has pictures of the place, too.”

“That sounds great, Penny!” Malik replied. “Do you mind if Riley and I talk to your aunt and then start a rough draft of the pamphlet?”

“Um . . . okay.” Penny was losing more control by the second. Malik was usually pretty shy, so he was shocking her with his newfound attitude. Maybe she didn’t have to take charge *all* the time.

Over the next couple days, the group fell into a rhythm and the project progressed. Malik and Riley found out all about Eden Falls Campground's top-notch amenities, including yoga classes, bird-watching seminars, and a relaxing hot spring. They penned many versions of the text, under intense supervision from Penny, until it sounded exactly right. Addison didn't add much to the proceedings, but she did keep everyone entertained with her stories. After he finished his comic book, Damon surprised everyone by offering to design the pamphlet. He arranged the photographs with skill and even added his own illustrations. When there was nothing more to be altered, he printed the final draft on a durable paper that looked like parchment.

As Penny was still the most poised (and pushy), she was chosen as the group's delegate to present the finished product to the class. Mrs. Moreno seemed so pleased that Malik's hopes for a high grade seemed quite secure.

"It really is great what we can accomplish when we work together," Penny said smugly as they discussed things after class. Riley and Addison rolled their eyes. Malik, proud of the backbone he had shown, chuckled to himself. Damon had moved on to *The Adventures of Cricket Man: Part 2*.

# 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. When reading informational texts, be sure to distinguish statements of fact from statements of the author's opinion.

**PRACTICE** Read each sentence about the people and events in “Give Me Liberty!” Write whether it expresses a fact or an opinion.

1. The colonists should have fought for their freedom from Great Britain even sooner.  
\_\_\_\_\_
2. Thomas Jefferson was too quiet and aloof to be an effective leader.  
\_\_\_\_\_
3. John Locke was an English philosopher who wrote about people's rights.  
\_\_\_\_\_
4. The Declaration of Independence could only have been written by someone from Virginia.  
\_\_\_\_\_
5. A draft of the Declaration of Independence was submitted to the congress on June 28, 1776.  
\_\_\_\_\_

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

6. the American Revolution

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

7. Thomas Jefferson

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

8. the Declaration of Independence

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

9. studying American history

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

10. life in Colonial America

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

11. the writing process

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

12. Benjamin Franklin

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

# Response to Nonfiction

## Think

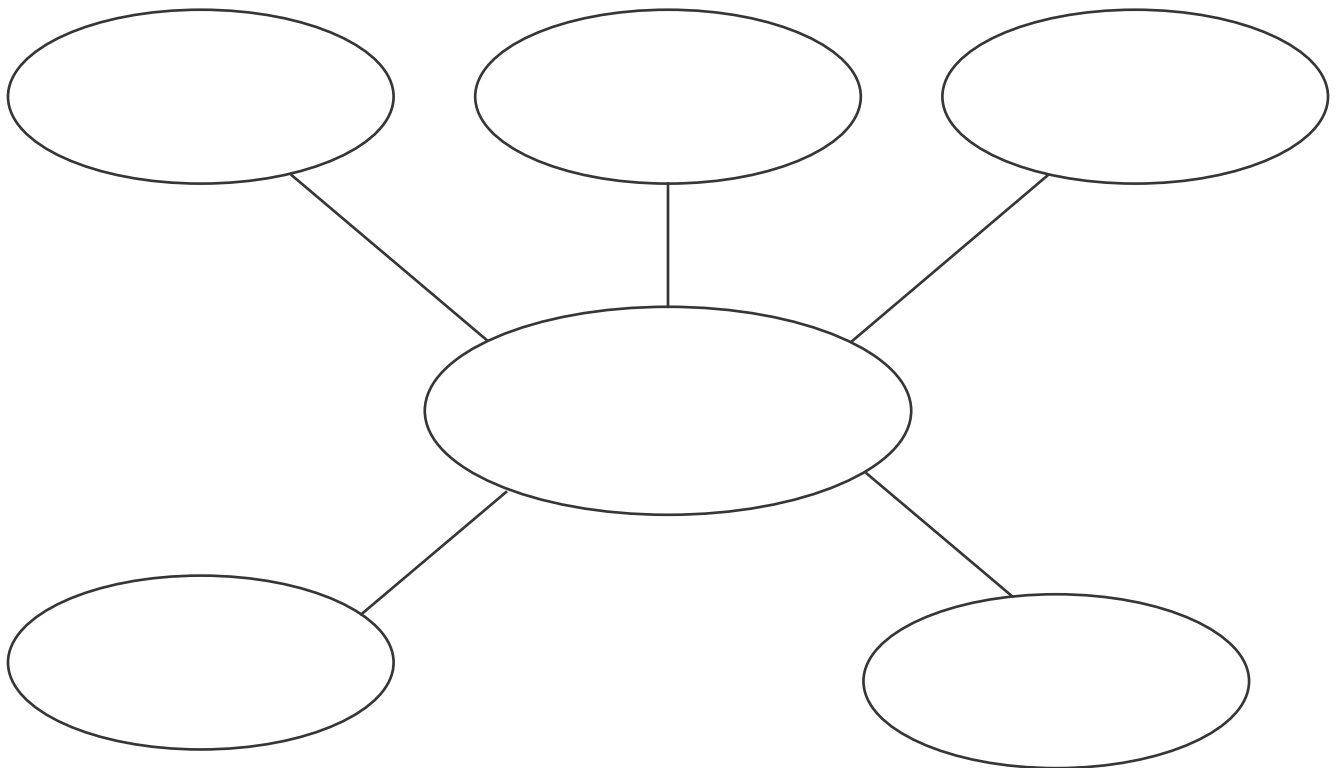
**Audience: Who** will read your response to nonfiction?

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**Purpose: What** is your reason for writing a response to nonfiction?

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**PREWRITING** Use this idea web to summarize the nonfiction selection you chose from the *Student Anthology*. Write the main idea of the text in the center circle and supporting details in the smaller surrounding circles. You may add circles if you have more information to include.



**REVISING** Using the same type of sentence over and over will make your writing sound repetitive and boring. You can vary your sentences by including prepositional phrases, introductory clauses, and transition words and phrases. You can also combine sentences using conjunctions.

**The following paragraph lacks sentence variety.**

Hailey was raising money for the dance club. Hailey was selling raffle tickets. Hailey was selling the tickets to her neighbors. Hailey’s mom walked with her. Hailey went to Ms. Moore’s house. Hailey rang the doorbell. Ms. Moore answered the door. Ms. Moore bought three raffle tickets.

**Rewrite the paragraph above to vary the sentence types and improve the way it sounds.**

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## Prefixes *en-* and *ex-*; Suffixes *-en* and *-ic*

### FOCUS

Remember that prefixes are added to the beginnings of base words or word parts and change their meanings. Suffixes are added to the ends of base words or words parts, and they change the meanings and often the spellings.

- The **prefix *en-*** means “in.”
- The **prefix *ex-*** means “out.”
- The **suffix *-en*** means “to make,” and adding it to a base word usually results in a verb.
- The **suffix *-ic*** means “having characteristics of,” and adding it to a base word results in an adjective.

**PRACTICE** Write the spelling word that shares the same base word or word part.

#### Word List

- |              |                 |
|--------------|-----------------|
| 1. aquatic   | 11. expire      |
| 2. artistic  | 12. exterminate |
| 3. athletic  | 13. extinguish  |
| 4. awaken    | 14. exude       |
| 5. engrave   | 15. forbidden   |
| 6. enlighten | 16. majestic    |
| 7. enlist    | 17. moisten     |
| 8. enrage    | 18. strengthen  |
| 9. envision  | 19. sweeten     |
| 10. exhale   | 20. volcanic    |

#### Challenge Words

21. aeronautic  
22. enamored  
23. explosion

1. extrude \_\_\_\_\_

4. awake \_\_\_\_\_

2. majesty \_\_\_\_\_

5. volcano \_\_\_\_\_

3. distinguish \_\_\_\_\_

6. strength \_\_\_\_\_

- |                      |                      |
|----------------------|----------------------|
| 7. list _____        | 14. grave _____      |
| 8. rage _____        | 15. forbid _____     |
| 9. sweet _____       | 16. inhalation _____ |
| 10. athlete _____    | 17. moist _____      |
| 11. inspire _____    | 18. light _____      |
| 12. terminal _____   | 19. visible _____    |
| 13. aquamarine _____ | 20. artist _____     |

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

- |                |  |
|----------------|--|
| 21. moisten    | a. having characteristics of a volcano |
| 22. enrage     | b. make strong                         |
| 23. aquatic    | c. not allowed                         |
| 24. engrave    | d. make damp                           |
| 25. volcanic   | e. to cause to be angry                |
| 26. strengthen | f. put out                             |
| 27. extinguish | g. related to water                    |
| 28. exhale     | h. run out                             |
| 29. expire     | i. to breath out                       |
| 30. forbidden  | j. to carve into                       |



# Comparatives and Superlatives

## FOCUS

A **comparative adjective** compares two things. Comparative adjectives add *-er* to most one-syllable adjectives. Use *more* in front of most adjectives that have two or more syllables, but do not add *-er* to the end of the adjective.

- A **comparative adverb** compares two actions. To form comparative adverbs, add *-er* to most one-syllable adverbs and use *more* with most adverbs that have two or more syllables.
- A **superlative adjective** compares three or more things. Superlative forms of most one-syllable adjectives end in *-est*. Use the word *most* with most adjectives that have two or more syllables.
- A **superlative adverb** compares three or more actions. To make superlative adverbs, add *-est* to most one-syllable adverbs. Use the word *most* with most adverbs that have two or more syllables.

**PRACTICE** Circle the correct comparative adverb in each of the following sentences.

1. Gracie played (quietlier, more quietly) than her sister.
2. I thought Carrin handled the news (more well, better) than I did.
3. The diver performed (more bad, worse) than her opponent.
4. Pierre completed his quiz (more confidently, confidentlier) than me.
5. Nina threw the discus (more far, farther) than she did at the last meet.
6. My little brother colors (precisely, more precisely) than he used to.
7. I mow the lawn (better, best) now than I did on my first try.
8. Jean-Luc was the (fastest, most fast) runner on the team.

**Write the comparative form of each adjective on the line.**

9. great \_\_\_\_\_
10. quick \_\_\_\_\_
11. creative \_\_\_\_\_
12. pretty \_\_\_\_\_
13. optimistic \_\_\_\_\_
14. hopeful \_\_\_\_\_
15. costly \_\_\_\_\_
16. hot \_\_\_\_\_
17. poor \_\_\_\_\_
18. simple \_\_\_\_\_

**APPLY** Cross out the incorrect form of each superlative adjective and adverb in the following paragraph, and write the correct form above it.

Animals are the interestingest and sometime the most strangest living things on Earth. Did you know that the Goliath beetle, weighing 3.5 ounces, is the most heaviest insect in the world? The sailfish, moving at 69 miles per hour, swims quickliest of all fish. The Australian sea wasp has the painfulest sting of all animals. The two-toed sloth moves slower than any other mammal and spends mostest of its life in trees. Howler monkeys make the louder sounds of all primates.

## Prefixes *anti-* and *pro-*; Greek Roots *therm* and *photo*

### FOCUS

- The **prefix *anti-*** means “against.”
- The **prefix *pro-*** means “forward” or “before.”
- 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.
- The **Greek root *therm*** means “heat.”
- The **Greek root *photo*** means “light.”

### PRACTICE Circle the word that best completes each sentence.

1. Jamie uses ( antinature antinoise ) curtains to block sound from the busy street.
2. The ( photogenic photogeolic ) dog has appeared in many catalogs for pet products.
3. In the winter, Evie uses a ( thermal mirthful ) blanket on her bed for extra warmth.
4. Soccer players wear shin guards for ( protection produccion ).
5. ( Antilogic Antilock ) brakes allow the wheels to keep turning so a vehicle doesn’t skid.
6. Words with lots of syllables can be especially difficult to ( prominence pronounce ).

**APPLY** Write a definition for each word. Use a dictionary, if needed.

7. antiwar \_\_\_\_\_

8. prolong \_\_\_\_\_

9. thermoregulate \_\_\_\_\_

10. photography \_\_\_\_\_

11. projection \_\_\_\_\_

12. antibody \_\_\_\_\_

**Write sentences using four of the words from above.**

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “Our Constitution.”

**aim****at stake****demand****ensure****federal****grievance****individual****limit****petition****preserve****republic****separate****welfare****yield**

**PRACTICE** Read each sentence. Think about the meaning of the underlined vocabulary word. Circle True if the sentence is *true* and *False* if it is not true.

1. Your local city council is part of the federal government.

**True****False**

2. When you give a restaurant a five-star rating, you are expressing a grievance.

**True****False**

3. Your grades are at stake when you don't make time to study.

**True****False**

4. A whole box of cereal is not an individual serving.

**True****False**

5. When your friends yield to your demands, you have gotten your way.

**True****False**

6. A government in which a king or queen has absolute power is a republic.

**True****False**

7. An aim is something you work or strive for.

**True**

**False**

8. People who want to change a law might petition the government.

**True**

**False**

9. You can see your friend if he or she is in a separate room.

**True**

**False**

10. If you demand something, you probably have no interest in it.

**True**

**False**

11. A stopwatch can help you limit the time you spend on something.

**True**

**False**

**APPLY** Complete the following sentences. Be sure to show the meaning of the underlined vocabulary word.

12. One thing I can do to ensure I get enough sleep is \_\_\_\_\_

\_\_\_\_\_

13. I am concerned about the welfare of \_\_\_\_\_

\_\_\_\_\_

14. America became a republic when \_\_\_\_\_

\_\_\_\_\_

15. One important aim I have is \_\_\_\_\_

\_\_\_\_\_

16. One way to preserve food is \_\_\_\_\_

\_\_\_\_\_

# Henry Helps Out

Dear Grandma,

Guess who is the newest volunteer at the North Edison Animal Shelter? That's right—it's me! You know how much I've always worried about the welfare of stray dogs and cats in our town. Well now I'm old enough to actually do something to ensure these poor creatures are fed, cared for, and hopefully adopted into loving homes.

This morning was my first time volunteering. Despite my eagerness to help, I was still a bit nervous. Would the shelter workers and other volunteers be nice? Would they mind that I was just a kid? Would I be able to do all that was demanded of me? These are just a few of the questions I had as I walked in the front door.

I was immediately greeted by the director, Mrs. Cassini. "You must be Henry!" she said with a grin. I breathed a sigh of relief as I followed her to the back of the building. At least I knew they were expecting me! "We're so happy to have you here," she continued. "Thanks so much for giving up your Saturday."

"Thanks for letting me be here, Mrs. Cassini," I replied. "I aim to do everything I can to help these dogs and cats." All of the sudden, we were in a giant room with two rows of cages on all sides. Each separate cage contained a dog. There were canines of all sizes, shapes, and colors. I saw a huge Great Dane and a tiny Chihuahua. There were two fluffy chows, a beautiful German shepherd, and a very friendly-looking golden retriever. I could barely hear Mrs. Cassini over all the barking, howling, whining, and whimpering!

"That's the rest of the gang," Mrs. Cassini shouted as she pointed to a few volunteers. They were already at work washing out cages and filling food and water bowls. "They're my clean-up crew. I have a different task in mind for you, though, if you're up to it. I need you to exercise some of the dogs individually by walking them out in our yard. Does that sound okay?"

That didn't just sound okay—it sounded awesome! There is no limit to my love of dogs, so one-on-time with them was a dream come true! My first walk was with a really energetic poodle. She pulled on the leash a little, but I was able to keep her under control. Then I got to hang out with the sweetest Doberman puppy. Mrs. Cassini told me that she had been rescued and brought here all the way from the Dominican Republic. I so wanted to take her home with me!

When Mom came to pick me up, I couldn't believe four hours had passed already. I don't have one grievance about my day. It was perfect! I can't wait to go back next week, and I hope you'll come with me sometime.

I hate to end on a sad note, Grandma, but I am troubled by something I heard the volunteers talking about. I guess the North Edison Animal Shelter desperately needs more money to preserve its operations. The facility isn't federally funded, so it relies on local support and donations to keep it running. If something doesn't change soon, it may have to close. So many animals' lives are at stake! So now I have a new goal, and I am determined not to yield. I am going to help get signatures on a petition to the city council to increase funds to the shelter. Will you sign it if Mom and I bring it by?

Love,  
Henry



## 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 sentence in a paragraph that expresses the main idea is called the **topic sentence**. An author supports the main idea with **details**, which can include facts, descriptions, explanations, or definitions.

**PRACTICE** Read the paragraph. Write the main idea and the supporting details on the lines.

An animal must display several specific traits before it can be characterized as a mammal. First of all, it must be a vertebrate, or have a backbone. It must also be warm-blooded, or regulate its own body temperature. A third trait is that it produces milk to feed its babies. A mammal also has hair on its body.

1. Main Idea: \_\_\_\_\_

\_\_\_\_\_

2. Supporting Detail: \_\_\_\_\_

\_\_\_\_\_

3. Supporting Detail: \_\_\_\_\_

\_\_\_\_\_

4. Supporting Detail: \_\_\_\_\_

\_\_\_\_\_

5. Supporting Detail: \_\_\_\_\_

\_\_\_\_\_

**APPLY** Read the following paragraphs from “Our Constitution.” Write whether the underlined sentence contains the main idea or a supporting detail.

6. In some ways, the Articles of Confederation worked well. Under the Articles of Confederation, the United States agreed to a peace treaty with Great Britain. The U.S. government also passed two important laws that set the rules for creating new states in lands to the west.

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7. One of the most serious disagreements was about the congress. The congress had representatives from all the states. But what would determine how many representatives each state would send? The large states wanted to base representation on population. The small states realized this plan gave them little chance of having an equal say in lawmaking. They wanted each state to send the same number of representatives.

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

8. There were many obstacles facing the Framers of the United States Constitution.

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# Response to Nonfiction

## Revising

**It is important to stay on topic when you write. If you include information that is unrelated to the main idea, you can confuse your readers or even frustrate them. Read the passage below, and identify the places where the author has failed to stay on topic. Cross out any sentences that veer off topic.**

Have you ever considered putting a birdfeeder in your yard? A birdfeeder is usually a great way to attract colorful and interesting birds so you can enjoy them close up. However, there are pros and cons for using a birdfeeder. Most things in life have some pros and cons, though, and weighing the benefits against the costs is part of making any decision. Making a list of pros and cons is a helpful technique for seeing the whole picture.

One of the positive reasons for having a birdfeeder is that you provide food for birds when it may otherwise be scarce, such as during winter. You also provide a food source for migrating birds. There are reasons not to put up a birdfeeder, though. Sometimes birdfeeders can spread diseases among the birds that use them. Birdfeeders also attract predators that put the birds at risk. Other animals, such as squirrels, rats, and mice like to eat birdseed too. Like birds, squirrels also nest in trees. They look for places to store seeds and nuts so they will have food during the winter.

## Revising

**Use this checklist to revise your response to nonfiction.**

- ☐ Does the introduction include the title of the nonfiction selection?
- ☐ Does the introduction state the main idea of the selection?
- ☐ Did you include a sufficient number of important details from the selection?
- ☐ Have you organized the information in your response in a logical way?
- ☐ Does your draft veer off topic at any point?
- ☐ Have you kept a neutral viewpoint, or does your draft contain opinions?
- ☐ Have you used a variety of sentence types?

## Editing/Proofreading

**Use this checklist to correct mistakes in your response to nonfiction.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you use the correct format for punctuating the title of the nonfiction selection?
- ☐ Did you check for mistakes in comparative and superlative adjectives?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check the writing for mistakes in capitalization?

## Publishing

**Use this checklist to prepare your response to nonfiction for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Use a multimedia source as part of your presentation.

# Prefixes *anti-* and *pro-*; Greek Roots *therm* and *photo*

## FOCUS

Greek root **therm** = “heat”; Greek root **photo** = “light”

- The **prefix anti-** means “against.”
- The **prefix pro-** means “forward” or “outward.”

**PRACTICE** Add the Greek roots *therm* or *photo* or the prefixes *anti-* or *pro-* to the following words or word parts, and write the resulting spelling words on the lines.

### Word List

- |                    |                 |
|--------------------|-----------------|
| 1. antibodies      | 11. progeny     |
| 2. antifreeze      | 12. promotion   |
| 3. antiseptic      | 13. propeller   |
| 4. antisocial      | 14. proponent   |
| 5. antiviral       | 15. proposal    |
| 6. geothermal      | 16. telephoto   |
| 7. photocopy       | 17. thermal     |
| 8. photogenic      | 18. thermometer |
| 9. photograph      | 19. thermos     |
| 10. photosynthesis | 20. thermostat  |

### Challenge Words

21. antibacterial  
22. hypothermia  
23. propagate

- |               |       |                |       |
|---------------|-------|----------------|-------|
| 1. ____graph  | _____ | 7. ____ometer  | _____ |
| 2. tele____   | _____ | 8. ____genic   | _____ |
| 3. ____septic | _____ | 9. ____virus   | _____ |
| 4. ____social | _____ | 10. ____ostat  | _____ |
| 5. ____peller | _____ | 11. ____freeze | _____ |
| 6. geo____al  | _____ | 12. ____motion | _____ |

13. \_\_\_\_os \_\_\_\_\_ 17. \_\_\_\_geny \_\_\_\_\_

14. \_\_\_\_ponent \_\_\_\_\_ 18. \_\_\_\_copy \_\_\_\_\_

15. \_\_\_\_posal \_\_\_\_\_ 19. \_\_\_\_al \_\_\_\_\_

16. \_\_\_\_bodies \_\_\_\_\_ 20. \_\_\_\_synthesis \_\_\_\_\_

**APPLY** Write the spelling word that matches each definition.

21. a device that moves a boat forward \_\_\_\_\_

22. a copy made using light \_\_\_\_\_

23. liquid for engines that does not freeze \_\_\_\_\_

24. a type of lens that captures light from far away \_\_\_\_\_

25. related to heat \_\_\_\_\_

26. acting against social norms \_\_\_\_\_

27. an image created by light \_\_\_\_\_

28. state of moving forward \_\_\_\_\_

29. the process plants use to make food using light \_\_\_\_\_

30. a container that holds in heat \_\_\_\_\_

# Demonstrative, Reflexive, and Relative Pronouns

## FOCUS

- A **demonstrative pronoun** points out a particular person, place, or thing. *This* and *these* refer to people, places, or things that are nearby. *That* and *those* refer to people, places, or things that are farther away.

**This** is a workbook page about grammar.

**Those** were delicious sandwiches.

- A **reflexive pronoun** refers to the subject of a sentence and receives the action of the verb. Reflexive pronouns always end with *-self* or *-selves*.

Anika told **herself** not to be afraid on the rollercoaster.

- A **relative pronoun** introduces a relative clause. Relative clauses are used to provide additional information about a noun. The relative pronouns are *that*, *which*, *who*, *whom*, *where*, and *whose*.

The red shoes, **which** I wore for most of last year, are too small now.

(The relative pronoun *which* introduces the relative clause *which I wore for most of last year*. This relative clause tells more about the noun *shoes*.)

**PRACTICE** After each sentence, write whether the underlined pronoun is demonstrative, reflexive, or relative.

1. You should buy yourself a book about Abraham Lincoln. \_\_\_\_\_
2. My aunt who lives in Cleveland sent me one. \_\_\_\_\_
3. That is the best book I've ever read about him. \_\_\_\_\_
4. Lincoln once said, "A house divided against itself cannot stand. \_\_\_\_\_
5. Here are several more books about Lincoln; have you read any of these?  
\_\_\_\_\_

**APPLY** Circle the pronoun in parentheses that correctly completes each sentence.

6. Our teacher asked us to do some research on Abraham Lincoln (ourselves, ourselves).
7. I bought a book about Lincoln for (me, myself).
8. There is a National Park marking the place (where, which) Lincoln was born.
9. Frederick Douglass, (that, who) had been born a slave (hissself, himself), spoke out against slavery.
10. Lincoln believed that slavery (it, itself) was dividing the country.
11. Our class, (where, which) studied Lincoln and the Civil War this year, will take a trip to the history museum.

**Write a sentence using each type of pronoun.**

12. (demonstrative) \_\_\_\_\_

\_\_\_\_\_

13. (reflexive) \_\_\_\_\_

\_\_\_\_\_

14. (relative) \_\_\_\_\_

\_\_\_\_\_



## Suffixes *-hood*, *-ate*, and *-ure*

### FOCUS

- The **suffix *-hood*** mean “state or quality of.”
- The **suffix *-ate*** means “to act on in a certain way.”
- The **suffix *-ure*** means “the act, process, or result of.”

**PRACTICE** Write the correct word from the box beside each definition.

frustrate

statehood

capture

humiliate

eliminate

seizure

fatherhood

signature

1. to completely get rid of \_\_\_\_\_
2. the act of taking possession of by force \_\_\_\_\_
3. to make someone feel angry or upset \_\_\_\_\_
4. to make someone feel ashamed or embarrassed \_\_\_\_\_
5. the state of being a father \_\_\_\_\_
6. the act or result of signing one's name \_\_\_\_\_
7. the condition of being a state \_\_\_\_\_
8. the act or process of having a spasm or convulsion \_\_\_\_\_

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

9. sister \_\_\_\_\_

---

---

10. knight \_\_\_\_\_

---

---

Add the suffix *-ate* to each root. Then use each new word in a sentence.

11. articul \_\_\_\_\_

---

---

12. domin \_\_\_\_\_

---

---

Add the suffix *-ure* to each root. Then use each new word in a sentence.

13. rupt \_\_\_\_\_

---

---

14. feat \_\_\_\_\_

---

---

# Vocabulary

**Focus**

Review the selection vocabulary words from “Mice in the Mint.”

**articles****bind****cement****command****complex****delivered****item****mint****secretary****specifically****stance****strategy****tactics****uphold**

**PRACTICE** The underlined vocabulary word in each sentence does not belong. Cross out the incorrect word. Write the correct vocabulary word on the line.

1. The army needed a new cement if it was going to win the battle.

\_\_\_\_\_

2. Where does the stance get the metals it uses to produce coins?

\_\_\_\_\_

3. The treaty consisted of an introduction and several tactics.

\_\_\_\_\_

4. The Strategy of Education is proposing more funding for public schools.

\_\_\_\_\_

5. The judge has vowed to bind the laws of the United States.

\_\_\_\_\_

6. The icing acted as a mint that bound the two layers of cake together.

---

7. April was mentioned complex as a star student for the month.

---

8. Purbita used a rubber band to item the stack of pencils together.

---

**APPLY** Read the questions. Write your answers as complete sentences.

9. Would a complex math problem take little time to solve? Why or why not?

---

---

10. Is an item something you can put in a list? Why or why not?

---

11. Does someone in command need to be confident? Why or why not?

---

---

12. Is mail something that is delivered to you? Why or why not? \_\_\_\_\_

---

13. Do you need tactics to talk to your friends? Why or why not?

---

14. Is it possible to express a stance with words? Why or why not?

---

---

# The Coralville Convention Center Schedule

## Saturday, November 5<sup>th</sup>

### 9:00 A.M., Meeting Room A

Join the Coralville Coin Collectors for their monthly meeting and pancake breakfast. A representative from the U.S. Mint will be giving a presentation and will have historical pennies and other items to display. Members will also be electing a new secretary. And don't miss Walter Hobbs's entertaining talk on the complex world of collecting early gold coins.

### 9:30 A.M., Meeting Room B

The Military History Society of Marble County presents their biannual program entitled "Pass the Muskets: Tactics of the Revolutionary Minutemen." Learn all about the strategies of General Washington's ragtag bunch of soldiers that sent the Redcoats back across the pond. Then find out how you can command your own regiment in our Revolutionary War re-enactors club.

### 11:00 A.M., The Emperor Room

Sheryl Estrada, of the Marble County Cement Mixers, will be discussing recent developments in sidewalk and driveway construction in her presentation "The Guys That Bind: Industry Leaders in Cement, Grout, and Caulking." If you cannot make it to this special event, the MCCM invites you to explore this and other sticky subjects on their Web site ([mccementmixers.com](http://mccementmixers.com)).

### 11:30 A.M., The Captain's Room

The Coralville Writers and Editors Association will be voting on a new article to be added to their membership guidelines. They will also be hosting an open discussion to determine their official stance on a number of grammatical issues, including the importance of the semicolon.

### **1:00 P.M., Meeting Room A**

This week's Amateur Ornithologists Conference ends with Dr. Ashwin Patel's keynote address. Bird lovers will not want to miss "Which Warbler Is It?" Dr. Patel will describing the specific markings and calls that will help you identify the most common varieties of these tiny flyers.

### **2:30 P.M., Meeting Room B**

Peggy Mannon, president of Coralville Knit and Crochet, will be delivering a speech entitled "To Stitch or Knot to Stitch." She will also be sharing some of her latest designs and patterns—and some tips for beginners. Bring your needles!

### **5:30 P.M., The Emperor Room**

The Coralville chapter of Send Kids to Camp holds its annul fundraising dinner this evening. Come sample some of the best appetizers, entrees, and desserts our downtown restaurants have to offer. Entertainment will be provided by the Coral Street Jazz Ensemble. Tickets are \$50.

### **7:00 P.M., The Captain's Room**

The Marble County Steppers will uphold a nearly sixty-year tradition when the music starts for this year's Community Ball. Dance teachers will be on hand to help you waltz, foxtrot, salsa, and samba to the beat of the Coralville Light Orchestra. Hoofers of all ages are welcome to this semiformal event.

# Cause and Effect

**FOCUS**

Remember that a **cause** is the reason why something happens, and an **effect** is what happens as a result. Look for signal words, such as *because*, *since*, *therefore*, and *so*, that will help you identify cause-and-effect relationships.

**PRACTICE** Read each sentence. Write *Cause* or *Effect* to classify the text that is underlined.

1. When the weekend comes around, Grace is more relaxed.  
\_\_\_\_\_
2. Jay is taking ballet lessons because he wants to be stronger and more graceful.  
\_\_\_\_\_
3. Air conditioners across the city were on full blast, so there was a blackout.  
\_\_\_\_\_
4. David does not like the outdoors; therefore, camping sounds like a nightmare to him.  
\_\_\_\_\_
5. Because the window was so dirty, Sumir could barely see outside the bus.  
\_\_\_\_\_
6. I wear a lot of blue because the color matches my eyes.  
\_\_\_\_\_
7. Since she doesn't have her phone, Chelsea will not receive my text.  
\_\_\_\_\_
8. When he found his lost dog, Jason jumped for joy.  
\_\_\_\_\_

**APPLY** Each sentence below is missing a cause or an effect.  
Write either a cause or an effect to complete the sentence.

9. Because this is the first day of winter, \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_, so all the dogs in the neighborhood  
are barking and howling.

11. Government is important because \_\_\_\_\_

\_\_\_\_\_

12. Since Grandma is arriving on a later flight, \_\_\_\_\_

\_\_\_\_\_

**Read the each sentence below from “Mice in the Mint.” Write  
whether the underlined words describe a cause or an effect.**

13. “Hamilton knew if the United States didn’t pay back our loans from the  
war, we would have poor credit.”

\_\_\_\_\_

14. “The delegates at the convention were determined to produce a  
constitution that would unite the thirteen colonies, so they kept working on  
the document.”

\_\_\_\_\_

15. “Even Hamilton’s fellow delegates from New York left the convention early,  
because they did not agree with what was being written.”

\_\_\_\_\_

16. “He was aching to go back into battle, but Washington did not want to let  
him go—he was too valuable as his aide-de-camp.”

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Describing an Event

## Think

**Audience:** Who will read your description?

\_\_\_\_\_

**Purpose:** Why are you writing a description of an event?

\_\_\_\_\_

**PREWRITING** When you are describing an event, your job is to create a picture for those people who are reading your writing. The same is true when you are writing a news story.

You also need to include facts about the event. You need to answer questions that your audience will have about your topic. Be sure to keep your answers organized. Answer the following questions to help you organize your ideas.

**What is your lead sentence?**

\_\_\_\_\_

**What are the main ideas of your descriptive news story?**

\_\_\_\_\_

**What quotes or facts will you include to support your story?**

\_\_\_\_\_

\_\_\_\_\_

**What points will you include in your closing paragraph?**

\_\_\_\_\_

\_\_\_\_\_

## Revising

**Use this checklist to revise your description of an event.**

- ☐ Have you answers the questions *who, what, where, when, why, and how*?
- ☐ Does your draft have a headline, a lead, and a main body?
- ☐ Have you included a sufficient number of facts and details to describe the event?
- ☐ Have you included sensory details?
- ☐ Have you maintained a neutral, unbiased point of view?
- ☐ Have you used transition words to organize the details?

## Editing/Proofreading

**Use this checklist to correct mistakes in your description of an event.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check all of your sentences for subject/verb agreement?
- ☐ Have you punctuated quotations 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 description of an event for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a visual element or use a multimedia source when presenting.

## Suffixes *-hood*, *-ate*, and *-ure*

### FOCUS

- The **suffix *-hood*** means “state or quality of.”
- The **suffix *-ate*** means “to act on in a certain way.”
- The **suffix *-ure*** means “the act, process, or result of.”

**PRACTICE** Write the base word of each of the words below.

#### Word List

- |                |                |
|----------------|----------------|
| 1. abbreviate  | 11. fracture   |
| 2. accelerate  | 12. girlhood   |
| 3. adventure   | 13. irritate   |
| 4. brotherhood | 14. knighthood |
| 5. captivate   | 15. likelihood |
| 6. capture     | 16. nature     |
| 7. complicate  | 17. originate  |
| 8. dedicate    | 18. picture    |
| 9. falsehood   | 19. sisterhood |
| 10. feature    | 20. statehood  |

#### Challenge Words

21. daughterhood  
22. procrastinate  
23. straightforward

- |                      |                     |
|----------------------|---------------------|
| 1. originate _____   | 5. captivate _____  |
| 2. knighthood _____  | 6. statehood _____  |
| 3. likelihood _____  | 7. girlhood _____   |
| 4. brotherhood _____ | 8. sisterhood _____ |

**APPLY** Circle the correctly spelled word. Then write a definition for it. Use a dictionary if needed.

9. falsehood

fallshood

---

10. abreeviate

abbreviate

---

11. complichait

complicate

---

12. nature

natur

---

13. deadicate

dedicate

---

14. adventure

advenshur

---

15. irritate

earitate

---

16. picshur

picture

---

17. accelerate

accellurate

---

18. cappshur

capture

---

19. feature

feature

---

20. fracture

frackshur

---

# Commas and Quotation Marks in Dialogue

## FOCUS

**Dialogue and direct quotations** shows the exact words spoken or written by a character or a real person.

- Quotation marks enclose dialogue and direct quotations.

**“Where is the tape?”** asked Michael.

- The speaker tag tells the reader who is speaking and sometimes how the words are being said.

**Dre yelled,** “Look out!”

- When the speaker tag appears in the middle of the sentence, commas appear on either side of the speaker tag.

“After lunch,” Ms. Putnam said, “we’ll continue with this lesson.”

- If dialogue ends with a question mark or exclamation point, then a comma is not used.

“Come back!” Ada yelled.

**PRACTICE** If a sentence is punctuated correctly, write **C** on the line. If the punctuation is incorrect, write **X** on the line.

1. \_\_\_\_\_ “When we get to park,” said Imani, “I’m heading straight for the swings.”
2. \_\_\_\_\_ One thing to remember, Mr. Klein explained, “is that you are still young.”
3. \_\_\_\_\_ “That was a huge surprise!”, Melanie admitted.
4. \_\_\_\_\_ Noah explained, “how to fix the wheel so it won’t squeak.”

5. \_\_\_\_\_ The teacher asked, “Where did the explorers sail to first?”
6. \_\_\_\_\_ “Sometimes we visit my grandma on Sundays,” Phinn said.
7. \_\_\_\_\_ “When we finish this unit,” Ms. Lincoln said, we will have three left.

**APPLY** Add commas and quotation marks where they are needed in the following sentences.

8. Benjamin Franklin wrote A penny saved is a penny earned.
9. Adventure is worthwhile in itself said Amelia Earhart.
10. The only way to have a friend Ralph Waldo Emerson said is to be one.
11. Thomas Edison said To invent, you need a good imagination and a pile of junk.
12. Whatever you are said Abraham Lincoln be a good one.
13. In a gentle way, you can shake the world said Mahatma Gandhi.
14. Dr. Seuss wrote Don't cry because it's over. Smile because it happened.
15. We may encounter many defeats Maya Angelou said but we must not be defeated.

**Think of a conversation you have had recently. Write three sentences with dialogue and speaker tags based on what was said during the conversation.**

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

## Latin Roots *flect*, *ped*, and *loc*

### **FOCUS**

- The **Latin root *flect*** means “bend.”
- The **Latin root *ped*** means “foot.”
- The **Latin root *loc*** means “place.”
- 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. Use a dictionary, if needed.

1. What is the root of *pedology*?

\_\_\_\_\_

2. What does the root mean?

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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. flect: \_\_\_\_\_

7. flect: \_\_\_\_\_

8. ped: \_\_\_\_\_

9. ped: \_\_\_\_\_

10. loc: \_\_\_\_\_

11. loc: \_\_\_\_\_

**Circle the word that you think best completes each sentence.**

12. High waves are an ( implement    impediment ) to sailing.

13. Let's ( relocate    replicate ) the lawnmower from the garage to the storage shed.

14. An ( influential    inflectional ) ending can change a verb's tense.

15. Dad ( alternated    allocated ) one smoke detector per room for optimal safety.

16. The scouts set out on an ( exposition    expedition ) into the wilderness.



# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Lady Liberty: A Biography.”

**accomplished****auction****colossal****dictator****gala****makeshift****monument****oblivious****precise****protrude****shackle****steerage****veterans**

**PRACTICE** Circle the vocabulary word that matches each sentence below.

1. The elegant dinner and dance raised thousands of dollars for medical research.

**shackle****monument****dictator****gala**

2. Most of the ship’s passengers could only afford modest quarters below the deck.

**steerage****auction****veterans****oblivious**

3. The statue is known as the largest ancient structure of its kind.

**makeshift****colossal****dictator****precise**

4. The eagle at the zoo had a band around its leg to keep it from flying away.

**monument****gala****shackle****steerage**

5. We were able to run all our errands in only two hours.

**accomplished****protrude****oblivious****makeshift**

6. Mr. Cho bid on a lovely antique desk and won.

**precise****veterans****colossal****auction**

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

7. Does the sculpture stick out too far from the wall?

---

8. At that exact moment, Jill's friends jumped out and yelled, "Surprise!"

---

9. The general had managed to become the absolute ruler of the tiny country.

---

10. Xavier was not aware of the grass stains on the knees of his jeans.

---

11. All the people who had fought in previous wars were honored at the ceremony.

---

12. Owen hopes the shelter he threw together at the last minute will keep off the rain.

---

13. The memorial statue in the square reminds residents who founded the town.

---

14. In the movie, the people were terrorized by a giant monster ten stories tall.

---

15. My aunt wore a beautiful satin gown to the annual party.

---

16. Ms. Bashir was congratulated by the company president for all the work she had successfully completed.

---

## Road Trip

“Mommmmm . . . where are you taking us?” Lucy whined. I gave her a sharp look from the front seat of the minivan and she stuck her tongue out at me.

“Not another farm auction, I hope,” said Logan from the seat next to her. “I think you have enough antique butter churns, Mother.”

“Come on, everyone. I told you this morning. We’re going to a pioneer cemetery, and it’s going to be so cool. Trust me,” Mom said as she pulled the van onto a rough country lane.

“What is everyone saying?” Lyla shouted from the very back seat. “I can’t hear anything! It’s like I’m in steerage back here!” It was the middle of summer, and all the windows were down. The wind whipped through everyone’s hair.

“Okay, it’s time for all of you to stop and let Mom concentrate on driving!” I chided. I love all my younger siblings, but sometimes they can be a colossal pain.

“You’re such a dictator, Laura!” Lucy shouted back. She then pouted for the next fifteen minutes until the van suddenly skidded to a stop on a gravel road in the middle of nowhere.

“We’re here!” Mom shouted in triumph. Lucy, Lyla, and I looked around in confusion. Logan, who had put on headphones, was oblivious. We were surrounded by tall prairie grasses and wildflowers. In the distance, a few scrubby trees glistened in the heat. I thought I could see a couple of weathered white stones protruding from the vegetation, but that was it. There wasn’t even a sign.

“Well, step lively, gang!” Mom exclaimed. “You’re acting like you’re shackled to your seats.”

“Mom, again, where have you taken us?” repeated Lucy. “There’s *nothing* here but grass.”

“Precisely!” Lyla added. “If this is supposed to be a cemetery, it’s not like one I’ve ever seen.”

“That’s kind of the point,” Mom replied. “Follow me.” All five of us trudged, single-file, up a prairie path as wide as our feet. The grasses tickled our elbows, and grasshoppers vaulted back and forth in front of us. Finally, we could see about twenty tombstones, most partially hidden by weeds, in several crooked rows ahead of us. They were cracked and covered with moss. We could barely make out the names and dates.

Upon closer inspection of the monuments, we learned that the pioneers buried here had lived in the very early 1800s. As Mom explained, they were some of the very first European settlers in what was then considered the West. Some had enjoyed long lives and some had not. “Just surviving out here on the frontier at that time was an accomplishment,” Mom said. “Life wasn’t all galas and banquets. The people lived in tiny cabins and farmed the land with makeshift plows. Many got sick or hurt, and there were no doctors to help them.”

We spent a whole hour examining the stones. It was fun to read the names and dates and imagine what the people must have experienced. We even found a Revolutionary War veteran! But considering these pioneers’ fates made us sad and thoughtful as well. For the first time that day, a silence fell over our little group. Lucy took my hand as we returned to the van. Logan had put away his headphones. Suddenly, we were happy to be out here, in the middle of nowhere, all together, with the grasses swaying around us.

# 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.

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

1. Mount Rushmore National Memorial is located in the Black Hills of South Dakota.  
\_\_\_\_\_
2. This famous monument is a lot smaller than I pictured it.  
\_\_\_\_\_
3. The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved in granite.  
\_\_\_\_\_
4. The sculptures are around sixty feet tall.  
\_\_\_\_\_
5. Construction of Mount Rushmore began in 1927 and ended in 1941.  
\_\_\_\_\_
6. Theodore Roosevelt should have been substituted with a more important president, such as James Madison.  
\_\_\_\_\_

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

- 7. Fact:** The Washington Monument can be seen on the National Mall in our nation's capital.

---

- 8. Fact:** The Washington Monument is a particular kind of structure called an obelisk.

---

- 9. Opinion:** The Washington Monument is impressive but really rather plain.

---

- 10. Fact:** Different colors of marble on the monument show where construction was halted for a number of years.

---

- 11. Opinion:** Washington probably would have been delighted with the great height of his monument.

---

- 12. Opinion:** If you're touring Washington, D.C., you must not miss the Washington Monument.

---

**Think of a monument or statue you have seen. Write one fact and one opinion about it.**

- 13. Fact:** \_\_\_\_\_
- 

- 14. Opinion:** \_\_\_\_\_
-

Name \_\_\_\_\_

Date \_\_\_\_\_

# Response to Literature

## Think

**Audience: Who** will read your response to literature?

\_\_\_\_\_

**Purpose: Why** are you writing a response to literature?

\_\_\_\_\_

***PREWRITING*** Choose a reading selection for your response to literature. As you read it, answer the questions below. Use these notes as you write the draft of your response to literature.

Who are the main characters?

\_\_\_\_\_

Describe the setting.

\_\_\_\_\_

What happens in the story?

\_\_\_\_\_

\_\_\_\_\_

Do you have an opinion about the story?

\_\_\_\_\_

What are your reasons that support the opinion?

\_\_\_\_\_

## Revising

**Use this checklist to revise your response to literature.**

- ☐ Have you included the title of the story in your introduction?
- ☐ Does your introductory paragraph grab the reader's attention?
- ☐ Have you summarized the main events of the plot?
- ☐ Have you included an analysis of at least one character?
- ☐ Have you included an opinion about the story?
- ☐ Did you support your opinion with a strong reason and explanation?
- ☐ Have you used transition words to organize the information in your text?

## Editing/Proofreading

**Use this checklist to correct mistakes in your response to literature.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check all of your sentences for subject/verb agreement?
- ☐ Have you punctuated quotations correctly?
- ☐ Did you check the writing for misused homophones?
- ☐ Do all of your sentences have end marks?

## Publishing

**Use this checklist to prepare your response to literature for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a cover page.
- ☐ Include a visual element or use a multimedia source when presenting.



## Latin Roots *flect*, *ped*, and *loc*

### FOCUS

Remember that **Latin roots** are a part of many words in the English language. Knowing the meanings of these roots can help you correctly define and spell words that are new or unfamiliar.

- The **Latin root *flect*** means “bend.”
- The **Latin root *ped*** means “foot.”
- The **Latin root *loc*** means “place.”

**PRACTICE** Add the Latin roots *flect*, *ped*, or *loc* to the following words or word parts, and write the resulting spelling words on the lines.

#### Word List

- |               |                |
|---------------|----------------|
| 1. bipeds     | 11. peddler    |
| 2. deflect    | 12. pedestal   |
| 3. dislocate  | 13. pedestrian |
| 4. expedite   | 14. pedigree   |
| 5. impede     | 15. pedometer  |
| 6. local      | 16. reflect    |
| 7. locate     | 17. reflection |
| 8. location   | 18. reflective |
| 9. locomotive | 19. reflector  |
| 10. millipede | 20. relocate   |

#### Challenge Words

21. allocate  
22. echolocation  
23. expedition

1. \_\_\_\_\_ ometer \_\_\_\_\_ 4. ex \_\_\_\_\_ ite \_\_\_\_\_

2. \_\_\_\_\_ ation \_\_\_\_\_ 5. \_\_\_\_\_ igr ee \_\_\_\_\_

3. dis \_\_\_\_\_ ate \_\_\_\_\_ 6. re \_\_\_\_\_ ate \_\_\_\_\_

7. \_\_\_\_\_ate \_\_\_\_\_ 14. \_\_\_\_\_al \_\_\_\_\_
8. de\_\_\_\_\_ 15. im\_\_\_\_\_e \_\_\_\_\_
9. \_\_\_\_\_omotive \_\_\_\_\_ 16. re\_\_\_\_\_
10. re\_\_\_\_\_ion \_\_\_\_\_ 17. milli\_\_\_\_\_e \_\_\_\_\_
11. \_\_\_\_\_dler \_\_\_\_\_ 18. \_\_\_\_\_estal \_\_\_\_\_
12. re\_\_\_\_\_ive \_\_\_\_\_ 19. re\_\_\_\_\_or \_\_\_\_\_
13. bi\_\_\_\_\_s \_\_\_\_\_ 20. \_\_\_\_\_estrian \_\_\_\_\_

**APPLY** Circle the spelling word that spelled correctly.

- |                |             |
|----------------|-------------|
| 21. deflect    | diflect     |
| 22. pedestrian | padestrien  |
| 23. expedition | exspadition |
| 24. reflector  | riflector   |
| 25. allocate   | alocate     |
| 26. relocate   | relocate    |
| 27. peddestle  | pedestal    |
| 28. dislocate  | disslocate  |
| 29. millipede  | milipede    |
| 30. reflective | reflectave  |

# Homophones

**FOCUS**

Homophones are words that have different spellings and meanings but have the same pronunciation.

I **heard** an airplane flying overhead.  
(past tense of *hear*)

The **herd** of goats crowded around a trough.  
(a group of animals)

**PRACTICE** Circle the word that correctly completes the sentence.

1. Malik poured himself a bowl of (serial, cereal).
2. We need (flower, flour), milk, and eggs for the recipe.
3. Ava and Keiran waved to (there, their) parents from the window of the bus.
4. Would you be able to (loan, lone) me your jacket?
5. Safia (knew, new) all the answers on the civics quiz.
6. I caught the ball when Coach Taylor (through, threw) it to me.
7. The dog let out a (groan, grown) when it saw the squirrel.
8. I can't find the last (peace, piece) for this puzzle.
9. Jack's mom is (here, hear) to pick him up from practice.
10. (Hey, Hay), did you see where I put my backpack?

**APPLY** Read each definition. Circle the word that has been defined.

- |                                       |                |                |
|---------------------------------------|----------------|----------------|
| <b>11.</b> a fruit                    | <b>pair</b>    | <b>pear</b>    |
| <b>12.</b> to ask money for something | <b>cell</b>    | <b>sell</b>    |
| <b>13.</b> the uppermost part of room | <b>ceiling</b> | <b>sealing</b> |
| <b>14.</b> has permission             | <b>aloud</b>   | <b>allowed</b> |
| <b>15.</b> near                       | <b>bye</b>     | <b>by</b>      |
| <b>16.</b> a type of metal            | <b>steel</b>   | <b>steal</b>   |

**Write a sentence using each homophone in parentheses correctly.**

- 17.** (too) \_\_\_\_\_  
(to) \_\_\_\_\_
- 18.** (they're) \_\_\_\_\_  
(their) \_\_\_\_\_
- 19.** (your) \_\_\_\_\_  
(you're) \_\_\_\_\_
- 20.** (plane) \_\_\_\_\_  
(plaining) \_\_\_\_\_

# The Year of a Tree

The bare, wintertime limbs of a tree clatter and click in the breeze. But look closely. Small bumps cling to all of the branches. They are the buds of leaves and flowers just starting to emerge. Spring has arrived!

A tree knows when it is time to wake up and start growing again. It feels the period of daylight getting longer. It feels the weather getting warmer. Twigs grow and reach toward the sun, while new wood forms around the trunk. Roots grow wider and deeper to absorb water and nutrients that the tree needs. Buds begin to form.

Some trees' buds produce flowers first. The whole tree turns into a giant bouquet. Pollen waits to be released from each flower. Pollen might make you sneeze, but it also helps trees make seeds. First it has to get to a different tree, though. Birds, insects, and wind help this happen.

Without leaves in the way, wind easily blows through the flowers. It picks up pollen and carries it to other trees. Birds and insects can also see the flowers more clearly. They are drawn to drink the nectar. Nectar is a sweet liquid found in each flower. When a creature digs into a flower for nectar, it also gets pollen on its body. Then it spreads the pollen as it flies from tree to tree.

After the flowers have done their job, it is time for the leaves to come out. A leaf is one of the tree's organs. Like your heart and lungs, leaves perform a task that helps the tree live. They absorb sunlight. A leaf's flat, thin shape makes it perfect for this job. Light is used to make food for the tree.

Each leaf is filled with a chemical called chlorophyll. Chlorophyll is what makes leaves green. It is also what causes the leaves to soak up so much sunlight. The light mixes with water and carbon dioxide inside the leaf. This action makes a type of sugar that the tree uses for energy, or food. The process produces a product the tree doesn't need, but humans do. Can you guess what it is?

As trees make food from sunlight, they also create oxygen. This is the product that trees give away because they don't need it. Oxygen is essential to people and other living things, though. You can see how important trees are for life on our planet.

In the summer, trees' leaves serve another useful function as temperatures rise. Summer sunlight creates a lot of heat. Similar to how people sweat to regulate their body temperature, trees' leaves give off water that was sucked up by the roots. This helps cool the tree. Summer heat causes tree growth and photosynthesis to slow.

In fall, the amount of daylight decreases and the temperature cools. The trees know winter is on its way. In cold months there is not enough water or sunlight to keep the leaves filled with chlorophyll. Leaves lose their green color, turning to red, orange, and gold. Then they drop to the ground as a result of both gravity and wind. If leaves are not making food, the trees do not need them. Fall is when trees begin to prepare for winter dormancy. When a tree is dormant, activity temporarily stops.

Soon the tree's branches stand bare against a gray sky again. The tree may appear to be lifeless, but it has produced substances to protect itself through the winter. The substances keep cells from becoming dehydrated; they also keep cells from freezing in cold winter temperatures. Trees persist and wait patiently for warmer weather. When they wake up, the cycle can begin again.

## Team Spirit

Miguel shook the can. A man had just dropped a couple of quarters into it. The coins inside made a loud rattling noise. “Great!” Miguel said. “That’s a start.”

“But we’ll need more,” said Marta.

Twins Miguel and Marta were on the same baseball team. The team had a problem. It needed new equipment. It needed bats, baseballs, bases, and catcher’s gear.

Well, really, the team had two problems. It needed equipment and the money to buy it. That is why the twins and their Aunt Rosa stood in front of the grocery store with cans for coins. They were asking people to donate loose change to help the team. The twins’ teammates were at other stores around Quincy doing the same thing.

The team’s players, parents, and coaches had already worked hard to get the needed money. They had had several bake sales, car washes, and lemonade stands. But they still had not earned enough money. That is why on this Saturday the team sat behind their donation cans instead of rounding the bases at the ballpark.

Miguel and Marta’s Aunt Rosa was also the team’s head coach. At the end of the day, the team met at her house. The players emptied their cans onto the table. Soon they had small piles of dollar bills, quarters, dimes, nickels, and pennies. They carefully counted everything and came up with the total.

The kids were excited. They had collected a lot of money thanks to the generosity of people in their town. “Aunt Rosa,” asked Miguel, “do you think we have enough money to get the equipment?”

Aunt Rosa smiled. “I believe we do,” she said.

All of the kids and parents cheered.

The next day a big story was in the news. The strongest hurricane in history had moved up the coast. It had destroyed many homes. It had damaged schools, hospitals, and other buildings that communities depend on. Many people had been stranded without places to stay and without food to eat.

Although the coast was far away from Quincy, the twins were worried. They weren't worried for themselves, but for the people whose lives had been affected by the hurricane. Some people had lost everything—their homes, furniture, cars, and clothes. All of it, gone.

The twins quietly watched the news on television. Twins do not always know what each other is thinking. But today, these twins did. “The people hurt by the hurricane need a lot,” said Marta. “We can use our baseball equipment money to help them.”

“I know,” said Miguel. “They need the money more than we do.”

The twins talked to Aunt Rosa about their idea. They talked to the other players on the team. Aunt Rosa spoke with the players' parents and other family members who had helped to collect money for the baseball team. Everyone agreed. The money that the team had planned to use for new equipment would be donated to help the hurricane victims.

Marta and Miguel made a card to send to the people affected by the storm. All of the teammates signed the card, and Aunt Rosa mailed it along with the money the team was donating.

A couple of weeks later, the twins were interested in watching the news again. This time, they were part of the story! The mayor of Quincy had called the news station and told them about the generous donation made by the baseball team. A reporter came to interview the kids at one of their games.

Marta and Miguel were excited to see their team on television. As they watched, neither of the twins noticed the old uniforms or worn equipment. All that anyone could see were big smiles on the faces of kids with big hearts.



# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“The Smithsonian.”

**artifacts****attend****centers****contact****depths****dream****funding****galleries****recent****reserve****specimens****subway****sum****took shape**

**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. The galleries were full of paintings from the eighteenth and nineteenth centuries.

**railroads that run underground** \_\_\_\_\_

2. The city has two recreation centers where residents can swim and play racquetball.

**facilities providing places for specific activities** \_\_\_\_\_

3. If we take the subway, we can be across town in twenty minutes.

**a room where works of art are displayed** \_\_\_\_\_

4. The artifacts collected show that these ancient people were farmers.

**places below the surface** \_\_\_\_\_

5. “That is an outrageous sum to pay!” she said when she saw the price tag.

**an amount of money** \_\_\_\_\_

6. Dr. Tinibu hopes the university will give him the funding to complete his project.

**money provided for a specific purpose** \_\_\_\_\_

**APPLY** Read the sentences. Replace the underlined word or words with one of the vocabulary words in parentheses. Use context clues to help you. Write the vocabulary word on the line.

7. The biologist collected several examples of butterflies in a jar.  
(centers, specimens, galleries)

---

8. The Broadway show is so popular that you should arrange for tickets early.  
(contact, attend, reserve)

---

9. It has always been Amelia's hope that she could become a professional tennis player. (dream, sum, depth)

---

10. Be sure to read Erin's latest article in the school newspaper.  
(reserve, artifact, recent)

---

11. As we watched the artist work, the sculpture formed before our very eyes.  
(dreamed, contacted, took shape)

---

12. We have traveled one thousand miles to go to our cousin's wedding.  
(attend, specimen, subway)

---

13. You can get in touch with the agency by letter or by phone.  
(contact, center, take shape)

---

14. Some of these creatures only live in the lowest parts of the ocean.  
(artifacts, funding, depths)

---

# Summer Camp Journal

## Monday, July 23<sup>rd</sup>

Well, here I am. I hear that some people call this place the Great Outdoors. There are lots of mosquitoes, so I'm definitely outside. I don't know if I'd call it "great" though. It seems like "cold," "wet," and "unpleasant" are better terms.

I'm a city kid. I like taking the subway, going to museums and galleries, and going out to eat. I like playing basketball in the park, having all my friends nearby, and walking to school. I like the pavement under my feet and the hum of traffic around me. That's why I nearly fell over when Mom said I would be attending Camp Pinecone this summer. "It'll be good for you, Zeke," she said. "And besides, I've already gone to a great deal of trouble and put down quite a sum to reserve your spot. You're going whether you like it or not."

And . . . there you have it. I'm here whether I like it or not. I'm sure some kids dream about a whole week of mud, spiders, smoky campfires, and food cooked on sticks, but not me. As I sit here in my uncomfortable top bunk, in a cabin that can only be described as "rustic," listening to the snores of my fellow campers, I am trying very hard not to be miserable. It's only a week, right?

## Tuesday, July 24<sup>th</sup>

Is it over yet? It is well past dinnertime, and I am still sitting here in the nurse's cabin. I am covered in mosquito bites, and apparently have something called "poison oak" on my leg. If I had known all this would happen to me, I never would have plunged into the depths of the woods with everyone else this morning. We were supposed to be looking for wildflower specimens, and maybe some arrowheads and other historic artifacts. What could go wrong? Quite a lot, actually.

I cannot recall a time, in the recent or distant past, when I have been so itchy. I am covered from head to toe in some kind of lotion that Nurse Baxter says will help, but I'm not counting on it. I know it's only been one day, but I think it's time to go back to the city. In fact, an escape plan is already taking shape in my mind that involves contacting Grandpa and telling him I'm being pursued by a mountain lion. If that doesn't work, I will have no choice but to jump headfirst into Lake Pinecone. Anything to stop the itching.

### **Wednesday, July 25<sup>th</sup>**

Another day has passed, and I'm still here! Luckily, the poison oak didn't spread, and I'm feeling much better. And I hate to admit it, but I'm starting to feel better about Camp Pinecone as well. We went kayaking today, which was pretty amazing. I've also discovered that you can see so many stars out here away from the city lights. I guess the Great Outdoors has *something* to offer.

I've also made a new friend! Zander is totally cool, and not just because his name also starts with a z. He's from a smaller town, where there aren't parks and rec centers, and other fun places to go. He actually loves coming here, but his family can't afford the fees. He has to find another way to fund his stay each year. When I found this out, I felt really bad about my attitude. I'm lucky in many ways, and I shouldn't take that for granted. I'm going to make the most of this experience—whether I like it or not!

# Classify and Categorize

**FOCUS**

Remember that classifying the information in a text can help you understand and remember it. When you **classify**, you sort objects or ideas into **categories**. Categories name groups of things that are related.

**PRACTICE** Identify a category in which each group of items belongs. Write the category name on the line.

1. beets, radishes, carrots, broccoli

\_\_\_\_\_

2. rain, sleet, hail, snow

\_\_\_\_\_

3. flock, herd, school, colony

\_\_\_\_\_

4. airplane, bus, subway, train

\_\_\_\_\_

5. milk, yogurt, cheese, cream

\_\_\_\_\_

6. beetles, butterflies, grasshoppers, crickets

\_\_\_\_\_

**APPLY** Read each list of related items from “The Smithsonian.” Write a category name for each list.

7. museums, galleries, gardens, a zoo

---

8. library, research center, publisher, observatory

---

9. National Museum of African American History, National Air and Space Museum, Museum of Natural History, Anacostia Community Museum

---

10. historians, curators, researchers, scientists

---

11. Civil War muskets, First Ladies’ ball gowns, a 1913 Model T

---

**Think about the information you have learned in this unit.  
Write two examples under each category below.**

12. Facts about the Declaration of Independence

---

---

13. Facts about the U.S. Constitution

---

---

14. Facts about the Statue of Liberty

---

---

# Prefixes *dis-*, *non-*, *un-*, and *re-*; Inflectional Endings *-ed* and *-ing*; Homophones and Homographs

## FOCUS

Remember that a prefix is 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 A** Write the correct word from the box beside each definition.

|              |         |           |           |
|--------------|---------|-----------|-----------|
| disorganized | rewrite | nonverbal | unreal    |
| nonmember    | unwise  | rebound   | disregard |

1. not neat or planned \_\_\_\_\_
2. one who does not belong to a particular group \_\_\_\_\_
3. not showing good judgment \_\_\_\_\_
4. write again \_\_\_\_\_
5. not pay attention to \_\_\_\_\_
6. bounce back off of something \_\_\_\_\_
7. not using words or speech \_\_\_\_\_
8. not actual \_\_\_\_\_

## FOCUS

- The inflectional ending **-ed** indicates a past action.  
When **-ed** is added to some verbs, the new word can be used as a verb or an adjective.
- The inflectional ending **-ing** shows that something is happening right now.  
When **-ing** is added to some verbs, the new word can be used as a noun, a verb, or an adjective.
- Homophones are words that have the same pronunciation but have different spellings and meanings.
- Homographs are words that have the same spelling but have different pronunciations and meanings.

**PRACTICE B** Change the following words by adding **-ed** or **-ing**, as indicated.

9. tangle + **-ed** \_\_\_\_\_

10. hurry + **-ed** \_\_\_\_\_

11. chat + **-ing** \_\_\_\_\_

12. stumble + **-ing** \_\_\_\_\_

Write a homophone of each word below.

13. pries \_\_\_\_\_

14. bored \_\_\_\_\_

Write two meanings for each homograph below.

15. bow \_\_\_\_\_

16. lead \_\_\_\_\_



## Suffixes *-ly*, *-y*, *-ful*, *-less*, *-ion/-sion/-tion*, and *-ity*

### FOCUS

Remember that a suffix is 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 A** Add the suffix *-ly*, *-y*, *-ful*, or *-less* to make a new word. Then use the new word in a sentence.

1. easy \_\_\_\_\_

2. \_\_\_\_\_

3. craze \_\_\_\_\_

4. \_\_\_\_\_

5. beauty \_\_\_\_\_

6. \_\_\_\_\_

7. speech \_\_\_\_\_

8. \_\_\_\_\_

## FOCUS

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

9. possible \_\_\_\_\_
10. divide \_\_\_\_\_
11. subtract \_\_\_\_\_
12. equal \_\_\_\_\_
13. televise \_\_\_\_\_
14. exaggerate \_\_\_\_\_

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

|             |          |           |           |
|-------------|----------|-----------|-----------|
| explanation | invasion | curiosity | companion |
|-------------|----------|-----------|-----------|

15. Vanessa’s \_\_\_\_\_ about the natural world led her to become a scientist.
16. Sal gave no \_\_\_\_\_ for why he left class early.
17. My dog is a great \_\_\_\_\_ for taking long hikes and long naps.
18. An \_\_\_\_\_ of insects ruined our vegetable garden.

# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“Paul Bunyan.”

**ahead****border****brief****by chance****crack****cradle****drift****herculean****lumberjack****stretch****topple****towering****urge****weep**

**PRACTICE** In each sentence, the underlined vocabulary word does not belong. Cross out the underlined word, and write the correct vocabulary word on the line.

1. The tiny boat began to topple down the fast-moving stream.

\_\_\_\_\_

2. We still have the old wooden border that my great grandmother was rocked in.

\_\_\_\_\_

3. Shawna felt a sudden stretch to tell her brother she loved him.

\_\_\_\_\_

4. The weep between the two states is marked with a large sign.

\_\_\_\_\_

5. Luis threatened to cradle the tower of blocks I had just stacked.

\_\_\_\_\_

6. A brief appeared in the ceramic vase after I dropped it.

---

7. Simply drift a rope between these two poles to make a clothesline.

---

8. Brett and I met ahead at the park; neither of us was expecting the other.

---

**APPLY** Read the questions. Write your answers as complete sentences.

9. Does a lumberjack need to be strong and physically fit? Why or why not?

---

10. If something is brief, should you set aside a lot of time for it? Why or why not?

---

11. Can a flower ever be described as towering? Why or why not?

---

12. If someone is ahead of you at the finish line of a race, can you win? Why or why not?

---

13. Would people be impressed to see someone complete a herculean task? Why or why not?

---

14. Could you weep while watching a movie? Why or why not?

---

# The Decathlon

It's the premier contest of track and field—and at the Summer Olympics. Its competitors, with their herculean strength and speed, are some of the best athletes ever. Its winners are given the title “World’s Greatest Athlete.” It’s called the decathlon.

As its Greek root *deca* implies, the decathlon is made up of ten separate events. They involve sprinting, long-distance running, hurdling, jumping, and throwing. These events are held over two days. Athletes are given certain numbers of points for their performance in each one. The highest scorer is then declared the winner and instantly becomes a towering figure in the world of sports.

The first day of the decathlon contains the most well-known and prestigious, but briefest, of all track-and-field events—the 100-meter dash. Runners take their marks on the track. Then they wait for the signal and hurl themselves as fast as they can to the finish line 328 feet away. The whole thing takes around ten seconds. But what an exciting ten seconds it is! A longer 400-meter race occurs later in the day. The runners take a full turn around the track, usually in just over 43 or 44 seconds.

Day one also includes the long jump. Competitors get a running start, plant their feet on a wooden board, and then propel themselves ahead. They land feet-first in a pit of sand, hopefully 28 to 29 (or more!) feet from the starting point. The high jump measures the height of a jump instead of the length. Athletes leap into the air and stretch themselves headfirst over a horizontal bar up to eight feet high. They must not topple the bar from its place, or the jump does not count.

The decathlon’s first day is not complete without the shot put. Competitors display the strength of a lumberjack by throwing a heavy metal ball as far as they can. They cradle the ball between their hand and neck, spin a couple of times, and then “put” the ball out and away from them. The male world record holder for this event managed to throw the ball over 75 feet!

On day two of the decathlon, athletes are challenged with two more throwing events. They hurl a heavy disc in the discus throw and an eight-foot spear in the javelin throw. In history, the discus has drifted as far as 243 feet. The javelin has gone as far as 322 feet. The pole vault, one of track and field's most amazing contests, is also held on the second day. Competitors use a long, flexible pole to propel themselves over a bar that is often around 20 feet high. As in the high jump, they must clear the bar without knocking it down. Seeing these athletes spring into the air is quite something!

Two more running events round out the final day of this impressive athletic feat. Competitors race each other for 1500 meters, or 4921 feet. They also complete a short dash similar to the one from day one. This time, however, they must also leap over ten 3.5-foot hurdles on their way to the finish line.

When all the events have ended, and the points have been tallied, a winner is announced. The honor of "World's Greatest Athlete" is bestowed. It is a well-deserved title. The winner did not arrive at this place by chance. He has spent years honing many skills, always urging himself to do more, without a crack in his determination and commitment. He has achieved something bordering on the impossible. No wonder he is on the verge of weeping as the gold medal is placed around his neck.

# Cause and Effect

**FOCUS**

Remember that a **cause** is the reason why something happens, and an **effect** is what happens as a result.

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

1. When we heard the tornado siren, we immediately headed for the basement.

\_\_\_\_\_

2. A mother bear can be particularly vicious because she wants to protect her cubs.

\_\_\_\_\_

3. The humidity is high today, so John's hair is especially frizzy.

\_\_\_\_\_

4. My labrador is tired because we took an especially long walk today.

\_\_\_\_\_

5. Since she forgot her sunglasses, Ellie will be squinting into the sun all day.

\_\_\_\_\_

6. Darius enjoys working with numbers, so he wants to be a math teacher.

\_\_\_\_\_

7. The house is made of brick and concrete; therefore, it should withstand the high winds.

\_\_\_\_\_

8. The price of a consumer product goes up when there is a high demand for it.

\_\_\_\_\_

**APPLY** Read the sentences below. Draw a line to match each cause from “Paul Bunyan” with its effect.

| Causes   | Effects  |
|--|--|
| 9. Baby Paul Bunyan grows too fast.                          | a. Niagara Falls, a great waterfall, is created.     |
| 10. Paul Bunyan’s hands hit the ground in New York.          | b. Acres of land are cleared for farmers to use.     |
| 11. Paul Bunyan makes a cannonball jump into a river.        | c. Ten thousand lakes are made in one state.         |
| 12. Paul Bunyan and Babe play tag in Minnesota.              | d. Paul Bunyan shatters his crib.                    |
| 13. Babe pulls a giant sled across Iowa.                     | e. Paul Bunyan opens the geyser called Old Faithful. |
| 14. Paul Bunyan digs in the ground for an underwater spring. | f. The Finger Lakes are formed.                      |

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

15. The hikers forgot to bring a map. \_\_\_\_\_  
\_\_\_\_\_
16. Quinn has a very bad headache. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Letter of Request

## Think

**Audience: Who** will read your letter of request?

\_\_\_\_\_

**Purpose: What** is your reason for writing a letter of request?

\_\_\_\_\_

***PREWRITING*** Use this graphic organizer to ensure that your letter of request is formatted properly as a business letter.

\_\_\_\_\_ (your return address)

\_\_\_\_\_ (your city, state, and zip code)

\_\_\_\_\_ (the date of your letter)

\_\_\_\_\_ (your recipient's name and address)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Salutation)

\_\_\_\_\_ (Body—brief description of your request)

\_\_\_\_\_

\_\_\_\_\_ (Closing)

\_\_\_\_\_ (Signature)

## Revising

**Use this checklist to revise your letter of request.**

- ☐ Have you described the reason for your request?
- ☐ Have you used precise and descriptive words to make your request clear?
- ☐ Have you used polite and formal language?
- ☐ Did you include all the elements needed for a business letter format?
- ☐ Did you thank your recipient?

## Editing/Proofreading

**Use this checklist to correct mistakes in your letter of request.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check for mistakes in capitalization and punctuation in the addresses?
- ☐ Did you punctuate the opening and closing of your letter correctly?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you eliminate all contractions?

## Publishing

**Use this checklist to prepare your letter of request for publishing.**

- ☐ Write or type a neat copy of your letter.
- ☐ Address an envelope, and mail your letter.

# Unit 1 Spelling Review

## FOCUS

- The prefixes **dis-**, **un-**, and **non-** mean “not.”  
The prefix **re-** means “again” or “back.”
- The **suffix -ly** = “like or resembling”;  
**suffix -y** = “characterized by”
- The **suffix -ful** = “full of,” **suffix -less** = “without”
- The **suffix -ion/-sion/-tion** = “act or process of”;  
**suffix -ity** = “state or quality of being”

**PRACTICE A** Add the suffix to the base word and write the spelling word that is formed. Be sure to change the spelling of the base word as needed.

### Word List

- |                 |                 |
|-----------------|-----------------|
| 1. activity     | 11. identifying |
| 2. applauded    | 12. identity    |
| 3. bargaining   | 13. muscle      |
| 4. breezy       | 14. nondairy    |
| 5. collision    | 15. population  |
| 6. concentrated | 16. rearrange   |
| 7. desert       | 17. sighed      |
| 8. dishonest    | 18. successful  |
| 9. excuse       | 19. uneventful  |
| 10. gratefully  | 20. worthless   |

### Challenge Words

21. evacuated  
22. excursion  
23. unconscious

1. populate + tion = \_\_\_\_\_

2. grateful + ly = \_\_\_\_\_

3. collide + sion = \_\_\_\_\_

4. active + ity = \_\_\_\_\_

5. breeze + y = \_\_\_\_\_

**Write the spelling word that matches each definition.**

6. not honest = \_\_\_\_\_
7. arrange again = \_\_\_\_\_
8. not eventful = \_\_\_\_\_
9. not dairy = \_\_\_\_\_
10. without worth = \_\_\_\_\_

### **FOCUS**

- The inflectional ending **-ed** is added to verbs to form the past-tense verb.
- The inflectional ending **-ing** is added to a verb to form the present participle.
- **Homophones** are words that have different spellings and meanings but have the same pronunciation.
- **Homographs** are words that are spelled the same but have different meanings and different pronunciations.

**PRACTICE B** Circle the word that correctly completes each sentence.

11. Taye pulled a (mussel, muscle) in his leg during the soccer match.
12. When Luke (sighed, side), his mother knew he was unhappy.
13. Mr. Rey used his (bargained, bargaining) skills to get a great deal on a car.
14. The pirates threatened to (dessert, desert) Tom on an uninhabited island.
15. While Mom (concentrated, concentrating) on her book, I snuck past her.
16. Coach Shu (applauding, applauded) our effort, even though we did not win.
17. The plumber had trouble (identified, identifying) the source of the leak.
18. “I can’t accept your (excuse, excused) for class,” Ms. Wei said regretfully.

# Nouns, Verbs, Adjectives, Adverbs, Pronouns

## FOCUS

- **Nouns** are words that name people, places, things, or ideas. Types of nouns include **common nouns**, **proper nouns**, **concrete nouns**, and **abstract nouns**.
- An **action verb** shows what the subject does. The action can be seen or unseen. A **state-of-being verb** expresses a condition. A **linking verb** connects the subject of a sentence with a noun or an adjective that describes the subject. Some sentences contain a **verb phrase**—the **main verb** plus a **helping verb**. Helping verbs help the main verb show action. **Modal auxiliary verbs** express a condition about the action or state of being.

**PRACTICE A** Circle the nouns and underlined the verbs and verb phrases in the sentences.

1. Louis spent his childhood in Indonesia.
2. The children will be playing at the park this afternoon.
3. Sheep are my favorite kinds of animals.
4. Molly should enter this contest!

Find an example of each type of noun or verb in the sentences above. Write it on the line.

5. proper noun: \_\_\_\_\_
6. abstract noun: \_\_\_\_\_
7. common concrete noun \_\_\_\_\_
8. action verb: \_\_\_\_\_
9. state-of-being verb: \_\_\_\_\_
10. verb phrase: \_\_\_\_\_

## FOCUS

- **Adjectives** modify nouns. They show what kind, how many, and which one.
- An **adverb** is a word that describes a verb, another adverb, or an adjective. Adverbs tell when, where, how, or to what extent an action happens.
- A **pronoun** is used in place of one or more nouns. Personal pronouns replace the names of specific people or places. Object pronouns appear as objects in the predicate.

## PRACTICE B Add adjectives or adverbs to the sentences, as indicated by the word in parentheses.

11. (adjective) The \_\_\_\_\_ mountain towers over the village.
12. (adverb) Several turtles swam \_\_\_\_\_ under the bridge.
13. (adjective) André is \_\_\_\_\_ about his upcoming piano recital.
14. (adverb) I put the hammer \_\_\_\_\_ and grabbed a box of nails.
15. (adverb) The class discussed the Civil War \_\_\_\_\_.

## Rewrite each sentence, replacing the underlined word(s) with a pronoun.

16. Marcus and I played baseball.

---

17. I brought the books for Bella and Evan.

---

18. Mr. Kingsley spoke with Ada.

---

# Regular and Irregular Comparatives and Superlatives; Greek Roots *phon* and *graph*; Prefixes *auto-* and *tele-*; Latin Roots *tract*, *sign*, *dic*, and *man*; Regular and Irregular Plurals

## FOCUS

- **Comparatives** are adjectives and adverbs that compare two things.
- **Superlatives** are adjectives and adverbs that compare three or more things.
- Some comparatives and superlatives are irregular. They do not follow the above rules.

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

1. Is a venomous snake or a constricting snake ( more dangerous / most dangerous )?
2. Some people think the King Cobra is the ( deadlier / deadliest ) of all snakes.
3. Snakes are ( more good / better ) at sensing movement than many other animals.
4. Anacondas are the ( heaviest / heavier ) snakes in the world.
5. Garter snakes are the ( commonest / most common ) snake in North America.
6. Snakes and other reptiles digest food ( more slowly / slower ) than mammals.
7. Snakes can eat prey that is much ( more large / larger ) than they are.
8. The ( more surprising / most surprising ) fact about snakes is that some can fly!

## FOCUS

- The Greek root **phon** means “sound.”
- The Greek root **graph** means “write.”
- The prefix **auto-** means “self.”
- The prefix **tele-** means “distant.”

**PRACTICE B** Combine the word parts as shown. Then write a definition for the new word.

9. phon + -etic = \_\_\_\_\_

\_\_\_\_\_

10. biblio + graph + -y = \_\_\_\_\_

\_\_\_\_\_

11. auto + nom + -ous \_\_\_\_\_

\_\_\_\_\_

12. tele- + scope + -ic \_\_\_\_\_

\_\_\_\_\_

Write a sentence for each new word you formed above.

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_



## Latin Roots *tract*, *sign*, *dic*, and *man*; Regular and Irregular Plurals

- FOCUS**
- 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 A** Circle the Latin root in each of the following words, then write the word’s definition. Use a dictionary.

1. insignia

\_\_\_\_\_

2. manicure

\_\_\_\_\_

3. contraction

\_\_\_\_\_

4. maneuver

\_\_\_\_\_

5. predicate

\_\_\_\_\_

6. attractive

\_\_\_\_\_

7. dictator

\_\_\_\_\_

8. consign

\_\_\_\_\_

## FOCUS

- **Regular plural nouns** are formed by adding -s or -es to the singular noun.
- If the singular noun ends with a consonant plus -y, change the *y* to *i* before adding -es.
- If the singular noun ends with *ch*, *s*, or *x*, add -es.
- For most singular nouns that end with *f*, change the *f* to *v* and add -es.
- **Irregular plural nouns** do not follow the standard rules for making the plural form.

## PRACTICE B Read the descriptions below, then write correct plural noun on the line.

9. more than one salmon \_\_\_\_\_
10. more than one mouse \_\_\_\_\_
11. more than one wrench \_\_\_\_\_
12. more than one gallery \_\_\_\_\_
13. more than one foot \_\_\_\_\_
14. more than one wolf \_\_\_\_\_
15. more than one pitcher \_\_\_\_\_
16. more than one class \_\_\_\_\_
17. more than one reflex \_\_\_\_\_
18. more than one glove \_\_\_\_\_
19. more than one cactus \_\_\_\_\_
20. more than one sheep \_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from  
“The Labors of Hercules.”

defeating  
despite  
distress  
guilt  
infant  
match  
mortal

react  
relieve  
temper  
titanic  
ton  
trench  
vicious

**PRACTICE** Write each vocabulary word next to  
its synonym.

- |                        |                       |
|------------------------|-----------------------|
| 1. baby _____          | 8. ditch _____        |
| 2. mean _____          | 9. beating _____      |
| 3. 2,000 pounds _____  | 10. remorse _____     |
| 4. human _____         | 11. disposition _____ |
| 5. enormous _____      | 12. misery _____      |
| 6. regardless of _____ | 13. comfort _____     |
| 7. respond _____       | 14. equal _____       |

**APPLY** Read each sentence. Then answer each question to explain the meaning of the underlined vocabulary word.

**15.** Workers are making a trench in order to install an electrical line. What are they doing? \_\_\_\_\_

\_\_\_\_\_

**16.** Marta's sister is an infant. What is Marta's sister like? \_\_\_\_\_

\_\_\_\_\_

**17.** Wes feels guilt after he forgets to call his grandmother. How does he feel? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**18.** Mrs. Berry's car weighs two tons. How much does it weigh? \_\_\_\_\_

\_\_\_\_\_

**19.** The Rockets are defeating the Tigers in a soccer match. What is happening? \_\_\_\_\_

\_\_\_\_\_

**20.** In Greek myth, Arachne was a mortal. What was she like? \_\_\_\_\_

\_\_\_\_\_

**21.** Chad always experiences distress when he sees a dog. What is Chad like? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**22.** A cool cloth on the forehead can often relieve a headache. What is it doing? \_\_\_\_\_

\_\_\_\_\_

# The Tennis Match

I didn't think much of it when Tyler started taking tennis lessons. My little brother has been copying me since he was practically still an infant. When I, at the age of three, dug a trench in the sand with my little plastic shovel, he, at the age of two, had to do the same thing. The mimicking progressed from there. When I got blue sneakers, he wanted blue sneakers. When I began riding a red tricycle, he wanted to do the same. When I started playing soccer, he started playing soccer. When I became interested in rock collecting, he did too. The list goes on and on.

They say imitation is the sincerest form flattery, and I believe it. It's kind of nice knowing Tyler looks up to me and wants to do what I do. And luckily, despite his enthusiasm, Tyler has never been able to best me at any of these activities. I've always been just a little bit bigger, or faster, or more experienced than him. It's fine if he wants to follow me, but he'd better not take the lead. I am the big brother after all.

But back to the tennis. I discovered this awesome sport about a year ago. I have a nice, easygoing temper, but I'm kind of a loner. So I really liked the idea of playing by myself instead of on a team. I started lessons, and after a few months I was ready to join a youth league here in town. I've improved a ton since I began competing in matches. Coach Keener says my serve is solid and my backhand can't be beat. I hate to brag, but I can't remember the last time I faced defeat.

Tyler didn't react in his usual way when I first took up my racket. He didn't insist on doing the same. He seemed happy just to watch and cheer me on. Then, after I won my second match, I could see his interest growing. Sure enough, the very next day, there he was at the courts, swinging wildly at a string of easy serves from Coach Keener.

To be honest, the kid was terrible. *Clearly hand-eye coordination does not always run in this family*, I observed to myself. For a split second, I felt guilty for thinking something so vicious about my little brother. But mostly I felt relieved. Clearly Tyler would never compete in my league. I could continue to be the rising tennis superstar that I was, and he could be a mere mortal, hoping to just hit the ball over the net.

What a titanic fool I was. It's been only six weeks since that fateful day, and Tyler is now an ace-serving, forehand-winning boy wonder. I don't know what got into him, but he has definitely conquered that whole hand-eye coordination problem. He wins every match, has skills as good or better than mine, and is becoming a league leader. It's all very distressing, really.

But here's the most dreadful thing of all. Guess who my opponent is in next Saturday's match. I wish I could say I am confident of a win, but I'm not. Tyler really could beat me. What am I saying? He could trounce me. And frankly that makes me angry. I'm so angry I just want to lock him in his room, hide his racket, and forbid him from copying me. Anything to keep him off the court.

But what will I actually do? I'll wish him luck, and then I'll play hard and try my best. And if he happens to win, I'll run to the net to shake his hand. I'll be a model of good sportsmanship. I am the big brother after all.

# Compare and Contrast

## **FOCUS**

Remember that when you **compare**, you tell how the people, places, things, or 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 things are alike and *Contrast* if it tells how things are different. Then write what two things are being compared or contrasted.

1. Running and swimming are both forms of exercise that are good for your heart.

\_\_\_\_\_

2. My brother is just as talented as the professional singer on the stage.

\_\_\_\_\_

3. Kieran's story is a mystery, while Zadie's story is historical fiction.

\_\_\_\_\_

4. Earth's crust is solid, but the outer core is liquid.

\_\_\_\_\_

5. Unlike the rest of her family, Kayla prefers to stay indoors when the weather is nice.

\_\_\_\_\_

6. Oregon is a state on the West Coast, and so is Washington.

\_\_\_\_\_

**APPLY** Answer each compare or contrast question below.  
Write a complete sentence.

7. How are April and May alike? \_\_\_\_\_

\_\_\_\_\_

8. How are Earth and Mars different? \_\_\_\_\_

\_\_\_\_\_

9. How are myths and folktales alike? \_\_\_\_\_

\_\_\_\_\_

10. How are weekdays and weekends different? \_\_\_\_\_

\_\_\_\_\_

**Compare and contrast the characters in “The Labors of Hercules.” Answer each question below.**

11. How are Hercules and his father, Zeus, alike? \_\_\_\_\_

\_\_\_\_\_

12. How are Hercules and Zeus different? \_\_\_\_\_

\_\_\_\_\_

13. How are the Erymanthian boar and the Cretan bull alike? \_\_\_\_\_

\_\_\_\_\_

14. How are these two creatures different? \_\_\_\_\_

\_\_\_\_\_



# Poetry

## Think

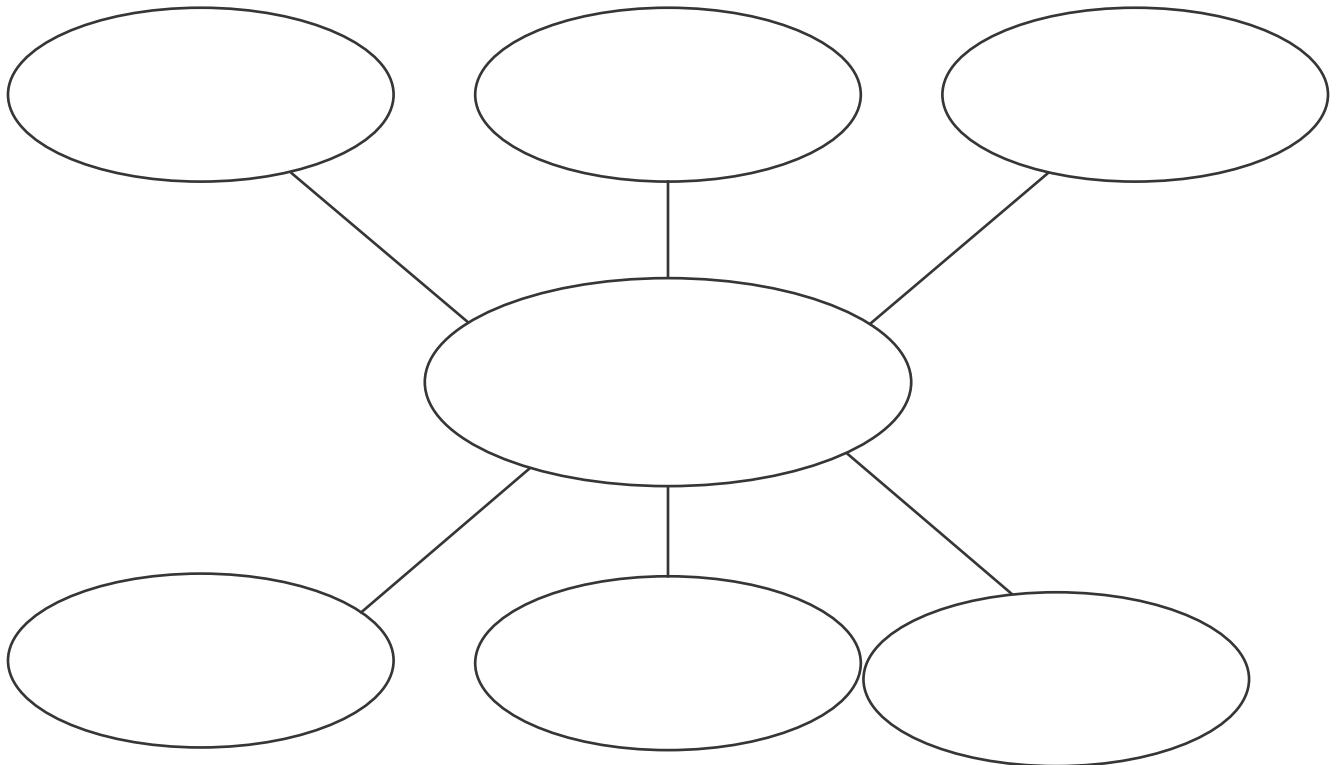
Think about a subject for your poem. It should be something very specific. It should also be something you can use sensory details to describe—something you can see, hear, feel, taste, or smell. Write your subject here:

---

Now think about the feelings you want your audience to have about the subject. Should they be afraid, soothed, or maybe amused? The feeling you create with your poem is the tone. What kind of tone would you like your poem to have?

---

**PREWRITING** Use the idea web below to brainstorm details to include in your poem. You might also want to use the web to brainstorm rhyming words related to your subject.



## Revising

**Use this checklist to revise your poem.**

- ☐ Does your poem have a clear topic and tone?
- ☐ Do your lines have a rhythm that carries through the whole poem?
- ☐ Do your lines rhyme in the same pattern throughout?
- ☐ Did you use figurative language?
- ☐ Did you use precise word choice, including vivid adjectives?

## Editing/Proofreading

**Use this checklist to correct mistakes in your poem.**

- ☐ Did you use a consistent method for capitalization in your poem?
- ☐ Did you use a consistent method for punctuation in your poem?
- ☐ Did you correctly use adjectives, adverbs, and action verbs when describing your subject?
- ☐ Did you check for misspelled words?

## Publishing

**Use this checklist to prepare your poem for publishing.**

- ☐ Write or type a neat copy of your poem.
- ☐ Read your poem aloud to others.

## Unit 2 Spelling Review

### FOCUS

Greek root **phon** = “sound”;

Greek root **graph** = “write”

Latin root **tract** = “pull or drag”;

Latin root **sign** = “mark”

Latin root **dic** = “speak”; Latin root **man** = “hand”

- The **prefix tele-** means “at a distance.”
- The **prefix auto-** means “by oneself or itself.”

**PRACTICE A** Add a root or prefix to each word part, and then write the spelling word that is formed.

#### Word List

- |                 |                  |
|-----------------|------------------|
| 1. angriest     | 11. megaphone    |
| 2. automatic    | 12. people       |
| 3. bibliography | 13. potatoes     |
| 4. cacti        | 14. prediction   |
| 5. crunchier    | 15. scarves      |
| 6. extract      | 16. significant  |
| 7. fungi        | 17. species      |
| 8. kidneys      | 18. strawberries |
| 9. lovelier     | 19. television   |
| 10. manufacture | 20. worst        |

#### Challenge Words

21. calligraphy  
22. maneuver  
23. responsibilities

1. pre\_\_\_\_\_tion \_\_\_\_\_ 5. \_\_\_\_\_vision \_\_\_\_\_

2. ex\_\_\_\_\_ \_\_\_\_\_ 6. mega\_\_\_\_\_e \_\_\_\_\_

3. \_\_\_\_\_ificant \_\_\_\_\_ 7. \_\_\_\_\_ufacture \_\_\_\_\_

4. \_\_\_\_\_matic \_\_\_\_\_ 8. biblio\_\_\_\_\_y \_\_\_\_\_

## FOCUS

- A **comparative** compares two things and is often formed by adding **-er** to a base word.
- A **superlative** compares more than two things and is often formed by adding **-est** to a base word.
- **Regular plurals** are formed by adding **-s** or **-es** to singular nouns.
- Sometimes the spelling of a base word or singular noun must change before an ending is added.
- **Irregular comparatives, superlatives, and plurals** do not follow the rules described above.

## PRACTICE B Write the spelling word that matches each description.

9. The plural form of *species*: \_\_\_\_\_
10. The comparative form of *lovely*: \_\_\_\_\_
11. The superlative form of *angry*: \_\_\_\_\_
12. The plural form of *strawberry*: \_\_\_\_\_
13. The superlative form of *bad*: \_\_\_\_\_
14. The plural form of *scarf*: \_\_\_\_\_
15. The plural form of *fungus*: \_\_\_\_\_
16. The comparative form of *crunchy*: \_\_\_\_\_
17. The plural form of *person*: \_\_\_\_\_
18. The plural form of *potato*: \_\_\_\_\_

# Direct Objects, Prepositions and Prepositional Phrases, Capitalization, Simple Sentences, Kinds of Sentences, Coordinating Conjunctions

## FOCUS

- A **direct object** is a noun or pronoun that receives the action of the verb. The direct object in a sentence can be identified by asking *what?* or *whom?* in a question with the verb.
- 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, and they can also give more information. The noun or pronoun that follows a preposition is called the object of the preposition. A **prepositional phrase** is made up of a preposition, its object, and any words in between.
- A **simple sentence** has a subject and a predicate. The predicate can be a verb or a verb phrase. The subject, the predicate, or both may be simple or compound.

## PRACTICE A Underline the word part in each sentence indicated by the word(s) in parentheses.

1. (prepositional phrase) The shoes under the table are mine.
2. (direct object) My aunt and uncle made us dinner last night.
3. (complete subject) The ice and snow made driving difficult.
4. (predicate) Paulo spoke with his teacher about volunteering for extra credit.
5. (direct object) My cat always eats his dinner very quickly.
6. (preposition) I received a letter from my grandpa.
7. (complete predicate) Dr. Yow received his degree from Michigan State.
8. (subject) The boxes in the hall will be shipped to Portland.
9. (direct object) The sun warmed the top of my head.
10. (prepositional phrase) The goats on this farm are milked twice a day.

## FOCUS

- A **declarative** sentence makes a statement. An **interrogative** sentence asks a question. An **imperative** sentence gives a command or makes a request. An **exclamatory** sentence expresses a strong feeling.
- Always **capitalize** proper nouns.
- The **coordinating conjunctions** are *and*, *but*, and *or*.

## Practice B Circle the words in each sentence that should be capitalized.

11. *on the wings of heroes* is such a great book!
12. Take a bus or taxi to the corner of w. first street and peach avenue.
13. Do you speak french, or do you speak italian like your mother?
14. indiana and ohio are located south of michigan.

## Write the number of the sentence above that answers the question.

15. Which is an interrogative sentence? \_\_\_\_\_
16. Which is an imperative sentence? \_\_\_\_\_
17. Which is an exclamatory sentence? \_\_\_\_\_
18. Which is a declarative sentence? \_\_\_\_\_
19. Which sentence has a coordinating conjunction between two clauses?  
\_\_\_\_\_
20. Which sentence has a coordinating conjunction in the subject?  
\_\_\_\_\_

## Open and Hyphenated Compound Words; Suffixes *-ment*, *-al/-ial*, and *-able/-ible*

### 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: washing machine

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

Example: brother-in-law

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

1. full, length \_\_\_\_\_

4. thought, provoking \_\_\_\_\_

2. time, out \_\_\_\_\_

5. cotton, candy \_\_\_\_\_

3. time, zone \_\_\_\_\_

6. major, league \_\_\_\_\_

Write a sentence using each of the following compound words.

7. ice-cream cone

\_\_\_\_\_

8. flight attendant

\_\_\_\_\_

9. key chain

\_\_\_\_\_

10. self-portrait

\_\_\_\_\_

## 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 **suffix -al/-ial** means “relating to” or “action or process.”

Adding this suffix changes a noun to an adjective.

- The **suffix -able/-ible** means “can be done” or “fit for.”

Adding this suffix changes a noun or a verb to an adjective.

There is no rule about when to use *-able* or *-ible*, so spellings must be memorized.

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

|            |            |          |             |           |
|------------|------------|----------|-------------|-----------|
| credible   | employment | initial  | favorable   | global    |
| adjustment | spatial    | flexible | fundamental | honorable |

11. characterized by approval or support \_\_\_\_\_
12. able to be believed \_\_\_\_\_
13. relating to space \_\_\_\_\_
14. relating to the whole world \_\_\_\_\_
15. relating to the foundation or base \_\_\_\_\_
16. relating to the beginning or first one \_\_\_\_\_
17. able to bend without breaking \_\_\_\_\_
18. the act or process of changing something to make it better \_\_\_\_\_
19. the act of hiring someone or the state of having work \_\_\_\_\_
20. worthy of respect \_\_\_\_\_



## Latin Roots *port* and *mob/mot/mov*; Prefixes *over-*, *under-*, *sub-*, and *inter-*

### **FOCUS**

When you know the meaning of a root, you can figure out the meaning of many words that contain the root.

- The **Latin root *port*** means “carry.”
- The **Latin roots *mob*, *mot*, and *mov*** mean “move.”

### **PRACTICE A** Draw a line to connect each word with its definition.

- |               |   |
|---------------|---|
| 1. supportive | A. moving up in rank or position                  |
| 2. promotion  | B. according to what has been stated or announced |
| 3. immovable  | C. not able to change position                    |
| 4. reportedly | D. became ready to take action                    |
| 5. mobilized  | E. providing help or encouragement                |

### Write a sentence using each word below.

6. portable \_\_\_\_\_  
\_\_\_\_\_
7. motionless \_\_\_\_\_  
\_\_\_\_\_
8. transportation \_\_\_\_\_  
\_\_\_\_\_

## 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 B Write a definition for each word. Use a dictionary, if needed.

9. overreact \_\_\_\_\_
10. interchangeable \_\_\_\_\_
11. overflow \_\_\_\_\_
12. undertow \_\_\_\_\_
13. subhead \_\_\_\_\_
14. interactive \_\_\_\_\_
15. underground \_\_\_\_\_
16. submissive \_\_\_\_\_

## Write sentences using four of the words from above.

17. \_\_\_\_\_  
\_\_\_\_\_
18. \_\_\_\_\_  
\_\_\_\_\_
19. \_\_\_\_\_  
\_\_\_\_\_
20. \_\_\_\_\_  
\_\_\_\_\_

# Vocabulary

## FOCUS

Review the selection vocabulary words from  
“Little Red Riding Hood.”

addressed  
already  
amid  
beloved  
blustery  
cautious  
coiled

croak  
devious  
figure  
hailed  
persuade  
plump  
sweet

## PRACTICE Circle the vocabulary word that matches each sentence.

1. Mrs. Kim waved cheerfully at us from across the room.

cautious                      hailed                      coiled                      devious

2. The rolled-up garden hose looked like a giant snake in the grass.

coiled                      blustery                      croak                      beloved

3. Craig decided to stay inside when he heard there might be thunderstorms.

beloved                      devious                      plump                      cautious

4. The cheesy pasta came baked in small ceramic dish.

croak                      hailed                      persuade                      addressed

5. The pig ate and ate until it grew to be quite round.

plump                      blustery                      amid                      sweet

6. “What can I do to make you believe my story?” Vanessa said desperately.

coiled                      figure                      beloved                      persuade

7. The wind blew the hat right off my head!

hailed                      devious                      blustery                      cautious

8. Mr. Khan was everyone’s favorite fourth-grade teacher.

amid                      beloved                      croak                      plump

**APPLY** Write the vocabulary word that best completes each sentence below.

9. I just don't think Rachelle is \_\_\_\_\_ enough to play a trick on us.
10. When morning came, we heard the \_\_\_\_\_ sounds of the birds singing in the trees.
11. A famous author \_\_\_\_\_ the students at the graduation ceremony.
12. Hank saw the dark \_\_\_\_\_ of a man in the distance.
13. \_\_\_\_\_ all her preparations for the show, Ada still found time to walk her dog.
14. Penelope brought her brother some gloves but found that he \_\_\_\_\_ had a pair.
15. It was such a \_\_\_\_\_ day that the trees lost the last of their autumn leaves.
16. That's a good argument, but I don't think it will \_\_\_\_\_ all the members of the board.
17. Katie's long hair was \_\_\_\_\_ into a tight bun at the top of her head.
18. Many students were sad when Mrs. Bates, the \_\_\_\_\_ school librarian, retired.

## The More the Merrier

“Well, your devious grandparents have done it again.” Lucinda’s dad, phone still in hand, stood frowning outside of her bedroom door. It was the day before Thanksgiving. Lucinda had been reading under a cozy blanket and occasionally glancing down at the blustery weather in the park below.

“What do you mean, Dad?” she said. “Aren’t they on their way to Aunt Myra’s house?”

“Um . . . no,” her father replied. “They’ve changed their plans. They’re coming here instead.”

“What?” Lucinda put down her book. She could feel a flutter of panic in her chest. “But we don’t have a turkey, or cranberry sauce, or yams, or . . . anything. The apartment isn’t even clean. Couldn’t you persuade them not to come?”

“Not only did I fail to talk them out of it—I also couldn’t keep them from bringing their neighbors, the Changs, as well.”

“So now we have six people to feed . . . tomorrow?” The alarm in Lucinda’s voice was enough to startle the plump cat sleeping beside her.

“Don’t panic, Lucinda,” her father replied. “We can do this. We just need to swing into action. I’ll go downstairs right now and hail a taxi to take me to the market. You stay here and get that vacuum cleaner going!”

Lucinda didn’t know how much luck her dad would have procuring a turkey on the day before Thanksgiving, but she did what he said anyway. Two hours later, he returned balancing four grocery bags and a sizeable bird in his arms. “You did it, Dad!” she cried. “I’m impressed!”

“Save your compliments for tomorrow, my beloved daughter. I still haven’t cooked anything yet,” he replied with a wink. He looked down at his watch. “Oh, is it seven o’clock already? I’d better go turn on the oven!”

When Lucinda peeked into the kitchen an hour later, the scene was one of chaos. Her dad sat at the kitchen table, studying an old cookbook, amid piles of carrot and potato peelings, and cans, jars, pans, bowls, and crocks of all sizes. He looked up suddenly and said, “Lucinda, you can make a pie!”

“Are you delirious, Dad?” she said. “I’ve never baked anything.”

“You can do it, Lucinda. Baking is easier than you think. It really is all about following directions.”

Lucinda shrugged her shoulders and rooted in the drawer for the rolling pin. Soon she was mixing, stirring, rolling, whisking, and pouring. She noticed the crust was a bit lopsided when she cautiously put her creation in the oven, but she didn’t care. They would have pumpkin pie tomorrow!

The next morning, the kitchen was still a disaster zone. Every coil on the electric stove was aglow. Pots hissed and bubbled. The turkey took up too much space in the oven. But something else was happening too. The place smelled amazing! “That’s the sweet smell of success!” Dad said.

At two o’clock on the dot, four figures stood on the steps of Lucinda’s building and the doorbell rang. The table was set, the rolls were cooling, and the turkey was ready to carve. Lucinda’s dad, who had traded his apron for a nice suit, looked like he was about to address a distinguished crowd. He looked in the mirror and straightened his tie before heading to the door. “You know what I always say, Luc.” he quipped. “The more the merrier!”

## 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. Sometimes the main idea is stated directly in a paragraph's topic sentence. Often, however, the reader must conclude what the main idea is after reading the information in the paragraph. The author supports the main idea with **details**, which can be descriptions, explanations, facts, or definitions.

**PRACTICE** Each paragraph below is missing a topic sentence. Read the paragraph. Decide what it is mostly about. Then write a sentence that expresses the main idea.

1. \_\_\_\_\_  
It preys on large mammals, such as deer and livestock. It also hunts smaller mammals, such as squirrels, mice, foxes, hares, and weasels. When it cannot find mammals, the gray wolf will eat waterfowl, lizards, and snakes. It had also been known to eat carrion, or dead animals, that it finds when all other options are scarce.
2. \_\_\_\_\_  
Forests supply oxygen, which humans need to breathe, and absorb harmful carbon dioxide from the atmosphere. They make water more pure and act as natural barriers to flooding. They also provide us with fun and interesting recreation areas.

**APPLY** Identify the main idea and supporting details in two paragraphs from “Little Red Riding Hood.” Record them below.

3. This paragraph is on page: \_\_\_\_\_

Main Idea: \_\_\_\_\_

\_\_\_\_\_

Supporting Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. This paragraph is on page: \_\_\_\_\_

Main Idea: \_\_\_\_\_

\_\_\_\_\_

Supporting Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Historical Fiction

## Think

**Audience: Who** will read your historical fiction story?

\_\_\_\_\_

**Purpose: What** is your reason for writing historical fiction?

\_\_\_\_\_

***PREWRITING*** After you have chosen a time period, answer the questions below as you research historical details to include in your story.

**When** does your story take place? \_\_\_\_\_

**Where** does your story take place? \_\_\_\_\_

**What** did people wear that is different from today?

\_\_\_\_\_

**What** kinds of jobs did people have that are different from today?

\_\_\_\_\_

**What** were the main types of transportation?

\_\_\_\_\_

**What** were homes like?

\_\_\_\_\_

**What** historical events were taking place?

\_\_\_\_\_

**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.



## Unit 3 Spelling Review

### 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.”
- The **suffix -ment** means “act or process of,” “the state of being,” or “the result of.”
- The **suffix -al** means “relating to” or “like.”
- The **suffixes -able/-ible** mean “can be done” or “fit for.”

**PRACTICE A** Write the spelling word that shares a base or root word with the word shown.

#### Word List

- |                |                    |
|----------------|--------------------|
| 1. additional  | 11. merry-go-round |
| 2. agreeable   | 12. moveable       |
| 3. assignment  | 13. overreact      |
| 4. believable  | 14. paper clip     |
| 5. commotion   | 15. promotion      |
| 6. educational | 16. responsible    |
| 7. emotional   | 17. submerge       |
| 8. excitement  | 18. transportation |
| 9. high school | 19. undercooked    |
| 10. interrupt  | 20. well-dressed   |

#### Challenge Words

21. entertainment  
22. immobile  
23. intermission

- |                     |                    |
|---------------------|--------------------|
| 1. exciting _____   | 4. educated _____  |
| 2. agreed _____     | 5. precooked _____ |
| 3. responders _____ | 6. reactions _____ |

7. merging \_\_\_\_\_ 9. additives \_\_\_\_\_

8. ruptured \_\_\_\_\_ 10. disbelief \_\_\_\_\_

## FOCUS

- Latin root **port** = “to carry”;  
Latin roots **mob, mot, mov** = “move”
- **Open compound words** still have a space between the words that have been combined.
- **Hyphenated compound words** use a hyphen to combine the smaller words.

**PRACTICE B** Add a Latin root to the word parts below, and then write the spelling word.

11. pro \_\_\_\_\_ ion \_\_\_\_\_

12. \_\_\_\_\_ eable \_\_\_\_\_

13. trans \_\_\_\_\_ ation \_\_\_\_\_

14. com \_\_\_\_\_ ion \_\_\_\_\_

15. e \_\_\_\_\_ ional \_\_\_\_\_

**Circle the correctly formed compound word.**

16. high-school                      high school

17. well-dressed                      well dressed

18. paper-clip                      paper clip

19. merry-go-round                      merry go round

20. undercooked                      under-cooked

# Compound Subjects and Predicates, Compound Sentences, Run-Ons and Sentence Fragments, Plural Nouns, Subject/Verb Agreement

## FOCUS

- A **compound subject** is two or more subjects that share the same predicate or predicates in a sentence. A **compound predicate** is two or more predicates that refer to the same subject in a sentence.
- A **compound sentence** has two or more independent clauses, joined by a comma and the coordinating conjunction *and*, *or*, or *but*. The independent clauses may also be joined by a semicolon (;).
- A **sentence fragment** is a group of words that does not express a complete thought.
- A compound sentence that is missing punctuation and a conjunction between two independent clauses is a **run-on** sentence.

**PRACTICE A** Identify each sentence as being a simple sentence with a compound subject (CS), a simple sentence with a compound predicate (CP), or a compound sentence (C). If it is a sentence fragment or run-on, then write X on the line.

1. \_\_\_\_\_ The birds returned to the same tree and built a nest.
2. \_\_\_\_\_ Whenever the weather gets too cold and we have to stay inside.
3. \_\_\_\_\_ The man in the yellow hat and his wife are good friends with my parents.
4. \_\_\_\_\_ The deer usually cross the path here, but I haven't seen them in a while.

## FOCUS

- To make most **plural nouns**, just add -s at the end of the singular noun. For singular nouns that end in a consonant and a *y*, first change the *y* to *-i*, and then add -es. For singular nouns that end in *ch*, *sh*, *s*, *ss*, *x*, or *z*, add -es. For singular nouns ending in *f* or *fe*, the *f* often changes to *v* before adding -es.
- **Subject-verb agreement** in a sentence means the verb agrees with the subject in number. A singular subject takes a singular verb, and a plural subject takes a plural verb. A compound subject that uses the conjunction *and* takes a plural verb. A compound subject that uses the conjunction *or* takes a verb that agrees with the subject word that is closest to the verb.

## PRACTICE B Circle the word that correctly completes each sentence.

5. We picked several (bunchs, bunches) of flowers from the garden.
6. My parents and brother (surprise, surprises) me with an unexpected gift.
7. The sign warned against feeding (gooses, geese) at the park
8. How many (strawberries, strawberrys) did you pick?
9. The pigs or the horse (is, are) trying to get out of the barn.
10. Chris (want, wants) to listen to the jazz station.
11. How many (halfs, halves) are there in six wholes?
12. Mom left her (keies, keys) on the table by the back door.
13. The bee (buzz, buzzes) right over my head.
14. The (mouses, mice) scurry across the floor.

## Greek Roots *logos*, *geo*, *cycl*, and *meter*; Suffixes *-ist* and *-ous*; Prefixes *fore-*, *co-*, and *mis-*

**FOCUS** Knowing the meanings of Greek roots can help you figure out the meanings of many unfamiliar English words.

- The **Greek root *logos*** means “word” or “speech.”
- The **Greek root *geo*** means “earth.”
- The **Greek root *cycl*** means “circle.”
- The **Greek root *meter*** means “measure.”

**PRACTICE A** Read each word below. If it contains a Greek root, circle the root. Draw an X through the word if it does not contain a Greek root.

1. region \_\_\_\_\_
2. kilometer \_\_\_\_\_
3. monologue \_\_\_\_\_
4. diametric \_\_\_\_\_
5. cynical \_\_\_\_\_
6. geode \_\_\_\_\_
7. tricycle \_\_\_\_\_
8. chronology \_\_\_\_\_

**Write a definition for each word below.**

9. metronome \_\_\_\_\_
10. epilogue \_\_\_\_\_
11. recyclable \_\_\_\_\_
12. geography \_\_\_\_\_

## FOCUS

- The **suffix -ist** means “one who practices.”  
Words with this suffix can be a noun or an adjective.
- The **suffix -ous** means “possessing the qualities of” or “full of.”  
Words with this suffix are adjectives.
- The spelling of the root word might change when the suffix *-ist* or *-ous* is added.
- The **prefix fore-** means “before” or “front.”
- The **prefix co-** means “together.”
- The **prefix mis-** means “wrongly.”

**PRACTICE B** Add the suffix *-ist* or *-ous* to each base word.  
Then use each new word in a sentence.

13. hazard \_\_\_\_\_

\_\_\_\_\_

14. novel \_\_\_\_\_

\_\_\_\_\_

15. violin \_\_\_\_\_

\_\_\_\_\_

16. suspicion \_\_\_\_\_

\_\_\_\_\_

**Circle the word that best completes each sentence.**

17. Carly ( mistreated mismanaged ) her project so now it is behind schedule.

18. The company's ( cofeatures cofounders ) share equal responsibility.

19. Journalists must be careful not to ( miscode misquote ) the people they interview.

20. The ( forecast foregather ) indicates that we can put away our winter coats.



## Prefixes *-il*, *-im*, *in-*, and *de-*; Greek Root *bio*; Latin Root *aud*

- FOCUS**
- The **prefixes** *il-*, *im-*, and *in-* mean “not.”
  - The **prefix** *de-* means “not” or “opposite.”

**PRACTICE A** Write the correct word from the box beside each definition.

|              |              |            |              |
|--------------|--------------|------------|--------------|
| deconstruct  | imprecise    | incurable  | decelerate   |
| inconsistent | illegitimate | improbable | indisputable |

1. not able to be cured \_\_\_\_\_
2. to reduce the speed of \_\_\_\_\_
3. not likely to be true or to occur \_\_\_\_\_
4. not always behaving in the same way \_\_\_\_\_
5. not allowed according to laws or rules \_\_\_\_\_
6. not exact \_\_\_\_\_
7. to take apart or examine \_\_\_\_\_
8. impossible to question or doubt \_\_\_\_\_

## FOCUS

- The **Greek root bio** means “life.”
- The **Latin root aud** means “hear.”
- When you know the meaning of a root, you can figure out the meaning of many words that contain the root.

## PRACTICE B Answer the following questions about root words. Use a dictionary to help you.

9. What is the root of *amphibian*? \_\_\_\_\_
10. What does the root mean? \_\_\_\_\_
11. What is the prefix in *amphibian*? \_\_\_\_\_
12. What does the prefix mean? \_\_\_\_\_
13. How do the root and prefix relate to the meaning of *amphibian*?  
\_\_\_\_\_  
\_\_\_\_\_
14. Name a word with the root *aud*. \_\_\_\_\_
15. How does the root word help you understand this word’s meaning?  
\_\_\_\_\_  
\_\_\_\_\_
16. What is the actual definition of this word?  
\_\_\_\_\_  
\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “The Sun and the Moon.”

**cakes****determined****embraced****enraged****glimpse****grove****honorable****millet****obedient****of her life****scramble****tricksters****unraveling****wise**

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

1. Those tricksters hid my books and put my desk out in the hallway!  
**papers admitting one to a place** \_\_\_\_\_
2. Taylor considered the trip to the zoo to be the best day of her life.  
**sometime in the distant future** \_\_\_\_\_
3. Haruki is a very determined person, so I have no doubt he will finish the task.  
**sticking firmly to a purpose** \_\_\_\_\_
4. The farmers in this area grow mostly wheat and millet.  
**a type of grass** \_\_\_\_\_
5. We decided to have our picnic in the shady grove in the park.  
**a long, narrow cut** \_\_\_\_\_
6. Emma’s counselor is a wise woman with good excellent to give.  
**showing good judgment or intelligence** \_\_\_\_\_

7. We're going to have to scramble to make it to the movies on time!

**write or draw quickly** \_\_\_\_\_

8. The threads of my scarf are unraveling at the ends.

**becoming separated** \_\_\_\_\_

**APPLY** Read each pair of words. Write **S** if they are synonyms and **A** if they are antonyms.

9. embraced                      pushed away \_\_\_\_\_

10. honorable                      corrupt \_\_\_\_\_

11. grove                              forest \_\_\_\_\_

12. millet                              grass \_\_\_\_\_

13. glimpse                              look \_\_\_\_\_

14. wise                                      foolish \_\_\_\_\_

15. cakes                                      loaves \_\_\_\_\_

16. obedient                              misbehaving \_\_\_\_\_

17. scramble                              rest \_\_\_\_\_

18. of her life                              in her time \_\_\_\_\_

19. tricksters                              pretenders \_\_\_\_\_

20. unraveling                              coming apart \_\_\_\_\_

21. enraged                                      pleased \_\_\_\_\_

22. determined                              undecided \_\_\_\_\_

## Local Family Returns from Senegal

Jeff and Liza Patton, and their twelve-year-old daughter Sadie, are now back in the U.S. after a month-long aid trip to the West African country of Senegal. This was the Pattons' fifteenth visit in as many years. "It's been an annual event for us since before Sadie was born," explains Mr. Patton. "I first went to Senegal as a young Peace Corps volunteer. From the moment I glimpsed that village, it became a part of me. I was determined to keep coming back for the rest of my life."

"I grew to love the village just as much as my husband did," Mrs. Patton adds. "The people are so warm, and it's so rewarding lending a helping hand." She enthusiastically counts her experiences in Senegal as the most important of her life.

Mr. Patton, a professor of agriculture at Kansas State, is a specialist in the areas of irrigation and farming in drought-prone regions. "It's kind of a perfect fit," he explains. "Although it's on the coast, Senegal lies in a very dry part of Africa. The people need to grow corn, rice, and millet to survive, but they get very little rain. I help them get water to their crops by any means possible."

Mr. Patton spends the majority of his time advising area farmers as they build and maintain trenches and canals to carry water from streams to fields. He also shares his expertise in planting, harvesting, and organic fertilizing. Frequently he can be found, with a shovel in his hands, working alongside the villagers.

"This is honorable and vital work he is doing," says Mrs. Patton. "The weather is so harsh, and the people are always scrambling to grow enough food. One large drought, and their lives quickly begin to unravel."

Mr. Patton chuckles modestly upon hearing his wife's remark. "My work is useful, yes. But so is Liza's. And the villagers like her better than me," he jokes.

Mrs. Patton, a doctor, runs a free health clinic for several hours each day. She also teaches math and science in the village school. “I just love working with the children. They have a great sense of humor and can be tricksters, but they are also quite obedient. Technically I am the teacher, but they always have something to teach me. Many are wise beyond their years.”

Seconds later, Mrs. Patton wipes away a tear. “I wish I could be there for them always,” she continues. “It enrages me that they do not have the same resources and opportunities as my own daughter. Every child should have that.”

And what does Sadie Patton have to say about her Senegalese experience? “I love it just as much as my parents do. The people are so friendly, especially the women. I hang out with them a lot while my parents are busy. They teach me how to make rice and lentil cakes and how to speak French. We sit in this beautiful grove of trees in the center of the village. It’s lovely.”

“It means so much to us that the people have embraced our daughter as they have embraced us,” concludes Mr. Patton. “Now we know that she will always be connected to this place as we are. And we hope she continues this tradition of service for the rest of her life as well.”

# Making Inferences

**FOCUS**

Remember to **make inferences** about the characters, settings, or events in a story as you read. When you make an inference, you understand something that is not directly stated by the author. To do this, consider what you already know along with certain details from the text.

**PRACTICE** Read each paragraph. Use details in the paragraph and what you already know to make an inference. Write your inference as a complete sentence.

1. Jonah swept through the big doors just as the bell was ringing. The hallway was strangely quiet and there was no one to be seen. Jonah's heart pounded and his stomach twisted with anxiety. "Not again!" he said quietly to himself.

**Inference:** \_\_\_\_\_

\_\_\_\_\_

2. "What did you get Keisha?" Thalia asked. I told her about cool book about horses I had found. Keisha loves horses. Then I told Thalia that she had better think of a gift quickly. Keisha's party was only a few days away.

**Inference:** \_\_\_\_\_

\_\_\_\_\_

**APPLY** Read each passage from “The Sun and the Moon.”  
Answer the questions that follow to make an inference.

While the mother sold her rice cakes, the children did their daily chores. Big brother and his little sister were hungry by the end of the day. The rice cakes their mother brought home filled their stomachs and made them happy indeed.

3. What do the brother and sister do all day? \_\_\_\_\_

\_\_\_\_\_

4. Why are they so hungry when their mother brings home her rice cakes?

\_\_\_\_\_

\_\_\_\_\_

5. What does the mother do all day? \_\_\_\_\_

\_\_\_\_\_

6. What inference can you make about the values this family shares?

\_\_\_\_\_

\_\_\_\_\_

As she walked over the first of many hills on the way to her house, the mother saw a tiger walking toward her. She gathered her coat tightly around her, walked faster, and hoped he would not see her. But he did. The tiger let out a soft growl—or was that his stomach? He was hungry. He stopped in the path in front of the woman.

7. What does the mother do when she sees the tiger? \_\_\_\_\_

\_\_\_\_\_

8. What inference can you make about how the mother feels about the tiger?

\_\_\_\_\_

\_\_\_\_\_



# Narrative Writing

## Revising

Visualizing can help you find sensory details to add to your story. Close your eyes, and imagine you are in the setting with the characters of your story. What do see, hear, feel, smell, and taste? Spend a few minutes experiencing the setting with your “mind’s eye.” Then record the details and descriptions below.

**Sight**

**Sound**

**Touch**

**Taste**

**Smell**

**Be sure to add some of these details to your story as you revise.**

## Revising

**Use this checklist to revise your narrative writing.**

- ☐ Have you included details and descriptions that make the time period clear?
- ☐ Have you developed your characters enough?
- ☐ Does your plot have a beginning, middle, climax, and end?
- ☐ Have you included any details that do not make sense for the time period?
- ☐ Are your paragraphs organized in a logical way?
- ☐ Does your writing transition smoothly from one paragraph to the next?
- ☐ Do you have a strong, logical conclusion?

## Editing/Proofreading

**Use this checklist to correct mistakes in your narrative writing.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check for mistakes in subject/verb agreement?
- ☐ Did you correctly punctuate dialogue?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check for commas in compound and complex sentences?

## Publishing

**Use this checklist to prepare your narrative writing for publishing.**

- ☐ Write or type a neat copy of your text.
- ☐ Consider how you would like to present your writing to others.

## Unit 4 Spelling Review

### FOCUS

- Many English words contain Greek roots. Knowing the meanings of these roots can help you understand the meanings and spellings of new or challenging vocabulary.
- **Greek root *log*** = “word”; **Greek root *geo*** = “earth”
- **Greek root *cycl*** = “circle”;  
**Greek root *meter*** = “measure”
- **Greek root *bio*** = “life”; **Greek root *aud*** = “hear”

**Practice A** Each word below contains the incorrect Greek root. Rewrite each word using the correct Greek root.

#### Word List

- |                  |                 |
|------------------|-----------------|
| 1. auditorium    | 11. geography   |
| 2. biodegradable | 12. illegible   |
| 3. biography     | 13. impractical |
| 4. cautious      | 14. inaudible   |
| 5. chemist       | 15. inefficient |
| 6. cooperate     | 16. logical     |
| 7. coordinate    | 17. millimeter  |
| 8. dehydrate     | 18. misfortune  |
| 9. encyclopedia  | 19. venomous    |
| 10. foreword     | 20. zoologist   |

#### Challenge Words

21. anonymous  
22. coincidence  
23. impartial

1. millilog \_\_\_\_\_ 5. enaudopedia \_\_\_\_\_

2. cyclography \_\_\_\_\_ 6. geodegradable \_\_\_\_\_

3. ingeoible \_\_\_\_\_ 7. loggraphy \_\_\_\_\_

4. meteritorium \_\_\_\_\_ 8. bioical \_\_\_\_\_

## FOCUS

- The **suffix -ist** means “one who practices.”
- The **suffix -ous** means “full of” or “characterized by.”
- The **prefix fore-** means “before” or “front.”
- The **prefix co-** means “together.”
- The **prefix mis-** means “wrongly.”
- The **prefixes il-, im-, in-, and de-** all mean “not.”  
The **prefix de-** can also mean “opposite.”

**PRACTICE B** Add the prefix or suffix to each base word.  
Write the spelling word that is formed.

9. zoology + ist = \_\_\_\_\_
10. co + ordinate = \_\_\_\_\_
11. venom + ous = \_\_\_\_\_
12. il + legible = \_\_\_\_\_
13. chemical + ist = \_\_\_\_\_
14. in + efficient = \_\_\_\_\_
15. caution + ous = \_\_\_\_\_
16. de + hydrate = \_\_\_\_\_
17. fore + word = \_\_\_\_\_
18. mis + fortune = \_\_\_\_\_
19. co + operate = \_\_\_\_\_
20. im + practical = \_\_\_\_\_

# Subordinating and Correlative Conjunctions, Complex Sentences, Possessives, Verb Tenses, Irregular Verbs

## FOCUS

- **Correlative conjunctions** are similar to coordinating conjunctions, but they are always used in pairs. Some common correlative conjunctions are *either/or*, *both/and*, and *neither/nor*.
- A **subordinating conjunction** joins two clauses, or groups of words, that are not equal in importance. Some common subordinating conjunctions are *before*, *after*, *until*, *when*, *because*, and *unless*. Subordinating conjunctions introduce dependent clauses.
- A **complex sentence** has both an independent clause, or simple sentence, and one or more dependent clauses. When the dependent clause starts the sentence, it is followed by a comma to separate it from the independent clause.

**PRACTICE A** Circle the conjunction(s) in each sentence. If the sentence is complex, then underline the dependent clause.

1. Look in the index if you need to find the section on pronouns.
2. Before you leave for school, please make sure your brother has his lunch.
3. I should use either my backpack or my suitcase for the trip.
4. Whenever Finn has a book report due, he starts on it as soon as he can.
5. Both the hippo and the rhino have large, outdoor enclosures at the zoo.
6. Thomás will be late because he had an appointment this morning.
7. Neither my class nor my sister's has started the unit on fractions yet.
8. Wait until I get home to start the laundry.

## FOCUS

- **Possessive nouns and pronouns** show ownership of things or characteristics. Singular possessive nouns are formed by adding 's to the noun. Plural possessive nouns are formed by adding only an apostrophe when the plural noun already ends with s. If a plural noun does not end in s, then add 's to make the plural possessive.

Possessive pronouns do not need apostrophes. Some possessive pronouns are used front of nouns, and others can be used by themselves.

- **Verb tense** tells when the action of a sentence takes place.
- A present-tense verb shows an action or condition is happening now or happens regularly.
- A past-tense verb shows that an action or condition already happened. Past-tense verbs are often formed by adding -ed to the base verb. **Irregular verbs** do not follow the regular rule of adding -ed to form the past tense. Instead, the past tense form of an irregular verb is a different word altogether.
- A future-tense verb shows that an action or condition will happen later. The future tense is formed by using *will* or *shall* with the base form of the verb.
- The progressive tenses describe actions that are, were, or will be in progress. They are formed by using the past, present, or future tense of *be* with the participle of the main verb.

## PRACTICE B Circle the correct possessive. Then write the verb tense of the sentence on the line.

9. The students were walking to (their, their's) classes. \_\_\_\_\_
10. The (dog's, dogs') tail wagged when (its, its') owner came into the room.  
\_\_\_\_\_
11. (Our, ours) car will need a tune-up next week. \_\_\_\_\_
12. The (tree's, trees') leaves are falling off as the wind shakes (their, theirs) branches. \_\_\_\_\_

## Latin Roots *nat* and *scrib/script*; Prefixes *en-*, *ex-*, *anti-*, and *pro-*; Suffixes *-en* and *-ic*

### FOCUS

- The **Latin root *nat*** means “born.”
- The **Latin root *scrib* or *script*** means “write.”
- The **prefix *en-*** means “in.”
- The **prefix *ex-*** means “out.”

**PRACTICE A** Add affixes to create two new words that are related to each word below. Write a definition for each word you create.

1. nature

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---

2. describe

---

---

Combine the word parts shown. Write the new word and its part of speech.

3. en- + roll + -ment = \_\_\_\_\_

4. en- + vision + -ed = \_\_\_\_\_

5. except + -ion + -al \_\_\_\_\_

6. excel + -ence \_\_\_\_\_

## FOCUS

- The **suffix -en** can mean “to make.”
- The **suffix -ic** means “having characteristics of.”
- The **prefix anti-** means “against.”
- The **prefix pro-** means “forward” or “before.”

**PRACTICE B** Add **-en** or **-ic** to each base word below to create a new word.

7. energy \_\_\_\_\_

8. trauma \_\_\_\_\_

9. sweet \_\_\_\_\_

10. fresh \_\_\_\_\_

**Write a sentence for each word below.**

11. antisocial \_\_\_\_\_  
\_\_\_\_\_

12. provoked \_\_\_\_\_  
\_\_\_\_\_

13. antismoking \_\_\_\_\_  
\_\_\_\_\_

14. procrastinate \_\_\_\_\_  
\_\_\_\_\_



## Greek Roots *therm* and *photo*; Suffixes *-hood*, *-ate*, and *-ure*; Latin Roots *flect*, *ped*, and *loc*

### FOCUS

- The **Greek root *therm*** means “heat.”
- The **Greek root *photo*** means “light.”
- The **suffix *-hood*** mean “state or quality of.”
- The **suffix *-ate*** can mean “to act on in a certain way.”
- The **suffix *-ure*** means “the act, process, or result of.”

**PRACTICE A** Answer the following questions about root words. Use a dictionary to help you.

1. What is the root of *exothermic*? \_\_\_\_\_
2. What does the root mean? \_\_\_\_\_
3. How does the root relate to the meaning of *exothermic*? \_\_\_\_\_  
\_\_\_\_\_
4. Name a word that contains the root *photo*. \_\_\_\_\_
5. How does the root word help you understand this word’s meaning? \_\_\_\_\_  
\_\_\_\_\_

**Identify a word that contains each suffix. Write a definition for the word.**

6. *-hood* \_\_\_\_\_
7. *-ate* \_\_\_\_\_
8. *-ure* \_\_\_\_\_

## FOCUS

- The **Latin root *flect*** means “bend.”
- The **Latin root *ped*** means “foot.”
- The **Latin root *loc*** means “place.”
- When you know the meaning of a root, you can figure out the meaning of many words that contain the root.

## PRACTICE B Draw a line to connect each word with its definition.

- |                |  |
|----------------|--|
| 9. pedestal    | A. the return of light or sound waves from a surface |
| 10. deflect    | B. a device that measures how far one walks          |
| 11. relocate   | C. support or foot of a structure                    |
| 12. location   | D. to move to a different place                      |
| 13. pedometer  | E. to bend or turn aside                             |
| 14. reflection | F. the act or power of moving from place to place    |
| 15. locomotion | G. a particular place                                |

## Write sentences using three of the words from above.

16. \_\_\_\_\_  
\_\_\_\_\_
17. \_\_\_\_\_  
\_\_\_\_\_
18. \_\_\_\_\_  
\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “Sleeping Beauty” and “Old Books, New Ideas.”

**angle****aside****charities****decades****discipline****free****majesty****media****overcome****prick****spring****thick****wealth****wicked**

**PRACTICE** Replace the underlined word or phrase in each sentence with one of the vocabulary words in parentheses. Write the correct vocabulary word on the line.

1. The college offers degrees in every field of study that interests Wyatt.  
(**majesty, angle, discipline**) \_\_\_\_\_

2. The family enjoyed great riches after years of running the company.  
(**media, wicked, wealth**) \_\_\_\_\_

3. Wear gloves so you will not make a small hole in your finger with those thorny rosebushes. (**prick, thick, spring**) \_\_\_\_\_

4. The nature preserve will release from capture two eagles that are ready to live in the wild. (**overcome, free, aside**) \_\_\_\_\_

5. In the story, the very evil queen holds the innocent children captive.  
(**majesty, wealth, wicked**) \_\_\_\_\_

6. Ms. Ali likes to give to aid organizations that combat hunger and homelessness. (**charities, media, decades**) \_\_\_\_\_

7. We soon found ourselves in a dense patch of trees and shrubs.  
(free, prick, thick) \_\_\_\_\_
8. The rabbit will jump up quickly from the cage when I open the door.  
(angle, spring, overcome) \_\_\_\_\_

**APPLY** Read the riddles below. Write the vocabulary word that best solves each riddle.

9. I am a word you might use for a king or a queen. What am I?  
\_\_\_\_\_
10. I am how you might feel when emotion gets the better of you. What am I?  
\_\_\_\_\_
11. I am 1990 to 2000, and 2000 to 2010. What am I?  
\_\_\_\_\_
12. I am what paintings, sculptures, and other artworks are made of.  
What am I? \_\_\_\_\_
13. I consist of two lines that share a single point. What am I?  
\_\_\_\_\_
14. I describe something off to the left or the right. What am I?  
\_\_\_\_\_
15. I am something you might teach or study. What am I?  
\_\_\_\_\_
16. I am what you do when you release a bird from a cage. What am I?  
\_\_\_\_\_

# A Million-Dollar Question

## Characters

Geoff, eleven years old

Violet, Geoff's nine-year-old sister

Jiya, Geoff's best friend

Mateo, Geoff's friend

Blake, Geoff's friend

## Setting

the present, in the media room at Geoff's house

## Act 1, Scene 1

*(Geoff, his sister, and his friends are stretched out at all angles on recliners, a couch, and the floor. They have just watched a game show on the large television in front of them.)*

GEOFF. *(springing from the couch)* Wow! That was exciting! I can't believe that guy just won a million dollars for answering one question.

JIYA. I know! Think about how his life will change.

GEOFF. *(pointing to Jiya)* Yes, just think about that. I know my life would be totally different. Hey, everyone! *(He looks around the room.)* What would all of you do if you won a million dollars?

VIOLET. Oh, oh . . . I know, I know!

GEOFF. *(rolling his eyes at Violet)* Of course you would be the first to open your mouth.

VIOLET. I would buy a huge castle in England. Then I would plant a garden around it with thousands of rosebushes. I would live there for *decades*.

GEOFF. And get pricked on a daily basis by hundreds of thorns? Nice one, your majesty. *(looks around the room again)* Next?

JIYA. *(raising her hand in mock seriousness)* First of all, I would be so overcome with surprise that I would probably fall over. *(Everyone nods in agreement.)* But then I would probably start looking into charities to donate a lot of the money to. I think it's kind of wicked to be so wealthy and not help people who are less fortunate.

GEOFF. Hey, the room just got a little too serious. Let's lighten things up. Blake, what would you do with a million dollars?

BLAKE. Listen to this, guys! I would free all the animals from the zoo and have them come live in my yard.

JIYA. *(wrinkling her forehead at Blake)* Um . . . I'm not sure that would be possible, Blake, even with a million dollars. Are you a trained zoologist?

MATEO. *(running his hand through his thick hair)* This is a bit of a head-scratcher. There are so many possibilities. I think I would use the money to study as many subjects and disciplines as I wanted in college. How cool would it be to have a bunch of different degrees?

BLAKE. Wow, Mateo, you must really like school.

MATEO. *(shrugging his shoulders)* Well, maybe I wouldn't spend my whole life there. I like Jiya's idea too. I guess I could also give people scholarships so they could go to college.

GEOFF. *(standing again, moving both arms down in a sweeping gesture)* Okay, step aside, everyone! I have the absolute best idea. I would buy a pizza shop. Then I could have free pizza whenever I wanted for the rest of my life!

JIYA. Free pizza for you . . . and maybe for all your friends as well?

GEOFF. Hmmm . . . we'll see. But you'll all have to be very nice to me from now on.

*(Everyone laughs.)*

# 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. It is important to identify which of these statements can be proven and which are merely the beliefs of the author.

**PRACTICE** Write one fact or opinion about each topic. Use complete sentences.

1. digital books

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

2. using books to make art

**Fact:** \_\_\_\_\_

\_\_\_\_\_

3. giving to charities

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

4. art exhibits

**Opinion:** \_\_\_\_\_

\_\_\_\_\_

5. your favorite hobby

**Fact:** \_\_\_\_\_

\_\_\_\_\_

**APPLY** Explain whether each passage from “Old Books, New Ideas” is a fact or an opinion. Use complete sentences.

6. Over the last few decades, some artists have given old books a second life in exciting, surprising ways.

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7. The kind of art created using old books goes by many names: bookwork, sculpted books, carved books, transformed books, and altered books.

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8. They liked that a real book could be held. They liked that its pages could be touched and turned. The printed book became more than printed words on a page to them. It began to symbolize something.

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9. Artists also altered books to recycle them and keep them from being discarded in landfills. As a result some altered book art is made from old phonebooks, catalogs, and reference books.

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10. Changing the old book into new art can be simple and fun.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Think

**Audience:** Who will read your biography?

\_\_\_\_\_

**Purpose:** What is your reason for writing a biography?

\_\_\_\_\_

***PREWRITING*** Use this time line to begin planning your biography. Remember that a biography can cover a person's entire life or just an important period in that person's life. If needed, use a separate piece of paper to add more events.

**Subject of Time Line:** \_\_\_\_\_

Date

\_\_\_\_\_

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Date

\_\_\_\_\_

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Date

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Date

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Date

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## Revising

**Use this checklist to revise your biography.**

- ☐ Have you included an introduction that names the subject?
- ☐ Have you presented the events in chronological order?
- ☐ Have you used time order transition words and phrases to organize the information?
- ☐ Are your paragraphs organized logically?

## Editing/Proofreading

**Use this checklist to correct mistakes in your biography.**

- ☐ Did you use proofreading symbols when editing?
- ☐ Did you check for mistakes in homophones?
- ☐ Did you check that commas are used correctly in complex sentences?
- ☐ Did you check the writing for misspelled words?
- ☐ Did you check your sentences for correct verb tenses?

## Publishing

**Use this checklist to prepare your biography for publishing.**

- ☐ Write or type a neat copy of your writing.
- ☐ Include a bibliography.
- ☐ Choose a multimedia source to use when publishing.

## Unit 5 Spelling Review

### FOCUS

- Many English words contain Greek and Latin roots. Knowing the meanings of these roots can help you understand the meanings and spellings of new or challenging vocabulary.

**Latin root *nat*** = “born”; **Latin root *scrib/scrip*** = “write”

**Latin root *flect*** = “bend”; **Latin root *ped*** = “foot”;

**Latin root *loc*** = “place”

**Greek root *therm*** = “heat”; **Greek root *photo*** = “light”

**PRACTICE A** Fill in the root and write the resulting spelling word on the line.

#### Word List

- |               |                 |
|---------------|-----------------|
| 1. abbreviate | 11. originate   |
| 2. antiseptic | 12. peddler     |
| 3. athletic   | 13. pedestrian  |
| 4. dedicate   | 14. photograph  |
| 5. envision   | 15. prescribe   |
| 6. extinguish | 16. proposal    |
| 7. innate     | 17. reflection  |
| 8. likelihood | 18. relocate    |
| 9. manuscript | 19. strengthen  |
| 10. national  | 20. thermometer |

#### Challenge Words

21. expedition  
22. hypothermia  
23. treasure

- |                       |                     |
|-----------------------|---------------------|
| 1. in_____e _____     | 6. _____graph _____ |
| 2. manu_____t _____   | 7. re_____ion _____ |
| 3. _____ometer _____  | 8. _____dler _____  |
| 4. _____estrian _____ | 9. _____ional _____ |
| 5. re_____ate _____   | 10. pre_____e _____ |

## FOCUS

- **en-** means “in”; **ex-** means “out”;
- **anti-** means “against”;  
**pro-** means “forward” or “outward”
- **-en** means “to make”;  
**-ic** means “having characteristics of”
- **-hood** means “state or quality of”;  
**-ate** means “to act on in a certain way”;  
**-ure** means “the act, process, or result of”

**PRACTICE B** Read each definition. Then write the matching spelling word.

11. put out (a fire) \_\_\_\_\_
12. to begin \_\_\_\_\_
13. see in a vision \_\_\_\_\_
14. against sepsis \_\_\_\_\_
15. the quality of being likely \_\_\_\_\_
16. make strong \_\_\_\_\_
17. having characteristics of an athlete \_\_\_\_\_
18. devote to \_\_\_\_\_
19. a journey out into the world \_\_\_\_\_
20. the act of putting forward an idea \_\_\_\_\_

# Comparatives and Superlatives, Order of Adjectives, Homophones, Pronouns, Commas and Quotation Marks in Dialogue

## FOCUS

- A **comparative adjective** compares two things.  
A **superlative adjective** compares three or more things.
- A **comparative adverb** compares two actions.  
A **superlative adverb** compares three or more actions.
- The **order of adjectives** appearing before a noun should usually follow a pattern. When the adjectives are ordered in a way that does not follow the usual pattern, then the sentence can sound awkward.
- **Homophones** are words that have different spellings and meanings but have the same pronunciation.

## PRACTICE A Circle the word in parentheses that correctly completes the sentence.

1. Molly (new, knew) that her dress was the (most pretty, prettiest).
2. I was (tollled, told) to get up (more early, earlier) than eight o'clock.
3. You can move (most easily, easiliest) (threw, through) traffic using the left lane.
4. It is always (more good, better) to (here, hear) good news than bad news.
5. A pink car is (more difficult, most difficult) to (sell, cell) than a silver one.

Write a sentence that uses three or more adjectives to modify the same noun. Be sure to use the adjectives in the usual order.

6. \_\_\_\_\_

\_\_\_\_\_

## FOCUS

- The **demonstrative pronouns** are *this, that, these,* and *those*. They point out a particular people, places, or things.
- A **reflexive pronoun** refers to the subject of a sentence and receives the action of the verb. Reflexive pronouns always end with *-self* or *-selves*.
- A **relative pronoun** introduces a relative clause. The relative pronouns are *that, which, who, whom, where,* and *whose*. Relative clauses are used to provide additional information about a noun.
- Quotation marks enclose **dialogue** and direct quotations, or the exact words spoken or written by someone. The speaker tag tells the reader who is speaking and sometimes how the words are being said. When the speaker tag appears at the beginning or end of the sentence, one comma is used to set it off from the words being spoken. When the speaker tag appears in the middle of the sentence, commas appear on either side of the speaker tag. When dialogue ending with a question mark or exclamation point appears before the speaker tag, then a comma is not used.

## PRACTICE B Add the type of pronoun shown in parentheses to complete the sentence.

7. (reflexive ) Coach Clemons made \_\_\_\_\_ a sandwich for lunch.
8. (relative) The grapes \_\_\_\_\_ I bought yesterday taste delicious.
9. (demonstrative) \_\_\_\_\_ are being saved for later.
10. (relative) I called the woman \_\_\_\_\_ will be leading the tour.

## Add commas and quotation marks to the following sentences.

11. My favorite sculpture is in this gallery said Olivia.
12. Mr. Dahl explained You first need to take off the cap.
13. Will you be bringing your brother? Julian asked.
14. As you leave the yard she said please be sure to lock the gate.

## Jury Duty

Julia's older brother Jamal had taken special care with his appearance this morning. It was the first day of his new job, and he was eager to make a good impression.

"You look nice," said Mom, as he sat down at the breakfast table.

"Thanks, Mom," replied Jamal. "I'm determined to do well at this job so I can buy a new car before starting college." He poured syrup over his pancakes until the bacon floated across the plate. Julia rolled her eyes in disgust. Mom handed Jamal an official-looking envelope with his name on it.

"Looks like you've got yourself another parking ticket," teased Julia. "Isn't that six you've managed to get this year?"

Jamal purposely ignored her remark. His sister could be really irritating sometimes. He took an enormous bite of soggy pancakes and then carefully tore at the perforations around the edge of the envelope. "This is *not* a parking ticket," he said, as seriously as he could with a mouthful of food.

"Well, what is it, then?" asked Mom curiously. "Another one of those college announcements?"

"I wish," mumbled Jamal. "It's a summons to jury duty. It says I have to appear at the county courthouse on July 15 at 8:00 A.M."

"Oh, that's terrific!" said Mom proudly. "What a wonderful opportunity for you. And so soon after your eighteenth birthday!" Jamal frowned and continued reading in silence. When he finally looked up, it was clear he did not share his mother's excitement.

"Mom, I can't sit on a jury," he moaned. "That will mean taking time off work! The boss is never going to let me if I've only just started the job!"

"Don't worry about that," said Mom reassuringly. "It is against the law for an employer to punish an employee for serving jury duty."

"Can someone please tell me what's going on?" asked Julia. "What is jury duty? And why does Jamal have to do it?"

"As soon as a person turns eighteen, he or she is considered an adult," explained Mom.

“I know that,” said Julia indignantly.

“As an adult,” continued Mom, “everyone has a duty to participate in the American justice system.”

“That’s the system that was created more than two hundred years ago to make sure people are treated equally in the eyes of the law,” added Jamal, suddenly feeling important.

“But what does that *mean*?” pleaded Julia.

“That means when someone is charged with a serious crime, they are judged by a jury of their peers,” replied Mom. Julia looked over at her brother, who was now licking the last of the syrup from his plate.

“You mean *he* is going to judge if someone is guilty or not?” she asked.

“Yep!” declared Jamal proudly. “I have been summoned to be one of the twelve jury members.”

“Well,” said Mom, “you have been selected as a potential juror. There’s a process you will go through before being selected. You’ll need to answer some questions about yourself.”

“Why?” asked Jamal. “I’m not the one on trial.”

Mom explained, “The attorneys for each side in will have a chance to question potential jurors. They want to select people whom they think will be fair to their client.”

Jamal stood up and adjusted his tie in the mirror. “I am a fair person,” he said, “so I will probably be selected.” Then, putting on his jacket, he added, “As an American, I have a duty to support my fellow citizens. And I’m going to do my duty, whether or not the boss likes it.”



# Freedom Fighter

Harriet Tubman was born into slavery on a plantation in Maryland around 1820. The exact date of her birth is not known because birth records were not kept for enslaved persons. When she was just five years old, Tubman began to work as a house servant. Seven years later she was sent to work in the fields, picking cotton.

From a young age, Tubman was ready to fight for what she believed in. She would always stand up for someone who needed help. When she was a teenager, Tubman tried to protect another enslaved person from punishment. The slave owner threw a heavy iron weight, and it struck Tubman in the head. As a result, she suffered from severe headaches and sleep problems for the rest of her life.

By 1849, Tubman could no longer tolerate her life as a slave. One night she ran away from the plantation. Looking to the North Star at night to guide her, she headed north to freedom. Tubman traveled along the “Underground Railroad,” which protected her on the journey.

The Underground Railroad was a system of houses, tunnels, and roads. This secret network of “stations” provided food and shelter for people escaping slavery. It helped them find their way to freedom in the northern states and Canada, where slavery was illegal. The people who ran the Underground Railroad were mostly Quakers who believed in freedom and equality for all people. It was against the law to help people escape slavery, and the Quakers knew they could be caught and put in prison. But that did not stop them from doing what they felt was right.

Tubman relied on the kindness of these good people. When she escaped the plantation where she was enslaved, Tubman made her way to Pennsylvania. Pennsylvania was one of the free states in the North where slavery had been abolished.

But soon Tubman’s freedom was threatened again. In 1850, the Fugitive Slave Act was passed. This law stated that former enslaved persons could be taken from free states in the North and returned to their former owners in the South. Still, Tubman remained brave. She felt it was her duty to help her family and friends escape the bond of slavery, just as she had.

In 1850 Tubman became a conductor on the Underground Railroad. Over and over, she returned to the South to lead enslaved people to freedom. She showed them which roads to take to avoid the slave hunters. She taught them how to identify a “safe house” by the lantern on the hitching post. Sometimes she would turn around and head south for a while just to confuse the bloodhounds that were always on her trail. When the Fugitive Slave Act became law, Tubman knew that escaped slaves were not guaranteed safety in northern states. She began leading the travelers all the way to Canada, where slavery was forbidden.

As Tubman’s reputation grew, so did the desire of Southerners to stop her activities. She helped so many people escape slavery that slave owners became angry with her. A reward of forty thousand dollars was offered for her capture. But Tubman was never caught, and she proudly boasted that she never lost a runaway. In all, Tubman returned to the South at least nineteen times and helped close to three hundred enslaved persons escape, including her parents and many other family members.

When the Civil War began, Tubman continued to fight for her cause. She served the Union army in many different ways, including as a nurse, a cook, and a spy. Back in the South again, Tubman nursed wounded soldiers in Florida, North Carolina, and South Carolina. She entered enemy territory as a scout and spy, collecting important information. In 1863, Harriet Tubman led a raid that resulted in approximately 750 enslaved persons being freed. She is the only woman known to have led a military mission in the Civil War.

After the war, Tubman settled near Auburn, New York, where she opened a Home for the Aged to help the poor and elderly. Today, the Harriet Tubman National Historical Park in New York honors the life of a courageous, selfless woman who always cared for others.

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “The Doomed Prince.”

- |          |          |
|----------|----------|
| bundle   | newly    |
| court    | omens    |
| deserve  | rank     |
| except   | seek     |
| identity | soar     |
| loyal    | tidings  |
| mark     | wretched |

**PRACTICE** Read each sentence and look at the underlined vocabulary word. Circle *True* or *False* to show whether the vocabulary word is used correctly.

- |   |      |       |
|---|------|-------|
| 1. You cannot trust someone who is <u>loyal</u> .                           | True | False |
| 2. <u>Omens</u> are concerned with things happening in the future.          | True | False |
| 3. <u>Court</u> is an old-fashioned word for <i>date</i> .                  | True | False |
| 4. One way to <u>mark</u> someone’s birthday is with a party.               | True | False |
| 5. A <u>bundle</u> is a mistake or error.                                   | True | False |
| 6. When you grade or judge things against each other, you <u>rank</u> them. | True | False |
| 7. <u>Tidings</u> are things that you wrap a gift with.                     | True | False |
| 8. A person’s name reveals his or her <u>identity</u> .                     | True | False |

**APPLY** Complete the following sentences. Make sure you show the meaning of the underlined vocabulary word.

9. Something that makes me feel wretched is \_\_\_\_\_  
\_\_\_\_\_
10. Something that might soar is \_\_\_\_\_  
\_\_\_\_\_
11. If you refuse to follow the rules, you don't deserve \_\_\_\_\_  
\_\_\_\_\_
12. I show I am loyal to my friends by \_\_\_\_\_  
\_\_\_\_\_
13. If you seek peace and quiet, you should \_\_\_\_\_  
\_\_\_\_\_
14. I like many kinds of stories, except for \_\_\_\_\_  
\_\_\_\_\_
15. In the classroom, I see a bundle of \_\_\_\_\_  
\_\_\_\_\_
16. A newly washed and dried load of laundry is \_\_\_\_\_  
\_\_\_\_\_
17. I would not want to deliver bad tidings because \_\_\_\_\_  
\_\_\_\_\_
18. If you want to earn a high rank in your class, you should \_\_\_\_\_  
\_\_\_\_\_

## A Musical Decision

Kai covered his ears as he entered the music room. He had never heard so many honks, squeaks, rumbles, and blats in his life. Fourth-graders were everywhere, testing out instruments and talking excitedly. It was time for everyone to choose what they wanted to play in fifth-grade band!

Kai had been thinking about this choice for weeks, ever since Mrs. Wilson shared the glad tidings that this day was coming. He loved music and couldn't wait to learn how to play a musical instrument. Of that he was certain. What wasn't so clear was which one to choose. "How can I decide? I like everything!" he had complained to his family.

"Just wait until Tryout Day," his mother had suggested. "Then you can rank your favorites, at least. And who knows? Something might really inspire you and make your decision easy."

Kai tried to take her advice to heart. He needed it. The big day was here, and he was no closer to knowing whether he wanted to be a flutist, a drummer, a trumpeter, or a tuba player. "Maybe I could just bundle everything into one instrument," he said to himself with a smile.

Kai's father had played the trumpet in school, so Kai felt that some of his loyalty must lie in the brass section. He headed to the trumpet table, where one of the high-school teachers was playing a lively melody on a shiny silver instrument. Kai covered his ears again. *It's really . . . well . . . loud, isn't it?* he thought. *I hope Dad can forgive me, but I don't think the trumpet is what I'm seeking. I know the rest of the family will be happy, though. They don't deserve to hear this racket!*

Hoping to give brass a second chance, Kai then approached the trombone demonstration. Mrs. Wilson smiled and handed him a newly polished horn. “Go ahead and try to play it,” she said. “Pucker your lips and move the slide.”

Kai did as she said. He blew as hard as he could and wiggled the slide. The sound that came out could only be described as wretched, like an elephant snoring. “I think I would be courting disaster with this instrument,” Kai said as he handed the trombone back to his teacher. He turned toward the drum table and saw his least-favorite person in the world, Bryce Carter, trying out a snare. Considering it a bad omen, he did an about-face and advanced toward the woodwinds.

It was then that he had his inspiring moment—the one his mother had talked about. Except this feeling was even more thrilling than anyone could have predicted. A woman was playing a lovely song on a clarinet, marking the time lightly with her tapping foot. The sound was soothing and throaty. It soared above the noise of the room but wasn’t too pushy or loud, like the blare of the trumpet.

Kai didn’t know the identity of this clarinetist, but he suspected that she had changed his life. *That is the most wonderful sound I’ve ever heard*, he thought dreamily to himself. He drifted, as if in a trance, toward the clarinet. The woman handed it to him. The silver keys contrasted beautifully with the dark body of the instrument. It felt good in his hands. “This is the one,” he whispered.

# Sequence

## FOCUS

Remember that **sequence** is the order in which events take place in a text. Time and order words, such as *last week, July 4<sup>th</sup>, 2012, first, before, next, and at last*, will help you identify the sequence.

**PRACTICE** Complete the following sentences with time and order words. Make sure your answers make sense.

1. Oliver's birthday party begins at \_\_\_\_\_ and ends at \_\_\_\_\_.
2. Reggie played games on his tablet \_\_\_\_\_ he finished his homework.
3. We \_\_\_\_\_ finished painting the fence at \_\_\_\_\_ in the \_\_\_\_\_.
4. My \_\_\_\_\_ chore was vacuuming the rug; \_\_\_\_\_ I dusted the furniture.
5. The Declaration of Independence was adopted on \_\_\_\_\_, \_\_\_\_\_.
6. \_\_\_\_\_ I was struggling in science class, but this year I'm doing fine.
7. First, we tossed the salad, and \_\_\_\_\_ we took the chicken out of the oven.
8. The picnic is on \_\_\_\_\_, several weeks \_\_\_\_\_ the official start of summer.
9. Juan went to bed at \_\_\_\_\_ but didn't get to sleep until \_\_\_\_\_.
10. "Your questions will have to wait until \_\_\_\_\_," said Mrs. Vita.

**APPLY** These events from “The Doomed Prince” are out of order. Write them in the correct sequence.

The king allows the prince to get a dog.

The prince marries a beautiful princess.

The prince and his dog are threatened by a crocodile.

The prince sews canvas wings to escape the castle.

The princess saves the prince by killing a snake.

The giant saves the prince.

The prince comes of age and travels to Nahrin.

The prince’s dog is in danger of drowning.

The king and queen learn that the prince is doomed.

The prince tells the princess about his true identity.

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

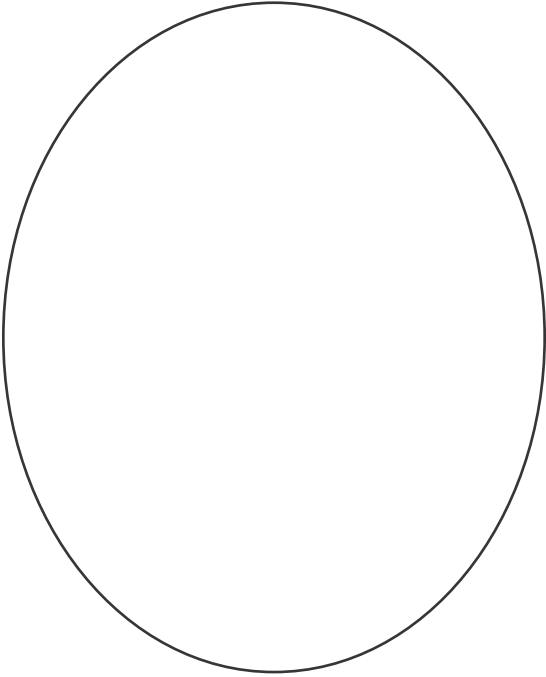


## **Graphic Organizer Resources**

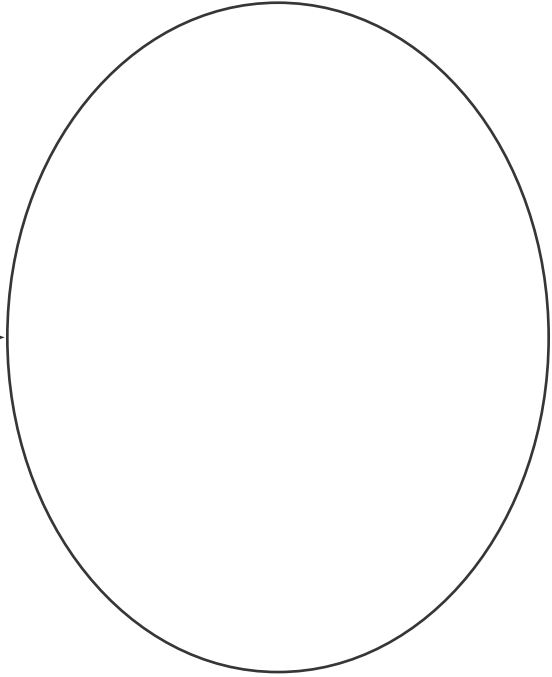
Name \_\_\_\_\_ Date \_\_\_\_\_

## Cause and Effect

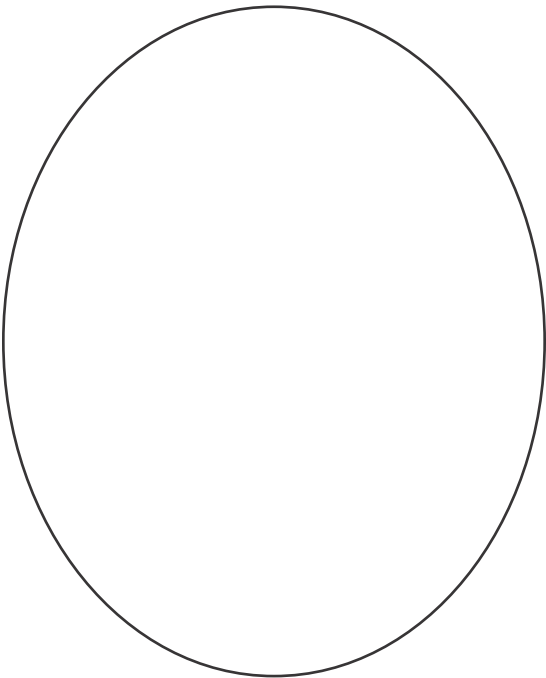
Cause



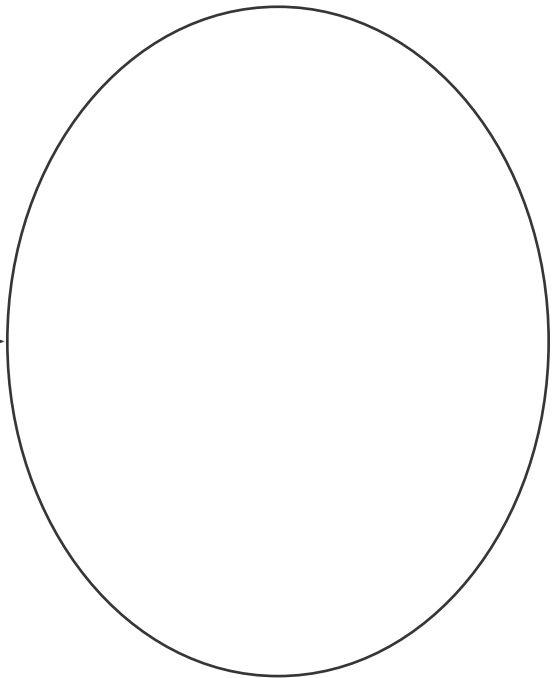
Effect



Cause

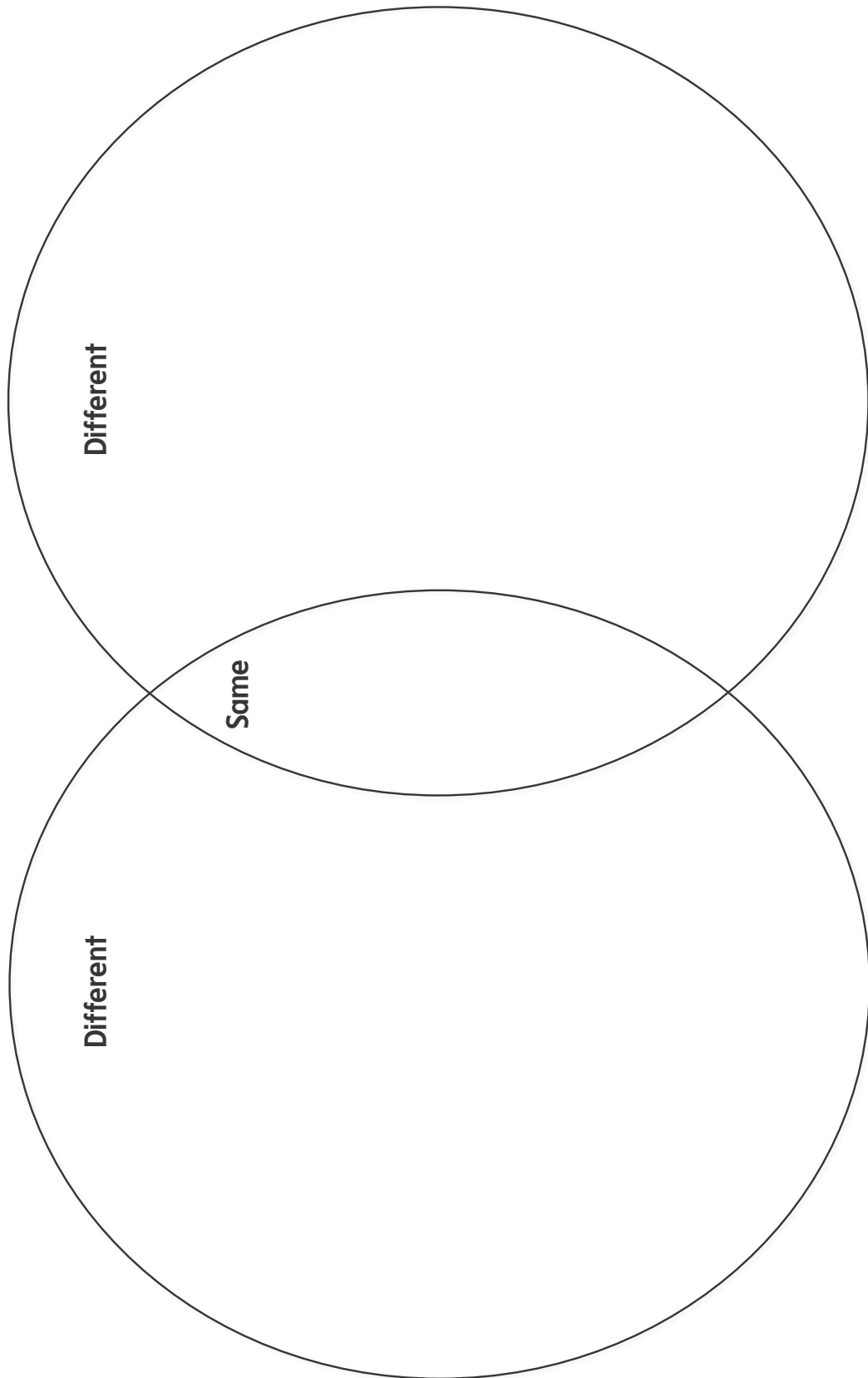


Effect



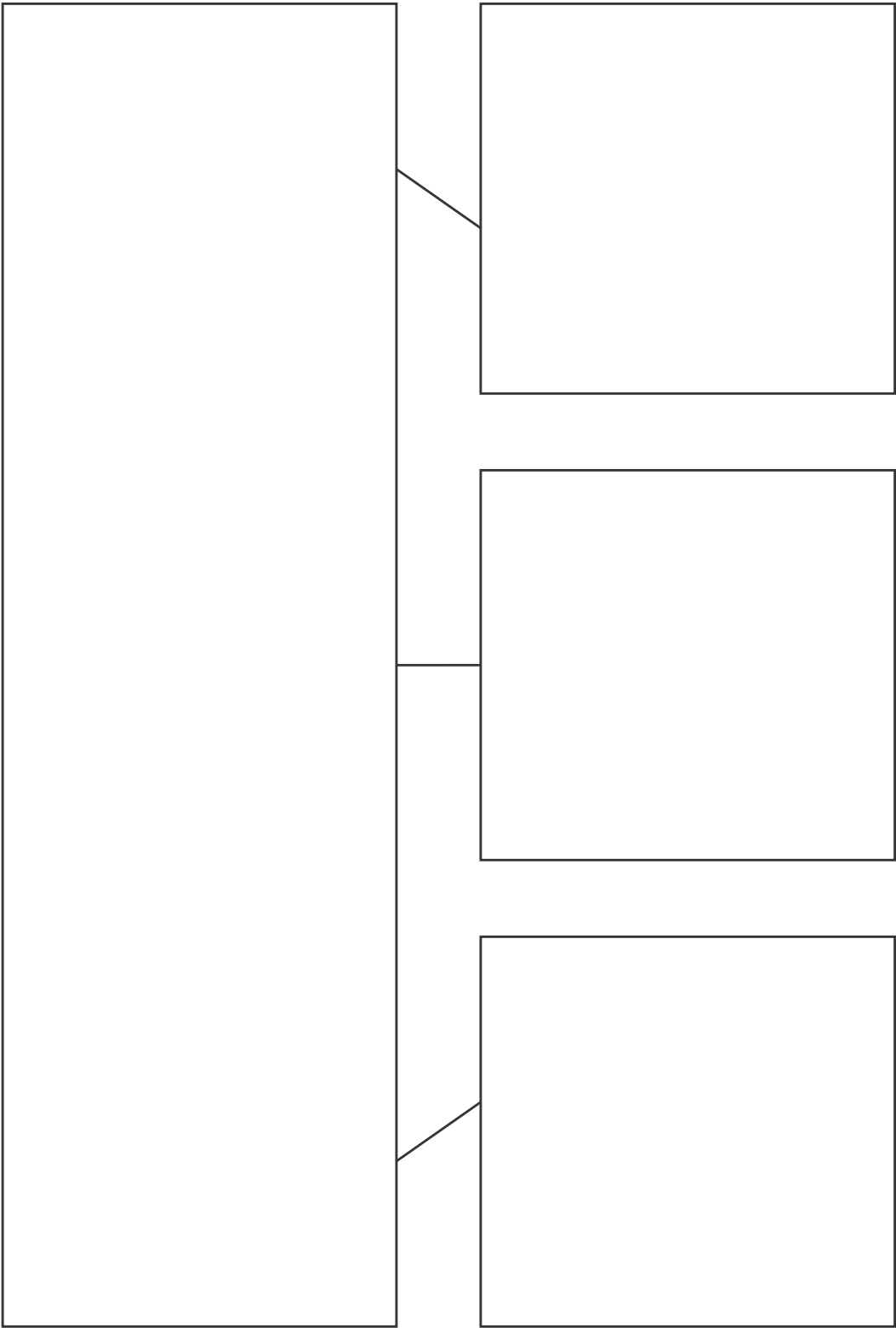
Name \_\_\_\_\_ Date \_\_\_\_\_

## Compare and Contrast



|                |  |
|----------------|--|
| <b>OPINION</b> |  |
| <b>FACT</b>    |  |

Main Idea and Details



# 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**

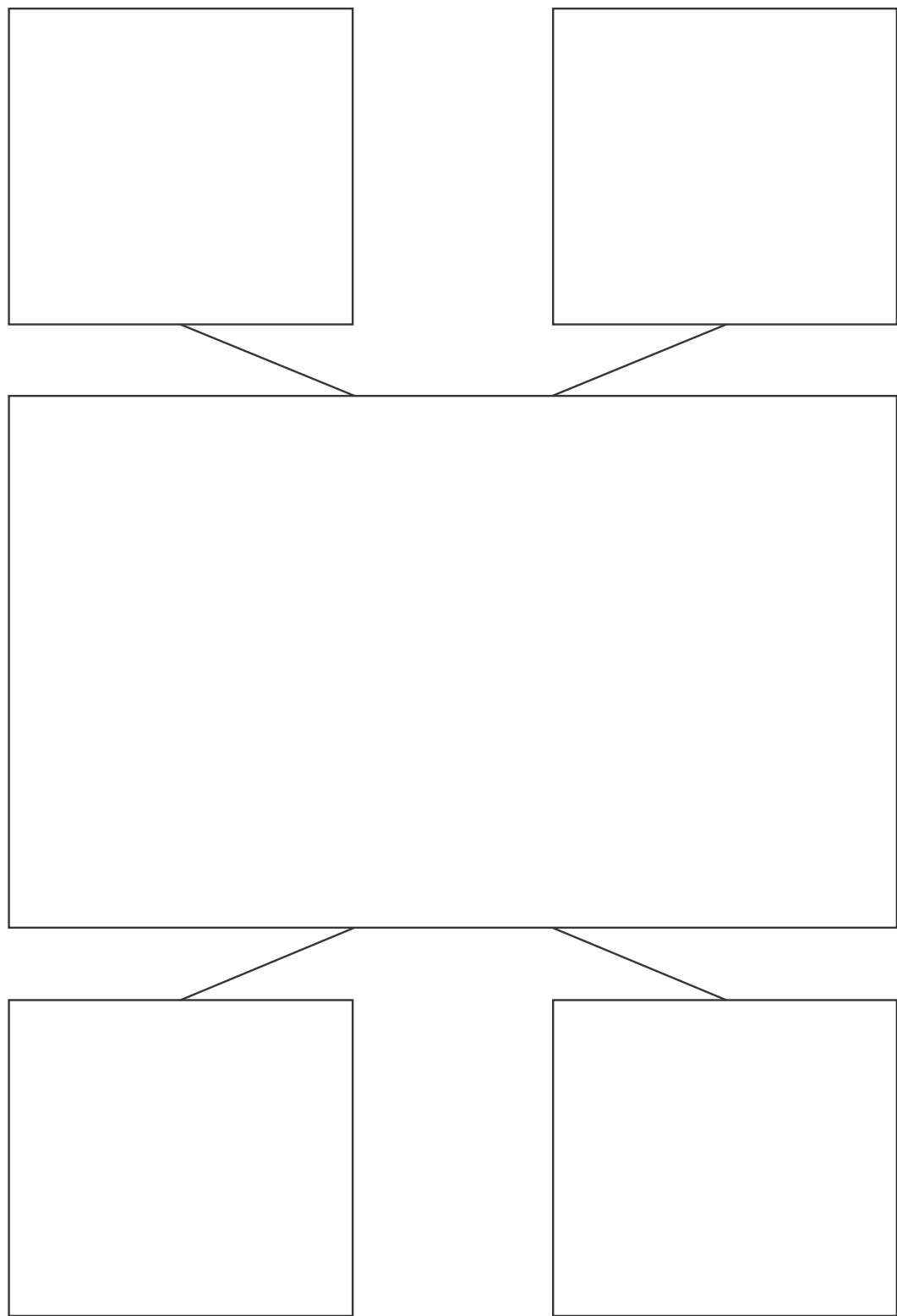
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**W**

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**K**

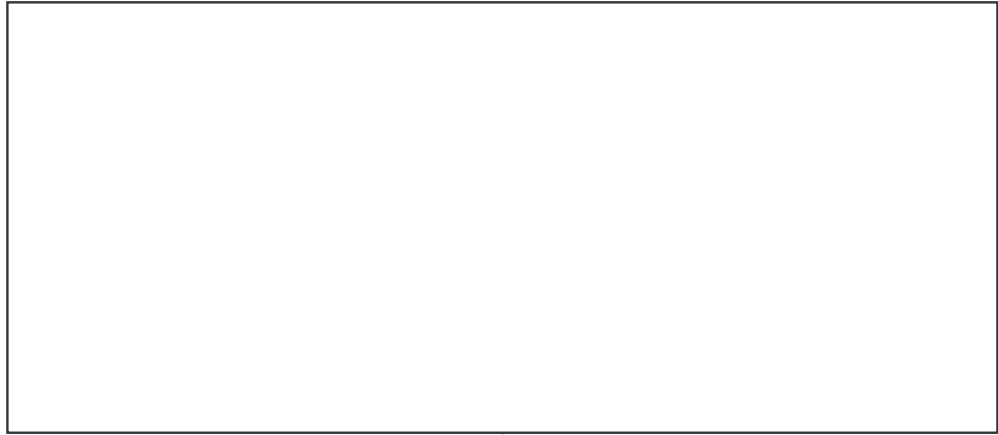
Word Map



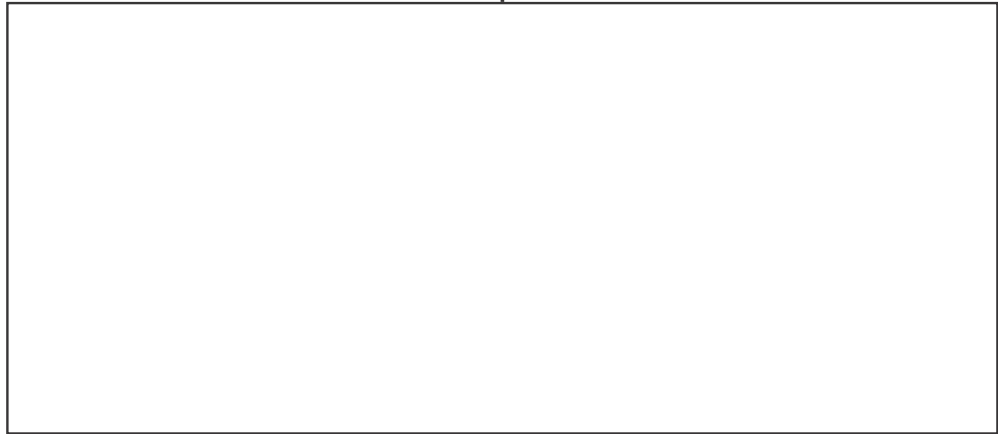
Name \_\_\_\_\_ Date \_\_\_\_\_

# Plot

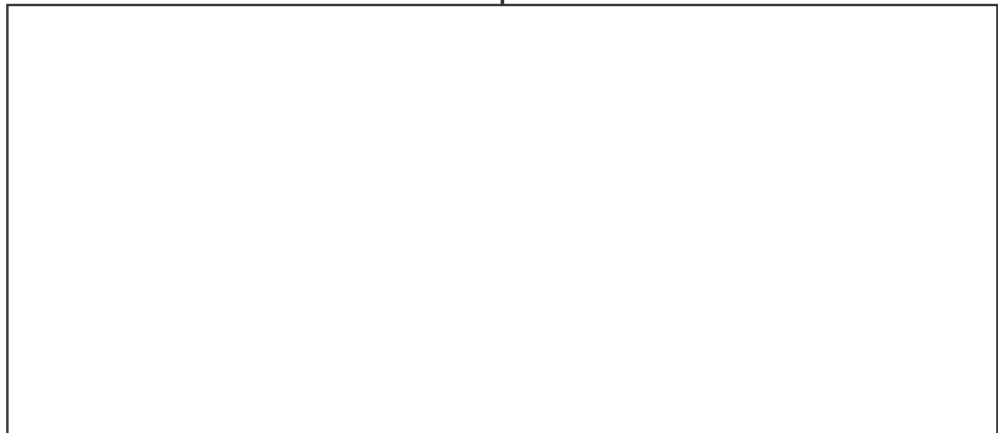
**Solution:**



**Climax:**



**Problem:**



|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

Name \_\_\_\_\_ Date \_\_\_\_\_

## TIDE

|           |  |
|-----------|--|
| <b>T</b>  | <b>Topic Sentence—Tell what you are explaining.</b>        |
| <b>ID</b> | <b>Important Details—3 or more.</b><br><b>First Detail</b> |
|           | <b>Second Detail</b>                                       |
|           | <b>Third Detail</b>  |
| <b>E</b>  | <b>Ending—Wrap it up right.</b>                            |

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

|          |   |
|----------|---|
| <b>W</b> | <b>W</b> ho are the characters in the story?                          |
| <b>W</b> | <b>W</b> hen does the story take place?                               |
| <b>W</b> | <b>W</b> here does the story take place?                              |
| <b>H</b> | <b>H</b> ow do the characters react at different points in the story? |
| <b>H</b> | <b>H</b> ow does the story end?                                       |
| <b>W</b> | <b>W</b> hat does the main character want to do?                      |
| <b>W</b> | <b>W</b> hat happens in the story?                                    |

Idea Web

