Approaching Reproducibles
# Unit 1 • Growing Up

## Future Jobs

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Diary: From Here to There</td>
<td>9</td>
</tr>
<tr>
<td>The Astronaut and the Onion</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics: Long i</td>
<td>46</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>47</td>
</tr>
<tr>
<td>Comprehension: Character</td>
<td>48</td>
</tr>
<tr>
<td>Comprehension: Inferences</td>
<td>49</td>
</tr>
<tr>
<td>Fluency: Pacing and Phrasing</td>
<td>50</td>
</tr>
<tr>
<td>Literary Elements: Personification</td>
<td>51</td>
</tr>
<tr>
<td>Vocabulary Strategy: Using a Dictionary</td>
<td>52</td>
</tr>
<tr>
<td>Spelling: Long i</td>
<td>53</td>
</tr>
<tr>
<td>Grammar: Complex Sentences</td>
<td>55</td>
</tr>
<tr>
<td>Writing: Describing a Single Moment</td>
<td>57</td>
</tr>
</tbody>
</table>

## Relationships

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of Winn-Dixie</td>
<td>58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics: Long o</td>
<td>58</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>59</td>
</tr>
<tr>
<td>Comprehension: Sequence</td>
<td>60</td>
</tr>
<tr>
<td>Comprehension: Sequence Chart</td>
<td>61</td>
</tr>
<tr>
<td>Fluency: Intonation and Pacing</td>
<td>62</td>
</tr>
<tr>
<td>Literary Elements: Onomatopoeia and Simile</td>
<td>63</td>
</tr>
<tr>
<td>Vocabulary Strategy: Connotation and Denotation</td>
<td>64</td>
</tr>
<tr>
<td>Spelling: Long o</td>
<td>65</td>
</tr>
<tr>
<td>Grammar: Run-On Sentences</td>
<td>67</td>
</tr>
<tr>
<td>Writing: Describing Setting</td>
<td>69</td>
</tr>
</tbody>
</table>

## Kids at Work

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Diary: From Here to There</td>
<td>9</td>
</tr>
<tr>
<td>The Astronaut and the Onion</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics: Short Vowels</td>
<td>9</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>10</td>
</tr>
<tr>
<td>Comprehension: Make Inferences</td>
<td>11</td>
</tr>
<tr>
<td>Comprehension: Inferences Word Web</td>
<td>12</td>
</tr>
<tr>
<td>Fluency: Intonation and Expression</td>
<td>13</td>
</tr>
<tr>
<td>Text Feature: Time Line</td>
<td>14</td>
</tr>
<tr>
<td>Vocabulary Strategy: Word Origins</td>
<td>15</td>
</tr>
<tr>
<td>Spelling: Short Vowels</td>
<td>16</td>
</tr>
<tr>
<td>Grammar: Sentences</td>
<td>18</td>
</tr>
<tr>
<td>Writing: Single Moment in Time</td>
<td>20</td>
</tr>
</tbody>
</table>

## Changing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Adventures of Ali Baba Bernstein</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics: Long a</td>
<td>21</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>22</td>
</tr>
<tr>
<td>Comprehension: Character, Setting, Plot</td>
<td>23</td>
</tr>
<tr>
<td>Comprehension: Setting, Event, and Character’s Reaction Chart</td>
<td>24</td>
</tr>
<tr>
<td>Fluency: Accuracy</td>
<td>25</td>
</tr>
<tr>
<td>Text Feature: Maps</td>
<td>26</td>
</tr>
<tr>
<td>Vocabulary Strategy: Synonyms</td>
<td>27</td>
</tr>
<tr>
<td>Spelling: Long a</td>
<td>28</td>
</tr>
<tr>
<td>Grammar: Subjects and Predicates</td>
<td>28</td>
</tr>
<tr>
<td>Writing: Single Moment of Action</td>
<td>30</td>
</tr>
</tbody>
</table>

## Kids at Work

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kid Reporters at Work</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics: Long e</td>
<td>33</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>34</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast</td>
<td>35</td>
</tr>
<tr>
<td>Comprehension: Venn Diagram</td>
<td>36</td>
</tr>
<tr>
<td>Fluency: Intonation and Pacing</td>
<td>37</td>
</tr>
<tr>
<td>Study Skill: Use the Library</td>
<td>38</td>
</tr>
<tr>
<td>Comprehension: Writing Frame</td>
<td>39</td>
</tr>
<tr>
<td>Vocabulary Strategy: Thesaurus: Antonyms</td>
<td>40</td>
</tr>
<tr>
<td>Spelling: Long e</td>
<td>41</td>
</tr>
<tr>
<td>Grammar: Simple and Compound Sentences</td>
<td>43</td>
</tr>
<tr>
<td>Writing: Rubric</td>
<td>45</td>
</tr>
</tbody>
</table>
Unit 2 • Making a Difference

Civil Rights
My Brother Martin
Phonics: Prefixes ........................................ 70
Vocabulary ........................................ 71
Comprehension: Author’s Purpose ............. 72
Comprehension: Author’s Purpose Map ......... 73
Fluency: Expression and Intonation .......... 74
Text Feature: Salutation and Body ............. 75
Vocabulary Strategy: Prefixes ................. 76
Spelling: Prefixes .................................... 77
Grammar: Common and Proper Nouns ......... 79
Writing: Identifying Showing and Telling
   Sentences ......................................... 81

Women in Sports
Mighty Jackie
Phonics: Digraphs ...................................... 82
Vocabulary ........................................ 83
Comprehension: Author’s Purpose ............. 84
Comprehension: Author’s Purpose Map ......... 85
Fluency: Intonation .................................. 86
Text Feature: Primary Sources ................. 87
Vocabulary Strategy: Context Clues:
   Description ....................................... 88
Spelling: Digraphs .................................... 89
Grammar: Singular and Plural Nouns .......... 91
Writing: Identifying Showing and Telling
   Sentences ......................................... 93

Special Olympics
Making a Splash
Phonics: Three-Letter Blends .................. 94
Vocabulary ........................................ 95
Comprehension: Main Idea and Details ....... 96
Comprehension: Main Ideas and
   Details Chart .................................... 97
Fluency: Accuracy .................................. 98
Study Skill: Using Parts of a Book ............ 99
Comprehension: Writing Frame ............... 100
Vocabulary Strategy: Idioms ................. 101
Spelling: Three-Letter Blends ................. 102
Grammar: Irregular and Plural Nouns ......... 104
Writing: Rubric .................................... 106

Saving Animals
Wild Horses
Phonics: r-Controlled Vowels ar, or .......... 107
Vocabulary ........................................ 108
Comprehension: Cause and Effect .......... 109
Comprehension: Cause and Effect Chart .... 110
Fluency: Pacing .................................... 111
Literary Element: Hyperbole and
   Figure of Speech ................................ 112
Vocabulary Strategy: Context Clues:
   Paragraph Clues ................................ 113
Spelling: r-Controlled Vowels ar, or ......... 114
Grammar: Possessive Nouns .................. 116
Writing: Building a Strong Verb
   Vocabulary ...................................... 118

Being Brave
Mystic Horse
Phonics: Suffixes .................................... 119
Vocabulary ........................................ 120
Comprehension: Sequence ..................... 121
Comprehension: Sequence Chart .............. 122
Fluency: Intonation and Pacing ............... 123
Text Feature: Table ................................ 124
Vocabulary Strategy: Homophones .......... 125
Spelling: Suffixes .................................. 126
Grammar: Plurals and Possessives .......... 128
Writing: Building a Strong Verb
   Vocabulary ...................................... 130
## Contents

### Unit 3 • The Power of Words

<table>
<thead>
<tr>
<th>Healing Letters</th>
<th>Word Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I Went to the Library</td>
<td>Words Add Up to Success</td>
</tr>
<tr>
<td>Phonics: \textit{r}-Controlled Vowels \textit{er}, \textit{ir}, \textit{ur}</td>
<td>Phonics/Word Study: Plurals</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension: Make Inferences</td>
<td>Comprehension: Fact and Opinion</td>
</tr>
<tr>
<td>Comprehension: Inferences Web</td>
<td>Comprehension: Fact and Opinion</td>
</tr>
<tr>
<td>Fluency: Pacing and Intonation</td>
<td>Fluency: Accuracy</td>
</tr>
<tr>
<td>Text Feature: Toolbars</td>
<td>Study Skill: Using a Computer</td>
</tr>
<tr>
<td>Vocabulary Strategy: Base Words</td>
<td>Comprehension: Writing Frame</td>
</tr>
<tr>
<td>Spelling: \textit{r}-Controlled Vowels \textit{er}, \textit{ir}, \textit{ur}</td>
<td>Vocabulary Strategy: Latin Prefixes</td>
</tr>
<tr>
<td>Grammar: Action Verbs</td>
<td>Spelling: Plurals</td>
</tr>
<tr>
<td>Writing: Recognizing Capitalization</td>
<td>Grammar: Linking Verbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Art of Persuasion</th>
<th>Writing: Adding Sensory Detail to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mrs. LaRue</td>
<td>Develop Setting</td>
</tr>
<tr>
<td>Phonics: Silent Letters</td>
<td>Phonics: Compound Words</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension: Draw Conclusions</td>
<td>Comprehension: Character, Setting, Plot</td>
</tr>
<tr>
<td>Comprehension: Conclusions Chart</td>
<td>Setting Flow Chart</td>
</tr>
<tr>
<td>Fluency: Expression</td>
<td>Fluency: Pacing</td>
</tr>
<tr>
<td>Text Feature: Line Graphs</td>
<td>Text Feature: Directions</td>
</tr>
<tr>
<td>Vocabulary Strategy: Prefixes</td>
<td>Vocabulary Strategy: Context Clues:</td>
</tr>
<tr>
<td>Spelling: Silent Letters</td>
<td>Description</td>
</tr>
<tr>
<td>Grammar: Verb Tenses</td>
<td>Spelling: Compound Words</td>
</tr>
<tr>
<td>Writing: Using End Punctuation</td>
<td>Grammar: Irregular Verbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Keeping Promises</th>
<th>Writing: Using Sensory Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranita, the Frog Princess</td>
<td>Purposefully</td>
</tr>
<tr>
<td>Phonics: Soft \textit{c} and \textit{g}</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Make Judgments</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Make Judgments Chart</td>
<td></td>
</tr>
<tr>
<td>Fluency: Expression</td>
<td></td>
</tr>
<tr>
<td>Text Feature: Map</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategy: Antonyms</td>
<td></td>
</tr>
<tr>
<td>Spelling: Soft \textit{c} and \textit{g}</td>
<td></td>
</tr>
<tr>
<td>Grammar: Main and Helping Verbs</td>
<td></td>
</tr>
<tr>
<td>Writing: Rubric</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4 • Working Together

Value of Friendship
The Cricket in Times Square
Phonics/Morphology:
   Inflectional Endings .......................... 192
Vocabulary ........................................ 193
Comprehension: Theme .......................... 194
Comprehension: Theme Map ...................... 195
Fluency: Expression ............................. 196
Text Feature: Advertisement ...................... 197
Vocabulary Strategy: Context Clues:
   Paragraph Clues ................................. 198
Spelling: Inflectional Endings .................... 199
Grammar: Pronouns and Antecedents .......... 201
Writing: Replacing “Telling” Statements with
   Dialogue That “Shows” ......................... 203

Animal Teams
The Life and Times of the Ant
Phonics/Morphology: Inflectional Endings,
   Changing y to i ................................ 204
Vocabulary ........................................ 205
Comprehension: Description ...................... 206
Comprehension: Description Web ................ 207
Fluency: Pacing .................................. 208
Literary Element: Character and Moral .......... 209
Vocabulary Strategy: Greek Roots .............. 210
Spelling: Inflectional Endings,
   Changing y to i ................................. 211
Grammar: Types of Pronouns ..................... 213
Writing: Using Effective Dialogue ............... 215

California Teams Up
Writing on the Wall
Phonics: /u/, /u/, and /u/ Sounds .............. 216
Vocabulary ........................................ 217
Comprehension: Fact and Opinion .............. 218
Comprehension: Fact and Opinion Chart ....... 219
Fluency: Accuracy ................................ 220
Study Skill: Skim and Scan ....................... 221
Comprehension: Writing Frame ................... 222
Vocabulary Strategy: Word Origins ............. 223
Spelling: /u/, /u/, and /u/ Sounds .............. 224
Grammar: Pronoun-Verb Agreement ............. 226
Writing: Rubric .................................. 228

Teams in Times of Need
The Earth Dragon Awakes:
The San Francisco Earthquake of 1906
Phonics: Diphthongs oi, oy, ou, ow ............. 229
Vocabulary ........................................ 230
Comprehension: Draw Conclusions .............. 231
Comprehension: Conclusions Chart .............. 232
Fluency: Expression ................................ 233
Text Feature: Technical Manual ................... 234
Vocabulary Strategy: Multiple-Meaning
   Words ......................................... 235
Spelling: Diphthongs oi, oy, ou, ow .......... 236
Grammar: Possessive Pronouns ................. 238
Writing: Adding Quotation Marks ............... 240

Family Teams
My Brothers’ Flying Machine
Phonics/Morphology: Variant Vowel /ô/
   au, aw, alt, alk, all ............................ 241
Vocabulary ........................................ 242
Comprehension: Author’s Perspective .......... 243
Comprehension: Author’s Perspective
   Map ............................................ 244
Fluency: Pacing .................................. 245
Literary Element: Repetition and
   Personification ................................ 246
Vocabulary Strategy: Suffixes: -er and -or ... 247
Spelling: Variant Vowel /ô/
   au, aw, alt, alk, all ............................ 248
Grammar: Pronouns and Homophones .......... 250
Writing: Adding Quotation Marks and
   Punctuation ................................... 252
Unit 6 • Problem Solving

Community Problem Solvers

Leah’s Pony
Phonics: -in, -on, -en. .......................... 314
Vocabulary ........................................ 315
Comprehension: Problem and Solution .... 316
Comprehension: Problem and
Solution Chart ............................... 317
Fluency: Accuracy ................................. 318
Text Feature: Primary Sources ................. 319
Vocabulary Strategy: Unfamiliar Words ....... 320
Spelling: -in, -on, -en. ........................ 321
Grammar: Adverbs ............................... 323
Writing: Character Growth: Believable ....... 325

Finding Out About the Past

The Gold Rush Game
Phonics: Homophones ............................. 326
Vocabulary ........................................ 327
Comprehension: Cause and Effect ......... 328
Comprehension: Cause and
Effect Diagram ............................... 329
Fluency: Intonation ............................... 330
Text Feature: Time Line .......................... 331
Vocabulary Strategy: Suffixes ................. 332
Spelling: Homophones ........................... 333
Grammar: Comparing with Adverbs ....... 335
Writing: Character Growth: Believable ....... 337

Improving Lives

Taking the Lead
Phonics: Prefixes ................................. 338
Vocabulary ........................................ 339
Comprehension: Make Generalizations .... 340
Comprehension: Make Generalizations
Chart ............................................... 341
Fluency: Expression .............................. 342
Study Skill: Functional Documents ......... 343
Comprehension: Writing Frame ............... 344
Vocabulary Strategy: More Latin and
Greek Roots ..................................... 345
Spelling: Prefixes ................................. 346
Grammar: Negatives ............................. 348
Writing: Rubric ................................... 350

Step-by-Step

Snowflake Bentley
Phonics/Word Study: Suffixes ................. 351
Vocabulary ........................................ 352
Comprehension: Draw Conclusions ......... 353
Comprehension: Conclusions Chart ........ 354
Fluency: Accuracy ............................... 355
Text Feature: Imagery and
Figurative Language ........................... 356
Vocabulary Strategy: Multiple-Meaning Words .... 357
Spelling: Suffixes ................................. 358
Grammar: Prepositions and
Prepositional Phrases ......................... 360
Writing: Character Development:
Change in Behavior ......................... 362

Invent It

How Ben Franklin Stole the Lightning
Phonics/Word Study: Suffixes and
Prefixes ........................................... 363
Vocabulary ........................................ 364
Comprehension: Problem and Solution .... 365
Comprehension: Problem and
Solution Chart ................................... 366
Fluency: Pacing and Accuracy ............... 367
Literary Element: Figurative Language and
Alliteration ....................................... 368
Vocabulary Strategy: Dictionary: Idioms .... 369
Spelling: Suffixes and Prefixes ............... 370
Grammar: Sentences Using Prepositions ... 372
Writing: Character Development:
Change in Behavior of a Character ........... 374
Say the word *mat*. Listen to the *a* sound. In this word, *a* stands for a short vowel sound. When a vowel is between two consonants, it usually has a short sound.

These are the short vowel sounds:

- *a* as in *hat*
- *e* as in *bet*
- *i* as in *mill*
- *o* as in *lot*
- *u* as in *sum*

Look at the words with short-vowel sounds below. Use them to complete the sentences that follow.

- duck
- dock
- bit
- bet
- run
- rim
- pin
- pen
- hid
- had

1. The __________ quacked loudly.
2. The letter was written with a blue __________.
3. The dog __________ down hard on the bone.
4. I put the box in a secret spot and forgot where I __________ it.
5. The boat was tied up to the __________.
6. The mystery book was the best one I __________.
Complete each definition by writing the correct word on the line provided.

<table>
<thead>
<tr>
<th>opportunities</th>
<th>boycotts</th>
<th>citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>unions</td>
<td>strikes</td>
<td>border</td>
</tr>
</tbody>
</table>

1. someone who was born in a country or is allowed to live and vote there ____________

2. a line on a map where countries meet ____________

3. groups for people who do the same work ____________

4. chances to do new things ____________

5. these happen when a group of people all agree to stop working ____________

6. these happen when people decide together not to buy something ____________

7. Write a sentence using one of the words. ________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
Authors do not always directly state what is happening in a story. They also may not tell you exactly how characters are feeling. Sometimes you have to use clues in the story and what you know from your own experiences to help you *make inferences* about what’s going on.

**Read the story. Then make inferences to answer the questions about the plot.**

Mei-Li stood next to her parents as they waited for their suitcases. Other people were rushing to catch their flights or meeting family and friends. The roar of airplanes overhead was very loud, and it never seemed to stop. Mei-Li tightly gripped her mother’s hand. Everywhere she looked were strangers speaking English, a language she didn’t understand.

When they finally got their suitcases, Mei-Li yawned and rubbed her eyes. She couldn’t wait to get to her uncle’s house, where they were going to stay until her parents could find their own apartment. She wanted to lie down in a quiet place and go to sleep.

1. Where is Mei-Li at the beginning of the story? _________________

2. What clues let you know where Mei-Li is? _________________

3. Why does Mei-Li grip her mother’s hand? _________________

4. How does Mei-Li feel at the end of the story? _________________

5. How do you know how Mei-Li feels at the end? _________________
As you read *My Diary from Here to There*, fill in the Inferences Word Web.

How does the information you wrote in the Inferences Word Web help you to generate questions about *My Diary from Here to There*?
As I read, I will pay attention to end punctuation and how it affects my intonation and expression in each sentence.

Lili Kiat had found all the vegetables on her list. She was shopping for her uncle’s restaurant, the Golden Lion. It was one of the nicest restaurants in Chicago. Lili’s father was the head chef. Lili headed for the fruit section. There she overheard Mrs. Brock talking to Mr. Clark, the grocer.

“That’s good, Mr. Clark,” Mrs. Brock was saying. “Because I support the grape boycotts.”

Lili said, “Excuse me, Ma’am. What’s a boycott?” “César Chávez has asked us not to buy grapes. Not until the farm owners are fair to their workers,” said Mrs. Brock.

“César Chávez!” cried Lili. “We learned about him in school. I like him.”

### Comprehension Check

1. Do you think Lili might also join the grape boycott? What details from the passage support this inference? **Plot Development**

2. How does Mrs. Brock feel about the farm workers? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>−</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A time line helps you picture a sequence of events that happened in the past.

Read the time line and answer the questions that follow.

Time Line of Some North American Gold Rushes

1. In what year did the earliest gold rush shown on the time line happen?
   a. 1829
   b. 1849
   c. 1859

2. Which gold rush happened in 1877?
   a. California
   b. Colorado
   c. Black Hills

3. In what year did the Klondike Gold Rush occur?
   a. 1829
   b. 1859
   c. 1897

4. If you wanted to add an event that happened in 1839, where would you place it on the time line?
   a. point A
   b. point B
   c. point C
The language a word comes from and the word or words that make it up are the **origin** of a word. A word’s origin or history can help you understand its meaning. Some entries in a dictionary or glossary include a word’s origin.

**chop suey** *noun*. a Chinese-American dish made of a mix of vegetables and small pieces of meat. *word origin*: from *shap sui*, a phrase in Cantonese that means “odds and ends.”

**telescope** *noun*. an instrument, usually in the form of a tube, that makes distant objects look closer and larger. *word origin*: from *telescopium*, which goes back to the Greek words *tele* (far off) and *skopion* (to look or examine).

**Read the entries above and then answer the questions.**

1. What does **chop suey** mean? ____________________________

2. Which language does **chop suey** come from? ____________________

3. What does **telescope** mean? ____________________________

4. Which language does **telescope** come from? ____________________

5. Is the meaning of **telescope** today the same as its original meaning? Why? ______________________________________

---

**Vocabulary Strategy: Word Origins**

Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________ 1. sum
2. __________________________ 2. flat
3. __________________________ 3. plum
4. __________________________ 4. bell
5. __________________________ 5. list
6. __________________________ 6. plot
7. __________________________ 7. band
8. __________________________ 8. mud
9. __________________________ 9. rot
10. __________________________ 10. blot
11. __________________________ 11. odd
12. __________________________ 12. left
13. __________________________ 13. cash
14. __________________________ 14. mill
15. __________________________ 15. past
16. __________________________ 16. smell
17. __________________________ 17. when
18. __________________________ 18. lunch
19. __________________________ 19. hint
20. __________________________ 20. tax

Challenge Words
21. __________________________ 21. wealth
22. __________________________ 22. shop

Review Words
23. __________________________ 23. snack
24. __________________________ 24. step
25. __________________________ 25. pond

**Spelling:** Short Vowels

**My Diary from Here to There**

Grade 4/Unit 16
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

1. A lesson  
   B lessun  
   C leson  
   D lescon

2. E flate  
   F falt  
   G flat  
   H flait

3. A pluem  
   B plaum  
   C plum  
   D plumm

4. E bele  
   F bell  
   G beel  
   H beal

5. A liest  
   B list  
   C lisst  
   D liste

Sample B:

1. E plannet  
   F planet  
   G planit  
   H planut

2. F plot  
   G plott  
   H plotte

3. E pluem  
   F plaum  
   G plum  
   H plumm

4. E bele  
   F bell  
   G beel  
   H beal

5. E blott  
   F blotte  
   G blot  
   H blaht

6. F ploot  
   G plott  
   H plotte

7. A band  
   B bahnd  
   C bande  
   D bannd

8. E mudd  
   F muhd  
   G muhde  
   H mud

9. A rot  
   B roht  
   C rotte  
   D rott

10. E blott  
    F blotte  
    G blot  
    H blaht

11. B ohd  
    C awd  
    D oud

12. E laft  
    F left  
    G lef  
    H lefte

13. A cashe  
    B kash  
    C casch  
    D cash

14. E mihl  
    F mille  
    G mill  
    H mil

15. E paszt  
    F passd  
    G paust  
    H past

16. F smell  
    G smelle  
    H smehl

17. E wen  
    B wheen  
    C when  
    D wehn

18. E lanch  
    F lunch  
    G luntch  
    H luinch

19. F en  
    B hin  
    C hente  
    D hint

20. E taxe  
    F taks  
    G tahx  
    H tax

LC 1.7 Spell correctly roots, inflections, suffixes, and prefixes, and syllable constructions.
• A statement is a sentence that tells something. It ends with a period. .
• A question is a sentence that asks something. It ends with a question mark. ?
• A command tells or asks someone to do something. It ends with a period. .
• An exclamation shows strong feeling. It ends with an exclamation mark. !

Write each sentence with the correct punctuation.

1. Are you sure you brought your lunch

2. Maybe Jack took it

3. Class, stay in your seats

4. Don’t you dare say I stole it

5. Have you seen a stray cat in the building

6. Cats like eating fish

7. I can’t believe the cat took the sandwich

8. Do you think we should feed the cat each day
• A **sentence** is a group of words that express a complete thought.
• A **sentence fragment** is a group of words that does not express a complete thought.
• A **statement** is a sentence that tells something.
• A **question** is a sentence that asks something.
• All sentences begin with a capital letter and end with a period, a question mark, or an exclamation mark.

Read the passage. Think about what type of sentence each one is. Then rewrite the passage using the correct punctuation.

when our cat had her kitten, we did not know what we would do a grown-up cat can be left by itself a baby kitten needs someone to watch her who could we get to care for her all day long I go to school all day mom and Dad go to work all day could Grandpa take the kitten grandpa said he could now the kitten lives with Grandpa We visit them every weekend It’s wonderful

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
1. Read the following passage:
   Ryan and Mandy were on the monkey bars. Alex was playing catch with Noah. Paula, Andrew, and Jessica sat in the shade playing cards.

2. Now, underline one of the sentences and write 2 more sentences about that sentence.

Example:
   Ryan and Mandy were on the monkey bars. They were both hanging upside down with their knees bent like coat hangers. Mandy pointed and laughed at Ryan because his face was so red.
Say the words **clay**, **gate**, and **bail**. You will hear the long *a* sound in each word.
The long *a* sound can be spelled in different ways:
- **ay**  play, stay
- **ai** mail, rain
- **a_e** hate, name
- **ei** weigh, eight
- **ea** break, steak

Circle the words with the long *a* sound. Then use each long *a* word in a sentence.
1. that pale lawn
   ___________________________________________________
2. claim spat ladder
   ___________________________________________________
3. fallen clay grand
   ___________________________________________________
4. break what star
   ___________________________________________________
5. claw flat plain
   ___________________________________________________
6. when weigh white
   ___________________________________________________
A. Read each clue. Then find the vocabulary word in the row of letters and circle it.

1. wanting to know about something:
   c n s w z n t c u r i o u s d f l g q w x

2. a kind of rule or way of doing things:
   o u y n b f r p o l i c y d b e w q a l p

3. often:
   v r s m f r e q u e n t l y d x l p o u g

4. spanned between two things:
   p l b c r t y e s a y h r a n g e d n s w

5. more than one or two:
   e x c v s e v e r a l p y t e w s c m v

6. something that does not last a long time:
   a c d w t f e u h i j t e m p o r a r y m

B. Write two sentences using one of these vocabulary words in each.

7. ________________________________

8. ________________________________
Every story has story elements. The **characters** are the people or animals in a story. The **setting** is where and when a story takes place. The **plot** is the series of events that make up the beginning, middle, and end of a story.

Read the story. Then answer the questions that follow.

Anna was in the kitchen. It was time for her to serve the special dessert she had made for her mom’s birthday party. Her mom didn’t like cake, so, with Grandma’s help, Anna had made an enormous cookie. On it she had written “Happy Birthday, Mom” in pink letters.

As Anna picked up the cookie to put it on a platter, it cracked in half. That’s when Grandma heard Anna scream, “Oh, no!” She rushed into the kitchen and saw the tears on Anna’s face. Then she noticed the broken cookie. Grandma grinned and began to break the cookie into several more big pieces. In horror, Anna asked, “What are you doing?”

“I’m making a cookie puzzle! We’ll mix up all the pieces on the platter and have all the guests put the pieces together. In no time at all, your mom will have her birthday cookie.” Anna wiped her tears and smiled.

**Who are the characters in the story?**
1. ________________________________________________________________
2. ________________________________________________________________

**What is the setting of the story?**
3. ________________________________________________________________

**Write the missing story event.**
Anna breaks the birthday cookie.
4. ________________________________________________________________

Grandma explains that she’s making a cookie puzzle.
As you read *The Adventures of Ali Baba Bernstein*, fill in the Setting, Event, and Character’s Reaction Chart.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Event</th>
<th>Character’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this chart help you understand the characters in *The Adventures of Ali Baba Bernstein*?
As I read, I will focus on reading accurately.

“I have a problem,” Brett said. “I found these glasses. Someone lost them, but I don’t know who. The person’s initials may be ‘SBP.’ And the glasses are on a gold chain that came from your store.” Brett handed the glasses and chain to Mrs. Chun.

Mrs. Chun looked at the chain. “Yes, we sell these chains,” she said. “And we put letters on them.” She went to her computer. She looked in her records. No one had asked for the letters SBP though.

“I’m sorry,” Mrs. Chun said. “I can’t help you. I don’t know who bought this chain.” She gave the glasses back to Brett. He left the store. He felt bad that he had not found the owner. “What should I do now?” he thought.

Comprehension Check

1. What problem does Brett have and how does he try to solve it? **Problem and Solution**

2. When Mrs. Chun can’t help Brett, does he give up? **Problem and Solution**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Writers include **maps** to show readers geographic locations and physical features of a specific place.

Use the map to answer the following questions.

1. If a traveler began in Xian, what town would he pass through before reaching Merv? _____________________________

2. What bodies of water are shown on this map? _____________________________

3. In what direction would a traveler need to go to travel from Merv to Khotan? _____________________________

4. What city on the Silk Road is nearest to the Mediterranean Sea? _____________________________

5. If a traveler were traveling west from Merv, what town would he come to first on the Silk Road? _____________________________

6. Is Babylon north or south of Merv? _____________________________
A synonym is a word that means the same, or almost the same, as another word. For example, a synonym for party is celebration. A synonym for person is individual.

A. Match these words from The Adventures of Ali Baba Bernstein with their synonyms by writing one of the words from the box in each blank.

<table>
<thead>
<tr>
<th>ranged</th>
<th>supplied</th>
<th>several</th>
<th>frequently</th>
<th>policy</th>
<th>started</th>
</tr>
</thead>
</table>

1. rule ___________ 4. numerous ___________
2. spanned ___________ 5. often ___________
3. provided ___________ 6. commenced ___________

B. Use a thesaurus to find a synonym for each of the words below. Write the synonym on the short line. Then write a sentence that includes the synonym.

7. answer ___________
   ____________________________

8. agreed ___________
   ____________________________

R 1.5 Use a thesaurus to determine related words and concepts.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. pale
2. ____________________ 2. face
3. ____________________ 3. crate
4. ____________________ 4. clay
5. ____________________ 5. save
6. ____________________ 6. cane
7. ____________________ 7. paid
8. ____________________ 8. today
9. ____________________ 9. made
10. ____________________ 10. rail
11. ____________________ 11. break
12. ____________________ 12. ache
13. ____________________ 13. drain
14. ____________________ 14. faint
15. ____________________ 15. flame
16. ____________________ 16. tray
17. ____________________ 17. late
18. ____________________ 18. aim
19. ____________________ 19. mane
20. ____________________ 20. rain
21. ____________________ 21. neigh
22. ____________________ 22. railway
23. ____________________ 23. list
24. ____________________ 24. plum
25. ____________________ 25. cash

Challenge Words
21. ____________________
22. ____________________

Review Words
23. ____________________
24. ____________________
25. ____________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A palle
   B payl
   C pale
   D paile

2. E fase
   F faise
   G faice
   H face

3. A crate
   B crait
   C craite
   D crayte

4. E clae
   F clay
   G clai
   H claye

5. A saave
   B saive
   C save
   D sayve

Sample B:

1. E saile
   F sail
   G saal
   H sayl

2. A payed
   B paid
   C pade
   D paide

3. E tooday
   F todday
   G tadae
   H today

4. E made
   F madde
   G maide
   H mayed

5. E rale
   F rail
   G raile
   H rayel

6. E cane
   F cain
   G kane
   H caine

7. A braik
   B braek
   C breake
   D break

8. E fante
   F faynt
   G faint
   H crayte

9. E drain
   F drayne
   G drane
   H draine

10. E rale
    F rail
    G raile
    H rayel

11. A aimme
    B Maine
    C mane
    D mayne

12. E ache
    F ake
    G aike
    H ach

13. E saive
    F saive
    G save
    H sayve

14. E flame
    F flaim
    G flayme
    H flaime

15. A trai
    B trae
    C traye
    D tray

16. E tooday
    F todday
    G tadae
    H tod
• The **predicate** tells what the subject does or did.
• The **complete predicate** includes all the words in the predicate.
• The **simple predicate** is the verb—the action word or words in the complete predicate.
• A **compound predicate** has two or more verbs.

Turn these fragments into complete sentences by adding a predicate. Write each complete sentence on the line.

1. Plants in the deserts
   _______________________________________________________________

2. Most spiders
   _______________________________________________________________

3. Dangerous scorpions
   _______________________________________________________________

4. A quick coyote
   _______________________________________________________________

5. Hungry lizards
   _______________________________________________________________

6. The spines of a cactus
   _______________________________________________________________

7. On their field trip, the students
   _______________________________________________________________

8. Animals that come out at night
   _______________________________________________________________
• A complete sentence contains both a **subject** and a **predicate**.
• You can sometimes correct a sentence fragment by adding a subject or a predicate.

Rewrite the advertisement. Correct the sentence fragments, punctuation, and capitalization.

A brand new video “Desert Adventure” must find water in the desert. Scorpions and coyotes will be after you. is there water behind the mesquite trees. Watch out for A rattlesnake can you escape them all? Enjoy the excitement of This game

---

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
1. Make a list of 5 things that happened in your day today.
   a. 
   b. 
   c. 
   d. 
   e. 

2. Now, pick ONLY ONE of those moments. Write 5 sentences about that moment ONLY.

Example: Ate cereal

I poured the corn flakes into my favorite yellow cereal bowl and added milk. My mom handed me a plate of sliced strawberries. I arranged them like red mountains atop the crispy flakes. It looked almost too good to eat, but I dug in anyway. My head was filled with the sound of crunching flakes.

Extra Practice: Do the same exercise using a different moment from your list.
A long vowel has the same sound as its name. The long e sound is spelled in different ways. Here are three of the most common:

- **ee** as in *see*
- **ea** as in *seal*
- **ie** as in *thief*

Say the words below out loud to yourself. Circle those that have a long e sound.

1. deal
2. dent
3. relief
4. between
5. breathe
6. breath

When a single letter e comes at the end of a word, it is usually silent. You cannot hear the e when you say the word, but it can change the word’s sound.

7. What word in the list on this page ends with a silent e? Write it here.

8. How did the silent e change the sound of the word?
A. Circle the letter of the correct answer in the statements below.

1. People who choose a more difficult **venture** each time they reach their goal
   a. like to sleep late.
   b. are looking for trouble.
   c. are not afraid to take chances.

2. People with **persistence**
   a. like to travel.
   b. will not give up.
   c. do not get it.

3. If someone has been **identified**
   a. he or she must give up all hope.
   b. it will cost him or her money.
   c. someone else knows who he or she is.

4. **Enterprising** people are
   a. hard-working.
   b. lazy.
   c. angry.

B. Draw a line to connect each vocabulary word with its synonym.

1. identified  named
2. enterprising  project
3. persistence  perseverance
4. venture  daring
Writers often compare or contrast things when they are writing a description.

- When you compare two or more things, ask yourself, “How are these things alike?”
- When you read, watch for words like both, each, like, same, also, and too to signal comparisons.
- When you contrast two or more things, ask yourself, “How are these things different?”
- When you read, watch for words like different, but, on the other hand, and however to signal contrasts.

Read this passage.

Cucumbers are found in the grocery store in the produce department. Sea cucumbers live in the sea and are related to starfish. Some sea cucumbers look a little like those from the store. However, sea cucumbers are animals. The ones in the store are vegetables.

Write two ways that sea cucumbers and regular cucumbers are alike in the Compare column. Then write two ways that they are different in the Contrast column.

<table>
<thead>
<tr>
<th>Compare (How Alike?)</th>
<th>Contrast (How Different?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write two ways that sea cucumbers and regular cucumbers are alike in the Compare column. Then write two ways that they are different in the Contrast column.
As you read *Kid Reporters at Work*, fill in the Venn diagram.

How does the information you wrote in the Venn diagram help you to summarize *Kid Reporters at Work*?
As I read, I will pay attention to my intonation and pacing.

Louis Braille (loo-EE-BRAYL) was born in France in 1809. He became blind when he was 3 years old. At the age of 10, he was sent to a special school for blind children. Louis wanted to learn to read. At the school the books had raised letters. Louis had to feel the letters with his fingers. It took Louis hours to figure out which letters he was feeling. It took even more time to understand what he was reading.

When Louis was 12, the school arranged a visit from a man named Charles Barbier (BAR-bee-ay). Barbier had developed a writing system of raised dots that stood for letters. These letters could be read by touch. Barbier invented this raised-dot system so soldiers could read orders at night.

Comprehension Check

1. How are the books at Louis’s school similar to the ones that you read? How are they different? **Compare and Contrast**

2. What is the main idea of the second paragraph? What are the details? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
You can use the **electronic card catalog** to find books in the library. There are three main ways to search the catalog:

- If you are trying to find books by a certain author, search **by author**.
- If you are looking for a book and you know the title, search **by title**.
- If you need books about a certain subject, search **by subject**.

The books you find will show up in a screen that looks something like this.

<table>
<thead>
<tr>
<th>Author</th>
<th>Location</th>
<th>Call#</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Merriam Park</td>
<td>GV840.S5 T46 2000 (TEEN)</td>
<td>CHECKED OUT</td>
</tr>
<tr>
<td>Pub info</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the electronic card entry to answer the questions below. Circle the correct answer.

1. What is the title of the book?
   - b. *Essential Waterskiing for Teens*

2. Who is the author of the book?
   - a. Hayden Heights
   - b. Luke Thompson

3. How many pages are in the book?
   - a. 48
   - b. 2000

4. What is the book’s status at the Merriam Park library?
   - a. GV840.S5 T46 2000 (TEEN)
   - b. CHECKED OUT
Compare/Contrast Writing Frame

Summarize Kid Reporters at Work.
Use the Compare/Contrast Writing Frame below.

Both Terrence Cheromcka and Martin Jacobs are the same in some ways. They are the same because they both ____________________________
______________________________
______________________________
______________________________

However, in other ways Terrence Cheromcka and Martin Jacobs are different. They are different because ____________________________
______________________________
______________________________
______________________________

So, Terrence Cheromcka and Martin Jacobs have both similarities and differences.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
Words that have opposite meanings are called **antonyms**. You can find out if a word has an antonym by looking in a **thesaurus**. A thesaurus is a book that lists words in alphabetical order. Following each word is a list of its synonyms and antonyms.

Read each sentence. Choose an antonym for the underlined word(s) from the list above. Write the antonym on the line.

1. I thought he was being **generous**, but he was actually being ______________.

2. By the time dinner was served, I was so **hungry** that I ate until I was ______________.

3. After all the **racket** died down, the neighborhood returned to ______________.

4. Mario was so **unhappy** that his friends wondered if he would ever be ______________ again.

5. Juan **refused** to follow the order, but his friend Erik ______________.

6. Caterina remained **calm** even though her friends were very ______________.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____________________ 1. beam
2. _____________________ 2. tea
3. _____________________ 3. chief
4. _____________________ 4. sea
5. _____________________ 5. peep
6. _____________________ 6. weep
7. _____________________ 7. three
8. _____________________ 8. heal
9. _____________________ 9. tease
10. _____________________ 10. street
11. _____________________ 11. deal
12. _____________________ 12. please
13. _____________________ 13. leak
14. _____________________ 14. seem
15. _____________________ 15. reef
16. _____________________ 16. deed
17. _____________________ 17. feet
18. _____________________ 18. breathe
19. _____________________ 19. speech
20. _____________________ 20. feeling
21. _____________________ 21. freedom
22. _____________________ 22. speak
23. _____________________ 23. aim
24. _____________________ 24. pale
25. _____________________ 25. neigh

Challenge Words
21. _____________________
22. _____________________

Review Words
23. _____________________
24. _____________________
25. _____________________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:
1. A bemme  
   B beam  
   C beme  
   D beame  

2. E tae  
   F teae  
   G teeh  
   H tea  

3. A chief  
   B cheef  
   C cheif  
   D chefe  

4. E sea  
   F cea  
   G cee  
   H sae  

5. A peppe  
   B pepe  
   C peep  
   D peape  

Sample B:
11. A dele  
    B deele  
    C deale  
    D deal  

12. E please  
    F pleas  
    G pleas  
    H pleese  

13. A leke  
    B leele  
    C leak  
    D leack  

14. E seame  
    F sceme  
    G seeeme  
    H seem  

15. A refe  
    B reeffe  
    C reef  
    D reafe  

16. E deed  
    F deade  
    G dede  
    H dedde  

17. A feete  
    B feate  
    C fette  
    D feet  

18. E breeth  
    F breathe  
    G breethe  
    H brethe  

19. A speache  
    B speche  
    C spech  
    D speech  

20. E feeling  
    F feeling  
    G fealling  
    H fealling
• A simple sentence has one independent clause.  
  The sky was clear and sunny.

• A compound sentence has two or more independent clauses.  
  The faucet kept running, and the sink overflowed.

• You can combine two independent clauses by joining them with a coordinating conjunction such as or, but, or and.

Decide whether each sentence is simple or compound. Write simple or compound on the line.

1. Some logs are 100 feet long.

2. Rainwater boils, and it turns to steam.

3. Old Faithful is a geyser, and so is Giantess.

4. Boiling water shoots up in geysers.

5. The elks made a long journey.

6. Elks live in the park, and bears do too.

7. Forest fires burn in the park, and they affect millions of acres.

8. My dad likes camping, but my sister does not.
• You can combine two sentences by using *and*, *but*, or *or*.
• You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

Read the passage. Think about how two sentences are joined. Then rewrite the passage using the correct punctuation.

I enjoyed reading about Yellowstone National Park and I learned a lot from the book. At Yellowstone, you can see wolves or you might notice elk. I have been camping many times but I never saw those animals. The book describes geysers and forests. My family has never been to Yellowstone but this book made me want to go. Maybe my family will visit Yellowstone someday!
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>1 Unsatisfactory</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Sentence Structure/Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Presentation</td>
</tr>
<tr>
<td>Sentence Structure/Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kid Reporters at Work
Grade 4/Unit 1
When two vowels are together in a word, often the first one says its sound and the second one is silent. For example, in the word *lie*, the *i* makes its **long sound** and the *e* is silent. When a word has an *e* at the end, the vowel in that word is usually long. An example is the word *prime*.

When *i* is followed by *gh* or *ld*, it also has a long sound, as in *slight* and *mild*.

Finally, the long *i* sound can also be spelled with a *y*, as in *sly*.

Place each of the following long *i* words in the column where they belong:

Drive, file, kite, wipe, pride, pry, shy, prime, mild, sly, sigh, fright, inside, pies, die, spy, twice, slight

<table>
<thead>
<tr>
<th>two vowels together</th>
<th>e at the end</th>
<th><em>i</em> followed by <em>gh</em> or <em>ld</em></th>
<th><em>y</em> spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read each clue. Then match each meaning with a vocabulary word.

1. without a finish ________________

2. making good sense __________________

3. exhibition or presentation ________________

4. argued against something ________________

5. showing the way things really are ________________

6. not able to move ________________

7. Choose one of the vocabulary words above and use it in a sentence of your own.

_____________________________________________________________________

_____________________________________________________________________

endless  display  protested
sensible  paralyzed  realistic
The people (or animals) in a story are called **characters**. The main character is the one on which the story focuses. The **plot** of a story describes what happens to the characters from beginning to end. The **setting** of a story is where and when the story takes place.

Read the story below. Then answer the questions that follow.

Ricardo played basketball on an after-school team. They played in the school gym. At first Ricardo tried to make a basket every time he had the ball. Then he listened when his coach talked about working together to win a game. The next time that the ball came to Ricardo, he passed it to someone closer to the basket. Once when his teammate Alex passed the ball to him, Ricardo saw that he could shoot it. He made a three-point shot. Everyone on the team cheered, but Ricardo said, “Alex is the real hero. He passed the ball to me instead of taking the shot himself.”

1. Who are the characters in the story?

   ____________________________________________________________

2. Who is the main character? __________________________________

3. What is the setting? _________________________________________

4. Circle the answer that best describes the character of Ricardo.
   a. Ricardo has learned to value teamwork.
   b. Ricardo always tries to make a basket.
As you read *The Astronaut and the Onion*, fill in the Character Web.

**Character:**
- **Gloria**

**Character:**
- **Dr. Street**

How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?
As I read, I will pay attention to pauses, stops, intonation, and characters’ words.

Chris Rogers was one cool kid. He could handle anything. At least that’s what he wanted his mom to think.

Chris and his mom were parked in front of his new friend Anton’s apartment building. Chris wanted to go in to see if Anton was home. And he didn’t want his mom coming with him. He was too big for that. And too cool.

“C’mon Mom,” Chris begged. “Let me go in alone. Please?”

“I don’t know, honey,” his mom said. “I’m not sure I like the idea.”

“But you’ve already met Anton and his mom. And I’ve been to their place before.” Chris hoped this would convince her.

Comprehension Check

1. How would Chris feel if his mom went with him to Anton’s apartment?  
   **Plot Development**

2. Why do you think Chris’s mom doesn’t want him to go to Anton’s apartment by himself?  
   **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A **metaphor** compares two different objects or ideas. For example, *The firefighter tamed the red-hot lion.*

**Personification** is when an animal, thing, or idea acts like or is described as if it were a person. For example, *The tree stretched its arms toward the sky.*

**Read the following poem. Then answer the questions that follow.**

**The Trash Collector**

The trash collector  
Puts on his gloves  
And feeds smelly cans of food to the monster.  
The monster growls in delight  
And rolls on to get his next meal.

1. To what does the poet compare a trash truck?  
   a. a can  
   b. a monster

2. To what does the poet compare trash?  
   a. food  
   b. gloves

3. What is an example of personification in this poem?  
   a. growls  
   b. rolls
When you are reading and come to a word you don’t know, a **dictionary** can tell you what the word means and how to say it.

sensible (sen´ sә bәl) **adjective**

1. aware and responsive: *Ground control was sensible of the spaceship’s problem.*
2. showing good sense: *Postponing the launch because of bad weather was a sensible decision.*

Look at this part of the entry: sen´ sә bәl. This is called the phonetic spelling. It shows you how to say the word.

The accent mark (´) after the first syllable shows that you stress that syllable.

**Answer the questions in the spaces provided.**

1. Write the actual spellings to match each phonetic syllable.
   
   sen´ ___ sә ___ bәl ___

2. The word **sensible** has two meanings. Write the meaning that fits this sentence: *John was sensible of his mother’s tiredness.*

   _______________________

3. Which meaning of **sensible** fits this sentence?
   *When she got to the store, Elena made sensible choices.*

   _______________________

4. What part of speech is **sensible**? Look after the phonetic spelling to find the correct answer. ________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. file
2. ____________________ 2. mind
3. ____________________ 3. kite
4. ____________________ 4. pies
5. ____________________ 5. die
6. ____________________ 6. wipe
7. ____________________ 7. inside
8. ____________________ 8. flight
9. ____________________ 9. pride
10. ____________________ 10. spy
11. ____________________ 11. sigh
12. ____________________ 12. shy
13. ____________________ 13. line
14. ____________________ 14. sly
15. ____________________ 15. alike
16. ____________________ 16. climb
17. ____________________ 17. minding
18. ____________________ 18. time
19. ____________________ 19. twice
20. ____________________ 20. cry

Challenge Words
21. ____________________ 21. high
22. ____________________ 22. wildlife

Review Words
23. ____________________ 23. chief
24. ____________________ 24. please
25. ____________________ 25. three

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:

Sample B:

1. A lunch
   B luch
   C luntch
   D lunsch
   E twoday
   F tooday
   G touday
   H today

2. A file
   B fyle
   C fiel
   D fil
   E whipe
   F wype
   G whype
   H wipe
   I insyde
   J inside
   K mynd
   L mind
   M minde
   N miend
   O mynding
   P miending
   Q mindding

3. A kite
   B kiet
   C kyt
   D kyte
   E flight
   F litle
   G flht
   H flyt
   I linne
   J line
   K lyne

4. A prid
   B preid
   C pryd
   D pride
   E sly
   F sley
   G sly
   H slie
   I twyce
   J twice
   K twise
   L twiece

5. A di
   B diy
   C dei
   D die
   E spye
   F spiy
   G speye
   H spy
   I allike
   J alike
   K aliek
   L alicke
   M cry
   N crie
   O kry
   P krie
A sentence that contains two related ideas joined by a conjunction other than and, but, or or is called a complex sentence.

To form a complex sentence, combine these ideas using the given conjunction. Be sure that the new sentence makes sense.

1. The astronaut eats his meal. He floats around in the rocket. (as)

2. Light leaves a star. It takes thousands of years to reach Earth. (after)

3. Eat some freeze-dried snacks. You work at the computer. (while)

4. He goes to the library. He reads books about space. (where)

5. Mom doesn’t want me to come along. It is dangerous. (since)

6. Fasten your seatbelts. The ship takes off. (before)

7. He brought a chunk of moon rock. He came home for the holidays. (when)

8. They watched. The rocket blasted off into space. (as)
Rewrite the letter below. Fix any spelling, punctuation, and grammar mistakes.

678 Saturn Road
Baltimore MD 21204
July 11 2007

Mr. and mrs. Rhodes
39 Sunshine drive
Baltimore MD 21286

dear Mr. and Mrs. Rhodes

I would like to be an astronaut. Because it would be exciting. You were the first people to travel to Mars. I bet you know a lot about space travel. I would like to learn more about outer space? I want to travel to mars someday. I also plan to visit Jupiter and Venus. Do you know which schools I could go to!

sincerely

Diana Smith
1. Choose a single object in the room.

2. Write 3 sentences about that one object alone.

**Example:** The old map hangs crookedly on the bulletin board behind Ms. Andrews’ desk. It’s faded and worn and the top right corner is folded over like a floppy dog’s ear. Its edges are stained brown and yellow, and it smells like old library books.

**Extra Practice:** Choose another single object in the room and do this exercise again.
**Long o** is the vowel sound in words like *rose*.
The long **o** sound can be spelled in different ways.
Say each word and pay attention to the different spellings.

- **o**e
- **oa**
- **ow**
- **o**

- stole
- foam
- flow
- mold

A. Write each word from the box under the spelling category in which it belongs.

<table>
<thead>
<tr>
<th>now</th>
<th>grow</th>
<th>told</th>
<th>pole</th>
<th>float</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>rope</td>
<td>old</td>
<td>slow</td>
<td>moat</td>
<td>for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>o</strong>e</th>
<th><strong>oa</strong></th>
<th><strong>ow</strong></th>
<th><strong>o</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
</tbody>
</table>

B. Which words do not have the long **o** sound?

10. ______

11. ______

12. ______
A. Read each clue. Then find the vocabulary word and draw a line to it.

1. choosing a. aware
2. sure b. advanced
3. strange c. consisted
4. at a high level d. peculiar
5. made of e. selecting
6. mindful f. positive

B. Write the correct vocabulary word in the blank.

7. Lunch _______________ of salad, pizza, juice, and fruit.
8. Lee felt proud to be reading at an _______________ level.
9. Read the first pages when you are _______________ books in the library if you want to be sure you get ones you will enjoy.
10. I was not _______________ that the library closed early on weekends.
11. I was _______________ that my new neighbor’s name was Lucinda.
12. She gave me the most _______________ look when I called her that, though.
Sequence is the order in which events happen in a story. Being able to put events in sequence helps you keep track of everything that is happening in the story.

Read each passage below. Then answer the questions that follow.

1. It can take awhile to find a book in the library. This is why the first thing you should do is look at the card catalog. Card catalogs list the location of every book in the library. Go to a computer, and pull up the search window. Then type in the title of the book. A number should come up. Make sure you copy it down so you don’t forget it! Finally, look for this number on the spines of books.

What is the last thing you should do? How do you know this?

__________________________________________________________________________

__________________________________________________________________________

2. To check out books, first select the books you want to borrow. Then, bring the books and your library card to the checkout desk. The librarian will record the date you borrowed the books. The librarian will also tell you the day you should return the books.

What is the first thing you should do? How do you know this?

__________________________________________________________________________

__________________________________________________________________________

What happens after you bring your books to the checkout desk?

__________________________________________________________________________
As you read *Because of Winn-Dixie*, fill in the two Sequence Charts.

How does the information you wrote in the Sequence Charts help you to evaluate *Because of Winn-Dixie*?
As I read, I will pay attention to end punctuation.

“After-school program students, go to the gym now,” announced Mr. Parker. “Everyone else, get ready for the buses.”

It was the end of the first day of fourth grade. Jenny Michels put her notebooks and folders in her book bag. She waved at her friends as she walked out of the classroom. Jenny was familiar with this routine. Ever since kindergarten, she had attended the after-school program.

Jenny walked toward the gym. She thought about the talk she’d had with her mother that morning.

“But Mom, I don’t want to go to the after-school program this year!” Jenny had pleaded. “Can’t I just come home from school at the end of the day like my friends?”

“Jenny, you know that Dad and I have to work,” her mother had said. “And the after-school program is much more fun than being at home by yourself.”

Comprehension Check

1. State what happens in this passage. **Plot Development**

2. How do you think Jenny feels as she walks toward the gym? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>-</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Onomatopoeia is the use of a word that imitates the sound that it stands for. For example, the word bang sounds a lot like the noise an explosion makes.

A simile compares two things. Similes use the word like, as, or than to make a comparison. In the sentence, I can run as fast as the wind, you’re using a simile to compare the speed of running and the wind.

Read the poem below. Then answer the questions that follow.

At the Library

The kids at the next table are talking loud—yak, yak yak
Noisy as a flock of birds, without even stopping long enough
To take a breath.
I feel the librarian glide past me
Like a jaguar in the jungle.
He pounces,
And shushes them.

1. Which word is an example of onomatopoeia?
   a. kids  
   b. yak  
   c. birds

2. To what does the poet compare the talking kids?
   a. a flock of birds  
   b. the librarian  
   c. a jaguar

3. What word does the poet use to compare the librarian to a jaguar?
   a. like  
   b. as  
   c. than

4. What other word in the poem is an example of onomatopoeia?
   a. feel  
   b. next  
   c. shushes
Read the sentences below carefully. In the blank, write the word from the parentheses that best completes the sentence. Take into account the connotation of the word.

1. The temperature was so low and the wind so strong, that even in my heavy coat I was _______________ (freezing, chilly).

2. I won’t say I was excited to get home, but I was _______________ (overjoyed, happy).

3. It helps to be _______________ (tall, gigantic) if you want to play basketball.

4. Justin is careful with his money. I admire him for being _______________ (thrifty, stingy).

5. Carmen could hardly see it, but she was able to pick up the _______________ (minuscule, small) part with a pair of tweezers.

6. In the summertime, the _______________ (aroma, stench) of the landfill forced us to close our classroom’s windows.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________  1. goal
2. ____________________  2. mole
3. ____________________  3. stone
4. ____________________  4. stove
5. ____________________  5. chose
6. ____________________  6. own
7. ____________________  7. fold
8. ____________________  8. flow
9. ____________________  9. mold
10. ____________________ 10. tow
11. ____________________ 11. groan
12. ____________________ 12. stole
13. ____________________ 13. foam
14. ____________________ 14. mows
15. ____________________ 15. most
16. ____________________ 16. lower
17. ____________________ 17. sole
18. ____________________ 18. know
19. ____________________ 19. bolt
20. ____________________ 20. woke

Challenge Words
21. ____________________ 21. coast
22. ____________________ 22. loan

Review Words
23. ____________________ 23. kite
24. ____________________ 24. shy
25. ____________________ 25. climb

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
- A kite
- B kight
- C kitte
- D kyte

Sample B:
- E shye
- F shigh

1. A gowl
   - B goal
   - C gole
   - D goale
2. E mol
   - F mowl
   - G moal
   - H mole
3. A stown
   - B ston
   - C stoan
   - D stone
4. E stoave
   - F stove
   - G stowve
   - H stov
5. A choze
   - B choce
   - C choose
   - D chose
6. E oan
   - F owne
   - G own
   - H oane
7. A folde
   - B foald
   - C fold
   - D fowld
8. E floaw
   - F flowe
   - G flow
   - H floa
9. A molde
   - B mold
   - C moald
   - D moled
10. E tow
    - F toa
    - G towe
    - H toew
11. A grone
    - B growne
    - C groan
    - D groane
12. A stole
    - B stowl
    - C stoal
    - D stoale
13. A fome
    - B foam
    - C foame
    - D fowm
14. E mows
    - F moes
    - G moze
    - H moase
15. A moast
    - B mowst
    - C most
    - D moste
16. E loer
    - F lower
    - G lowar
    - H loar
17. A sole
    - B soel
    - C soal
    - D sowl
18. E noe
    - F knowe
    - G know
    - H knoa
19. A bolt
    - B boalt
    - C bolte
    - D bowlt
20. E woak
    - F wowk
    - G woce
    - H woke
Correct these run-on sentences by rewriting them as compound or complex sentences. Be sure that the new sentence makes sense.

1. I thought the visit would be boring I had a fun time.
   ___________________________________________________________________________

2. I woke up the birds started chirping.
   ___________________________________________________________________________

3. She looked at the drawings wondered who drew them.
   ___________________________________________________________________________

4. He’s never been on a boat he’s afraid he’ll get seasick.
   ___________________________________________________________________________

5. Grandma is an artist is carving a bear.
   ___________________________________________________________________________

6. You can go on the raft you must wear a life jacket.
   ___________________________________________________________________________

7. The fawn was trapped I set her free.
   ___________________________________________________________________________

8. We have to be careful the water is deep.
   ___________________________________________________________________________
Rewrite the journal entry below, correcting any punctuation and grammar mistakes. Be sure to fix any run-on sentences.

April 10 2005

Mom, Dad, Dave, and I went rafting on Foamy river today we had so much fun! We were worried about the water being cold it is only April. We brought extra sweaters. Of course, we also brought our life jackets. Dave and I wanted to steer the raft we were too little. The current was very strong. The raft went up and down we got splashed a few times. We passed the woods my brother saw a deer. At the end of the day we were tired we want to go again soon.
1. Read the following sentence:
   The room was crowded.

2. Think about what a crowded room is like.

3. Write 2-4 more sentences about the room that really SHOW that the room is crowded.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Extra Practice: Do the same exercise again, using the following sentence:
   The house is very large.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
A prefix is a word part that can be added to the beginning of a base word and changes the base word’s meaning. The prefixes dis-, non-, and un- mean “the opposite of” or “without.” The prefix mis- means “badly” or “incorrectly.”

- disrespect = without respect
- unhappy = opposite of happy
- nonstop = without a stop
- misbehave = behave badly

Answer each question with a word from the box that has the same meaning as the underlined words.

1. What is the most the opposite of believable thing someone has told you about dinosaurs? _____________
2. What should you do if you do not agree with something you have read? _____________
3. What kind of not fiction book do you like to read? _____________
4. What would you do if you opposite of covered a fossil in your yard? _____________
5. Why do you think the dinosaurs opposite of appeared? _____________
6. What might happen if you incorrectly judge your location? _____________
A. Read each clue. Then find the vocabulary word in the row of letters and circle it.

1. Not giving someone a turn to play a game:  
   i x z m n o u r t u n f a i r q p l k j y a s d f

2. Our great-great-great-great grandparents:  
   r q c b a n c e s t o r s w z p o r t j k

3. Unfairness:  
   s p x i n j u s t i c e m y n r t o o q e l

4. Many:  
   t j x n u m e r o u s o e m y s j o p q z x g h o a r z x q o o g

5. Keeping one race of people separate from another:  
   w i j g o h u m q c p s e g r e g a t i o n w i p l j b n m x

6. Kept away from:  
   w q a z s e r t a v o i d e d p y r g h u b n a d

B. Write three sentences using one of these vocabulary words in each.

7. ________________________________________________________

8. ________________________________________________________

9. ________________________________________________________
Usually authors write to entertain, to inform, to explain, or to persuade. When an author writes to inform, the sentences contain facts. Example: Rosa Parks was arrested in 1955. When an author writes to persuade, he or she states a certain point of view and may give reasons for it or suggest actions the reader should take. Example: We should treat everyone equally.

Read the following sentences. Think about the author’s purpose. After each sentence write inform or persuade.

1. Christine and Martin were born in the same room. ________________
2. The house belonged to their grandparents. ________________
3. People should speak out against injustice. ________________
4. Segregation was the worst period in our history. ________________
5. One day the boys said that they couldn’t play together anymore. ________________
6. Shortly afterward the family sold the store and moved away. ________________
7. It is important to treat everyone with fairness and respect. ________________
8. Never give up hope. ________________
As you read *My Brother Martin*, fill in the Author’s Purpose Map.

How does the information you wrote in the Author’s Purpose Map help you to evaluate *My Brother Martin*?
As I read, I will pay attention to punctuation in each sentence.

Harriet Tubman was a small woman. She never went to school. She was forced to work hard jobs as a young child. She suffered blackouts from a head injury. Yet some people thought she was so dangerous that they offered a $40,000 reward for her capture. Harriet Tubman ran away from slavery. But she never ran from the chance to help others. She helped hundreds of other enslaved people. She returned to the South numerous times to free other captives. When war broke out, she became a nurse. She used healing tips from her ancestors to cure sick soldiers. Then she became a spy for the Northern Army. After the war, Harriet Tubman worked to make life less unfair for women and poor people.

Comprehension Check
1. What is the author’s purpose? **Author’s Purpose**

2. What do you learn about Harriet Tubman as a person? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
• **Letters** are written messages that people send to each other.
• A **salutation** is the line in the letter in which the writer greets the person to whom it was written. For example, “Dear Mrs. Parks.”
• The **body** of the letter is the main part of the letter, containing the writer’s message.

A. Read the lines below. On the blanks, write **salutation** or **body** to identify the different parts of a letter.

1. Dear Mrs. Lincoln: ____________________________

2. Thank you for inviting me to your birthday party. I had a wonderful time. ____________________________

3. Hi, Chandra, ____________________________

4. Dear Michael, ____________________________

5. Please send me four jars of Miracle Glow car wax and a package of buffing cloths. ____________________________

B. On the lines below, write your own salutation and body.

Salutation: ____________________________

Body: ____________________________
Prefixes like *un*- and *re*- can change the meaning of a base word when they are placed before it.

- **Un**- means “not.” For example, *unsure* means “not sure.”
- **Re**- means “again.” For example, *recheck* means “to check again.”

Read each sentence. Add the prefix *re*- or *un*- to the underlined word as directed. Then define the new word.

1. Lee went to the post office to send a letter.
   New word with *re*-: __________________
   New word’s meaning: __________________

2. Emma was kind to the dog.
   New word with *un*-: __________________
   New word’s meaning: __________________

3. The rules were fair.
   New word with *un*-: __________________
   New word’s meaning: __________________

4. María packed the box carefully.
   New word with *re*-: __________________
   New word’s meaning: __________________

5. Fortunately, the directions from the airport to our hotel were really clear.
   New words with *un*-: __________________
                        __________________
   New words’ meanings: __________________
                        __________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ________________________________ 1. unblock
2. ________________________________ 2. unborn
3. ________________________________ 3. unchain
4. ________________________________ 4. unload
5. ________________________________ 5. unlock
6. ________________________________ 6. recall
7. ________________________________ 7. repay
8. ________________________________ 8. resell
9. ________________________________ 9. rewash
10. ________________________________ 10. rewind
11. ________________________________ 11. retie
12. ________________________________ 12. indirect
13. ________________________________ 13. incorrect
14. ________________________________ 14. illegal
15. ________________________________ 15. overact
16. ________________________________ 16. overheat
17. ________________________________ 17. subway
18. ________________________________ 18. premix
19. ________________________________ 19. preplan
20. ________________________________ 20. superheat

Challenge Words

21. ________________________________ 21. interact
22. ________________________________ 22. transmit

Review Words

23. ________________________________ 23. stone
24. ________________________________ 24. grown
25. ________________________________ 25. most

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A unblock
   B unnnblock
   C unblock
   D unnbloc

2. E unnnborn
   F unborrn
   G unborn
   H unborne

3. A unchane
   B unchna
   C unnnchane
   D unchain

4. E unloede
   F unload
   G unloade
   H unlod

5. A unlock
   B unnlock
   C unlok
   D unnlok

Sample B:

1. E recal
   F reecall
   G recall
   H recall

2. E repaye
   F repay
   G reepay
   H reppay

3. E resell
   F reesell
   G resel
   H resell

4. E reewash
   F rewash
   G rewwash
   H rewashe

5. E rewinde
   F rewined
   G reewind
   H rewind

6. E recal
   F reecall
   G recall
   H recall

7. E repaye
   F repay
   G reepay
   H reppay

8. E resell
   F reesell
   G resel
   H resell

9. E reewash
   F rewash
   G rewwash
   H rewashe

10. E rewinde
    F rewined
    G reewind
    H rewind

11. A retye
    B rety
    C retie
    D retigh

12. E indirect
    F inderect
    G indereckt
    H indireckt

13. A incorect
    B inncorrect
    C inccorect
    D incorrect

14. E ilegal
    F illegel
    G illegal
    H ellegal

15. A overact
    B overract
    C overacte
    D ovaract

16. E overrheat
    F overhete
    G overheat
    H overheate

17. E subway
    F sub way
    G subbway
    H subweigh

18. E premix
    F premmix
    G premixe
    H preamix

19. E preplan
    F preeplan
    G preplan
    H preplann

20. E supperheat
    F superheat
    G superheet
    H superhete
A **proper noun** names a particular person, place, or thing.

Examples: Ms. Brown  San Francisco  Atlantic Ocean

A **proper noun** begins with a capital letter.

Some proper nouns contain more than one word. Each important word begins with a capital letter.

Examples: Statue of Liberty  Boston Red Sox

The name of a day, month, or holiday begins with a capital letter.

---

Read the list of nouns below. Decide whether each noun is common or proper and write it in the correct column. Capitalize the nouns in the Proper column.

<table>
<thead>
<tr>
<th>COMMON</th>
<th>PROPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>independence day</td>
<td>new york</td>
</tr>
<tr>
<td>hank aaron</td>
<td>july</td>
</tr>
<tr>
<td>home plate</td>
<td>ebbets field</td>
</tr>
<tr>
<td>diamond</td>
<td>coach</td>
</tr>
<tr>
<td>summer</td>
<td>world series</td>
</tr>
<tr>
<td>uniform</td>
<td>game</td>
</tr>
<tr>
<td>uniform</td>
<td>shortstop</td>
</tr>
<tr>
<td>uniform</td>
<td>ohio</td>
</tr>
<tr>
<td>new york</td>
<td>independence day</td>
</tr>
<tr>
<td>july</td>
<td>hank aaron</td>
</tr>
<tr>
<td>ebbets field</td>
<td>home plate</td>
</tr>
<tr>
<td>coach</td>
<td>diamond</td>
</tr>
<tr>
<td>world series</td>
<td>summer</td>
</tr>
<tr>
<td>game</td>
<td>uniform</td>
</tr>
<tr>
<td>shortstop</td>
<td>new york</td>
</tr>
<tr>
<td>ohio</td>
<td>independence day</td>
</tr>
</tbody>
</table>

---

*To the Teacher:* Complete the entire page with students. Have students reread the nouns to a partner.
Rewrite the invitation below. Fix any spelling, punctuation, and grammar mistakes. Remember to capitalize each important word in a proper noun. Use a separate page if you need more space.

westfield little league invites you to attend
our 2005 most valuable player awards ceremony
at five o’clock on sunday, january 30
westfield town hall
501 central avenue, westfield, virginia
Please contact sally and jim smith at 555-1212 if you plan to attend.

We hope you will join us!

• Some proper nouns contain more than one word. Each important word begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.
Please read the following sentence:

Mary Beth shivered and zipped up her coat.

Think about what this sentence shows us about Mary Beth.
Underline the word that shows how Mary Beth felt.

Now read the following sentence:

Martin was scared to open the closet.

Write 2 more sentences that show how Martin felt.

Example:

Martin held his breath and peeked into the dark closet, trying not to think about the monster who lived there.

Martin got up his courage and opened the closet door, hoping all the clutter would not fall out.

Extra Practice: Read this sentence and add two more that show how Oscar felt.

Oscar was excited about going to the football game.
Say the words *shed* and *wish*. You will hear the *sh* sound in each word. The letter pairs *sh*, *ch*, *th*, and *ph* are unusual. In each one a consonant pairs with *h* to form a new sound.

- **sh**  shed, rush  • **th**  thirty, bother
- **ch**  chop, touch  • **ph**  phone, graph

The letter pair *wh* sounds about the same as the letter *w* by itself.  

*wh*  whisk, nowhere

Add *ch*, *sh*, *ph*, *wh*, or *th* to the blanks below to create words.

1. ___________anks
2. ___________oto
3. tra___________
4. bo___________er
5. ___________out
6. ten___________
7. ___________ip
8. ___________in
9. por___________
10. gra___________
11. bru___________
12. __________ese
13. no___________ere
14. __________eck
15. head___________one
16. wa___________er
A. Write the correct word after its meaning.

muttered  snickering  gaped  legendary  insult  flinched

1. shrank away from ________________
2. laughing in a way that makes fun of someone ________________
3. spoke unclearly in a soft voice ________________
4. gazed in surprise with the mouth open ________________
5. well-known or famous ________________
6. something bad said to a person ________________

B. Answer each question with a vocabulary word.

7. Which word would you use to describe Babe Ruth?
   ________________

8. Which word would you use to describe the way someone talked?
   ________________

9. Which word would you use to describe mean people laughing?
   ________________
To figure out an **author’s purpose**, readers must use clues from the story to **make inferences**.

- If you are reading fiction, the author’s purpose is probably to **entertain**.
- If the story is nonfiction, the author’s purpose is to **inform**, to tell you facts, or to **explain** how to do something.
- If you read the author’s opinion and the reasons for that opinion, the author’s purpose is to **persuade**.

**A. Read the story below and decide on the author’s purpose.**

Andrea headed for third. She saw the coach using his hands to tell her to slide. She slid, and got to third base safely. She got up and dusted herself off. Her friend Jorge was batting now. Andrea watched as the first pitch came in. He didn’t swing, and it was called a ball. There were two outs, and the score was tied. A hit would win the game. On the very next pitch Jorge hit the ball hard, over the head of the shortstop and into left field. Andrea ran home easily.

1. Is this story nonfiction or fiction? ____________
2. Circle the best description of the author’s purpose for writing this story.
   a. to entertain  
   b. to explain  
   c. to persuade

**B. Now read this passage and decide on the author’s purpose.**

Willie Mays was born May 6, 1931, in Westfield, Alabama. He played baseball for the New York Giants, the San Francisco Giants, and the New York Mets. He was a skilled player in many ways, including hitting, fielding, throwing, and running bases. In 1951 he was named Rookie of the Year. His career statistics include 3,283 hits and 660 home runs. Willie Mays was elected to the Hall of Fame in 1979.

3. Is this passage nonfiction or fiction? ____________
4. What was the author’s purpose in writing this passage?
   a. to entertain  
   b. to inform  
   c. to persuade
As you read *Mighty Jackie*, fill in the Author’s Purpose Map.

Clue

Clue

Clue

Author’s Purpose

How does the information you wrote in the Author’s Purpose Map help you to analyze and make inferences about *Mighty Jackie*?
As I read, I will pay attention to pauses, stops, and intonation.

Wilma Rudolph calmly walked to the starting line.

“Wilma!” the crowd yelled. It was 1960. She was running in the Olympics.

People were shouting Wilma’s name because she was fast. They didn’t care that she was African American or poor. Here in Rome, Italy, Wilma was just another athlete — a good one.

Wilma Rudolph won three gold medals at the 1960 Summer Olympics. That was amazing. Getting there at all was even more amazing. When Wilma was a child, her doctors said she would never walk.

Wilma worked hard. If she failed at something, she worked harder.

Comprehension Check

1. How does the author want you to feel about Wilma Rudolph? **Author’s Purpose**

2. How does the setting make Wilma feel calm? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
If a person writes down what he or she sees at a historic time or place, they create a primary source. It can be a letter, a journal, or a personal history. A primary source is written in the first person, in the writer's own words.

A. Read the following passage. It is part of an oral history told by a woman named Amalie Klein. She came to the United States from Russia in 1911.

Two weeks we were on the ship. . . . My dad was sick all the way through. . . one day I was dizzy. That was in the middle of the ocean and it was foggy. The whistle blew all day long and the other whistle with the ships coming and going. They whistled so they wouldn’t collide, you know. It was wobbly, they had to put the tarp over the top of the ship, because the waves hit over the top. When it was nice we could see those great big fish dive in bunches in the ocean. Finally, when we got toward port we saw the seagulls coming, flying, following the ship. . . .

B. Then answer the questions below.

1. What was the weather like in the middle of the ocean? ________________

2. How long were they on the ship? ________________

3. What did Amalie see when the ship got close to port? ________________

4. Who would be most interested in Amalie’s story? Circle the best answer.
   a. someone trying to learn what immigrants’ journeys were like
   b. someone studying seagulls
   c. no one would be interested
Sometimes in a story you will find a word you do not know. When this happens, read the entire sentence or sentences nearby to see if there is a **description** that gives a clue to the meaning of that word. For example, if you read, “Their game uniforms were a *drab* color, a mixture of gray and beige,” you know that *drab* must mean “dull.”

**Underline the correct meaning of the word in dark type. Use the clues in the sentence to help you.**

1. My uncle always **exaggerated** how well he had played baseball in college. If he scored three runs in a game, he would claim to have scored six.
   a. said something was more than it was
   b. said something is less than it was

2. The Games Pitched statistic is the **cumulative** total of all the games a player has ever pitched.
   a. the amount so far
   b. important

3. The **relief** pitcher was called in when the regular pitcher got tired and began to make mistakes.
   a. tall
   b. replacement

4. The batter took a mighty swing. His bat got nowhere near the ball, and he **whiffed**.
   a. got a hit
   b. missed the ball

5. Bill tossed his **eephus** pitch gently, and the batter waited and waited for it to arrive.
   a. a slow pitch
   b. a fast pitch
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____________________
2. _____________________
3. _____________________
4. _____________________
5. _____________________
6. _____________________
7. _____________________
8. _____________________
9. _____________________
10. _____________________
11. _____________________
12. _____________________
13. _____________________
14. _____________________
15. _____________________
16. _____________________
17. _____________________
18. _____________________
19. _____________________
20. _____________________

Challenge Words
21. _____________________
22. _____________________
23. _____________________
24. _____________________
25. _____________________

Review Words
21. wherever
22. phone
23. unload
24. repay
25. subway

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A unload
- B unloade
- C unload
- D unload

**Sample B:**
- E repaye
- F reepay
- G repay
- H repae

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample A:**
- A unload
- B unloade
- C unload
- D unload

**Sample B:**
- E repaye
- F reepay
- G repay
- H repae
A **singular noun** names one person, place, or thing. Examples: teacher, city, dog
• A **plural noun** names more than one person, place, or thing. Examples: teachers, cities, dogs
• Add -s to form the plural of most singular nouns.

Decide whether each underlined word is a singular or plural noun. Then write **singular or plural** on the line.

1. There are no **jobs** here. ________________
2. My family is leaving the **country**. ________________
3. We’re going to stay with my **grandparents** for now. ________________
4. Papa sent us a **letter**. ________________
5. He is meeting us at the bus station. ________________
6. We’re waiting to get our green **cards**. ________________
7. This **trip** is taking forever! ________________
8. It’s been **weeks** since I’ve seen you. ________________
9. The **pages** of my diary are filling up. ________________
10. I miss the park I used to go to. ________________
11. I had to sell my **bike**. ________________
12. The **apartment** is crowded. ________________
13. I kept my two **parrots**. ________________
14. We bought some new **clothes**. ________________
15. She received several **letters**. ________________

**To the Teacher:** Complete the entire page with students. Have students reread the sentences to a partner.
• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

Rewrite the radio advertisement below. Fix any spelling, punctuation, and grammar mistakes. Use a separate page if you need more space.

Looking for quick fixes for bath and shower time? Dr. Minty’s Amazing 3-in-1 Gel is the answer! Use it to clean minor cuts and scratches. It also works to soothe any itches rashes or irritations of the skin. Lastly, it’s a gentle cleansing alternative to harsh soaps and body washes. It’s safe for adults kids and even babys. The 3-in-1 Gel is available in boxes containing eight twelve or sixteen ounces. It’s one of our best buyes—each box lasts for monthies!
Please read the following sentences:

Latoya hurt her finger.

Pete drank the entire glass of water in one gulp.

Underline the one that tells, instead of showing.

Think about how showing means that you use language that helps the reader picture exactly what is happening. Now rewrite that sentence so that it shows the reader what is happening rather than telling.

**Example:** Rushing to put away her laundry, Latoya jammed her finger in her top drawer.

Now, write 2 more showing sentences about that same moment.

**Example:** She jumped up and down and shook her hand, trying to stop her finger from throbbing. Tears welled up in her eyes and she wished she hadn’t been in such a hurry in the first place.

---

Extra Practice: Do the same exercise with this sentence:

Steve felt sick.
Three consonants at the beginning of a word form a **three-letter blend**. Sometimes, you hear the sounds of the three consonants in the blend, as in *scrape* and *strain*. Sometimes, the first two consonants form a digraph and a third consonant is blended with the digraph, as in *shrug* and *thread*.

Circle the three-letter blend at the beginning of each word.

1. splash  
2. scrap  
3. threw  
4. street  
5. shrink  
6. thread  
7. spring  
8. scrunch  
9. split  
10. throne  
11. shrimp  
12. scream
A. Read the vocabulary words. Write the correct word in each sentence below.

similar
designed
achieved
varied

1. Paralympians are world-class athletes with ______________ talents.
2. Special equipment is often ______________ for athletes to use in many of the Paralympic games.
3. Athletes with physical disabilities work hard to overcome many ______________.
4. Ice sledge hockey is ______________ to ice hockey, except that the athletes sit in sleds.
5. Muffy Davis ______________ her goal to return to downhill skiing after she was injured in an accident.

B. Write a sentence using one of the vocabulary words.

6. __________________________________________________________________________________________
The main idea is what a paragraph is mostly about. Details are sentences in the paragraph that give more information about the main idea.

Read the passage. Then answer the questions below.

Beep Baseball is a lot like baseball. It uses a ball. It uses bases. It has two teams. Players hit the ball with a bat.

However, in some ways, Beep Baseball is different from baseball. Players on Beep Baseball teams are sighted and non-sighted people. The sport is played with a big ball and a big bat. There are two bases that look like soft towers.

When a batter hits a ball, one of the bases begins to beep loudly. The batter runs toward the sound. If the batter can reach the base before someone throws a ball to the base, his or her team scores a point.

1. What is the main idea of the first paragraph?

2. What is one detail in the first paragraph?

3. What is the main idea of the second paragraph?

4. What are two details in the second paragraph?

5. 

6. Which of these sentences would be a good main idea sentence for the third paragraph? Circle the letter of the choice.
   a. Playing Beep Baseball is lots of fun.
   b. This is how Beep Baseball is played.
   c. Anyone can play Beep Baseball.
As you read “Leg Work,” fill in the Main Idea and Details Chart.

Main Idea __________________________

____________________________________

Detail 1 ____________________________

____________________________________

Detail 2 ____________________________

____________________________________

Summary ____________________________

____________________________________

____________________________________

How does the information you wrote in the Main Idea and Details Chart help you understand the information presented in “Leg Work”?

R 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
As I read, I will focus on reading accurately.

Kathryn was staying with her uncle and aunt in their new house in the Arizona desert. The living room was cluttered with moving boxes. Uncle Abe had found an old book. On the cover it read, “ZYV’H YLLP — PVVK LFG!”

“It’s written in code,” her uncle said.

“What’s a code?” Kathryn asked.

“It’s a secret way of writing things,” said Uncle Abe.

“You can read it, but others can’t. You make it by replacing one letter with another. My code works like this.” Uncle Abe wrote the code out for Kathryn.

Kathryn tried to figure out the cover. “Oh, I get it,” she said. “It says ‘Abe’s Book — Keep Out!’”

Comprehension Check

1. How can you tell that Uncle Abe has just moved? **Plot Development**

2. What does Kathryn learn from her uncle? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Knowing what is in different parts of a book can save you time. By previewing a book, you can decide if it’s the book you need.

- **Title page**: lists the title, author, illustrator, and publisher
- **Table of Contents**: lists chapter titles and the pages on which they begin
- **Glossary**: gives the meaning of important words found in the book
- **Index**: alphabetically lists the important subjects covered and the page numbers of where the information can be found

**Circle the letter of the correct answer.**

1. What part of a book contains a list of the book’s chapters?
   a. glossary
   b. index
   c. table of contents

2. What part of a book lists the meaning of important words?
   a. glossary
   b. title page
   c. index

3. What part of a book tells the name of the illustrator?
   a. table of contents
   b. index
   c. title page

4. What part of a book alphabetically lists important subjects covered in the book?
   a. glossary
   b. index
   c. title page
Description Writing Frame

Summarize “Making a Splash.” Use the Description Writing Frame below.

Rudy Garcia-Tolson has become a world-champion athlete.

To be a great swimmer, he ____________________________

____________________________________________________

____________________________________________________

____________________________________________________

He also ____________________________

____________________________________________________

____________________________________________________

____________________________________________________

In addition, his legs and feet ____________________________

____________________________________________________

____________________________________________________

____________________________________________________

All of these things have helped make him an Olympic champion!

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
An **idiom** is an expression whose meaning cannot be determined from the meanings of individual words. Some idioms you might have heard are: *cut it out*, *let off steam*, and *stop pulling my leg*. To understand the meaning of an idiom, you need to use the words and phrases around the idiom and think about how you might have heard the expression before.

Read the idioms in the box. Find and underline these idioms in the sentences below. Then circle the words in the sentence that help you understand the expression.

- sit tight
- run across
- make a splash
- keep your word

1. If you promise to do something, it’s important that you keep your word.
2. I have not been able to find that book, so if you run across it in the library, please check it out for me.
3. Because the actress always likes to make a big impression, she uses flashy clothes and sparkling jewels to make a splash.
4. If you become lost in a strange place, it’s best to sit tight and not wander too far.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. shred
2. ____________________________ 2. through
3. ____________________________ 3. sprout
4. ____________________________ 4. spring
5. ____________________________ 5. split
6. ____________________________ 6. throb
7. ____________________________ 7. throat
8. ____________________________ 8. shrink
9. ____________________________ 9. screw
10. ____________________________ 10. shrimp
11. ____________________________ 11. screech
12. ____________________________ 12. straight
13. ____________________________ 13. sprang
14. ____________________________ 14. shrunk
15. ____________________________ 15. splash
16. ____________________________ 16. straps
17. ____________________________ 17. strand
18. ____________________________ 18. script
19. ____________________________ 19. thrill
20. ____________________________ 20. throne
21. ____________________________ 21. threat
22. ____________________________ 22. strict
23. ____________________________ 23. choose
24. ____________________________ 24. rush
25. ____________________________ 25. north

Challenge Words:
21. ____________________________
22. ____________________________

Review Words:
23. ____________________________
24. ____________________________
25. ____________________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A threat
   B thet
   C thuret
   D thrett

2. A therough
   B thrue
   C throuh
   D through

3. A sprout
   B sproot
   C spurout
   D sprowt

4. A sprring
   B spring
   C spering
   D springe

5. A splitt
   B spllit
   C split
   D spulit

Sample B:

6. E thrrob
   F throbb
   G therob
   H throb

7. A throte
   B throat
   C throate
   D theroat

8. E shrrink
   F shrungk
   G shrunkk
   H shrink

9. A screw
   B scroo
   C skrew
   D skrewe

10. E shrrimp
    F shrimp
    G sherimp
    H schrimp

11. E skreech
    F screech
    G skreem
    H screme

12. E straight
    F strate
    G straihte
    H straignt

13. E scriped
    F skript
    G script
    H schript

14. E shrunk
    F shrungk
    G shrunkk
    H schrunk

15. E spllash
    F spplash
    G splashe
    H splash

16. E strrraps
    F strapes
    G stiraps
    H straps

17. A strande
    B strand
    C strrand
    D strtrand

18. E spraang
    F sprang
    G sprangg
    H sprange

19. A thril
    B thrille
    C thrill
    D thrill

20. E throne
    F thowne
    G throwne
    H throne

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
A few nouns have the same plural and singular form. To determine whether the noun is singular or plural, look at the rest of the sentence.

Read the sentences below. Then decide whether the underlined noun is singular or plural. Write your answer on the line.

1. There was not one sheep on Papa’s farm. ____________
2. A herd of buffalo trampled across the land. ____________
3. Moose live in cold places, like Canada. ____________
4. This species of insect only lives for two days. ____________
5. I ate clams and shrimp at dinner. ____________
6. Be quiet or you might scare that deer away. ____________
7. We caught five fish today. ____________
8. We saw a moose at the zoo. ____________
9. He dipped each shrimp into the cocktail sauce. ____________
10. Sheep produce wool for sweaters. ____________
11. We raked the leaves today. ____________
12. I am not afraid of the mouse. ____________
13. She is getting her teeth cleaned. ____________
14. Several oxen passed the ranch. ____________
15. He wanted a baked potato. ____________
• A few nouns have the same plural and singular form.
• To determine whether the noun is singular or plural, look at the rest of the sentence.

Rewrite the narrative below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct the 11 incorrectly formed plural nouns.

I want to be a chef who invents new, delicious dishes for people to enjoy! I decided this after visiting a new restaurant a few days ago. All of the mens, womans, and childs there watched the chef with great excitement. I watched him handle his long, sharp knifes carefully. Effortlessly, he diced potatos and tomatoeies into halfs and quarters. The shrimpses and fishes sizzled as he cooked them on the hot grill. When our excellent meal arrived, we really sank our toothes into it. That’s when I decided cooking must be a fun way to be creative.
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td>Ideas and Content/Genre</td>
<td></td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>Conventions</td>
<td>Conventions</td>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td>Word Choice</td>
<td>Word Choice</td>
<td>Word Choice</td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>Voice</td>
<td>Voice</td>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>
The *ar* in *argue* and *spark* stand for the /ær/ sound spelled *ar*. The letters *or* in *stormy* and *fort* stand for the /ɔr/ sound and is usually spelled *or*. However, it is sometimes spelled *ar*, as in the word *warp*.

**A. Read the definition. Look at the word next to it. Decide whether the missing letter is an *a* or an *o*. Fill in the missing letter. Then write the whole word.**

1. a. a place where animals and crops are raised  
   b. the shape of an object  
   1a. f___rm  
   1b. f___rm

2. a. a harbor  
   b. a piece of something  
   2a. p___rt  
   2b. p___rt

3. a. a stiff rectangular piece of paper  
   b. a thin rope made of several strands twisted together  
   3a. c___rd  
   3b. c___rd

**B. Circle the correct sound for each word.**

4. ward  
   5. start  
   6. warm  
   7. door  
   8. carpet

<table>
<thead>
<tr>
<th></th>
<th>/är/</th>
<th>/ɔr/</th>
<th>/är/</th>
<th>/ɔr/</th>
<th>/är/</th>
<th>/ɔr/</th>
<th>/är/</th>
<th>/ɔr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ward</td>
<td>/är/</td>
<td>/ɔr/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>start</td>
<td>/är/</td>
<td>/ɔr/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>warm</td>
<td>/är/</td>
<td>/ɔr/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>door</td>
<td>/är/</td>
<td>/ɔr/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>carpet</td>
<td>/är/</td>
<td>/ɔr/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Read each clue. Then find the vocabulary word in the row of letters that best fits the clue and circle it.

<table>
<thead>
<tr>
<th>descendants</th>
<th>habitat</th>
<th>threatened</th>
</tr>
</thead>
<tbody>
<tr>
<td>emerge</td>
<td>fragile</td>
<td>sanctuary</td>
</tr>
</tbody>
</table>

1. grandchildren ___
2. natural living area ___
3. endangered ___
4. safe place ___
5. come into view ___
6. delicate ___

B. Read the sentences below. Then edit them by crossing out the words that can be substituted with a vocabulary word. Write that word on the line.

7. I completed our family tree with my parents in the center. First, I filled in the names of their ancestors. Then I filled in the names of their children and grandchildren. ______________

8. On safari you can see wildlife in their own natural place where they live. ______________

9. I spent the whole afternoon trying to get the cat to come out from her hideout so I could see her. ______________
A cause is the reason why something happens. An effect is what happens because of the cause. When you’re looking at causes and effects, think of two questions:
• “Why did this happen?” The answer to this question is the cause.
• “What happened?” The answer to this question is the effect.

Read each sentence. Write cause in front of each cause and effect in front of each effect.

1. _______________ Because of the rain, _______________ I could not see my hand in front of me.

2. _______________ The new fences _______________ keep the horses from leaving the pasture.

3. _______________ Good weather has resulted in _______________ an oversupply of produce.

4. _______________ The government’s programs _______________ have helped to protect wild horses.

5. _______________ A horse sanctuary was created _______________ because of one man’s dream.

6. _______________ We figured out that it was the raccoons _______________ that were making a mess of our garbage.

7. _______________ There was no electricity for four hours _______________ because a squirrel had damaged a power line.

8. _______________ We finally spotted a herd of wild horses _______________ when we went to the north shore of the island.
As you read *Wild Horses*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Cause and Effect Chart help you to monitor your comprehension of *Wild Horses*?
As I read, I will pay attention to pacing.

Once there were millions of buffalo. The buffalo lived on the Great Plains. Buffalo were a main source of food for the Native Americans of the Plains. Hunting buffalo was an important part of life. Hunting was hard. Hunters had to walk everywhere. It was hard to surprise the buffalo. Buffalo have a good sense of smell. If they smell danger, they run.

But there was a way to fool the buffalo. The hunters covered themselves with wolf skins. Then the buffalo did not smell the hunters. They did not feel threatened, so they did not run away.

The hunters crept close to the buffalo. When they were very close, they killed the buffalo with arrows and spears.

Once horses were brought to the Plains, things changed. Horses meant that the tribes of the Plains could hunt over greater distances. On horseback, hunters could move quickly.

Comprehension Check

1. What changed the lives of Plains Indians? What was the effect of that change? **Cause and Effect**

2. How did people hunt buffalo before horses? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A **figure of speech** is an unusual or creative way to use words. One kind of figure of speech is **hyperbole**. This is the use of exaggeration to make a point about something or to make things seem more dramatic. The writer doesn’t expect readers to really believe the exaggeration.

**Underline the words in the sentences below that are examples of hyperbole. Some sentences do not contain hyperbole.**

1. My uncle’s ranch is so big that he’ll never get to see all of it during his lifetime.

2. When ranch hands are sent out to mend the fences, they don’t come back for years!

3. The best part of summers at the ranch is Lightning.

4. I just saddle up that stallion and tap my heels against his sides, and he takes off like a shot.

5. One day Lightning and I were moving so fast my uncle wondered how a freight train got onto his land.

6. This year my uncle said I was old enough to help with the round-up.

7. Uncle Bob woke me up before the sun had come up and we went downstairs for flapjacks, fresh eggs, and sausages.

8. I was so hungry I could have eaten a horse.

9. Auntie Mae’s flapjacks were lighter than air, so you could eat a ton of them before you felt full.

10. Suddenly I realized everyone had stopped eating to watch me fill my plate, and I thought my uncle would die laughing!
When you read, you might come across a word that you do not know. Sometimes, the other words and sentences in the paragraph can give you context clues to help you figure out the word’s meaning.

_I heard a whinnying right next to me. I jumped in surprise. There, sticking its head through my window, was our neighbor’s horse! It snorted and shook its head._

If the word _whinnying_ is unfamiliar to you, you can figure out its meaning by reading the rest of the paragraph. The description in the surrounding text helps you understand that _whinnying_ must be the sound a horse makes.

A. Read the passage below. As you read, use context clues to figure out the meanings of the words in dark print. Underline the context clues you found.

_The ground _trembled_ under my feet. The horse _herd_ was huge. There must have been more than a hundred horses in the group. I could not tell what started the _stampede_ but something had spooked those horses. As they galloped by, the noise was much louder than I had imagined it would be. Their hoofbeats _echoed_ off the rock walls of the canyon._

B. Circle the best definition of each word.

1. _trembled_  
   a. broke  
   b. shook  
   c. sunk  

2. _herd_  
   a. sound  
   b. group of horses  
   c. color  

3. _stampede_  
   a. the sudden flight of frightened animals  
   b. round-up  
   c. competition of trained ponies  

4. _echoed_  
   a. repeated the sound of  
   b. were getting quieter  
   c. crumbled
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. door
2. ____________________________ 2. dart
3. ____________________________ 3. fort
4. ____________________________ 4. floor
5. ____________________________ 5. carpet
6. ____________________________ 6. ford
7. ____________________________ 7. core
8. ____________________________ 8. cord
9. ____________________________ 9. spark
10. ____________________________ 10. yard
11. ____________________________ 11. smart
12. ____________________________ 12. large
13. ____________________________ 13. worn
14. ____________________________ 14. far
15. ____________________________ 15. stormy
16. ____________________________ 16. bore
17. ____________________________ 17. bark
18. ____________________________ 18. warp
19. ____________________________ 19. tar
20. ____________________________ 20. backyard
21. ____________________________ 21. argue
22. ____________________________ 22. morning
23. ____________________________ 23. screech
24. ____________________________ 24. shrimp
25. ____________________________ 25. throat

Challenge Words

Review Words
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A screech</td>
<td>E throte</td>
</tr>
<tr>
<td>B skreech</td>
<td>F throate</td>
</tr>
<tr>
<td>C screach</td>
<td>G throat</td>
</tr>
<tr>
<td>D skreach</td>
<td>H throwt</td>
</tr>
</tbody>
</table>

1. A door
   B dore
   C doore
   D doar

6. E foard
   F fourd
   G fourde
   H ford

11. A smarte
    B smarrt
    C smart
    D smort

16. E bor
    F borr
    G bore
    H boare

2. E dartt
   F darrt
   G dart
   H darte

7. A coare
   B core
   C corre
   D cor

12. E large
    F lardge
    G large
    H larrge

17. A bark
    B barck
    C barke
    D barc

3. A fourt
   B fourte
   C forrt
   D fort

8. E cord
   F corred
   G coured
   H coard

13. A worne
    B wourn
    C warne
    D worn

18. E warp
    F warpe
    G warrp
    H worp

4. E floar
   F floor
   G flore
   H floore

9. A sparke
   B spark
   C sparck
   D sparc

14. E farre
    F farr
    G far
    H fer

19. A tarre
    B tarr
    C tar
    D tair

5. A carpet
   B carpit
   C carpet
   D carrpit

10. E yarde
    F yarred
    G yord
    H yard

15. A stormy
    B stormie
    C stormey
    D storemy

20. E back yard
    F backyard
    G bacyard
    H backyarred

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
• A plural **possession noun** is a plural noun that shows ownership.
• To form the possessive of a plural that ends in s, add an apostrophe.
• To form the possessive of a plural noun that does not end in s, add an apostrophe and -s. A few nouns have the same plural and singular form.

**Write the plural possessive form of each underlined noun.**

1. Those **experiments** purpose was to teach us more about electricity. **experiments’**
2. For the first time, the post office delivered mail directly to **people** houses. **people’s**
3. The mayor honored the **firefighters** heroism. **firefighters’**
4. Electrical **charges** effects can be dangerous. **charges’**
5. Ben Franklin won several **countries** respect. **countries’**
6. The church **bells** ringing woke me. **bells’**
7. Most **limes** skins are green, but one kind of lime is yellow. **limes’**
8. The **children** book was very interesting. **children’s**
9. That is the **workers** break room. **workers’**
10. The **bulbs** shoots will sprout flowers. **bulbs’**
11. Twelve **sinks** drains must be cleaned out. **sinks’**
12. The **insects** habits inspired my work. **insects’**
13. **Airplanes’** tires are fully inflated. **Airplanes’**
14. Those **objects** tags are missing. **objects’**
• A **singular possessive noun** is a singular noun that shows ownership.
• A **plural possessive noun** is a plural noun that shows ownership.

Rewrite the book review below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct any mistakes in titles or possessive nouns.

I found Akimi Gibsons book, Lewis Howard Latimer: an inventive Mind, very interesting. Latimer, an African-American inventor, was born in the mid-1800s. He made drawings of other inventors creations, which were used to apply for patents. Then Latimers own ideas for inventions began to unfold. He helped improve the lavatories on trains and assisted with Alexander Graham Bells invention of the telephone. While working for the U. S. Electric Lighting Company, he found a way to protect light bulbses’ filaments so they would not burn out quickly. This was a great improvement to Thomas Edisons’ light bulb. Gibsons biography of Latimer is an informative one.

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
Please read the following sentence and underline the verbs.

The tires screeched as the car leaned to one side and whizzed around the corner.

Fill in the blanks with 3 different strong verbs for each sentence below:

Example: The dancer twirled, leapt, skipped to the music.

I ______, ______, ______ the paper airplane into the garbage.

Late for the bus, I ______, ______, ______ down the street to the bus stop.

In order to make a smoothie, I took ice, fruit and yogurt and ______, ______, ______ them in the blender.

I could not reach the top of the cabinet so I clambered, hopped, scrambled up on a chair.

Extra Practice: Fill in the blanks with three strong verbs.

The cow 1 ______ 2 ______ 3 ______ over the moon.

She 1 ______ 2 ______ 3 ______ off the fat with a carving knife.

This little piggy 1 ______ 2 ______ 3 ______ to market.
The suffixes -y, -ly, -ful, -less, and -ness can be added to the end of a root or base word to change its meaning.

If a word ends in y, change the y to i before adding the suffix.

penny - y + i + less = penniless

If a one-syllable word has a single vowel and ends in a single consonant, double the consonant before adding a suffix that begins with a vowel.

sun + n + y = sunny

A. Complete each word problem to write a word with a suffix.

1. cheery - y + i + ly = ________________
2. care + ful = ________________
3. thought + less = ________________
4. kind + ness = ________________
5. fur + r + y = ________________

B. Choose the word from the box that best completes each sentence.

thoughtless        angry        quickly        shyness        beautiful

6. Jonah felt ________________ when he saw people littering the park.
7. He wished people would not be so ________________.
8. He made signs that said “Clean up! Keep our park ________________.”
9. Jonah even forgot his ________________ and spoke at the town meeting.
10. Thanks to Jonah, the park ________________ became cleaner.
A. Write each vocabulary word next to its definition.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mysterious</td>
<td>in the middle</td>
</tr>
<tr>
<td>responsibility</td>
<td>painful spots on the body</td>
</tr>
<tr>
<td>loosened</td>
<td>made something less tight</td>
</tr>
<tr>
<td>amazement</td>
<td>hard to explain or understand</td>
</tr>
<tr>
<td>midst</td>
<td>having to take care of something</td>
</tr>
<tr>
<td>sores</td>
<td>a feeling of being very surprised</td>
</tr>
</tbody>
</table>

B. Write a sentence using one of the vocabulary words.

7. ______________________________________________________
   ______________________________________________________
Events happen in a certain order, or **sequence**. Paying attention to the sequence of events in a story helps you make sense of what you read.

**Read the passage below. Then circle the correct answer for the questions that follow.**

Mary wanted to enter the science essay contest. She decided to write her essay on monarch butterflies. Mary searched Web sites on the Internet. She also read books and magazine articles on monarch butterflies. Mary took careful notes and made an outline. She then wrote her essay and typed the final draft. Mary proudly handed in the essay to her science teacher. One month later, Mary found out that her essay won first prize.

1. What did Mary do first?
   a. Mary wrote an outline for her essay.
   b. Mary gave her essay to her teacher.
   c. Mary decided to learn about monarch butterflies.

2. What did Mary do before she wrote her essay?
   a. Mary put all of her scraps of information in a box.
   b. Mary found out that her essay won first prize.
   c. Mary took careful notes and made an outline.

3. What happened last?
   a. Mary read about monarch butterflies.
   b. Mary found out that her essay won first prize.
   c. Mary typed the final draft of her essay.
As you read *Mystic Horse*, fill in the Sequence Chart.

Event

How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?
As I read, I will pay attention to the pacing and intonation of the passage.

The mother bear led her cubs through the forest. Every so often she looked back to check on them. Sometimes she sniffed the air. The cubs played among the leaves as they followed her. A bird soared over the cubs and they looked up at it.

When they arrived at the river, the cubs jumped in. “Be careful,” the mother bear said. Now it was time for the lesson.

The mother bear’s paw went quickly in and out of the water. The cubs stared in amazement at the plump, pink fish in her paw. How did she do it? After a few clumsy tries, they finally caught their own fish.

Next it was time to go to the lake. The light shining through the trees made a patchwork pattern on the ground. It was harder for the mother bear to see her cubs. Soon it was time to go home.

Inside the den the mother bear and the cubs snuggled together as they slept.

Comprehension Check

1. What did the cubs do that day? **Chronological Order**

2. What is the author’s purpose? **Author’s Purpose**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A **table** presents information, such as names, numbers, and facts, in an organized way. Tables are good to use when comparing information.

Look at this table from a sports almanac. It gives information about two of the greatest players in baseball history, Ted Williams and Hank Aaron.

<table>
<thead>
<tr>
<th></th>
<th>Ted Williams</th>
<th>Hank Aaron</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birthplace</strong></td>
<td>San Diego, California</td>
<td>Mobile, Alabama</td>
</tr>
<tr>
<td><strong>Nickname</strong></td>
<td>The Splendid Splinter</td>
<td>Hammerin’ Hank</td>
</tr>
<tr>
<td><strong>Height</strong></td>
<td>6 feet, 3 inches</td>
<td>6 feet</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>205 pounds</td>
<td>180 pounds</td>
</tr>
<tr>
<td><strong>Batting average</strong></td>
<td>.344</td>
<td>.305</td>
</tr>
<tr>
<td><strong>Home runs</strong></td>
<td>521</td>
<td>755</td>
</tr>
</tbody>
</table>

Use the table to answer these questions.

1. Which player was born in Alabama? __________________________
2. What was Ted Williams’s nickname? __________________________
3. Which player was shorter? _________________________________
4. Which player hit more home runs? __________________________
5. Which player had a higher batting average? _________________
6. If you wanted to add another player to the chart, would you add a column or row? _______________
Homophones are pairs of words that are pronounced the same but have different spellings and meanings. Memorizing the correct spelling and meaning of each word can help you make sense of what you read.

Homophone Examples

The sores on my legs kept itching until I covered them with ointment. A hawk soars on air currents, seldom flapping its wings. I saddled my horse and rode down to the river. Steven was hoarse after talking on the phone for over an hour.

Match each homophone with its meaning by writing its number in the correct blank.

1. sores  ____ animal used for transportation
2. horse  ____ painful spots
3. soars  ____ rough-voiced
4. hoarse  ____ flies very high
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ______________________  1. sickly
2. ______________________  2. hardly
3. ______________________  3. quickly
4. ______________________  4. slowly
5. ______________________  5. carefully
6. ______________________  6. wonderful
7. ______________________  7. thankful
8. ______________________  8. graceful
9. ______________________  9. spoonful
10. ______________________ 10. darkness
11. ______________________ 11. shapeless
12. ______________________ 12. ageless
13. ______________________ 13. illness
14. ______________________ 14. goodness
15. ______________________ 15. spotless
16. ______________________ 16. painless
17. ______________________ 17. weakness
18. ______________________ 18. darkest
19. ______________________ 19. clearest
20. ______________________ 20. oldest
21. ______________________ 21. beautiful
22. ______________________ 22. straightest
23. ______________________ 23. door
24. ______________________ 24. smart
25. ______________________ 25. carpet

Challenge Words
21. ______________________
22. ______________________

Review Words
23. ______________________
24. ______________________
25. ______________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A door
- B dore
- C duor
- D dorr

**Sample B:**
- E carrpet
- F carpit
- G carpet
- H carput

1. A sicly
   - B sicklie
   - C sickly
   - D sickely

2. E harddly
   - F hardly
   - G hardley
   - H hardlie

3. A quickly
   - B quikley
   - C quickley
   - D quicklie

4. E slowly
   - F sloely
   - G sloly
   - H slowly

5. A cairfully
   - B carefully
   - C carefully
   - D carfully

6. E wonderfull
   - F wonderrful
   - G wonderful
   - H wunderfull

7. A thankfull
   - B thankfil
   - C thankful
   - D thainkful

8. E graicful
   - F graceful
   - G gracful
   - H gracefull

9. A spoonfull
   - B spoonful
   - C spoonnful
   - D sponful

10. E darkness
    - F darkness
    - G darknes
    - H darkness

11. A shapeless
    - B shapless
    - C shapeles
    - D shaiplless

12. A agless
    - B ajeless
    - C adgeless
    - D ageless

13. A illness
    - B ilness
    - C ilniss
    - D ilniss

14. E goudness
    - F goodness
    - G goodnes
    - H goodeness

15. A spotleess
    - B spotless
    - C spotles
    - D spotless

16. E paineless
    - F paneless
    - G painles
    - H painless

17. A weakness
    - B weekness
    - C weakeness
    - D weekeness

18. E darcest
    - F darkist
    - G darcest
    - H darkest

19. A clearest
    - B clearist
    - C cleerest
    - D clearast

20. E oldist
    - F oldist
    - G owldest
    - H oldest
• A plural noun names more than one person, place, or thing.
• Add -s to most nouns to form the plural. Do not use an apostrophe.
• A possessive noun shows who or what owns or has something.
• Add an apostrophe (') and -s to a singular noun to make it possessive.

Write a plural noun or a possessive noun to complete each sentence. Use the singular nouns in the box to help you.

box picture snake rattle skin prairie book

1. She carried the noisy _____________ from several snakes.
2. When he saw the rattlesnake, he was scared by the _____________ sound.
3. I want to find some _____________ about animals in the library.
4. This book has words but no _____________.
5. This _____________ photographs are very interesting.
6. Snakes shed their _____________ when they grow.
7. Will you help me open those _____________ to see what’s inside?
8. A _____________ bite may or may not contain poison.
9. Oh no, that _____________ lid is moving!
10. Some types of snakes live in fields and _____________.
Correctly rewrite the letter below.

December 9, 2008

Ms Margaret Wilson
Atlanta Public library
101 Reading Road
Atlanta, GA 33560

Dear ms Wilson

I am writing to complain about the poor service in the childrens section of your library. Last saturday, I wanted to check out the North American Snake Guide by Doctor david Howard. I waited for more than 30 minute’s before anyone came to help me. No ones should have to wait that long.

Yours truly,
Kevin Andrews, Junior
After each verb below, please write three showing verbs with a similar meaning.

**Example:** Run *gallop, sprint, jog.*

- Cry
- Eat
- Hit
- Fall
- Need
- Go
- Look

**Extra Practice:** For each of the words below, give three showing verbs with a similar meaning.

- Break
- Clean
- Say
Say these words and listen for the sound of the vowel + *r*: *twirl, hurl, person*. This is the /ûr/ sound.

The /ûr/ sound can have different spellings. In these three words, /ûr/ is spelled *ir, ur, and er*.

Circle the vowel + *r* combination that makes the /ûr/ sound in each of these words.

1. *burn*  
2. *stern*  
3. *shirt*  
4. *desert*  
5. *whirl*  
6. *herd*  
7. *purple*  
8. *fern*  
9. *purse*  
10. *dirty*  
11. *birth*  
12. *curl*  
13. *curve*  
14. *person*
A. Write the correct word from the box next to its meaning.

1. Monday through Friday __________________________

2. safe, not dangerous _____________________________

3. moved by slipping or sliding ______________________

4. say you’re sorry ________________________________

5. real, sincere _________________________________

6. a special vehicle that carries the sick and wounded ______________________

B. Write two sentences, using at least one vocabulary word in each.

7. ________________________________________________
   ________________________________________________

8. ________________________________________________
   ________________________________________________
Authors do not always directly state what is happening or how characters are feeling in a story. Sometimes you have to use clues in the story and what you know from your own experiences to help you **make inferences** about the plot development.

**Read the story. Then make inferences to answer the questions.**

When Maggie came home from school, she smelled something delicious. Her father was cooking spaghetti and making his special sauce. This was her absolute favorite meal, and she wondered what the special occasion was. Then she looked at the table by the door. Her report card was lying there with the rest of the mail. Her father came over and gave her a big hug.

When they sat down to eat, Maggie’s brother and sister held out their plates first. But their father shook his head at them and winked at Maggie. She held out her plate, and he piled it high with spaghetti and salad.

**Circle the correct answer to each question.**

1. What does Maggie’s report card show?
   a. She made good grades.  
   b. It shows a recipe for spaghetti.

2. How does Maggie find out what her report card shows?
   a. She reads it in her bedroom.  
   b. Her father gives her a big hug.

3. Why does Maggie’s father make her favorite meal?
   a. He likes spaghetti, too.  
   b. He wants to show her he’s proud of her.

4. How do you think Maggie felt when her father served her before her brother and sister?
   a. She felt special.  
   b. She felt frustrated.
As you read *When I Went to the Library*, fill in the Inferences Web.

How does the information you wrote in the Inferences Web help you to generate questions about *When I Went to the Library*?
As I read, I will pay attention to pacing and intonation.

Snakes that live in the trees of the rain forest have a few things in common. Most of these snakes are long and skinny. They also have angled scales along the underside of their body. These features help the snakes balance on tree branches and shrubs. Snakes that live in trees have features that help them survive. Some of them use camouflage. Their colors help them blend in with their surroundings and hide from predators. The Amazon tree boa does this by looking like a branch. But it is a genuine snake. The Amazon tree boa has extra-large eyes that can spot prey. When prey comes along, the snake uncoils and scoops it up. This snake stays in the trees most of the time. When it spots an animal in the water, it drops down and quickly swims after it.

Comprehension Check

1. What do snakes that live in trees in the rain forest have in common? Main Idea and Details

2. What is the main idea in the third paragraph? Name three supporting details. Main Idea and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Electronic encyclopedias contain articles on many subjects. You can find information in them by using the toolbar. The toolbar is usually located at the top of the screen. In the toolbar, you will find items to click on that will move you to different parts of the encyclopedia.

Draw lines and circles to show where you would click to find:

1. more articles about snakes
2. videos and sound clips
3. information about lizards
4. things you liked and want to see again
The **base word** is the main part of a word. Other word parts, such as **prefixes** and **suffixes**, can be added to base words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>+ clear</td>
<td>= unclear</td>
</tr>
<tr>
<td>dis</td>
<td>+ like</td>
<td>= dislike</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>harm</td>
<td>+ less</td>
<td>= harmless</td>
</tr>
<tr>
<td>poison</td>
<td>+ ous</td>
<td>= poisonous</td>
</tr>
</tbody>
</table>

Looking for base words can help you figure out the meanings of unfamiliar words as you read.

**Circle the base word in each of the following words.**

1. helpful
2. joyous
3. homeless
4. disagree
5. incorrect
6. dislike
7. restless
8. carefully
9. unlock
10. replay
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. dirty
2. ____________________ 2. purse
3. ____________________ 3. birth
4. ____________________ 4. curl
5. ____________________ 5. nurse
6. ____________________ 6. purr
7. ____________________ 7. person
8. ____________________ 8. shirt
9. ____________________ 9. worse
10. ____________________ 10. hurl
11. ____________________ 11. twirl
12. ____________________ 12. third
13. ____________________ 13. herb
14. ____________________ 14. turkey
15. ____________________ 15. turns
16. ____________________ 16. surf
17. ____________________ 17. perfect
18. ____________________ 18. serve
19. ____________________ 19. learn
20. ____________________ 20. pearl
21. ____________________ 21. purpose
22. ____________________ 22. further
23. ____________________ 23. slowly
24. ____________________ 24. quickly
25. ____________________ 25. beautiful

Challenge Words

Review Words
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

A slowly
B slowie
C slowly
D slowely

Sample B:

E quicklie
F quickley
G quickly
H quickly

1. A derty
   B dirty
   C durty
   D dirty

2. E purce
   F perse
   G pirce
   H purse

3. A burth
   B burthe
   C berthe
   D birth

4. E cerl
   F curl
   G cirl
   H currl

5. A nirse
   B nurce
   C nerse
   D nurse

6. E perr
   F pirr
   G purr
   H pur

7. A persin
   B pirson
   C person
   D purson

8. E shert
   F shurt
   G shirt
   H shurte

9. A wors
   B worse
   C wurse
   D wrise

10. E hurl
    F hirl
    G hurle
    H herl

11. A twurl
    B twerl
    C twirl
    D tworl

12. E third
    F therd
    G thurd
    H thirred

13. A erb
    B herb
    C hirb
    D urb

14. E turkey
    F tirkey
    G terkey
    H turkie

15. A tirns
    B turnses
    C turns
    D turrns

16. E sirf
    F surf
    G surrf
    H sirrf

17. A perfect
    B pirfect
    C perfict
    D purfect

18. E sirve
    F surve
    G serve
    H serv

19. A learn
    B lurn
    C lern
    D lurne

20. E perl
    F pirl
    G purle
    H pearl
Read each sentence. Write the correct present-tense form of each underlined verb on the lines provided.

1. The rattlesnake stretch out along the rocks. ________________

2. His scales flashes silver in the hot desert sun. ________________

3. He swish his long tail. ________________

4. A prairie dog scurry away when it hears the snake’s rattle. ________________

5. A small lizard crawl away. ________________

6. The rattlesnake reach the edge of the rock. ________________

7. A bee buzz past the snake. ________________

8. The rattlesnake hurry down the rock. ________________

9. He quickly pass by a cold, shaded area. ________________

10. You approaches any snake with caution. ________________
• The present tense must have subject-verb agreement.
• Add -s to most verbs if the subject is singular.
• Add -es to verbs that end in s, ch, sh, x, or z if the subject is singular.
• Change y to i and add -es to verbs that end in a consonant and -y.

Proofread the dialogue below. Look for mistakes in present tense subject-verb agreement and quotations. Rewrite the dialogue, using action verbs and quotations correctly.

I am so excited! Today I leaves on a trip to Taos, New Mexico! Carla say.
Dad reply, we should be there in about an hour.
Mom point to the mountains in the distance. She say, stop the car so we can takes some pictures.
Carla remark, I see a strange bird in the distance.
Dad explain, the bird is a roadrunner.
Carla watch the speedy bird. It pass close enough to see its feathers.

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
1. Please read the following sentences:
   alice was so angry she wanted to scream. her brother broke her 
   stereo by accident. she burst into tears and just wanted to be left 
   alone. her brother was extremely upset that he had broken his sister’s 
   stereo by accident.

2. Now, circle the words that should start with capital letters. 
   Remember, EVERY sentence starts with a capital letter.

Extra Practice: Do the same exercise with the following sentences:
   amy loved horseback riding. each weekend she would wait for her 
   lesson with anticipation. it always seemed to take forever to get to 
   the stable and once she was there, she would have so much fun, her 
   lesson would fly by.
Look at these words: *kneel, climb, walk, wreck.*
In these words, one letter is silent.
- In *kneel* the silent letter is *k*.
- In *climb* the silent letter is *b*.
- In *walk* the silent letter is *l*.
- In *wreck* the silent letter is *w*.

A. Circle the silent letter in each word.

1. write
2. knead
3. thumbs
4. wrench
5. knit
6. talk
7. wrong
8. lamb

B. Now think of four other words with the same silent letters. Write the words on the blanks and circle the silent letters in each one.

9. ______________
10. ______________
11. ______________
12. ______________
Draw lines to match each vocabulary word with its meaning.

1. almost without hope
   a. neglected
2. did not understand
   b. desperate
3. not cared for
   c. obedience
4. following orders
   d. appreciated
5. thankful for
   e. endured
6. suffered through
   f. misunderstood
A cause makes something happen. The effect is what happens.

Mom sent Tasha to the store. They had run out of milk.

Readers use their own knowledge and what authors tell them to draw conclusions about cause and effect. The cause is no milk. The effect is Tasha went to the store.

Read the passage and answer the questions.

Brittany wanted a dog for her birthday. So she and her dad went to the animal shelter. Because there were so many dogs, Brittany didn’t know which one to choose. Then she saw the small black dog in the last cage. When it licked her hand, Brittany decided that was the dog for her.

1. What caused Brittany to go to the animal shelter?

2. What was the effect of there being so many dogs?

3. Did the small black dog like Brittany? How can you tell?
As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does completing the Conclusions Chart help you draw conclusions about *Dear Mrs. LaRue*?
As I read, I will pay attention to expression.

It takes a lot of work to be a movie dog. Mixed breeds and purebreds alike must be well behaved. They must know basic obedience commands like “sit down,” “stay,” and “come.” They must also learn to perform difficult tricks.

During the filming of a movie, a dog actor must follow its trainer’s commands quickly and properly. Sometimes trainers aren’t able to give a vocal command. So they use simple hand signals instead. Sometimes fancy signals are misunderstood by a dog actor.

Dog performers also must feel at ease on the movie set. It’s a place with many people, lots of noise, and bright lights. Even with all these things going on, a dog actor needs to stay focused on its trainer at all times.

Comprehension Check

1. Why do movie dogs need to know basic obedience commands? **Cause and Effect**

2. Why does the author want you to know about movie dogs? **Author’s Purpose**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A line graph is a clear way to see some kinds of information. Line graphs usually show changes over time.
- The title at the top tells what the graph is about.
- The time information usually runs along the bottom.
- The quantity usually runs up the left side of the line graph.

Mario took a survey to find out how many of his classmates had new pets each month and made a line graph to show the results.

Look at the line graph. Then answer the questions.

1. What is the title of this line graph?
   a. Number of New Pets

2. How many new pets were there in December?
   a. 2
   b. 5

3. How many new pets were there in February?
   a. 2
   b. 4

4. Were there more new pets in January or in February?
   a. January
   b. February

5. In which month were there the most new pets?
   a. December
   b. January
Prefixes are word parts. They can be added to the front of some words to change the words’ meanings. Every prefix has its own meaning.

The prefix mis- means “badly” or “in a wrong way.” For example, if you put mis- in front of understood, you get the word misunderstood. This means “understood in a wrong way.”

A. Read each word in the box below. Then write each word next to its correct meaning.

<table>
<thead>
<tr>
<th>misread</th>
<th>misbehave</th>
<th>mistrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>misspell</td>
<td>misuse</td>
<td></td>
</tr>
</tbody>
</table>

1. spell incorrectly
2. use in a wrong way
3. read incorrectly
4. behave in the wrong way
5. not really trust

B. Write sentences using three of the words.

6. 
7. 
8. 

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________ 1. hour
2. ____________________ 2. lambs
3. ____________________ 3. knew
4. ____________________ 4. wrist
5. ____________________ 5. knee
6. ____________________ 6. thumbs
7. ____________________ 7. honest
8. ____________________ 8. answer
9. ____________________ 9. knot
10. ____________________ 10. plumber
11. ____________________ 11. honor
12. ____________________ 12. known
13. ____________________ 13. combs
14. ____________________ 14. wrap
15. ____________________ 15. knives
16. ____________________ 16. climb
17. ____________________ 17. knob
18. ____________________ 18. crumb
19. ____________________ 19. heir
20. ____________________ 20. write

Challenge Words

21. ____________________ 21. knit
22. ____________________ 22. wren

Review Words

23. ____________________ 23. curl
24. ____________________ 24. pearl
25. ____________________ 25. shirt

---

Practice

Spelling: Silent Letters

© Macmillan/McGraw-Hill
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A flame
- B flaim
- C flayme
- D fleam

**Sample B:**
- E pleese
- F please
- G pleace
- H pleece

1. A hower
   - B hour
   - C ower
   - D ouer

2. E lambes
   - F lamms
   - G laims
   - H lambs

3. A kneu
   - B nue
   - C knew
   - D neu

4. E wrist
   - F whrist
   - G rist
   - H riest

5. A kne
   - B nea
   - C nei
   - D knee

6. E thumbs
   - F thms
   - G thumbes
   - H thums

7. A onest
   - B honest
   - C honnest
   - D onnest

8. E anser
   - F answwer
   - G answer
   - H anwser

9. A naut
   - B nout
   - C knaut
   - D knot

10. E plummer
    - F plummber
    - G plomber
    - H plumber

11. A onner
    - B onnor
    - C honor
    - D honner

12. E nown
    - F known
    - G noan
    - H knone

13. A kombs
    - B combs
    - C komes
    - D combes

14. E wrap
    - F wrape
    - G wrappe
    - H rappe

15. A nives
    - B neives
    - C knives
    - D knieves

16. E klimb
    - F klieme
    - G cliemb
    - H climb

17. A nobb
    - B knob
    - C nobe
    - D knobb

18. E crume
    - F crumb
    - G crummb
    - H krummb

19. A eir
    - B hier
    - C eer
    - D heir

20. E write
    - F wreite
    - G wriete
    - H wriet
A verb in the **future tense** tells about an action that is going to happen.

To write about the future, use the special verb **will**.

Underline the action verb in each sentence. Rewrite the sentence so it tells about the future.

1. The teachers assign a project about the Civil Rights movement.

2. The students work in pairs.

3. All of the classes go to the library.


5. Yvonne and Frank learn about educational rights.

6. The librarians show us the right books and magazines.

7. Juan and Patricia give an oral report.

8. Josie and Emmett create a poster.
Rewrite the poem below. Change the underlined verbs to the past tense. Then circle the verb in the future tense.

**Just History?**

To me, it’s a mystery —
Why do people think
Dr. King is just history?
He **stand** on the brink
of a change. He **dream**
of equality. He **speak**
with calm strength. His world **seem**
cold, but he **seek**
to warm it. Dr. King, we will remember you.

• A verb in the **past tense** tells about an action that already happened.
• A verb in the **future tense** tells about an action that is going to happen.

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
1. Please read the following journal entry:

   i did it i can’t believe i finally hit the ball with the bat after weeks of swinging and missing, i finally feel like a baseball player are you as surprised as i am

2. Rewrite this entry using proper capitalization and punctuation. Remember, every sentence starts with a capital letter and every sentence ends with a period, a question mark, or an exclamation point.

   
   
   
   
   
   
   
   
   
   
   
   
   
   
   

Extra practice: Please try the same exercise with the following entry.

   my cat spencer is the smartest cat i have ever known he is also the cutest he always comes running when i call him and we even play fetch with a tin foil ball sometimes every night he sleeps on my feet at the end of my bed
When c and g are followed by e, i, or y, their sounds are soft.
- The soft c is pronounced like the letter s:
  Examples: certain, center
- The soft g is pronounced like the letter j:
  Examples: village, ginger

Circle each soft c or g in the following words.
1. citizen
2. fragile
3. cage
4. gymnasium
5. license
6. cycle

7. Explain the pronunciation of the c and g in cage.

8. Explain the pronunciation of the 2 cs in cycle.
A. Write the vocabulary word that best fits each clue.

1. concerned with your own interests and needs ____________
2. annoyed and frustrated ____________
3. lots of noise and activity ____________
4. an uncommon ability or product ____________
5. very hungry ____________
6. easily irritated ____________

B. Write the vocabulary word that best fits the blank in each sentence.

7. Siri was so busy that she skipped lunch, and by 5 o’clock she was ____________.

8. There was such a ____________ in the dining hall that I couldn’t hear myself think.

9. That was so ____________ ! There were only five slices of pizza left, and Dave and Dana took four of them.

10. It’s not something that many people still do nowadays, but baking bread is my ____________.
When you **make judgments**, you form an opinion about what you read using your personal experience. However, you must also be able to support your judgment with evidence from the story.

*I think* Roxanna is a good friend **because** she always listens to me when I have a problem.

**Read the tale. Then read each judgment and circle the evidence that best supports it.**

Anansi was just sitting down to a delicious dinner. Turtle knocked on Anansi’s door and asked Anansi if he could share his meal. Anansi didn’t want to share his meal, but he agreed. Then he told Turtle he must wash his hands before eating. Turtle crawled to the stream to wash his hands, but by the time he returned to Anansi’s table, his hands were dirty again. Anansi sent Turtle away to wash his hands again. By the time Turtle returned, Anansi had finished the last bite of the meal.

Turtle thanked Anansi for sharing his meal and promised him a meal if he ever came to his house. Anansi went to Turtle’s house. Turtle had set the table under water. Anansi filled the pockets of his jacket with rocks so he could stay underwater, but Turtle told him he must remove his jacket to eat. Anansi floated to the surface and could not share Turtle’s feast.

1. **Anansi is selfish.**
   A. He offers to share his meal with Turtle.
   B. He tricks Turtle to avoid sharing his meal.

2. **Turtle is polite.**
   A. He thanks Anansi for sharing his meal.
   B. He comes to the table with dirty hands.

3. **Anansi is clever.**
   A. He tricks Turtle so he doesn’t have to share a meal.
   B. He can’t share the feast at Turtle’s house.

4. **Turtle is clever.**
   A. He asks to share Anansi’s meal.
   B. He tricks Anansi so that Anansi can’t share a meal.
As you read *Ranita, the Frog Princess*, fill in the Make Judgments Chart.

<table>
<thead>
<tr>
<th>Action</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Make Judgements Chart help you to evaluate *Ranita, the Frog Princess*?
As I read, I will pay attention to expression.

[Hans and Greta are walking through the woods. They are going to Grandma Maggie’s house. As they walk they eat sandwiches, leaving a trail of crumbs. Their stepmother and father stand together, waving good-bye.]

Stepmother: Good-bye! Be sure to go straight to Grandma Maggie’s. Don’t get lost.

Father: [smiling and shaking his head] If they get lost, they can always follow the trail of crumbs back to our house.

Stepmother: [nods her head, then shakes a finger at Hans and Greta] And don’t play any of your tricks on Grandma.

Hans and Greta: We won’t, Stepmother. Good-bye, Father!

[Hans and Greta walk a little farther, then look at each other and laugh.]

Greta: I won’t play tricks on Grandma Maggie. I’ll play them on the cat.

Comprehension Check
1. What do you know about Hans and Greta? **Plot Development**

2. What problem might the children face and how does the father suggest they solve it? **Problem and Solution**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maps can be very useful in helping you figure out where one place is in relation to another. A compass rose has four points. It shows the cardinal directions. The cardinal directions are north, south, east, and west. The map key explains the symbols on the map. Each symbol stands for a different thing.

Answer each question.

1. Would you drive or walk on this route? ____________________

2. Which symbol shows a place where you can find answers? Circle it.

3. What is this symbol called?

4. If you walked from Big Bluestem Pool to Nelson Pool, in which direction would you be traveling? north   east
Words that have opposite meanings are called antonyms. You can find out if a word has an antonym by looking in a thesaurus. A thesaurus is a book that lists words in alphabetical order. Following each word is a list of its synonyms and antonyms.

Read each sentence. Choose an antonym from the list above for each underlined word.

1. Lee always told the truth. He never told a _________________.
2. He promised he would be careful if he had a pet. He knew being ________________ could harm an animal.
3. “Would you like this dog? We found him in the city. He had been ________________ for days,” the lady at the dog shelter said.
4. Lee took care of his new dog from early morning until late at ________________.
5. When the dog got hungry, Lee fed her until she was _________________.
6. At the end of the day, Mom and Dad said, “We are not disappointed.”
   “The way you took care of your dog today _________________ us.

Ranita, the Frog Princess
Grade 4/Unit 3 161

R 1.5 Use a thesaurus to determine related words and concepts.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Challenge Words
21. ____________________________
22. ____________________________

Review Words
23. ____________________________
24. ____________________________
25. ____________________________

1. center
2. once
3. dance
4. germs
5. nice
6. bridge
7. change
8. chance
9. cement
10. cage
11. strange
12. police
13. urge
14. orange
15. ounce
16. ginger
17. pages
18. arrange
19. sponge
20. gyms
21. general
22. city
23. combs
24. knee
25. wrist

Ranita, the Frog Princess
Grade 4/Unit 3

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A break
- B brack
- C breack
- D bracke

**Sample B:**
- E seme
- F sem
- G scem
- H seem

1. A senter  
   B center  
   C sentre  
   D sentre  

2. E onse  
   F onsce  
   G wonce  
   H once  

3. A dance  
   B danse  
   C dans  
   D danse  

4. E gurms  
   F jirms  
   G germs  
   H jurms  

5. A nise  
   B nice  
   C nic  
   D nis  

6. E brigde  
   F brige  
   G brie  
   H bridge  

7. A change  
   B chaing  
   C chanje  
   D chandge  

8. E chanc  
   F chans  
   G chance  
   H chanse  

9. A sement  
   B cement  
   C seement  
   D cemint  

10. E cage  
    F caje  
    G kage  
    H kaje  

11. A strainj  
    B strange  
    C stranj  
    D stranjg  

12. E pulice  
    F police  
    G polise  
    H palise  

13. A urdge  
    B urge  
    C erje  
    D uerge  

14. E oranje  
    F oarange  
    G orange  
    H orenge  

15. A ownce  
    B ounse  
    C ownse  
    D ounce  

16. E ginjer  
    F jinger  
    G jinjer  
    H ginger  

17. A paiges  
    B pages  
    C pages  
    D padjes  

18. E arange  
    F arrange  
    G arranje  
    H aranjge  

19. A sponje  
    B sponge  
    C spnj  
    D spoonge  

20. E gyms  
    F gymes  
    G jyms  
    H jiems
The main verb in a sentence shows what the subject does or is.
A helping verb helps the main verb show an action or make a statement.
Have, has, and had can be helping verbs.
Is, are, am, was, were, and will can be helping verbs.

Write a main verb or helping verb to complete each sentence.

1. Charlie ____________ searched for a place to volunteer.
2. He has ____________ lists of groups.
3. Charlie ____________ worrying about choosing the right place to help.
4. He ____________ visit different groups.
5. The people in the soup kitchen are ____________ vegetables.
6. Many people ____________ donated clothes to this group.
7. This afternoon Charlie is ____________ for people who couldn’t leave their homes.
8. He has ____________ floors at the animal shelter.
9. Charlie ____________ pitch in wherever he can.
10. The leaders of the groups are ____________ him and telling him he’s done a great job.
The **main verb** in a sentence shows what the subject does or is. A **helping verb** helps the main verb show an action or make a statement. Add -**ed** to most verbs to show past tense. **Have, has, and had** can be helping verbs. **Is, are, am, was, were, and will** can be helping verbs.

**Rewrite the paragraphs below. Be sure to correct any main verbs, helping verbs, or contractions that are used incorrectly.**

Everyone should volunteering to help others. It does’nt matter what you do. Any way you can help will makes a difference. You don’ot have to give up all of your free time. You can help even by volunteering just a few hours a week. Many local organizations are count on volunteers.

One way you can help is by working at a soup kitchen. Starting on Wednesday, I will work at the soup kitchen on Fifth Street. I’m look forward to it.

If you take time to help others, you will knowed that you has made your community a better place.
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Ideas and Content/Genre</td>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
<td>Organization and Focus</td>
</tr>
<tr>
<td></td>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
<td>Sentence Structure/Fluency</td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
<td>Conventions</td>
<td>Conventions</td>
<td>Conventions</td>
</tr>
<tr>
<td></td>
<td>Word Choice</td>
<td>Word Choice</td>
<td>Word Choice</td>
<td>Word Choice</td>
</tr>
<tr>
<td></td>
<td>Voice</td>
<td>Voice</td>
<td>Voice</td>
<td>Voice</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Ranita, the Frog Princess
Grade 4/Unit 3
A plural is a form of a noun that names more than one thing. You can form plurals in the following ways:

- To change most nouns to a plural, add -s.
- If a word ends in -s, -ss, -sh, -ch, or -x, add -es.
- If a word ends in a vowel + y, add -s.
- If a word ends in a consonant + y, change the y to i and add -es.

Complete the word equations to write the plural form of each word.

1. kiss + es = __________
2. family – y + ies = __________
3. pinch + es = __________
4. valley + s = __________
5. fox + es = __________
6. journey + s = __________
7. table + s = __________
8. turkey + s = __________
9. city – y + ies = __________
10. bus + es = __________
A. Match each word in column 1 with the correct clue in column 2. Write the letter of the clue next to the correct vocabulary word.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. interact</td>
<td>a. make someone want to take action</td>
</tr>
<tr>
<td>2. definition</td>
<td>b. thought of or planned</td>
</tr>
<tr>
<td>3. conceived</td>
<td>c. put something aside</td>
</tr>
<tr>
<td>4. motivate</td>
<td>d. speak to or do something with a person</td>
</tr>
<tr>
<td>5. dismiss</td>
<td>e. the meaning of a word</td>
</tr>
</tbody>
</table>

B. Complete the sentence with the correct word in parentheses.

6. Watching the talent show on TV might (motivate/interact) ____________ me to take singing lessons.

7. The (definition/dismiss) ________________ of the word *instruct* is “to teach.”

8. Tess and Tia (dismiss/interact) ________________ every day in art class.
A fact is a statement that can be proven. An opinion is a statement that tells what a person thinks or believes. It cannot be proven. When you read a statement, ask yourself, Can I check to see if this statement is true? If the statement can be checked, it is a fact. If the statement cannot be checked, it is an opinion.

Think about each statement: Is the statement a fact or an opinion? Write fact or opinion after each statement.

1. Soccer is the best sport. ________________

2. The soccer team has more players than the softball team. ________________

3. Everyone should try out for the soccer team. ________________

4. There are 24 players on our team. ________________

5. Our team had a car wash last Saturday. ________________

6. We started at 7:00 A.M. ________________

7. We had to get up too early. ________________

8. Our car wash raised $150.00 for the team. ________________
As you read *Words Add Up to Success*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote on this Fact and Opinion Chart help you better understand *Words Add Up to Success*?
As I read, I will pay attention to pacing.

Giant pandas spend their days eating bamboo. Pandas cannot digest the plant easily. So it is hard for their bodies to use bamboo's nutrients. Pandas need to eat a lot of bamboo in order to stay healthy. Pandas have to peel off the hard outside part of the bamboo to get at the softer part under it. Their wrists have a long bone that they can use like a thumb. Having this bone lets them grab and tear the bamboo. Then the pandas crush the bamboo stems and leaves in their mouths. Panda jaws are strong and their teeth are flat. Pandas have to spend up to 14 hours a day eating. It takes a long time to chew on the 20 to 40 pounds (9 to 18 kg) of bamboo they need each day.

Comprehension Check

1. Why do pandas need to eat a lot of bamboo? Explain. Relevant Facts and Details

2. What is the main idea of the second paragraph? Main Idea and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
The Internet is a collection of millions of computers. You can use a search engine to find information on the Internet. To use a search engine, follow these steps:

1. Go to the search engine home page.
2. Type key words in the Search box.
3. A list of Web pages will appear. Click on a title.

Use the Search engine page to answer the questions.

1. What must you do to begin a search? ____________________________

2. If you pressed Search on this page, what information would you find? ____________________________________________________________

3. What would you do to visit a Web page listed on the search engine? ____________________________________________________________

4. If you wanted to find out about other lizards that live in the desert, what words could you type in the search box? ____________________________
Cause/Effect Writing Frame

Summarize “Words Add Up to Success.”
Use the Cause/Effect Writing Frame below.

Jaime Escalante’s students were in trouble. They were in trouble because ____________.

This caused Jaime Escalante to ________________.

He also ________________.

In addition, he ________________.

As a result of Jaime Escalante’s efforts, ________________.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
A **prefix** is a word part that can be added to the beginning of a word to change its meaning. Many prefixes in English come from **Latin**. Knowing Latin prefixes can help you figure out the meanings of words.

- The prefix *inter-* means “between.”
- The prefix *tri-* means “three.”

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>inter-</td>
<td>state</td>
<td>interstate</td>
<td>between states</td>
</tr>
<tr>
<td></td>
<td>city</td>
<td>intercity</td>
<td>between cities</td>
</tr>
<tr>
<td>tri-</td>
<td>cycle</td>
<td>tricycle</td>
<td>a vehicle with three wheels</td>
</tr>
<tr>
<td></td>
<td>angle</td>
<td>triangle</td>
<td>a shape with three sides and three corners</td>
</tr>
</tbody>
</table>

Choose the correct word from the box below to complete each sentence. Use the clues about prefixes in the table to help you.

interstate  intercity  tricycle  triangle

1. The _____________ flight took us from Boston to Chicago.
2. A _____________ is easier to ride than a bicycle, which has two wheels.
3. We drove on the _____________ highway from California to Oregon.
4. The road sign had three sides and was in the shape of a _____________.

**Vocabulary Strategy:**
Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________  1. clams
2. ____________________  2. mints
3. ____________________  3. props
4. ____________________  4. friends
5. ____________________  5. dresses
6. ____________________  6. parents
7. ____________________  7. caves
8. ____________________  8. glasses
9. ____________________  9. hobbies
10. ____________________ 10. tigers
11. ____________________ 11. couches
12. ____________________ 12. arrows
13. ____________________ 13. holidays
14. ____________________ 14. babies
15. ____________________ 15. ranches
16. ____________________ 16. flowers
17. ____________________ 17. mistakes
18. ____________________ 18. berries
19. ____________________ 19. mosses
20. ____________________ 20. armies
21. ____________________ 21. copies
22. ____________________ 22. dishes
23. ____________________ 23. city
24. ____________________ 24. germs
25. ____________________ 25. nice

Challenge Words

Review Words

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

**Sample A:**
- A lump  
- B lumpex  
- C lump  
- D Luump

**Sample B:**
- E tacke  
- F taak  
- G tack  
- H takk

1. A mistakes  
   - B mistaks  
   - C misteaks  
   - D misteake

2. E clamms  
   - F clams  
   - G clames  
   - H clamass

3. A mintes  
   - B mints  
   - C mintss  
   - D mints

4. E caves  
   - F cavs  
   - G cavess  
   - H cavss

5. A hobys  
   - B hobbis  
   - C hobbies  
   - D hobies

6. E propps  
   - F propes  
   - G props  
   - H propss

7. A holidais  
   - B holidays  
   - C hollidays  
   - D holydais

8. E glasess  
   - F glasses  
   - G glases  
   - H glassess

9. A armys  
   - B armies  
   - C armiess  
   - D armyss

10. E parunttss  
    - F parunts  
    - G parrents  
    - H parunts

11. A friens  
    - B friendes  
    - C frends  
    - D friends

12. E couches  
    - F couchs  
    - G cowches  
    - H cowchs

13. A ranchs  
    - B ranchess  
    - C ranchss  
    - D ranches

14. E tigrs  
    - F tigers  
    - G tigares  
    - H tigers

15. A arrows  
    - B arows  
    - C arrowes  
    - D arowes

16. E babbys  
    - F babies  
    - G babbies  
    - H babys

17. A berries  
    - B beries  
    - C berys  
    - D barries

18. E mossess  
    - F mawses  
    - G mosess  
    - H moses

19. A flowers  
    - B floures  
    - C flores  
    - D floweres

20. E dresses  
    - F dreses  
    - G dresess  
    - H dresus
• A linking verb does not show action. It connects the subject to the rest of the sentence.
• Is, are, am, was, and were are often used as linking verbs.
• Some linking verbs link the subject to a noun in the predicate.
• Some linking verbs link the subject to an adjective in the predicate.

Complete each sentence by writing the correct linking verb on the line. Then underline the complete subject of the sentence.

1. Our social studies project _________ an interesting assignment.
2. I _________ eager to get started on it.
3. The Pawnee tribe _________ the subject of my project.
4. Mystic Horse _________ my favorite book last year.
5. The Pawnee Indians _________ unfamiliar to me before I read that book.
6. They _________ a group I want to learn more about now.
7. The state of Nebraska _________ the place the Pawnee lived long ago.
8. Many books about the Pawnee _________ located in the school library.
9. The library _________ so big that I can’t always find what I need.
10. Our librarian, Ms. Kribble, _________ helpful to students.
A linking verb does not show action. It connects the subject to the rest of the sentence.

- *is*, *are*, *am*, *was*, and *were* are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Rewrite the lines of this play. Correct any linking verbs that are used incorrectly. Be sure to use proper punctuation for a play.

T.J. “I need an idea for my social studies project. I can’t think of anything.”

T.J. *paces the room nervously.*

CARA *confidently.* “My project are about Pawnee folktales.”

T.J. “That’s a good idea, Cara.”

CARA *opens the book and points to a picture.*

CARA. “The Plains tribes is very interesting to read about.”

T.J. *excitedly.* “This were a great idea.”
1. Read the following journal entry:

We walked into the cafeteria with its deafening sounds of kids’ shouting. As we sat down, I immediately wrinkled my nose at the sour smell of sauerkraut. The floor beneath my table was slippery with it. My first bite of pizza tasted like socks.

2. Look at the chart below. Each of your 5 senses is listed across the top, and under each heading is a sensory detail from the journal entry above that goes along with each sense.

Setting: Cafeteria

<table>
<thead>
<tr>
<th>Sound</th>
<th>Smell</th>
<th>Sight</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>deafening</td>
<td>sour</td>
<td>sauerkraut on the floor</td>
<td>slippery</td>
<td>pizza tasted like socks</td>
</tr>
<tr>
<td>shouting</td>
<td>sauerkraut</td>
<td></td>
<td>sauerkraut</td>
<td></td>
</tr>
</tbody>
</table>

3. Using the charts below, try to think of sensory details that you might be able to write about to describe the settings listed. Remember, sensory details are descriptions of sight, taste, touch, hearing, and smell.

Setting: Birthday Party

<table>
<thead>
<tr>
<th>Sound</th>
<th>Smell</th>
<th>Sight</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
</table>

Setting: Library

<table>
<thead>
<tr>
<th>Sound</th>
<th>Smell</th>
<th>Sight</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
</table>

4. Now try it with a setting of your choice.

Setting:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Smell</th>
<th>Sight</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
</table>

Extra Practice: Try again using another setting of your choice.

Setting:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Smell</th>
<th>Sight</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
</table>
When two smaller words are put together to make one larger word, the new word is called a **compound word**. The small words can help you figure out how to say the compound word and, sometimes, tell you what it means.

*backyard* = *back* + *yard* = a yard in back of a house

**A. Write the two smaller words that form each compound word. Then write the meaning of the compound word.**

1. **raindrop** + ____________
   **Meaning:** __________________________________________________________________________

2. **snowflake** + ____________
   **Meaning:** __________________________________________________________________________

3. **southeast** + ____________
   **Meaning:** __________________________________________________________________________

**B. Match a word from the box with the words below to create compound words. Then write a sentence using the new word.**

<table>
<thead>
<tr>
<th>pour</th>
<th>storm</th>
<th>set</th>
</tr>
</thead>
</table>

4. **sun** ______________
   __________________________________________________________________________

5. **thunder** ______________
   __________________________________________________________________________
A. Use a vocabulary word to complete each sentence.
1. I enjoy eating hotdogs and hamburgers at a _____________.
2. The sun was shining and the air was warm. It was a ______________ summer day.
3. I made a ______________ using leaves, fabric, and string.
4. The ______________ downtown are the tallest buildings I have ever seen.
5. ______________ of bees buzzed around the new blossoms.
6. I watched the rooster ______________ across the barnyard.

B. Choose two vocabulary words and use each one in a sentence.
7. ________________________________
   ________________________________
8. ________________________________
   ________________________________
Characters are the people you read about in a story. The main character is the most important character in the story. Readers can pay attention to what the character does, says, and feels to compare how the character changes throughout the story.

Read the passage below. Then answer the questions that follow.

Nancy’s class was planning a trip to an art museum in the city. Nancy said, “I can hardly wait to go.” She loved paintings, and had art posters all over the room she shared with her sister.

“I don’t see why you’re so excited about a museum,” her friend Tyler commented to her.

“Original paintings are awesome,” Nancy said. “You have to see them framed and on display to understand.”

Finally, the day of the trip came. The school bus took almost two hours to get to the museum. Nancy and her classmates spent the whole afternoon wandering through the halls, studying the art.

At the end of the day, Tyler said to Nancy, “Now I get it. Original paintings by famous artists are awesome.”

1. Who are the main characters in the story? ____________________________

2. Circle the best description of Nancy.
   a. loves to paint   b. loves paintings   c. doesn’t like museums

3. Circle the best description of Tyler.
   a. didn’t like museums   b. hates the city   c. loves paintings

4. Which character changed in the course of the passage?
   a. Nancy   b. Nancy’s sister   c. Tyler

5. What caused the change?
   a. the trip to the museum   b. the school bus   c. Nancy

© Macmillan/McGraw-Hill
As you read *Me and Uncle Romie*, fill in the Setting Flow Chart.

<table>
<thead>
<tr>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Setting Flow Chart help you to better understand *Me and Uncle Romie*?
As I read, I will pay attention to my pacing in order to match the action in the story.

“Me?” asked Louise. “She asked for me?”
“Yes, Louise,” said her mother, smiling. “Madame Cassatt wants you to model for a painting. Will you do it?”
Louise could not have been more surprised. She didn’t think anyone would want to paint a picture of her. After all, she was not at all like the beautiful women usually found in paintings. She was just a fourteen-year-old girl.
“You know Madame Cassatt,” said her mother. “She is the American. She comes to the bakery almost every day.”
“Oh,” said Louise, nodding. “The tall lady?”
“Yes,” said her mother. “What should we tell her? It is all right with Papa and me. Madame Cassatt is honest.
She can be trusted. Of course it is your decision. She has offered to pay.” Her mother paused. “We could pay for your lessons with the singing master.”

Comprehension Check

1. How can you tell that Louise is not stuck up or vain? Plot Development

2. What opportunity has Louise been offered? Plot Development

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Directions explain how to do a task. Most directions include a list of the materials that you will need. They will also provide a numbered list of the steps that you need to follow.

Read the instructions for how to use a paint-by-numbers set. Then answer the questions that follow.

**Materials**
- paintbrush
- cup of water
- red, green, and yellow paint
- blank paint-by-numbers picture

**Directions**
1. Place the picture on a flat surface.
2. Dip the paintbrush into the water.
3. Use the yellow paint to fill in areas labeled number 1. Then rinse the brush.
4. Use the green paint to fill in areas labeled number 2. Rinse the brush.
5. Use the red paint to fill in areas labeled number 3. Wash the brush.
6. Let the painting dry.

1. How many steps are there in the directions? __________
2. Which numbered areas should be filled in with green paint? __________
3. Put an X over the item that is not listed in the Materials section.
   a. paintbrush   b. cup of water   c. blue paint   d. yellow paint
4. What is the last step in the directions? ____________________________
When you read, you will often come across an unfamiliar word. Sometimes, the words and sentences around the unfamiliar word can give you context clues to help you figure out its meaning. The clues might come in the form of a description.

For each sentence below, circle the correct meaning of the word in dark type and underline the description that provided you with a context clue.

1. The **gallery** displayed paintings by many artists. Some were already sold, and many were still for sale.
   a. a place that sells art  
   b. a home for artists  
   c. a kind of museum

2. The skyscrapers **towered** above the rest of the city.
   a. rose high  
   b. had offices in them  
   c. darkened

3. The sky **dimmed** as the sun went down.
   a. was blue  
   b. grew darker  
   c. grew brighter

4. The charm **detached** from the bracelet and fell on the floor.
   a. sparkled  
   b. stuck to  
   c. came off of

5. The gallery **rejected** the new paintings and sent them back to the artist.
   a. opened  
   b. refused to accept  
   c. displayed

6. No one could explain Chandra’s **uncanny** talent for knowing when her twin in Houston was upset.
   a. mysterious  
   b. well-known  
   c. related to twins

7. Until the day he did it himself, Jeremy would laugh and consider it **ludicrous** to wear two different colored socks to school.
   a. colorblind  
   b. laughably ridiculous  
   c. superstitious

8. The biologist was studying a **protozoan** similar to the amoeba under the microscope.
   a. blood sample  
   b. virus  
   c. single-celled animal
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ___________________ 1. fishbowl
2. ___________________ 2. lookout
3. ___________________ 3. backyard
4. ___________________ 4. desktop
5. ___________________ 5. campfire
6. ___________________ 6. overhead
7. ___________________ 7. waterproof
8. ___________________ 8. grandparent
9. ___________________ 9. railroad
10. ___________________ 10. snowstorm
11. ___________________ 11. classroom
12. ___________________ 12. airport
13. ___________________ 13. bedroom
14. ___________________ 14. anyway
15. ___________________ 15. newborn
16. ___________________ 16. footprint
17. ___________________ 17. yourself
18. ___________________ 18. overdo
19. ___________________ 19. driveway
20. ___________________ 20. undertake

Challenge Words 21. ___________________
22. ___________________

Review Words 23. ___________________
24. ___________________
25. ___________________
Look at the words in each set below. One word in each set is spelled correctly. Look at Sample A. The letter next to the correctly spelled word in Sample A has been shaded in. Do Sample B yourself. Shade the letter of the word that is spelled correctly. When you are sure you know what to do, go on with the rest of the page.

Sample A:  
1. A fishbole  
   B fishbowl  
   C feshbowl  
   D fishbowle

2. E lookeout  
   F loukout  
   G lookoute  
   H lookout

3. A backyard  
   B bakeyard  
   C backeyard  
   D bakyarde

4. E desttop  
   F desckttop  
   G desktop  
   H disktop

5. A kampfier  
   B kampfire  
   C campfire  
   D camfire

6. E overheaed  
   F ovverhed  
   G overhed  
   H overhead

7. A waterpruff  
   B waderproof  
   C waterproof  
   D watterpruf

8. E grandparent  
   F grandparant  
   G grandeparent  
   H grandperant

9. A raleroad  
   B railroad  
   C railrode  
   D raleroade

10. E snowsturm  
    F snostorm  
    G snowstorm  
    H snoestorme

Sample B:  
11. A clasroom  
    B classroom  
    C classrume  
    D klassroom

12. E airport  
    F areport  
    G airpourt  
    H aerport

13. A bedroom  
    B beddroom  
    C bidroom  
    D bedrume

14. E aneeway  
    F annyway  
    G anywayne  
    H anyway

15. A neuborn  
    B newbourn  
    C newborn  
    D newburn

16. E footestep  
    F footsteep  
    G footsteep  
    H footstep

17. A youself  
    B yuorself  
    C yourself  
    D yorselve

18. E ovverdo  
    F overdo  
    G overdoe  
    H overdu

19. A drievway  
    B driveway  
    C drivewaye  
    D driveway

20. E undretake  
    F undertalk  
    G undertaike  
    H undertake

LC 1.7 Spell correctly roots, inflections, suffixes, and prefixes, and syllable constructions.
• Some **irregular verbs** have special spellings when used with the helping verbs *have, has,* or *had*.

Read each sentence and the verb choices in parentheses. Underline the verb choice that correctly completes the sentence.

1. Alice has *(did, done)* many drawings and photographs of the park in winter.

2. She had *(make, made)* it a hobby by the time she was ten years old.

3. For the past four years, her parents have *(given, gave)* her a photo album each year for her birthday.

4. Alice has carefully *(put, putted)* all of her winter pictures in the albums.

5. Today, the surface of the pond has *(frozen, froze)*.

6. Alice took pictures of the tree because she had *(saw, seen)* icicles on it.

7. She has *(lay, laid)* her camera aside while she gets more film out of her bag.

8. By the end of the afternoon, the icicles have *(shrunk, shrank)* in the sun.

9. Before she went home, Alice had *(taken, took)* more than 40 pictures.

10. The next morning, she saw that more snow had *(fell, fallen)*.

**To the Teacher:** Complete the entire page with students. Have students reread the sentences to a partner.
Rewrite the character sketch below. Be sure to correct any mistakes in the use of irregular verbs.

**Margaret**

Margaret getted up early this morning. She bringed her camera to the pond. She taked a picture of a fish before it swimmed away. She photographed geese as they fly south for the winter. Soon she had took dozens of pictures.

Ever since she was a little girl, Margaret had know she wanted to be a photographer. By the age of 15, she had winned three photography awards. Now 30 years old, she has write a guide for beginning photographers. She has maked photography her life’s work.
1. Please read the following sentence:

When I poured the milk, it was really gross.

2. Now, using your senses, write 2-3 sentences that SHOW what exactly was gross about the milk. If it helps, you can make a list of your 5 senses first.

Example: The milk came out in yellow chunks. (sight)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Extra Practice: Try the same exercise again using the following sentence.

The tropical bird room at the zoo was very interesting.
The endings -ed and -ing can be added to many words. But sometimes you have to add or drop a letter before you add the ending.

- Add a letter if the word has a short vowel sound and ends in a consonant, like rip. Double the last letter before adding -ed or -ing.
  rip + ing = ripp\textbf{\textit{i}}ng  rip + ed = rip\textbf{\textit{p}}ed

- Drop a letter if the word ends in e. Just drop the e before adding the ending.
  save + ed = saved  save + ing = saving

Follow the rules above to complete these word equations.

1. have + ing = ______________
2. skip + ed = ______________
3. hug + ing = ______________
4. taste + ing = ______________
5. slam + ed = ______________
6. chase + ed = ______________
7. clap + ed = ______________
8. write + ing = ______________
9. score + ed = ______________
10. sit + ing = ______________
A. Find and circle the vocabulary word that matches each meaning.

<table>
<thead>
<tr>
<th>Meanings</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. road or way</td>
<td>tyugnaroutelullyifw</td>
</tr>
<tr>
<td>2. listening in secret</td>
<td>dveeavesdroppinghe</td>
</tr>
<tr>
<td>3. a big mess</td>
<td>numpxejumbleriszuf</td>
</tr>
<tr>
<td>4. someone you know a little</td>
<td>saquaintancecvbail</td>
</tr>
<tr>
<td>5. with dislike and disrespect</td>
<td>fysortscornfullysyo</td>
</tr>
<tr>
<td>6. reasonable, making sense</td>
<td>ilogicalcbhutravimlet</td>
</tr>
</tbody>
</table>

B. Select two vocabulary words and use each in a sentence of your own.

7. ____________________________________________

8. ____________________________________________
A theme is what a story is about. The author usually doesn’t tell readers what the theme is. Readers have to figure it out from what the characters say and do. To find the story’s message, ask yourself, “What is the story about?”

Read the passage. As you read, think about the story’s theme. Then circle the correct answer.

Felicia liked her hideaway in the back of the garden. It had once been a shed and had a good roof and glass in the windows. She loved sitting in the chair she had brought in, reading. Every evening after supper, Felicia would sing a little song she had made up about her house. But as much as she loved the house, Felicia was lonely. She played all alone in the house and wished she had some friends. “Just one good friend would make me as happy as can be!” she said. “Then my life would be full.”

1. The theme of this story is
   a. houses
   b. wanting friends
   c. singing songs

2. Which of these is a clue to the story’s theme?
   a. Felicia is lonely.
   b. Felicia likes to read.
   c. Felicia’s hideaway is in the back of the garden.

3. Which of these events would you add to the story to fit in with the theme?
   a. Felicia falls asleep in the house.
   b. Felicia goes looking for a friend.
   c. Felicia gets a ride on a bird’s back.

4. What might Felicia see in another garden that would make her want to visit?
As you read *The Cricket in Times Square*, fill in the Theme Map.

Clue

Clue

Clue

Clue

Clue

Theme

How does the information you wrote in the Theme Map help you to better understand *The Cricket in Times Square*?
As I read, I will pay attention to expression.

“Is it really him?” a voice whispered.
7   “It can’t be,” came the answer.
13  “Yes, he’s the one.”
17  Roberto shook his head. It was Saturday morning, and he
27  had planned to sleep late. But the whispering had awakened him.
38  He opened his eyes. There were four mice on his pillow just a few
52  inches away. He blinked hard. The mice were still there.
62  “I must be dreaming,” Roberto thought. He shut his eyes and waited
74  to wake up.
77  The whispering continued. “He’s awake.”
82  “Why did he close his eyes again?”
89  Their voices were louder now. “Roberto. Wake up. We need you.
100  You’re the one.”
101  Roberto opened one eye, then the other. The mice were still there. One
114  of them was hopping up and down on the pillow, waving its paw to get
129  his attention. “I know I’m dreaming,” Roberto said out loud. 141

Comprehension Check
1. Why does Roberto think he is dreaming? Plot Development

2. What tells you that the mice’s mission is urgent? Problem and Solution

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
An advertisement usually tries to get people to buy something. Advertisers use different techniques to convince people to buy their product:

- using words that make a product look good or sound important
- telling people to buy or do something because everyone else is buying or doing something
- saying that their product is the least expensive or the best deal

Read the advertisement and answer the questions that follow.

Walk with the Crowd!

Show a child that you love him. Purchase one of these adorable stuffed monkeys. At the same time, your purchase will raise money for the Save the Monkey fund. Bring a smile to a child’s face and help a beautiful animal. Call today—these adorable toys will be gone soon.

Call (555) 987–6543 to order your stuffed animal.

1. According to the ad, people who purchase a stuffed monkey will
   a. make a child happy and save a monkey.
   b. save a lot of money.

2. According to the advertisement, what will happen if people don’t order today?
   a. Real monkeys will disappear.
   b. There will be no more stuffed monkeys left.
When you read, you may come across a word that you do not know. Sometimes, other sentences in the paragraph can give you context clues to help you figure out what the word means.

Circle the letter that best matches the meaning of the word in bold. Underline the context clues that help you figure out the word’s meaning.

1. The squirrel was munching on a nut. He held it between his paws as he chewed it noisily.
   - a. hiding
   - b. eating
   - c. holding something tightly

2. Gregory Groundhog peered anxiously around the yard, trying to locate who or what had made the frightening sound.
   - a. jumped
   - b. sounded
   - c. searched

3. The carpenter pulled the boards apart. They separated rather easily.
   - a. moved apart
   - b. came together
   - c. broke

4. Michael Mouse was good at scrounging for food. He sniffed along the floor, finding the tiniest bits of cheese and bread crumbs.
   - a. gathering with difficulty
   - b. throwing away
   - c. stuffing into one’s mouth

5. The fire was blazing. Bright red flames danced high into the night sky.
   - a. burning brightly
   - b. almost out
   - c. cool

6. We could see clear azure skies over us. Their bright blue color was reflected in the lake below.
   - a. cloudy
   - b. blue
   - c. below
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________
21. ____________________________
22. ____________________________
23. ____________________________
24. ____________________________
25. ____________________________

Challenge Words

21. ____________________________

22. ____________________________

Review Words

23. ____________________________

24. ____________________________

25. ____________________________

1. tasted
2. ripping
3. liked
4. flipping
5. tapped
6. flipped
7. cared
8. hopped
9. ripped
10. skipped
11. tapping
12. saved
13. skipping
14. caring
15. hopping
16. trimmed
17. saving
18. tasting
19. liking
20. trimming
21. dined
22. dining
23. footstep
24. desktop
25. snowstorm
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
1. A tasted  
   B tastedd  
   C tastid  
   D tasedtid
2. E riping  
   F rippeng  
   G riping  
   H ripinng
3. A lyked  
   B likd  
   C likeed  
   D liked
4. E flippeng  
   F flippeng  
   G flipping  
   H flipinng
5. A tapped  
   B tapped  
   C tappd  
   D tappeed
6. E flipt  
   F flippid  
   G fliped  
   H flpped
7. A caird  
   B cared  
   C caired  
   D carred
8. E hopped  
   F hopt  
   G hoppd  
   H hopd
9. A ripd  
   B ripped  
   C ript  
   D riped
10. E skiped  
    F skipt  
    G skipd  
    H skipped

Sample B:
11. A tapinng  
    B tappeng  
    C tapping  
    D tappinng
12. E saved  
    F savd  
    G sayvd  
    H saived
13. A skiping  
    B scipping  
    C sciping  
    D skipping
14. E cairing  
    F careing  
    G caring  
    H carring
15. A hopping  
    B hoppeng  
    C hopeing  
    D hawping
16. E trimd  
    F trimed  
    G trimmed  
    H trimmd
17. A saving  
    B savving  
    C saveing  
    D saiving
18. E tasting  
    F tasteing  
    G tastting  
    H tastinng
19. A likeing  
    B lyking  
    C liking  
    D likeng
20. E triming  
    F trimming  
    G trimmeng  
    H trimeng
A pronoun is a word that takes the place of one or more nouns. A pronoun must match the noun it refers to. Singular pronouns are I, you, he, she, it, me, him, and her. Plural pronouns are we, you, they, us, and them.

Write the pronoun that correctly replaces the underlined noun in each sentence.

1. At first, Roy didn’t want to go to the nursing home because Roy thought the place was boring. ___________

2. Mrs. Allen said Mrs. Allen found out that dogs were allowed in the nursing home. ___________

3. Roy knew Grandpa would be happy to see Buddy, so Roy decided to bring Buddy. ___________

4. The receptionist at the nursing home said to Roy, “I see Roy brought a friend today.” ___________

5. Mrs. Allen said, “Mrs. Allen got Buddy’s medical records this morning.” ___________

6. Grandpa said, “I’m glad you brought Buddy to Grandpa.” ___________

7. Grandpa asked Martha if Buddy was allowed in the nursing home. ___________

8. Another man saw Buddy and said he had a dog that looked like Buddy. ___________

9. You can treat high blood pressure if you take medicine for the problem. ___________

10. Roy threw the ball to Buddy so Buddy could fetch it. ___________

To the Teacher: Complete the entire page with students. Have students reread the sentences to a partner.
A pronoun is a word that takes the place of one or more nouns. A pronoun must match the noun it refers to. Singular pronouns are I, you, he, she, it, me, him, and her. The pronoun I must always be capitalized. Plural pronouns are we, you, they, us, and them.

Read the following paragraphs. Circle all the incorrect pronouns. Then rewrite the paragraph, making sure all pronouns are correct and match their nouns.

Yesterday i went to the store to buy some food for my dog, Jones. Mr. Edwards greeted her when I came through the door. She said, “What can me do for you, Sheila?” “I need six cans of the Beef and Chicken Special Diet.” Mr. Edwards added up the prices and said, “The total is $11.37.” “Me am sorry,” I said. “My mother only gave I $10. How much is it if me only buy four cans?” “Let’s see. It would be $9.25,” he said. “All right. That solves my problem. She’ll only buy four.”
1. Please read the following: Think about what the two characters are feeling.

Marcus wanted a turn on the swing. Kim was hogging it.

2. Rewrite this sentence as a dialogue that SHOWS me what Kim and Marcus are feeling. For example:

“Come on Kim, I have waited forever for the swing,” yelled Marcus, but Kim just ignored him.

3. Rewrite these sentences as a dialogue that shows what the characters are feeling. Each person talks at least two times.

a. Billy was really hungry. Mandy ate the last two cookies.

b. Charlotte was bored at the store. Sara was not finished shopping.

Extra Practice: Rewrite the following sentence as a dialogue as you did above.

Mom was in a hurry to leave. Davey could not find his other shoe.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
The words happy and carry end in a consonant followed by the letter y. When words end this way, you must do two things to add endings such as -er or -ed.

1. change the y to i     
2. add the ending       

In carried, the letters ie stand for a long e sound. In happier the letter i stands for the long e, and the -er forms a new syllable.

Circle the y in each word below. Then change the y to i and add the given ending. If the change added a syllable, check the box.

<table>
<thead>
<tr>
<th>Words</th>
<th>Endings</th>
<th>New Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. shiny</td>
<td>+ est</td>
<td>___________</td>
</tr>
<tr>
<td>2. pretty</td>
<td>+ er</td>
<td>___________</td>
</tr>
<tr>
<td>3. angry</td>
<td>+ est</td>
<td>___________</td>
</tr>
<tr>
<td>4. sunny</td>
<td>+ er</td>
<td>___________</td>
</tr>
<tr>
<td>5. bury</td>
<td>+ ed</td>
<td>___________</td>
</tr>
<tr>
<td>6. hurry</td>
<td>+ ed</td>
<td>___________</td>
</tr>
<tr>
<td>7. funny</td>
<td>+ est</td>
<td>___________</td>
</tr>
<tr>
<td>8. ugly</td>
<td>+ er</td>
<td>___________</td>
</tr>
</tbody>
</table>
investigates
communication
solitary
nutrients
territory
prehistoric

A. Read each clue. Then write the correct word from the box.

1. This word describes things such as talking and writing.
   ________________

2. This word describes you when you’re alone. ________________

3. This word describes a period of time. ________________

4. This word names healthy things found in food. ________________

5. This is another word for an area of land. ________________

6. This word is what a detective does. ________________

B. Write two sentences, each using one word from the box.

7. ___________________________________________________________________
   ___________________________________________________________________

8. ___________________________________________________________________
   ___________________________________________________________________
Read the passage. Then answer the questions that follow.

What Ants Eat

Most ants eat whatever they can find. But some ants are fussy. Harvester ants gather and store grains or grass seed. Some kinds of harvester ants have an even more specialized job. Their only job is to crack open seeds so that other ants can eat them.

Other ants eat fungus that they grow in their nest. Some of these ants cut leaves and bring them back to the nest. The leaves help the fungus grow.

Some ants like a sweet drink called honeydew. Aphids, another insect, make the honeydew. The job of certain ants is to fill their bodies with honeydew. Then they feed the other ants.

1. What is the main idea of this selection?
   a. ants
   b. what ants eat

2. What description tells readers about what ants eat?
   a. Then they feed the other ants.
   b. Most ants eat whatever they can find.

3. What description tells readers what ants use to grow fungus?
   a. The leaves help the fungus grow.
   b. Other ants eat fungus that they grow in their nest.

4. Which description in the selection relates to our sense of taste?
   a. Some ants like a sweet drink called honeydew.
   b. Harvester ants have a more specialized job.
As you read *The Life and Times of the Ant*, fill in the Description Webs.

How does completing the Description Webs help you analyze the text structure of *The Life and Times of the Ant*?
Fluency: Pacing

As I read, I will pay attention to pacing.

You may know that some birds fly south in the winter. Many butterflies and moths do too, but only one kind of butterfly truly migrates. Monarch butterflies fly south when it gets cold in the North. They return to where they started later in the year. These butterflies can cover 1,000 miles (1,609 km) in a few days. In all, the trip can be more than 4,000 miles (6,437 km) long. But that’s not the only interesting thing about their journey. Monarch butterfly eggs hatch in the South during the warm winter months. The caterpillars grow into adult butterflies. It is these new monarch butterflies that make the trip back north. These butterflies know exactly where to go and when to fly even though they have never made the trip before. They visit the same territory as the butterflies that went before them.

Comprehension Check

1. Describe what butterflies that hatch in the South can do. **Main Idea and Details**

2. Describe the migration cycle of the monarch butterfly. **Chronological Order**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A fable is a short story that usually has animal characters. The plot is what happens to the **characters** in the story. The **moral** is the lesson that we learn from the fable.

**Read the fable. Then answer the questions that follow.**

A lion was asleep when a mouse ran across his face. The lion woke up angry. He decided to eat the mouse. The mouse begged him not to. He said that he would repay the kindness someday. The lion laughed. He didn’t think a small animal could ever help a big lion. But he let the mouse go.

One day, some hunters caught the lion and tied him up with ropes. The mouse heard the lion roar. He knew the lion needed help. The mouse found the lion and chewed through the ropes that held him. The lion got away. He was surprised that a small animal could help him after all.

1. Number these story events from 1–5 in the correct order to make a summary of the story’s plot.

   ____ The lion decided to eat the mouse.
   ____ The mouse chewed through the ropes.
   ____ The lion let the mouse go.
   ____ A mouse ran across a lion’s face.
   ____ Hunters caught the lion.

2. What is the moral of this story?
   
   a. You don’t have to be big to help.    
   
   b. Mice should stay away from lions.
A root is a word part that is used to form many words. Many English words have roots that come from the Greek language. Knowing the meanings of these roots can help you figure out unfamiliar words.

<table>
<thead>
<tr>
<th>Greek Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>astro-</td>
<td>star</td>
</tr>
<tr>
<td>geo-</td>
<td>Earth</td>
</tr>
<tr>
<td>bio-</td>
<td>life</td>
</tr>
<tr>
<td>-logy</td>
<td>the study of</td>
</tr>
<tr>
<td>-graph</td>
<td>write</td>
</tr>
</tbody>
</table>

Use the Greek roots and their meanings to answer the following questions.

1. What do astronomers study?
   a. stars  
   b. Earth

2. What is the meaning of geology?
   a. Earth star  
   b. the study of Earth

3. Which kind of scientist is more likely to study ants?
   a. an astronomer  
   b. a biologist

4. Which word describes writing that tells about someone's life?
   a. biography  
   b. geography

5. Use one of the Greek root words above in a sentence.

_________________________________________________________________
Name ________________________________

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

Challenge Words
21. __________________________
22. __________________________

Review Words
23. __________________________
24. __________________________
25. __________________________

1. funnier
2. families
3. pennies
4. worried
5. replied
6. babies
7. marries
8. carries
9. easily
10. silliest
11. flier
12. berries
13. copier
14. cries
15. happier
16. sorriest
17. prettily
18. lazier
19. happiest
20. dizziest
21. daily
22. factories
23. caring
24. tasting
25. skipped

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A caring
- B carring
- C cairing
- D careing

1. A funier
   - B funnyer
   - C funnier
   - D funyer

2. E familys
   - F famillies
   - G families
   - H familiees

3. A pennies
   - B pennys
   - C pennees
   - D penees

4. E worreed
   - F worried
   - G woried
   - H worryed

5. A repplied
   - B replied
   - C replide
   - D replyed

**Sample B:**
- E tastting
- F tasteing
- G tasting
- H tasteng

11. A flyier
   - B flieer
   - C flier
   - D flire

12. E berrys
   - F berrees
   - G beries
   - H berries

13. A coppier
   - B copyer
   - C coppyer
   - D copier

14. E cries
   - F crise
   - G crys
   - H criyes

15. A happier
   - B hapier
   - C happyer
   - D happiari

16. E soriest
   - F sorryest
   - G sorriest
   - H soryest

17. A prettily
   - B prettily
   - C pretillie
   - D prettilie

18. E lazier
   - F lasier
   - G lazyer
   - H lazzier

19. A happyest
   - B happiest
   - C hapiest
   - D happyist

20. E dizzyest
   - F dizziest
   - G dizziest
   - H diziest
Practice

Grammar: Types of Pronouns

• Use a reflexive pronoun instead of an object pronoun if the subject of the sentence is doing the action to himself or herself.
• *Myself, yourself, himself, herself, itself, ourselves, and yourselves* are reflexive pronouns.

Fill in the blanks in the sentences below with the correct reflexive pronoun.

1. Be careful and don’t hurt _____________.
2. After I go swimming, I dry _____________.
3. Your baby sister can’t feed _____________.
4. He made _____________.
5. Let’s give _____________.
6. The bird washed _____________.
7. Boys, please get _____________.
8. The gardener shut the door and locked _____________.
9. My grandfather almost fell, but he caught _____________.
10. Look at _____________. You’re covered in mud!
11. I tried to reach the towel _____________.
12. He looked at _____________.
13. We can plant that tree _____________.
14. My sister cannot feed _____________.
15. You can help _____________.

To the Teacher: Complete the entire page *with* students. Have students reread the sentences to a partner.
A. Rewrite the paragraphs below. Circle every pronoun that is not used correctly.

Someone gave I directions to the museum
You and me need to walk to Maple Street. Then turn right at Oak Street.
Mr. Exeter lives there. Him and me go on walks sometimes. If him is in his yard, he will give a big wave to you and I.
When we got to the museum, we saw Mrs. Peters. Her and my dad went to school together. Them often like the same paintings

B. Rewrite the passage above. Use the correct forms of the pronouns. Be sure to use capital letters and end punctuation correctly.
1. Please read the following: Think about what could be happening.

“Look at that!”

2. Now add details to show what is happening. For example:

“Look at that,” shouted Larry as he stepped backwards.

3. Now complete this dialogue by making sentences that SHOW what is happening and who is speaking. You need to add characters and specific verbs and details to SHOW what they are doing.

“Look at that!”

“What do you think it is?”

“I don’t know, but look at it.”

“I’ve never seen anything like it.”

Extra Practice: Repeat this drill with the following dialogue:

“Can you see where you are going?”

“No. Can you?”

“No. Oh, gross – I just stepped on something slimy!”

“Let’s get out of here!”
Words can have the /ü/ sound, the /u/ sound, or the /u/ sound.

- These underlined spellings can stand for the /ü/ sound:
  spool  grew  you’ll  move  suit
- These underlined spellings can stand for the /u/ sound:
  brooks  should
- These underlined spellings can stand for the /u/ sound:
  cute  used  mule

Use the words in the box to identify each picture. Write your answers in the blanks. If the word has a /ü/ sound, circle it.

spool  crew  suits  stoop
wool  cookie  grew  shute

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
A. Read each clue. Find the vocabulary word in the row of letters and circle it.

1. Connected: 
   s o u b l e r l i n k e d j r s i l g

2. Figures out, often using math: 
   p o n l a i n c a l c u l a t e s w i l n o f

3. People who live together: 
   s a l i b a r c o m m u n i t y g o n i t a

4. Someone who gives: 
   b o i g o m a c a d o n o r e n a m

5. To fix up something old: 
   g o s t e r e s t o r e m i n a r

B. Write three sentences. Use one of the vocabulary words in each sentence.

6. _________________________________________________________________

7. _________________________________________________________________

8. _________________________________________________________________
When you read, it is important to know the difference between facts and opinions.  
A fact is a statement that can be proven true.  
An opinion is someone’s ideas or feelings about something.  
An opinion cannot be proven. Words such as I think, I feel, and Everyone should are clues that a statement is an opinion.

A. Read the following statements. Write F if the statement is a fact and O if the statement is an opinion. Underline the clue words in each opinion.

1. My uncle started a group that is trying to save elk herds in the mountains. ___
2. His group is a wonderful idea. ___
3. Everyone should learn more about my uncle’s group. ___
4. Since 1992, they have helped elk herds increase by 15 percent. ___
5. Some members of his group are kids and others are grown-ups. ___
6. I think these members are the most committed group of people. ___

B. Write two sentences of your own. Make one sentence a fact and one sentence an opinion.

7. __________________________________________________________________________
   __________________________________________________________________________

8. __________________________________________________________________________
   __________________________________________________________________________
As you read *Writing on the Wall*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote on this Fact and Opinion Chart help you better understand *Writing on the Wall*?

R 2.6 Distinguish between cause and effect and between fact and opinion in expository text.
As I read, I will pay attention to my accuracy.

The scene is an army hospital during World War II. A wounded soldier has lost a lot of blood. The doctor says that the soldier must have a blood transfusion if he is to survive.

A nurse brings in a pint bag of blood plasma. The bag is hung above the soldier’s bed. A needle attached to a tube enters the man’s arm. The blood flows into his body. The pint of plasma is soon emptied, and a nurse replaces it with another. The new blood restores the soldier’s strength. Soon he is out of danger.

Years before, that same soldier would have had a faint chance of getting the needed plasma. It wasn’t available at that time.

Comprehension Check

1. What makes you think that someone discovered a way to make plasma available? **Cause and Effect**

2. What are the steps for giving a plasma transfusion? **Chronological Order**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
When you **skim**, you quickly look through a portion of the text to find out its main idea and supporting details. When you are doing research, it is helpful to skim the Table of Contents of a book to see whether it has the information you need for the topic.

When you **scan**, you run through a text looking for a word or phrase. One example of scanning is when you look for an entry in the dictionary.

Decide whether you would skim or scan a passage to find the following information.

1. a detail for a main idea __________
2. the word *explorer* __________
3. which character in a story says, “That’s not my dog!” __________
4. what a selection is about __________
5. the dictionary entry for *undersea* __________
6. the date July 4, 1776 in a Social Studies book __________
7. whether a nonfiction book can help you write a report __________
8. how challenging a novel will be to read __________
9. the place where you stopped reading before __________
10. how many lines your character has in the play __________
11. whether you’d be interested in reading a book __________
12. where a vocabulary word is used in a story __________
Description Writing Frame

Summarize *Writing on the Wall*. Use the Description Writing Frame below.

The Great Wall of Los Angeles is the longest mural in the world. There are many interesting facts about this famous piece of art.

One interesting fact is ____________________________________________________________.

A second interesting fact is ________________________________________________________.

A third interesting fact is _________________________________________________________.

A fourth interesting fact is ________________________________________________________.

The Great Wall helps bring all people from the community together.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
The origin of a word is the word’s history. Knowing a word’s origin can help you understand the word. You can look in a dictionary to find the origin of a word.

**rodent** noun. a small animal with large teeth that keep growing throughout the animal’s life. *word origin:* from a Latin word meaning “to eat away”

**volcano** noun. a mountain or hill made from melted rock. *word origin:* from *volcano,* an Italian word meaning “burning mountain”

Read the entries above and then answer the questions.

1. What does *rodent* mean? _________________________________
   _________________________________

2. Which language does *rodent* come from? _________________________________

3. What does *volcano* mean? _________________________________
   _________________________________

4. Which language does *volcano* come from? _________________________________

5. How does the word origin of *volcano* help you understand the meaning of the word? _________________________________
   _________________________________

**Vocabulary Strategy:** Word Origins

R 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Challenge Words
21. ____________________________
22. ____________________________

Review Words
23. ____________________________
24. ____________________________
25. ____________________________

Spelling: /ü/, /u/, and /u/ Sounds

1. zoom
2. tunes
3. brooks
4. you’ll
5. wool
6. mood
7. suits
8. new
9. spool
10. tooth
11. cookie
12. food
13. used
14. grew
15. group
16. stoop
17. move
18. stew
19. huge
20. should
21. boom
22. juice
23. pennies
24. prettily
25. funnier

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

<table>
<thead>
<tr>
<th>A</th>
<th>rock</th>
<th>B</th>
<th>rokk</th>
<th>C</th>
<th>rokc</th>
<th>D</th>
<th>rok</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample B:

<table>
<thead>
<tr>
<th>E</th>
<th>clapp</th>
<th>F</th>
<th>clape</th>
<th>G</th>
<th>clap</th>
<th>H</th>
<th>clappe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

    B tuthe   F hoog        B browks  F suits
    C tuth    G hugge       C brouks  G siutts
    D twoth   H huge        D broks  H suitts

    F toons   B coukee      F stoope  B grewe
    G tunes   C cooke       G stoupe  C grwe
    H tuns    D cookie      H stoop  D grew

    B stue    G groop      B wole   F nue
    C stoe    G groope     C wool   G nuw
    D stew    H groupe     D woole  H noo

    F zoomee  B mood       F mov    B spol
    G zoume   C moode      G move   C spool
    H zoom    D moude      H mouve  D spoul

    B you’ll   F yused     F food   F shud
    C youle    G yoused    C foud   G shold
    D you’ll   H ussed     D foude  H should
• The verbs *have* and *be* have special forms in the present tense.

<table>
<thead>
<tr>
<th>Have</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I am</td>
</tr>
<tr>
<td>You have</td>
<td>You are</td>
</tr>
<tr>
<td>He/She/It has</td>
<td>He/She/It is</td>
</tr>
<tr>
<td>We have</td>
<td>We are</td>
</tr>
</tbody>
</table>

Write the correct form of the underlined verb to complete each sentence.

1. I _ has ____________ a way to tell which house is yours.
2. Your house _ have ____________ six solar panels on its roof.
3. We _ has ____________ had them since last year.
4. They _ be ____________ helping us save energy.
5. They _ has ____________ already saved us some money.
6. I _ be ____________ trying to get my friends to use solar panels.
7. I think Fred and Elliot _ be ____________ going to buy some.
8. Bill _ be ____________ helping protect the environment.
9. Helen _ are ____________ good with tools.
10. She _ have ____________ a big truck that she uses on the job.
11. We _ be ____________ building an addition to our house.
12. Dad _ have ____________ to nail the beams.
13. We _ be ____________ putting in two windows.
14. Now you _ has ____________ a good design.
A present-tense verb must agree with its subject pronoun.

- Add -s to most action verbs when you use the pronouns he, she, and it.
- Do not add -s to an action verb in the present tense when you use the pronouns I, we, you, and they.
- The verbs have and be have special forms in the present tense.

Rewrite the story. Be sure all verbs agree with their pronouns.

**Working on the North Slope**

Right now, I is far from my family. I is now working in a place called the North Slope. That is way up in Alaska. I has only been here about a month, but my friends Steve and Rob has been here about two years. We is here to build an oil pipeline. A few years ago, they found oil north of here. Now we is building a pipeline. When it is done, they will be able to put the oil on ships. It will be at least two years before the job are over. I am glad to be working, but I will be happy to see my family again.
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>Ideas and Content/ Genre</th>
<th>Organization and Focus</th>
<th>Sentence Structure/ Fluency</th>
<th>Conventions</th>
<th>Word Choice</th>
<th>Voice</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unsatisfactory</td>
<td>Ideas and Content/ Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/ Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>2 Fair</td>
<td>Ideas and Content/ Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/ Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>3 Good</td>
<td>Ideas and Content/ Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/ Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>4 Excellent</td>
<td>Ideas and Content/ Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/ Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
</tbody>
</table>
The letters -oi or -oy stand for the /oi/ sound. The letters -ou or -ow stand for the /ou/ sound.

Read the list of words below. Then read the sentences that follow. In each blank, write the word that completes the sentence. Then circle the letter pair found in each word.

<table>
<thead>
<tr>
<th>coin</th>
<th>oyster</th>
<th>noise</th>
<th>annoy</th>
<th>poison</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>bow</td>
<td>crowd</td>
<td>out</td>
<td>count</td>
</tr>
</tbody>
</table>

1. I dropped a _____________ in the snack machine.
2. On the ______________ of three, the coach blew the whistle to start the race.
3. As the audience clapped, the orchestra stood up and took a _____________.
4. The flies and mosquitoes were starting to ______________ me.
5. A loud _____________ woke my baby brother up from his nap.
6. The _____________ was safe in its shell.
7. The bottle of ________________ had a bright red warning label.
8. The flying fish jumped ________________ of the water.
9. The police officer spotted the lost child in the ________________.
10. The ________________ music was coming from my brother’s room.
A. Read each clue. Then find the vocabulary word in the row of letters and circle it.

1. moves from one position to another:
   c n s w o n t s h i f t s d f l i q w x

2. shakes:
   o u t r e m b l e s d b e w q a l p l

3. an amount of space or a section:
   v r s m d x l p o a r e a z t q c u g f

4. fell down or caved in:
   d b t o w k c o l l a p s e d d r u w s

5. broken pieces left after something is destroyed:
   e x c v d e b r i s p y t e w s c m v

6. people who save people or things from dangerous situations:
   a c d w t f e u h i j r e s c u e r s m

B. Write two sentences using a vocabulary word in each one.

7. _______________________________________________________________

8. _______________________________________________________________
When you **draw conclusions**, you use clues from the text and your own experiences to figure out information that the writer does not tell you.

**Read the passage. Then answer the questions below.**

Will stopped working for just a moment and looked around. Many volunteers were shoveling sand into plastic bags. Other people were piling the bags into a wide row along the riverbank to keep the water from spilling into the streets. Everyone was working very quickly because the water was rising quickly. All Will wanted to do was change into dry clothes and sleep for hours, but he grabbed a shovel and started back to work.

1. What conclusion can you draw about where Will is? ________________
   
   ____________________________________________________________________

2. What text clues helped you draw that conclusion? ________________
   
   ____________________________________________________________________

3. What conclusion can you feel about how Will is feeling? ________________
   
   ____________________________________________________________________

4. What text clues helped you draw that conclusion? ________________
   
   ____________________________________________________________________

**Comprehension:**

**R 3.3** Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.
As you read *The Earth Dragon Awakes*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Conclusions Chart help you analyze *The Earth Dragon Awakes*?
As I read, I will pay attention to expression.

Just beyond the hills lay a quiet stretch of woods. The animals there lived together in peace. They were kind to each other. Their babies played in the meadow near the river.

But something was about to interfere with the gentle order of things. Soon those quiet woods would be turned upside down. They were about to be stirred up like a swarm of angry hornets.

One morning a fox woke up very hungry. He was eager to do some mischief. He came across a rabbit working in his garden. The fox hid in the bushes and watched the rabbit make a scarecrow out of straw and mud.

“My, my, my! That scarecrow gives me a wonderful idea,” chuckled the fox.

Comprehension Check

1. What is the author’s purpose in telling this tale? **Author’s Purpose**

2. Who do you think is going to turn the quiet woods upside down? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

R 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
Rescue teams at a disaster have to know first aid. They may have read a manual such as the one below to learn the proper first aid for cuts. Read this page from a first-aid manual, then answer the questions that follow.

**First Aid for Cuts**

1. Stop the bleeding. If bleeding doesn’t stop on its own, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 minutes.
2. Clean the wound. Rinse the wound with clear water only. Clean the area around the cut with soap and water.
3. Apply antibiotic to the cut. This will help prevent infection.
4. Cover the wound with a bandage.
5. Change the bandage daily, or whenever it gets wet or dirty.

1. What does this manual explain? ____________________________
   _________________________________________________________

2. What is the first step in giving first aid for a cut? ________________

3. Why should you apply antibiotic to the cut? ____________________
   _________________________________________________________

4. What is the last step of this first-aid process? ________________
   _________________________________________________________

**Technical manuals** give multistep instructions that tell you how to do something or tell you how something works.
Sometimes a dictionary will give you different meanings for one word.

**band** noun 1. a thin strip for binding materials together. *The pencils were held together with a rubber band.* 2. a group of musicians. *The band needed a guitar player.*

verb 1. to tie up with a band. *Please band these papers.* 2. to join in a group for a common purpose. *The lost hikers decided to band together for warmth.*

The entry shows two meanings for the noun *band*. It shows two meanings for the verb *band*.

Use the dictionary entry above to answer the questions that follow each sentence.

**The neighbors decided to band together and clean up the debris after the storm.**

1. Is *band* used as a noun or a verb in the sentence above? ____________
2. Which dictionary meaning of *band* is used?

**The marching band waited in a separate area.**

3. Is *band* used as a noun or a verb in the sentence above? ____________
4. Which dictionary meaning of *band* is used?

**He cut the wire band that held the boxes together.**

5. Is *band* used as a noun or a verb in the sentence above? ____________
6. Which dictionary meaning of *band* is used?

---

**Vocabulary Strategy:** Multiple-Meaning Words

R 1.6 Distinguish and interpret words with multiple meanings.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________
21. ____________________________
22. ____________________________
23. ____________________________
24. ____________________________
25. ____________________________

Challenge Words
21. ____________________________
22. ____________________________

Review Words
23. ____________________________
24. ____________________________
25. ____________________________
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A noun</td>
<td>E joyne</td>
</tr>
<tr>
<td>B nown</td>
<td>F join</td>
</tr>
<tr>
<td>C nounne</td>
<td>G joyn</td>
</tr>
<tr>
<td>D nounn</td>
<td>H joine</td>
</tr>
</tbody>
</table>

| B floure   | F goun    | B noise    |
| C flowre   | G gowne   | C noyse    |
| D flowr    | H gownn   | D noiyse   |

2. E voicez  | 7. A frowne| 12. E pound  |
| F voyces   | B frown   | F pownd    |
| G voices   | C froun   | G pouwnd   |
| H voices   | D froune  | H pounde   |

| B tower    | B south   | B hound    |
| C towwer   | C sowth   | C howned   |
| D towre    | H sowthe  | D hownd    |

| F mound    | B howll   | F pouch    |
| G mownd   | C houl    | G poucht   |
| H mowned  | D houle   | H poutch   |

| B cowbouy | F broune  | B thosand   |
| C kowboy  | G browne  | C thousand  |
| D cowboy  | H brown   | D thoussand |
Practice

Name ________________________________

Some **possessive pronouns** can stand alone (*mine*, *yours*, *his*, *hers*, *its*, *ours*, *yours*, *theirs*).

In each sentence, replace the underlined incorrect possessive pronoun with the correct one on the line provided.

1. That is your boat, but this one is my’s. ____________
2. Your’s is the smaller life-vest, the blue one. ____________
3. I don’t have my own, but my brother let me use he’s. ____________
4. You have your oars. Where are my? ____________
5. I wanted to ask Mercedes if I could use her’s, but she wasn’t at home. ____________
6. We are off, and the whole day is our! ____________
7. Paco and Pepe say this beach is they’s, but it’s not. ____________
8. I forgot my lunch, so will you share your? ____________
9. Is that cooler her’s? ____________
10. The fishing shack on the right is he’s. ____________
11. Should we go to his fishing shack or your? ____________
12. That tackle box is not our. ____________
13. Its handle is broken. ____________
14. That pretty hat is my. ____________
15. Those shoes are her’s. ____________

To the Teacher: Complete the entire page with students. Have students reread the sentences to a partner.
• Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
• Some possessive pronouns can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Me name is Robert and this is mine wife, Florence. That’s her’ given name, but she prefers to be called Fluffy. Let us show you around our’s home. Down the hall we have our’s offices. The one on the left is mines and the one on the right is Fluffy’s. My office is where we keep our’s jewels. They were my mother’s. My father bought them for her on he’s many trips abroad. He used to travel a lot in order to study whales. On his’s trips, he met some of the worlds’ top scientists. Theirs knowledge of whales was amazing.

To the Teacher: Complete the entire page *with* students. Have students reread the passage to a partner.
1. Please read the following sentences and add quotation marks in the appropriate places.

I can’t believe we got a flat. Do you know how to change it? asked Ralphie.

Well, not exactly, said Henry. But I know of a bike store down the block.

2. Now, add quotation marks to the following dialogues. Notice that the punctuation at the end of the speaker’s words is inside the end quotation marks.

a. What is that terrible smell? asked Liza.

Sorry, muttered Bert. I guess it must be my sneakers.

b. Bruce! You’re soaking wet! laughed Patty.

Yeah, Bruce agreed as he grabbed for a towel. I fell in the pool.

Extra Practice: Add quotation marks to this dialogue:

Oh no! The milk spilled all over the inside of the refrigerator! I wailed.

Then, my mom told me, You’re not leaving until you clean it up!
The /ô/ sound is the sound you hear in words like small and fought.

There are several different spellings that can stand for this sound.

- **a** as in bald. Notice that in this word, you pronounce the *l*.
- **al** as in stalk. Notice that in this word, you do not pronounce the *l*.
- **aw** as in straw
- **au** as in caught

For each word, circle the letters that stand for the /ô/ sound.

1. walk
2. taught
3. ball
4. lawn
5. gawk
6. hall
7. awful
8. launch
9. talking
10. laws
A. Write a word from the box to complete each sentence.

1. They ________________ the plane from wood and cloth.
2. A bicycle tips easily without a rider because it is ________________.
3. When something is certain, it is ________________.
4. People cheered and ________________ the first flight.
5. Newspaper ________________ announced the first flight at Kitty Hawk.
6. On the day of their first flight, Will and Orv were seen
   ________________ a red flag to the top of a pole.

B. Write two sentences, each using one of the vocabulary words.

7. ____________________________________________________
   ____________________________________________________

8. ____________________________________________________
   ____________________________________________________
An **author’s perspective** is his or her point of view. It may include the author’s attitudes and opinions about a subject. The words *best, worst, should,* and *ought to* are often used to signal the author’s opinion. Example: Airplanes are the **best** way to travel. Everyone *ought to* fly in one at least once.

Read the paragraph. Then circle the statement in each pair that best states the author’s perspective.

I was having the worst day. My oral report was due tomorrow and I still couldn’t think of how to make it interesting. I didn’t want to bore everyone by just reading from note cards. Just then, my little sister Nita came bursting in. “Great!” I thought. “Just what I need—a visit from Nita the Nuisance.”

“What’s wrong?” Nita asked.

“My report is due tomorrow and I can’t think of how to make it more exciting,” I explained.

Nita thought for a moment. Then her face lit up. “I’ll be right back, Gina,” she exclaimed. When she returned, she had a paper bag on each hand. “Let’s make puppets for your report,” she said. “You can do a puppet show.”

“Why didn’t I think of that?” I wondered aloud. I gave my little sister a hug and thanked her. Her bright idea really saved the day. She proved that two heads are better than one! “When we get done,” I told her, “I bet there will be time for me to help you practice your soccer drills.”

1. Younger brothers and sisters can sometimes be helpful.
   Younger brothers and sisters are always a nuisance.

2. Oral reports are more interesting if you do something to make them special.
   Reading from note cards is the best way to give an oral report.

3. Working alone is always the best way to get something done.
   Sometimes other people can help you think of things in a new way.

4. It’s polite to let others know you appreciate their help.
   It’s not necessary to say thank you if someone volunteers their help.
As you read *My Brothers’ Flying Machine*, fill in the Author’s Perspective Map.

How does the information you wrote in your Author’s Perspective Map help you understand the author’s feelings and opinions in *My Brothers’ Flying Machine*?
As I read, I will pay attention to my pacing in order to match the action in the story.

In the early 1900s, airplanes were new. Experiments in flight had been going on for about 100 years. But flight still had a long way to go. In 1902, the Wright brothers built a glider. Then they built an engine-powered plane. In 1903, that plane made its first flight. Soon people began to dream of flying where no one had flown before. Of course the Wright brothers were men. So were most of the other early flyers. Women were not expected to become pilots. Women were expected to stay home as wives and mothers. Women who did work outside the home were usually not paid the same as men for equal work. Women could not even vote. Some women dreamed of doing things others thought they should not do. One of these women was Amelia Earhart. She wanted to be a pilot. She didn’t think the sky belonged only to men.

Comprehension Check
1. Why do you think the author states that flight still had a long way to go?

Compare and Contrast
2. What opinion did Amelia Earhart hold about flying?

Relevant Facts and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
Poets have different ways to make their poems more interesting or powerful. 
**Repetition** is when a poet uses a word or phrase more than once in a poem. 
**Personification** is when an animal, thing, or idea acts like or is described as if it were a person. 
*The toy airplane squirmed with excitement when the boy looked at it.*

Read each poem. Circle the correct answers to the questions that follow.

The rabbit cried out,  
“Don’t make me go!  
I really hate flying.  
Please let me say NO.”

1. What is an example of personification in this poem?
   a. A person is telling the story.  
   b. The rabbit talks.

   I love to fly,  
   Go way up high.  
   When I come down,  
   I wear a frown.  
   I love to fly.  
   I say good-bye.  
   And when I land,  
   I’ll wave my hand!

2. Which words are an example of repetition?
   a. I love to fly.  
   b. I say good-bye.
A suffix is a word ending that changes the meaning of the word. When added to a verb, the suffixes -er and -or mean “a person who.”

\[ teach + er = teacher \quad sail + or = sailor \]

Teacher means “a person who teaches.” Sailor means “a person who sails.”

Add the suffix -er or -or to each word and write the meaning of the new word in Part A. Then use the words you made to complete the sentences in Part B.

**Part A**

1. invent + or = ______________________
2. collect + or = ______________________
3. lead + er = ______________________
4. visit + or = ______________________
5. work + er = ______________________

**Part B**

6. My brother is a ____________ of model airplanes. He has over 50 of them.

7. The ____________ designed a new flying machine.

8. You have to be a hard ____________ to become a pilot.

9. Would you like to be a ____________ to the Museum of Flight?

10. A ____________ shows others what to do.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Challenge Words
21. ____________________________ 21. wall
22. ____________________________ 22. cause

Review Words
23. ____________________________ 23. south
24. ____________________________ 24. pouch
25. ____________________________ 25. noise

1. walk
2. chalk
3. laws
4. thaw
5. bald
6. fault
7. draw
8. halt
9. tall
10. awful
11. caller
12. half
13. straw
14. small
15. taught
16. talking
17. awe
18. saw
19. false
20. raw

1. ____________________________ 1. au
2. ____________________________ 2. aw
3. ____________________________ 3. alt
4. ____________________________ 4. alk
5. ____________________________ 5. all
6. ____________________________ 6. au
7. ____________________________ 7. aw
8. ____________________________ 8. alt
9. ____________________________ 9. alk

My Brothers’ Flying Machine
Grade 4/Unit 4

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

A south  
B sowth  
C southe  
D sowthe

1. A wak  
B walk  
C wock  
D wolk

2. E chok  
F chak  
G chawk  
H chalk

3. A lawz  
B los  
C loz  
D laws

4. E thow  
F thaw  
G thawe  
H thaud

5. A balld  
B bawld  
C bauld  
D bald

Sample B:

E powch  
F powche  
G pouch  
H pouche

6. E fawlt  
F falt  
G fault  
H falte

7. A drau  
B drawe  
C draw  
D dra

8. E hault  
F halt  
G hawlt  
H hallt

9. A tall  
B taul  
C tawl  
D tal

10. E aweful  
F aufull  
G awful  
H awfull

11. A caller  
B caulder  
C cawler  
D cauler

12. E haff  
F half  
G haf  
H hallf

13. A straw  
B stra  
C strau  
D strawe

14. E smaul  
F smal  
G small  
H smawl

15. A taute  
B taught  
C tott  
D tawt

16. E talking  
F tawking  
G tauking  
H tallking

17. A aw  
B au  
C aue  
D aue

18. E saw  
F sau  
G sawe  
H saugh

19. A faulse  
B fallse  
C false  
D fawlse

20. E rawe  
F rau  
G raugh  
H raw

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Write the homophone that correctly completes each sentence.

1. **their**  **they’re**  **there**
   Go to a coral reef and explore the warm, clear waters _________________.

2. **Its**  **It’s**
   ________________ not uncommon to find corals in many bright colors.

3. **their**  **they’re**  **there**
   Corals belong to a family of animals, and ________________ relatives include jellyfish and anemones.

4. **Its**  **It’s**
   ________________ even possible to find corals growing on shipwrecks.

5. **its**  **it’s**
   A sponge eats by pumping water through tiny holes in ________________ body.

6. **their**  **they’re**  **there**
   The bottom of the ocean is a busy place, and many creatures live ________________.

7. **your**  **you’re**
   Which one is ________________ favorite: the sea stars, the sand dollars, or the spiny lobsters?

8. **their**  **they’re**  **there**
   No matter which one is your favorite, ________________ all important to life under the sea.
Rewrite each sentence in the following short essay. There are six homophone mistakes.

Most people care about their environment and do things to protect it. But places exist here and there that we don’t see every day. It’s important to take care of them, too. This summer I visited a beautiful coral reef. But a coral reef isn’t just a nice place to visit. It’s also like a neighborhood. It’s millions of cracks and holes are home to many kinds of sea creatures. When I visited their, I learned that people have to take care of the oceans, not just the land.
“I love playing basketball.” I said.

“Me too. I could play it all day!” he agreed.

Who taught you that jump shot I asked.

Nobody he said. I taught myself.

1. Read the dialogue at the top of this page. Add the quotation marks and punctuation to the last two lines. Follow the pattern you see in the first two lines.
   • Put quotation marks around the speaker’s words.
   • Start a new line.
   • Indent when the speaker changes.

2. Now practice adding quotation marks and punctuation to the lines below.

Want to play knockout I asked.

You’re brave. No one beats me at knockout he laughed.

That’s because you never played me before I bragged.

Extra Practice:

I don’t think it will fit back in that bag said Dee.

Maybe it will if we fold it up really small suggested Carl

No way said Dee. It’s twice as big as the bag.
Dividing a word into **syllables** can help you read the word. A two-syllable word with the **VCCV pattern** is usually divided between the two consonants.

- better: bet / ter
- basket: bas / ket

The first syllable of a VCCV word is a **closed** syllable. That means it has a short vowel sound and ends in a consonant.

Read each word. Circle the example that shows the word correctly divided into syllables.

1. willow
   - a. wil / low
   - b. will / ow

2. dipper
   - a. di / pper
   - b. dip / per

3. blossom
   - a. blo / ssom
   - b. blos / som

4. dinner
   - a. din / ner
   - b. dinn / er

5. plastic
   - a. plas / tic
   - b. plast / ic

6. seldom
   - a. se / ldom
   - b. sel / dom

7. darkest
   - a. dar / kest
   - b. dark / est

8. wetness
   - a. we / tness
   - b. wet / ness

9. perfect
   - a. perf / ect
   - b. per / fect

10. garlic
    - a. gar / lic
    - b. garl / ic
A. Use a vocabulary word to complete each sentence.

1. The empty street with its dark shadows looked _____________.
2. My sister’s hair is ____________ and soft after she washes and dries it.
3. On a clear night, the moon and stars ____________ brightly in the sky.
4. Suddenly the bear cubs began ____________ after their mother.
5. The ____________ of the desert is dry and hot.
6. Our dogs often ____________ near the table at mealtime, hoping for a treat.

B. Write three sentences, each using a vocabulary word.

7. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

9. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
To find the **main idea** of a text, ask yourself what the text you are reading is mostly about. Look for supporting **details** that can tell you more about the main idea.

Read the following passage.

There is little water in the desert, and it is very hot. Still, people have found a way to live in the desert. Fewer people live in deserts than in most other places. Towns are often isolated and far from other communities. They bring in water from other places. Many residents have air conditioning to keep them cool and comfortable. Television, telephones, and the Internet keep them from being isolated. It is also fairly easy to travel to other cities by car or plane.

Circle the letter of the correct response.

1. What is the main idea of this passage?
   a. People have found ways to live in the desert.
   b. Many people have air conditioning.

2. Which is a supporting detail?
   a. There are towns and cities in the deserts.
   b. There is little water in a desert.

Underline a detail to answer each question. Then write your answer on the lines.

3. How do people live in the desert?

   ____________________________________________________

4. What is a detail that does not tell about the main idea?

   ____________________________________________________
As you read *A Walk in the Desert*, fill in the Main Idea Chart.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Main Idea Chart help you to summarize *A Walk in the Desert*?
As I read I will pay attention to pacing.

Animals have many adaptations that help them survive in a hot, dry climate. An adaptation may have to do with an animal’s body. A desert animal’s feet may be built in a way that keeps it from sinking into the sand. An adaptation may have to do with an animal’s behavior. For example, many desert animals are active at night when the air is cool. One such animal is a lizard called the thorny devil. The thorny devil drinks dew that falls on its back. Grooves extend along its body. The grooves lead water into the thorny devil’s mouth. It catches rain the same way.
A flow chart is a good way to show a process from start to finish. It uses words joined by arrows to show the order of steps. The title at the top tells what the flow chart is about.

Look at the flow chart below. Then answer the questions.

1. What is the title of this flow chart?

2. What happens after evaporation?

3. What happens before collection?

4. During precipitation, what three forms can falling water take?
A **context clue** can help you figure out the meaning of a word you don’t know. Sometimes nearby words help to explain the meaning of the unfamiliar word. For example:

Reptiles, such as snakes and lizards, are found in the desert.

Underline the words that help to explain the word in bold type. Then circle the letter of the meaning that matches the word in bold type.

1. Some **regions** of the world, such as deserts and high mountains, can be very hot or very cold.
   - a. places
   - b. cities

2. Roadrunners don’t stay **aloft**, gliding like a hawk or an eagle does, for very long.
   - a. feathered
   - b. in the sky

3. Foxes raise their young in **dens**, built snugly in holes in the ground or in fallen trees.
   - a. small, cozy places
   - b. parks

4. Scientists use **devices** such as thermometers to measure heat in the desert.
   - a. animals
   - b. instruments
Practice

Spelling: Closed Syllables

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________ 1. dinner
2. __________________ 2. hello
3. __________________ 3. willow
4. __________________ 4. plastic
5. __________________ 5. welcome
6. __________________ 6. summer
7. __________________ 7. dipper
8. __________________ 8. foggy
9. __________________ 9. thriller
10. __________________ 10. ticket
11. __________________ 11. swallow
12. __________________ 12. problem
13. __________________ 13. holly
14. __________________ 14. finger
15. __________________ 15. pillow
16. __________________ 16. planner
17. __________________ 17. member
18. __________________ 18. fossil
19. __________________ 19. lesson
20. __________________ 20. kitten
21. __________________ 21. yellow
22. __________________ 22. rabbit
23. __________________ 23. talking
24. __________________ 24. draw
25. __________________ 25. saw

Challenge Words

Review Words

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
- A talking
- B tokking
- C tawking
- D tallking

Sample B:
- E drawe
- F drah
- G draw
- H draaw

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B dinnor</td>
<td></td>
<td>F summar</td>
<td></td>
<td>B swalow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C dinnar</td>
<td></td>
<td>G summir</td>
<td></td>
<td>C swallowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D dinar</td>
<td></td>
<td>H summer</td>
<td></td>
<td>D swaloe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F helloe</td>
<td></td>
<td>B dipper</td>
<td></td>
<td>F problim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G hello</td>
<td></td>
<td>C diper</td>
<td></td>
<td>G probblem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H hellow</td>
<td></td>
<td>D dippur</td>
<td></td>
<td>H probblim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B willoe</td>
<td></td>
<td>F foggey</td>
<td></td>
<td>B holley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C wilow</td>
<td></td>
<td>G foggie</td>
<td></td>
<td>C hollee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D willow</td>
<td></td>
<td>H fogy</td>
<td></td>
<td>D holly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F plastic</td>
<td></td>
<td>B thriller</td>
<td></td>
<td>F fingar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G plastick</td>
<td></td>
<td>C thrillir</td>
<td></td>
<td>G finger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H plastec</td>
<td></td>
<td>D thriller</td>
<td></td>
<td>H finngir</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A welcome</td>
<td>10.</td>
<td>E tickit</td>
<td>15.</td>
<td>A pillow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B wellcome</td>
<td></td>
<td>F ticket</td>
<td></td>
<td>B pillowwe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C welcom</td>
<td></td>
<td>G ticcit</td>
<td></td>
<td>C pilloe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D wellkome</td>
<td></td>
<td>H ticket</td>
<td></td>
<td>D pillo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. | A plannar  |
    | B plannir |
    | C planner |
    | D plannor |

17. | E member |
    | F membur |
    | G memmber |
    | H membar |

18. | F fossil |
    | G fossel |
    | H fossil |

19. | A lessin |
    | B lessan |
    | C lesson |
    | D leson |

20. | E kitin |
    | F kitten |
    | G kittan |
    | H kitton |
• **Proper adjectives** are formed from proper nouns.
• A proper adjective begins with a capital letter.
• **Common adjectives** are not formed from proper nouns.
  Do not capitalize common adjectives.

On the line, rewrite each proper adjective correctly.

1. Today I sat and read in the herman w. block room at the library.

2. I read a book about bears who live in the michigan woods.

3. I also learned that mosquitoes live in the florida swamps.

4. I read about a chinese custom of having brides wear red at weddings.

5. The room had a shelf of books about asian countries.

6. This library has more books than both pleasantville libraries put together.

7. I won’t miss the chill of minnesota winters.

8. I lived near the canadian border, where it got very cold.


10. I already read a book on native american tribes.
**Adjectives** describe nouns or pronouns.

**Proper adjectives** are formed from proper nouns.

A proper adjective begins with a capital letter.

**Common adjectives** are not formed from proper nouns.

Do not capitalize common adjectives.

Rewrite each sentence in the paragraph below. Remember to use commas and *and* correctly with adjectives. Capitalize proper adjectives. Use a separate page if you need to.

The little, bookstore on the corner is different from the huge, Smithville bookstore in town. Both stores have lots of interesting, and exciting books. But that’s the only way they are alike. The small, blue, store on the corner is warm dim. It is filled with old and, unusual books. This store is not like the big smithville store. The Smithville store is bright, and cool. It has new, books by famous popular writers. There is even a counter where you can get a hot sweet tasty cup of cocoa.
Drill 1: Putting Events in Logical Order

1. Read:
   
   I was late for school.
   My alarm clock never went off.
   I jumped out of bed.
   I woke up.

2. Write the sentences in an order that makes sense:
   
   1. __________________________________________________________
   
   2. __________________________________________________________
   
   3. __________________________________________________________
   
   4. __________________________________________________________
An **open syllable** ends with a long vowel sound. Words with open first syllables have the **V/CV pattern.** The first syllable in *razor* ends with a long *a* sound, so it is an open syllable.

ra / zor

**Read each word and listen for the vowel sound in the first syllable. Circle the word that shows the correct syllable pattern. Then underline the words that have open first syllables.**

1. cabin ca / bin cab / in
2. petal pe / tal pet / al
3. diver di / ver div / er
4. finish fi / nish fin / ish
5. motor mo / tor mot / or
6. tiger ti / ger tig / er
7. habit ha / bit hab / it
8. wiper wi / per wip / er
9. spoken spo / ken spok / en
10. never ne / ver nev / er
A. Match each vocabulary word with its meaning by writing the number of the best answer in the blank.

interfere ___
  1. clumsy

 guardian ___
  2. announced

 awkward ___
  3. a person who watches over or protects

 agile ___
  4. to concern oneself in the affairs of others
     without having been asked

 proclaimed ___
  5. able to move quickly and easily

 convinced ___
  6. caused a person to do something

B. Read the paragraph. Then fill in each blank with the dark word from above that makes the most sense.

Tanesha always wanted to dance. She would watch ballerinas on television and dream of the day when she would be like them. Finally she ___________ her mom to let her take dance lessons. In the beginning, she was ___________ and clumsy. It was hard to keep her balance, and she tottered back and forth in place. But Tanesha did not give up. She worked hard until she was ___________ and graceful as she moved across the stage.
Usually authors write to **entertain**, to **inform**, to **explain**, or to **persuade**.

If the story you are reading is fiction (not true), the author’s purpose is probably to entertain. *Roadrunner’s Dance* is a folk tale. It is fiction, so the author is writing to **entertain**.

If you are reading expository nonfiction, the author’s purpose is to **inform** you. A how-to **explains**.

If you are reading an essay and the author states an opinion and reasons for that opinion, the author is writing to **persuade** you.

**A. Read the following and decide on the author’s purpose.**

One day a robin was trying to pull a worm out of the ground in order to eat it. “Wait,” said the worm. “Let me go and I will tell you how to find a golden treasure.”

“What would I do with gold?” answered the robin, but opened his mouth when he said this. The worm quickly tunneled his way to safety under the ground before the robin could catch him again.

1. What type of writing is this? ______________________________________

2. What was the author’s purpose in writing this? ________________________

**B. Now read the following and decide on the author’s purpose.**

Folk tales are the best kind of stories. I like them because they have talking animals who are clever and funny. Folk tales usually make a point about life or explain how things started. Everyone should be reading folk tales.

3. What type of writing is this? ______________________________________

4. What was the author’s purpose in writing this? ________________________
As you read *Roadrunner’s Dance*, fill in the Author’s Purpose Map.

Clue

Clue

Clue

Author’s Purpose

How does the information you wrote in the Author’s Purpose Map help you to evaluate *Roadrunner’s Dance*?
As I read, I will pay attention to intonation and pacing.

Just beyond the hills lay a quiet stretch of woods. The animals there lived together in peace. They were kind to each other. Their babies played in the meadow near the river. But something was about to interfere with the gentle order of things. Soon those quiet woods would be turned upside down. They were about to be stirred up like a swarm of angry hornets.

One morning, a fox woke up very hungry. He was eager to do some mischief. He came across a rabbit working in his garden. The fox hid in the bushes and watched the rabbit make a scarecrow out of straw and mud.

“My, my, my! That scarecrow gives me a wonderful idea,” chuckled the fox.

Comprehension Check

1. What is the author’s purpose in telling this tale? **Author’s Purpose**

2. Who do you think is going to turn the quiet woods upside down? **Plot Development**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Foreshadowing hints at what is going to happen in a story without giving the story away. Authors use foreshadowing to build suspense. Dark clouds often foreshadow a storm.

Symbols are actions, objects, pictures, or sounds that people use to stand for important ideas and things. A dove is often a symbol for peace.

A. Read the passage. Then circle the best answer to the question.

Mouse and Bird were strolling through the desert. As always, Mouse was paying close attention to his surroundings. Bird was busy whistling. “We’re walking past Tarantula’s house,” Mouse said. “Keep your eyes open!” Bird just kept whistling. Mouse was safely past the rock when he looked behind him. He saw eight hairy legs stealthily creeping toward Bird.

1. Which of the following foreshadows danger?
   a. Mouse and Bird were strolling through the desert.
   b. “Keep your eyes open!”

B. Match each symbol with the quality or idea it often symbolizes.

2. heart
   a. agreement
3. soaring eagle
   b. journey
4. handshake
   c. love
5. long road
   d. freedom
A synonym is a word that means the same, or almost the same, as another word. For example, a synonym for big is large. A synonym for hop is jump.

A. Match these words from the story Roadrunner’s Dance with their synonyms by writing one of the words from the box in each blank.

- awkward
- blinked
- proclaimed
- convinced
- strange
- twirling
- afraid
- guardian

1. protector _______________  
2. clumsy _______________  
3. scared _______________  
4. unusual _______________  
5. announced _______________  
6. certain _______________

B. Use a thesaurus to find synonyms for two other words from Roadrunner’s Dance. Write each word and its synonym on the short blank lines. Then on the long lines, rewrite the sentence from the story with the word replaced by the synonym.

7. ___________________  
   ___________________
   ___________________
   ___________________
   ___________________

8. ___________________  
   ___________________
   ___________________
   ___________________
   ___________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________ 1. river
2. __________________________ 2. level
3. __________________________ 3. never
4. __________________________ 4. talent
5. __________________________ 5. radar
6. __________________________ 6. limit
7. __________________________ 7. diver
8. __________________________ 8. finish
9. __________________________ 9. closet
10. __________________________ 10. spoken
11. __________________________ 11. cabin
12. __________________________ 12. wiper
13. __________________________ 13. habit
14. __________________________ 14. diner
15. __________________________ 15. pilot
16. __________________________ 16. stolen
17. __________________________ 17. comet
18. __________________________ 18. razor
19. __________________________ 19. tiny
20. __________________________ 20. even

Challenge Words
21. __________________________ 21. total
22. __________________________ 22. return

Review Words
23. __________________________ 23. swallow
24. __________________________ 24. plastic
25. __________________________ 25. lesson

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

© Macmillan/McGraw-Hill
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
- A swallow
- B swalow
- C swalloe
- D swollow

Sample B:
- E plastick
- F plastec
- G plastic
- H plasstic

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   | B | rivar |    | F | limit |     | B | cabben |    | F | stohlen |
|   | C | river |    | G | limmet |    | C | cabin |    | G | stolen |
|   | D | rivvar |   | H | limet |     | D | caben |    | H | stollan |
|    | F | levvel |    | B | diver |     | F | wipper |   | C | commet |
|    | G | level |    | C | divver |    | G | wipar |   | D | commet |
|    | H | levvil |   | D | divar |     | H | wippar |   | D | caummet |
|    | B | never |    | F | finnish |    | B | habbit |   | F | rasor |
|    | C | nevir |    | G | finesh |    | C | habit |    | G | razer |
|    | D | nevvur | 9. | E | finnesh |    | D | habbet |   | H | raser |
|    | F | talent |    | B | closett |    | B | dinnar |   | B | tiney |
|    | G | talint |    | C | closet |    | G | dinnar |   | C | tiny |
|    | H | tallant |   | D | closset |   | H | dinerr |   | D | tynie |
|    | B | raydar |    | F | spocken |    | B | pilot |   | F | evin |
|    | C | raddar |    | G | spooken |    | C | pilet |   | G | evvvan |
|    | D | radar |    | H | spoken |    | D | pilat |   | H | evven |
• Use **the** with singular nouns that name a particular person, place, or thing.
• Use **the** before all plural nouns.
• Use **a** and **an** with singular nouns.
• Use **a** if the next word starts with a consonant sound.
• Use **an** if the next word starts with a vowel sound.

Read each sentence. Put one line under each article. Put two lines under the noun that each article points out.

1. The snake bared his fangs.
2. Father and his family took a different path home.
3. Many villagers went to speak to the elders.
4. They went to see Desert Woman to ask a favor.
5. She placed a noisy rattle on Snake’s tail.
6. Rattlesnake continued to threaten the animals.
7. They needed an animal that would make Rattlesnake behave.
8. Desert Woman molded a strange new bird from clay.
9. Roadrunner practiced dancing until he could twirl like a twister.
10. Roadrunner raced down the road to find Rattlesnake.
11. Rattlesnake let out an angry hiss.
12. He struck, but Roadrunner hopped out of the way.
13. Roadrunner danced around Rattlesnake like a whirlwind.
14. Rattlesnake made a promise not to frighten everyone any more.
15. All the children thanked Roadrunner for helping them.
16. Now the road was safe for everyone to use.
• Use a and an with singular nouns.
• Use a if the next word starts with a consonant sound.
• Use an if the next word starts with a vowel sound.
• Use the with singular nouns that name a particular person, place, or thing.
• Use the before all plural nouns.

Rewrite each sentence in the poster below. Remember to use a, an, and the correctly. Add articles where they are missing.

VICEROY ELEMENTARY SCHOOL ANNOUNCES
A THIRD ANNUAL ARTS AND CRAFTS SHOW!

show will take place on Saturday, March 28.
If you have a art project or an craft project to display,
please let fourth-grade art teacher know.
Gift card worth $30 will be awarded to artist who wins first place.
Drill 3: Identifying Different Types of Leads

1. Review:
   There are many ways to start a journal entry:

   **Four Types of Leads**
   - Action
   - Dialogue
   - Observation
   - Question

2. Read:
   “No dogs allowed,” the manager told Kristy. __________
   Type of Lead
   How was I going to finish all the cleaning before Mom got home? __________
   Type of Lead
   The car stopped inches from Fluffy. __________
   Type of Lead
   I saw the sun shine brightly on the dew-covered grass. __________
   Type of Lead

3. Write the correct type of lead next to each sentence above.
Sometimes two letters together stand for one vowel sound. These letters work together as a vowel team. When two letters stand for one vowel sound, the vowel sound is usually long.

- ea/read
- ai/plain
- oa/foam
- ee/sleep

A. Write the letters ea, oa, ai, or ee to complete each word.

1. Wild animals once r______ ______med the earth.
2. Animals live in the mountains and on pl______ ______ns.
3. Before people built farms and towns, animals were fr______ ______ to live wherever they liked.
4. If an animal disapp______ ______rs, it can affect the balance of nature.
5. It is cl______ ______r that every animal is important.

B. Sort the words you wrote above by their vowel sound.

<table>
<thead>
<tr>
<th>long a</th>
<th>long e</th>
<th>long o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Write the vocabulary word that best fits in each blank.

journey  relocated  natural  roamed  completed

1. If a bear wandered about in an area inside the park, you could say that it ________________.

2. What would you call a trip around the world? ________________

3. What is another word for finished? ________________

4. What word can you use to describe an environment that people haven’t changed in any way? ________________

5. What is a word to describe animals that have been moved from one place to another? ________________

B. Write sentences using three of the vocabulary words above.

6. ________________

__________________________

__________________________

7. ________________

__________________________

8. ________________

__________________________
The main idea of a paragraph is its most important idea. Details in the paragraph help support the main idea.

A. Read the paragraph below. Then answer the question that follows.

The wolves brought to Yellowstone National Park had a lot to learn. They had been taken from their pack, or family group. A wolf pack has “family” rules. What were the rules in their new pack? And who would they play with?

What was their territory, or area? After all, wolves have to keep intruders away, just as people close the doors of their homes to keep intruders away. What kinds of animal would they hunt for food?

Wolves talk with one another by howling in “song fests.” How would they learn the new “language”? Yes, these wolves had a lot to learn!

1. Underline the answer that best describes the main idea of this passage:
   a. Wolves are very interesting.
   b. The wolves brought to Yellowstone National Park had a lot to learn.

B. List three supporting details below.

2. ___________________________________________________________

   ___________________________________________________________

3. ___________________________________________________________

   ___________________________________________________________

4. ___________________________________________________________

   ___________________________________________________________
As you read *Animals Come Home to Our National Parks*, fill in the Main Idea Chart.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Detail 1</th>
<th>Detail 2</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Main Idea Chart help you to summarize *Animals Come Home to Our National Parks*?
As I read, I will pay attention to the pronunciation of vocabulary words and other difficult words.

Isle Royale National Park is not easy to reach. There are no bridges to this island park near Minnesota and Michigan in Lake Superior. People must either fly or sail to get there. But 18,000 people visit each year. Their journey to the island is well worth the trouble.

People hike on Isle Royale’s forest trails. They swim in its lakes. They look at its waterfalls.

This park is a good place for wildlife, too. The animals feel safe from humans in this park. They can eat the plants that grow in the marshes and woods. The park is like a natural zoo where all the animals manage to live with each other.

Comprehension Check

1. What is the main idea in the first paragraph? **Main Idea and Details**

2. What details support the idea that the park is a good place for wildlife? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A dictionary is a book that provides information about words listed in alphabetical order. Each dictionary entry tells you how to spell the word, how to pronounce it, and what it means.

Read the dictionary entry and the box below. Answer the questions that follow.

park (pärk) n. 1. enclosed land with wildlife owned by royalty. 2a. land in or near a city or town used for recreation. 2b. a natural area owned by the public. 3. an enclosed stadium used for ball games.

Main Entry: park
Pronunciation: (pärk)
Part of speech: n. = noun
Definitions: 1, 2a, 2b, 3

1. What is the main entry? __________

2. Underline the correct pronunciation of park.
   a. park
   b. pärk
   c. perk

3. Which definition, or meaning, best fits the selection “Animals Come Home to Our National Parks”? __________

4. Which definition best fits a park with a playground in it? __________

5. According to this entry, what part of speech is park? __________
Description Writing Frame

A. Summarize *Animals Come Home to Our National Parks.*
Use the Description Writing Frame below.

People are trying to restore the damaged _____________ in our National Parks.

First, they are ____________________________.

This is important because ________________________________.

They are also ____________________________.

This is important because ________________________________.

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
A root is a word part that is used to form many words. If you know the meaning of a root, you can figure out the meaning of unfamiliar words.

Words that have the Latin root *locat* have to do with places.
Words that have the Latin root *duc* have to do with leading.

Read each word below. Then circle the meaning that best fits it, based on the information above.

1. locate
   a. to find a place  
   b. to lead to a place
2. conduct
   a. to lead or guide  
   b. to discover the place of
3. local
   a. related to a particular leader  
   b. related to a particular place
4. educate
   a. to lead by teaching  
   b. to find a place of learning
5. location
   a. a leader  
   b. a place
Name ____________________________

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. airplane
2. ____________________________ 2. staircase
3. ____________________________ 3. between
4. ____________________________ 4. remain
5. ____________________________ 5. discount
6. ____________________________ 6. compound
7. ____________________________ 7. beneath
8. ____________________________ 8. sleepless
9. ____________________________ 9. oatmeal
10. ____________________________ 10. eighteen
11. ____________________________ 11. balloon
12. ____________________________ 12. mermaid
13. ____________________________ 13. trainer
14. ____________________________ 14. repeat
15. ____________________________ 15. approach
16. ____________________________ 16. daydream
17. ____________________________ 17. defeat
18. ____________________________ 18. reveal
19. ____________________________ 19. increase
20. ____________________________ 20. domain
21. ____________________________ 21. persuade
22. ____________________________ 22. increase
23. ____________________________ 23. diver
24. ____________________________ 24. finish
25. ____________________________ 25. spoken

Challenge Words

21. ____________________________
22. ____________________________

Review Words

23. ____________________________
24. ____________________________
25. ____________________________

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**
- A diver
- B divver
- C dyver
- D divar

**Sample B:**
- E finnish
- F finesh
- G finish
- H finnesh

1. **A** airplane  
   - B areplane  
   - C airplain  
   - D arplain

2. **E** starecase  
   - F staircaise  
   - G starcase  
   - H staircase

3. **A** between  
   - B bettween  
   - C beatween  
   - D between

4. **E** remaine  
   - F remain  
   - G remane  
   - H reemane

5. **A** discount  
   - B discownt  
   - C disscount  
   - D diskount

6. **E** compound  
   - F compownd  
   - G compound  
   - H compowned

7. **A** beaneath  
   - B beneath  
   - C beneeth  
   - D beneatehe

8. **E** sleepless  
   - F sleapless  
   - G slepeless  
   - H sleepliss

9. **A** otomeal  
   - B oatmeel  
   - C oatmele  
   - D oatmeal

10. **E** eightean  
    - F eightene  
    - G eightteen  
    - H eighteen

11. **A** baloon  
    - B baloone  
    - C balloon  
    - D ballewn

12. **E** mermaid  
    - F merrmaid  
    - G mermade  
    - H murmaid

13. **A** traner  
    - B trayner  
    - C trainner  
    - D trainer

14. **E** repete  
    - F repeat  
    - G repeet  
    - H repepeat

15. **A** approach  
    - B approche  
    - C approwch  
    - D aproach

16. **E** daydreem  
    - F daydream  
    - G daydreme  
    - H daedream

17. **A** defeat  
    - B defeet  
    - C defete  
    - D dafeat

18. **E** reveal  
    - F reveel  
    - G revele  
    - H reaveal

19. **A** increese  
    - B increace  
    - C increase  
    - D increese

20. **E** domane  
    - F domain  
    - G dommane  
    - H dommain
Add -er to most adjectives to compare two people, places, or things.
Add -est to most adjectives to compare more than two.
For adjectives ending in e, drop the e before adding -er or -est.
For adjectives ending in a consonant and y, change the y to i before adding -er or -est.
For adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. After the sun went down, the air felt chilliest than before.
   After the sun went down, the air felt **chilliest** than before.

2. I think fish feel freer in the ocean than they do in tanks.
   I think fish feel **freer** in the ocean than they do in tanks.

3. Dad caught the bigest fish of all.
   Dad caught the **biggest** fish of all.

4. I wonder which ocean is the saltyest.
   I wonder which ocean is the **saltyest**.

5. The dolphin is one of the smartiest animals.
   The dolphin is one of the **smartest** animals.

6. The water is calmmer than it was yesterday.
   The water is **calmer** than it was yesterday.

7. My clothes are wettest than they were this morning.
   My clothes are **wettest** than they were this morning.

8. That shark has the paleest skin I’ve ever seen.
   That shark has the **palest** skin I’ve ever seen.
Rewrite the title and each sentence in the response to literature below. Remember to use -er and -est endings correctly with adjectives. Be sure to capitalize proper nouns, names, and titles.

Response to “exploring the undersea Territory”

I enjoyed reading this article. After learning about undersea explorers, I think that the work they do is strangeer and scaryer than most people’s jobs. But it is also more interesting.

One of the braveest explorers of all is sylvia Earle. She was nicknamed “Her deepness” because in 1979 she made the deeper ocean dive any human being had ever made alone. She went on to work as a businesswoman and as a scientist at the National oceanic and Atmospheric Administration.
<table>
<thead>
<tr>
<th>1</th>
<th>Unsatisfactory</th>
<th>Ideas and Content/Genre</th>
<th>Organization and Focus</th>
<th>Sentence Structure/Fluency</th>
<th>Conventions</th>
<th>Word Choice</th>
<th>Voice</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Fair</td>
<td>Ideas and Content/Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Ideas and Content/Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Ideas and Content/Genre</td>
<td>Organization and Focus</td>
<td>Sentence Structure/Fluency</td>
<td>Conventions</td>
<td>Word Choice</td>
<td>Voice</td>
<td>Presentation</td>
</tr>
</tbody>
</table>
The sound you hear at the end of *singer* is the /әr/ sound. This sound can be spelled in several ways:

- *ar* as in *stellar*
- *er* as in *zipper*
- *or* as in *labor*

The phonetic spelling of this sound is always /әr/.

Read each sentence. Circle the words that have the /әr/ sound.

1. The artist specializes in painting river scenes that include a tanker, or container ship.

2. Mom made ham and cheddar sandwiches for our trip to the harbor.

3. We had to ring a buzzer to get into the art studio.

4. My dad used a razor to cut photographs for his collage.

5. The local dancer will answer questions after the performance.

6. I'm going to a tutor to get help with math.

7. At the first sign of danger, Captain Rogers gave the order for the anchor to be raised.

8. The barber's daughter was stuck in the skyscraper's elevator for four hours.

9. After the fourth-graders studied polar bears and walruses, their instructor had them read a newsletter article and make a poster.

10. The twenty-dollar collar might be popular, but my clever cocker spaniel could always wiggle out of it.

11. The grocer told the waiter that the store didn't have any more ginger powder.

12. The train conductor tapped the passenger's shoulder, rousing her from slumber, to see whether she had a ticket for Boulder.
A. Write a vocabulary word from the list to answer each question.

1. What is a flow of water? _______________

2. What do you call it when two people work together? _______________

3. What would you call the area outside of a city? _______________

4. How can you describe something that is easy to break? _______________

5. What is coral or sand right under the water’s surface called? _______________

6. What word means “after a while”? _______________

B. Choose three of the vocabulary words and use each in a sentence.

7. _______________

8. _______________

9. _______________
When you **compare** two things, you talk about how they are alike. When you **contrast** two things, you talk about how they are different. For example, you can compare cats and dogs by writing “Both cats and dogs are furry and have four legs.” You can contrast them by writing “Dogs bark, but cats meow.”

Read the paragraph. Then write **compare** next to sentences that tell how two characters are alike. Write **contrast** next to sentences that tell how they are different.

Keisha and Donna are both scientists who study the ocean. Keisha studies sharks. Donna studies coral reefs. They both love to scuba dive for their research. Keisha also teaches classes on sharks at a college. Donna spends all her time studying the reefs and writing about what she finds.

1. _______________ Keisha and Donna are both scientists who study the ocean.
2. _______________ Keisha studies sharks. Donna studies coral reefs.
3. _______________ They both love to scuba dive for their research.
4. _______________ Keisha also teaches classes on sharks at a college. Donna spends all her time studying the reefs and writing about what she finds.
As you read *At Home in the Coral Reef*, fill in the Venn Diagrams.

How does completing the Venn Diagrams help you to analyze the text structure of *At Home in the Coral Reef*?
As I read, I will pay attention to my intonation and expression.

Think cold. Think very, very cold. On a visit to the Arctic Ocean, you will need your warmest clothes. And you might want to leave your bathing suit at home. For people, swimming is pretty much out of the question. Even in the summer, the average water temperature is below freezing. Three-fourths of the ocean surface is frozen. In the winter, the entire ocean surface is frozen. Polar bears, seals, and other animals live on islands made of brittle ice.

The Arctic Ocean is at the top of the world. For part of the summer, the sun never sets. And for part of the winter, the sun never rises. This, along with the extreme cold, makes the Arctic Ocean a tough place to live or to visit. To survive, arctic plants and animals must adapt to these conditions.

Comprehension Check
1. How is the Arctic Ocean in the summer different from the Arctic Ocean in the winter? How is the ocean the same in both seasons? **Compare and Contrast**

2. How does too little sunlight make life difficult in the Arctic? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Underline the words in the sentences below that are examples of hyperbole.

1. The boat looked older than time.

2. Despite its age, the boat was often used for underwater research.

3. On the boat ride over to the reef, we were so quiet that you could have heard a pin drop.

4. The boat whistle sounded, and I jumped a mile.

5. When we finally got to the reef, I thought my sister Julie would explode with excitement.

6. The reef must have been a million miles long.

7. Beneath the surface, we could see many kinds of fish and plants.

8. The fish in the reef swam faster than lightning.
When you read, you will often find a word that you do not know. Sometimes these unfamiliar words are described in surrounding text. These descriptions often provide context clues to help you figure out the meaning of the unfamiliar word.

Example: The water was **choppy**, with small waves that slammed against the boat.

Here the description in the second part of the sentence can help you to figure out that *choppy* is a word that describes rough water.

Read each sentence. Circle the correct meaning of the word in bold. Underline the context clues that helped you figure out the meaning.

1. The **grubby** dog needed a bath after playing on the beach.
   a. clean  
   b. dirty

2. My mother made a big **feast** for the party that included salad and chicken wings.
   a. special meal  
   b. gift

3. The **miniature** shark made the other sharks look huge.
   a. with sharp teeth  
   b. very small

4. The boat **lurched** to the right when I turned the steering wheel.
   a. leaned hard to one side  
   b. floated

5. The **seashore** was full of kids swimming in the ocean and playing on the sand.
   a. swimming pool  
   b. beach
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________

Challenge Words
21. ________________
22. ________________

Review Words
23. ________________
24. ________________
25. ________________

1. cleaner
2. pepper
3. barber
4. grader
5. polar
6. tanker
7. singer
8. enter
9. odor
10. collar
11. zipper
12. powder
13. danger
14. solar
15. dollar
16. trainer
17. motor
18. actor
19. skater
20. victor
21. mayor
22. waiter
23. between
24. eighteen
25. defeat

LC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

<table>
<thead>
<tr>
<th>A</th>
<th>docter</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>doctor</td>
</tr>
<tr>
<td>C</td>
<td>docta</td>
</tr>
<tr>
<td>D</td>
<td>doctar</td>
</tr>
</tbody>
</table>

**Sample B:**

<table>
<thead>
<tr>
<th>E</th>
<th>bittor</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>betta</td>
</tr>
<tr>
<td>G</td>
<td>beter</td>
</tr>
<tr>
<td>H</td>
<td>better</td>
</tr>
</tbody>
</table>

1. A cleener
   | B cleaner
   | C cleanor
   | D clener

2. E peapper
   | F peppar
   | G pepper
   | H peper

3. A borber
   | B barber
   | C barbor
   | D barbar

4. E grader
   | F graydor
   | G grador
   | H gradar

5. A pollar
   | B poler
   | C polar
   | D polor

6. E tancker
   | F tankar
   | G tancer
   | H tanker

7. A singor
   | B singger
   | C singar
   | D singer

8. E entur
   | F enter
   | G entar
   | H enttar

9. A odor
   | B oder
   | C owder
   | D oddu

10. E cholar
    | F colar
    | G collor
    | H collar

11. A zyper
    | B zipper
    | C zippur
    | D zippur

12. E pouder
    | F powdor
    | G powder
    | H powdar

13. A danger
    | B dainger
    | C dangar
    | D daingor

14. E sowlar
    | F solar
    | G solor
    | H sowler

15. A dollar
    | B dollar
    | C dullar
    | D doller

16. E tranar
    | F trainor
    | G trayner
    | H trainer

17. A mowtor
    | B moter
    | C moater
    | D motor

18. E aktar
    | F actter
    | G actar
    | H actar

19. A skater
    | B scator
    | C skator
    | D scatar

20. E victor
    | F victer
    | G viktar
    | H victer
For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.
- When you use *more* or *most*, do not use the ending -er or -est.

Rewrite each sentence. Use the correct form of the adjective.

1. Harlem is the more excitingest place I’ve ever been.
   ____________________________________________________________

2. The sounds of the traffic outside made me feel more awaker than at home.
   ____________________________________________________________

3. At first, Aunt Nanette seemed more caringer than Uncle Romie.
   ____________________________________________________________

4. My visit to my grandparents’ house is the most peacefulest time I can remember.
   ____________________________________________________________

5. My aunt and uncle are most importanter to me than they used to be.
   ____________________________________________________________

6. Uncle Romie is the most artisticest person I know.
   ____________________________________________________________

7. I was more carefuller with this collage than I usually am.
   ____________________________________________________________

8. My mother makes the more excellentest pepper jelly I have ever tasted.
   ____________________________________________________________

To the Teacher: Complete the entire page with students. Have students reread the sentences to a partner.
• For long adjectives, use more and most to compare people, places, or things.
• Use more to compare two people, places, or things.
• Use most to compare more than two.

Rewrite each sentence in the introduction speech below. Remember to use more and most correctly with adjectives. Use a comma after an introductory word used at the beginning of a sentence. Use a comma when the first word in the sentence addresses someone by name.

Class I would like to introduce my Uncle Romie to you. I met him last summer when I visited New York. He is the most creativest, most imaginativest person I know! His work is more unusualer and more powerfuler than any painting in a museum. Is he a painter? Is he a photographer? Is he a writer? No he’s all of those at once. He puts paint, pictures, newspapers, magazines, and other things together to make the most amazing collages. His collage of Harlem is the more joyfulest picture I’ve ever seen. Yes I have also started making collages, just like Uncle Romie.
Drill 1: Adding a Moment to a Student’s Journal

1. Read:
   1. The dog started barking as I walked by the house.
   2. I bit into the sandwich and felt something strange.
   3. She spilled her lunch tray on the floor.
   4. They ran to the door.
   5. I opened my eyes and looked at the ceiling.

2. Write ONE sentence that shows what happens NEXT in each moment.
   1. The dog started barking as I walked by the house.

   2. I bit into the sandwich and felt something strange.

   3. She spilled her lunch tray on the floor.

   4. They ran to the door.

   5. I opened my eyes and looked at the ceiling.

Extra Practice: Choose one moment and write a few more sentences about what happened.
The /əl/ sound is what you hear at the end of the word level. There are several letter pairs that can stand for this sound.

- al as in pedal
- el as in level
- il as in pencil
- le as in turtle

In a dictionary pronunciation, this sound is usually spelled al.

A. Read each sentence. Circle the word that has the /əl/ sound.

1. We hoped to spot wild horses on our drive, but didn’t see a single one.
2. Although the numbers are growing, the total number of wild horses is unknown.
3. Many think of the American mustang as the jewel of the western wilderness.
4. Pupils learning about conservation of the western range volunteer their time at the ranch.
5. It is not easy to care for a horse with an injured ankle.

B. Circle the words in each row that have the final /əl/ sound.

6. only tunnel mammal animal
7. postal vacation total tickle
8. pasted elder settle brittle
9. model sensor fasten paddle
10. shovel piston well awhile
11. tonsil circle final pickle
12. bucket Elton kettle female
A. Read each clue. Then find the vocabulary word in the row of letters and circle it.

1. threw yourself upper body first into the water  
   l e t b s p d o v e m l k o r b s t m l p o y q

2. a deep rolling sound  
   r t o l m j w r e d c h y q w r u m b l i n g

3. different from all the rest  
   p u n i q u e g h s k l e b t y x m a l d o w

4. twisted messes  
   j t a n h j f k t a n g l e s m q p t s k l p i

5. meet or find  
   k u t n e n c o u n t e r n s v d y z x q p e l

6. very, very large  
   n h d f l k h v b q w t m a s s i v e y g o

B. Write two sentences using as many vocabulary words as possible.

7. _____________________________________________________________
   _____________________________________________________________

8. _____________________________________________________________
   _____________________________________________________________
The things that happen in a story are called events. The **sequence**, or order in which they happen is the chronological order. Recognizing the chronological order in a story is key to understanding it.

Each group of sentences below tells a story out of sequence. For each group, number the sentences from 1 to 4 to show the correct chronological order.

1. ___ Then she ate her breakfast and fed the dog.
   ___ Linda grabbed her lunch and binoculars and left the house.
   ___ She walked to the pier to get on the boat for the whale watch.
   ___ Linda got up at 7:00 and brushed her teeth.

2. ___ The whale dove back under the water.
   ___ People took pictures of the whale.
   ___ The captain shouted, “There’s a whale to our left!”
   ___ Everyone ran to the left side of the boat to see it.

3. ___ It was Linda who spotted the next whale.
   ___ Then it disappeared below the surface.
   ___ People hurried over in time to get good pictures of its fluke.
   ___ “Look, everybody!” she yelled. “There’s another one!”

4. ___ Linda couldn’t believe her eyes. “Over here, everybody!” she cried.
   ___ “When we circle that island, look towards shore,” the captain said.
   ___ “Do we only get to see them when they come up for air?” Linda asked.
   ___ Four mother whales were teaching their calves how to swim.
As you read Adelina’s Whales, fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you to analyze the text structure of Adelina’s Whales?

R 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
As I read, I will pay attention to my pacing and expression.

There are many species of whales. They live in oceans all over the world. Some whales live in clean water. Others must swim through polluted water. Some whale species have rarely been hunted. Others have been hunted too much.

Long ago there were many kinds of whales in the ocean. They played and dove. Then things changed. Too many whale hunters took to the seas. People dumped garbage in the ocean. Boats spilled oil. Soon there were fewer whales. Some species became endangered.

Today many whales are in danger. But the situation is changing for the better. Politicians have passed several laws that protect whales. Some laws are against hunting whales. Others stop people from polluting. And there are new ways to stop oil spills.

Comprehension Check

1. How has what people do to whales changed over the years? **Chronological Order**

2. What is the author’s purpose? **Author’s Purpose**
Some poems have words that rhyme at the end of each line. The rhyme scheme is the pattern of the rhymes in the poem. You can describe rhyme schemes by giving each rhyme its own letter. Poems also have a meter. This is the way that syllable accents are arranged in the poem. You can think of it as the poem’s rhythm.

A. Read the following limerick. Then circle the first set of three rhyming words and underline the second set of two rhyming words.

There was a young lady whose chin,
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

— by Edward Lear

B. Read the first line of the limerick to yourself quietly. Then read the line below that describes its meter. Following the model, then write the meter for the rest of the limerick.

ba-bum-ba-ba-bum-ba-ba-bum
Homographs are words that have the same spelling but different meanings. They may also be pronounced differently. For example, wind pronounced with a short i sound means “moving air.” But wind with a long i sound means “to wrap around something.”

You already know about homophones, which are words that are spelled differently but pronounced the same.

Read the homographs in the first column of the table below. Write the two meanings of the word in the second column of the table. In the third column, make a check mark to indicate whether the first or the second syllable is stressed.

<table>
<thead>
<tr>
<th>Homograph</th>
<th>Definition</th>
<th>Stressed Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First</td>
</tr>
<tr>
<td>1. tear</td>
<td></td>
<td>—</td>
</tr>
<tr>
<td></td>
<td></td>
<td>—</td>
</tr>
<tr>
<td>2. dove</td>
<td></td>
<td>—</td>
</tr>
<tr>
<td></td>
<td></td>
<td>—</td>
</tr>
<tr>
<td>3. present</td>
<td></td>
<td>—</td>
</tr>
<tr>
<td>4. content</td>
<td></td>
<td>—</td>
</tr>
</tbody>
</table>
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. uncle
2. ____________________________ 2. turtle
3. ____________________________ 3. total
4. ____________________________ 4. pencil
5. ____________________________ 5. oral
6. ____________________________ 6. pebble
7. ____________________________ 7. channel
8. ____________________________ 8. local
9. ____________________________ 9. able
10. ____________________________ 10. pupil
11. ____________________________ 11. symbol
12. ____________________________ 12. medal
13. ____________________________ 13. bubble
14. ____________________________ 14. settle
15. ____________________________ 15. model
16. ____________________________ 16. couple
17. ____________________________ 17. pedal
18. ____________________________ 18. battle
19. ____________________________ 19. ankle
20. ____________________________ 20. table

Challenge Words
21. ____________________________ 21. animal
22. ____________________________ 22. label

Review Words
23. ____________________________ 23. barber
24. ____________________________ 24. motor
25. ____________________________ 25. solar
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A uncle  
   B uncal  
   C unkil  
   D unkle
2. E turtal  
   F turtle  
   G turtel  
   H tertul
3. A toetle  
   B total  
   C totel  
   D towtal
4. E pensil  
   F pensul  
   G pencil  
   H pencel
5. A oril  
   B oral  
   C orral  
   D orel

Sample B:

1. E pebal  
   F pebbal  
   G pebbel  
   H pebble
2. A channel  
   B channal  
   C channle  
   D channel
3. E lokil  
   F local  
   G lokle  
   H locle
4. E ayble  
   F able  
   G abal  
   H abil
5. E pupil  
   F pewpil  
   G pupil  
   H puple
6. E pebal  
   F pebbal  
   G pebbel  
   H pebble
7. A chanel  
   B channal  
   C channle  
   D channel
8. E lokil  
   F local  
   G lokle  
   H locle
9. A ayble  
   B able  
   C abal  
   D abil
10. E pupil  
    F pewpil  
    G pupil  
    H puple

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A uncle  
   B uncal  
   C unkil  
   D unkle
2. E turtal  
   F turtle  
   G turtel  
   H tertul
3. A toetle  
   B total  
   C totel  
   D towtal
4. E pensil  
   F pensul  
   G pencil  
   H pencel
5. A oril  
   B oral  
   C orral  
   D orel

Sample B:

1. E pebal  
   F pebbal  
   G pebbel  
   H pebble
2. A channel  
   B channal  
   C channle  
   D channel
3. E lokil  
   F local  
   G lokle  
   H locle
4. E ayble  
   F able  
   G abal  
   H abil
5. E pupil  
   F pewpil  
   G pupil  
   H puple
• Use worse to compare two people, places, or things.
• Use worst to compare more than two.

Write worse or worst to complete each sentence correctly.

1. The invention of barbed-wire fences made life ____________ for wild horses than before.
2. During the ____________ period, the population of horses fell below 17,000.
3. Hunger and thirst were the ____________ threats to horses.
4. Seeing wild horses in fenced feedlots made Dayton Hyde feel ____________ than he had for a long time.
5. The ranch was no ____________ than the feedlot.
6. The thought of the horses breaking down the fence was Dayton’s ____________ fear.
7. Conditions were ____________ for horses after more land was settled.
8. The cold felt ____________ for the cowboys than it did for the horses.
9. This is the ____________ time to ride a horse.
10. My saddle sore is no ____________ than yours, I suppose.
11. That’s not the ____________ riding I’ve ever seen.
12. That trail is much ____________ than this trail.
Rewrite each sentence in the scientific observation below. Remember to use forms of good and bad correctly.

QUESTION: What is the bestest way to approach a horse?

OBSERVATIONS: Calm horses have relaxed muscles, heads, and necks. Frightened horses may raise their heads and tense their muscles. Flattened ears are one of the most worst signs of fear.

Alan and Maria approached the horse named Bertha. The trainer, Marcos, was with them. (It is always goodest to have adults present for safety.) When Alan walked noisily toward Bertha from behind, her signs of fear grew worser. When Maria walked slowly and quietly toward Bertha from the left front side, Bertha stayed more calmer. She seemed to like this approach much more better.

CONCLUSION: Approaching a horse from the front or side is gooder than approaching from behind.
Drill 3: Brainstorming as Many Moments as Possible!
1. **Think** about what happens at a birthday party.
2. **Brainstorm** some moments that happen at a birthday party.
   
   For example:
   1. guests arrive
   2. playing party games
   3. 
   4. 
   5. 
   6. 

3. **Think** about another kind of day that was special to you.
4. **Write** a title for your special day: ________________________________
5. **Brainstorm** some moments from that special day.
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 

**Extra Practice:** Think of MORE moments to add to your brainstorm.

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
The ending sounds in the words cannon, muffin, and golden are the same—/әn/. These sounds can be spelled -on, -in, or -en.

A. Find and circle each word from the box. Then write the word on the line.

eaten sunken season open bacon cousin reason often

1. a v l o f t e n h o t __________
2. f e g w a c o u s i n __________
3. t y r e a s o n p o n __________
4. n m q e a t e n u n e __________
5. s p o p e n j e o n k __________
6. a s u n k e n c i x y __________
7. b a c o n w u n v o n __________
8. l d f s e a s o n o __________

B. Circle the words that end with the /әn/ sounds.

9. green eleven sailor
10. raisin raising rain
11. between using button
12. along muffin train
A. Read the vocabulary words. Write the correct word in each sentence below.

1. At the farm sale, three people were _____________ on the old truck.

2. The fruit on the trees _____________ like jewels.

3. I stood on a _____________ box to pick the apples.

4. Berries were _____________ on the low plants.

5. Soon my pail was _____________ with sweet berries.

6. There were so many different _____________ to choose from at the farm stand.

B. Write your own sentences using four of the vocabulary words.

7. ____________________________________________________

8. ____________________________________________________

9. ____________________________________________________

10. ____________________________________________________
When you read a story, look for the **problem** and the **solution**. The **problem** is what the main character has to solve. The **solution** is what the character does to solve the problem.

**Read the passage. Then answer the questions that follow.**

“Time to leave for school, Ty!” called Dad. Ty grabbed his backpack. Inside were his math homework and his reading book. But where was his hat? His ears would freeze if he couldn’t find it.

Ty looked in the closet in the hallway.

Then he asked his dad, “Have you seen my hat?”

“No,” said Dad. “Think for a minute. Picture where you last saw it.”

Ty remembered coming home from school. He pictured going into his room and taking off his coat and hat. He pictured his dog Boomer wagging his tail. Then he heard a “woof.”

“Boomer! That silly dog steals everything.” Ty climbed under his bed. There was Boomer. And there was Ty’s hat. Ty grabbed his hat, pulled it tight over his ears, and ran to catch the bus.

1. What is Ty’s problem? __________________________________________________________

2. What is one way Ty tries to solve his problem? ____________________________________________

3. What did Ty’s father tell him to do? ______________________________________________________

4. How is the problem solved? ___________________________________________________________
As you read *Leah’s Pony*, fill in the Problem and Solution Chart.

How does the information you wrote in the Problem and Solution Chart help you better understand *Leah’s Pony*?
Fish swim in almost every body of water in the world. Some are freshwater fish, and others are saltwater fish. Herbivorous (hur-BIV-uhs) fish eat only grasses and other plants. Carnivorous (kahr-NIV-uhs) fish eat other fish and animals. Some fish are small and docile, such as minnows. Other fish are large predators, such as sharks. Some fish give birth to live baby fish, and others lay eggs. Scientists estimate that there are over 20,000 species of fish in all, and those are just the ones we know about.

What is a fish, anyway? Fish are vertebrate animals. That means that they have backbones. Fish are cold-blooded creatures, and most breathe using gills. They have swum on our planet for about 500 million years. There are three main kinds of fish: jawless, cartilaginous, and bony.

Comprehension Check
1. Why did the author write this passage? **Author’s Purpose**

2. How are herbivorous and carnivorous fish alike and different? **Compare and Contrast**
**Primary sources** are items from the past that still exist today. Looking at photos, letters, advertisements, and other spoken or written accounts from the past helps us understand what life was like then.

Read the paragraph and look at the illustration of a photo. Then answer the questions.

**Opening Day, May 30, 1925**

The Fancy Flyer in Sunfair is one of the oldest roller coasters in the country. Its track is 1,800 feet long, and it has six cars, each of which holds four riders. On May 30, 1925, the day The Fancy Flyer opened, 500 people stood in line to ride it. Today, the ride still stands on the beach in Sunfair.

1. When was this photo taken? What objects give you clues to the time period?

__________________________________________________________________________________________

2. How does this photo help you understand the paragraph?

__________________________________________________________________________________________

3. What is one detail you can find in the picture that is not mentioned in the paragraph?

__________________________________________________________________________________________

4. If the same photo were taken today, what details might be different?

__________________________________________________________________________________________
A dictionary can help you find the meaning of unfamiliar words. The words in a dictionary are in alphabetical order. Each dictionary page has two guide words. The guide word on the left is the first entry word on the page. The guide word on the right is the last word on the page.

Look at the dictionary entry below. Then circle the correct answer to each question.

**snail**          **sneeze**

**snarl** verb. To show teeth and growl in an angry way. *The dog* snarled *at me when I pulled its tail.*

1. Which word is a guide word on this page?
   a. sneeze
   b. snarl

2. Which other word might appear on this page?
   a. snack
   b. snap

3. The entry word on this page is:
   a. snail
   b. snarl

4. Which is the definition of the entry word?
   a. verb
   b. to show teeth and growl in an angry way
Practice

Spelling: -in, -on, -en

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________ 1. robin
2. __________________________ 2. button
3. __________________________ 3. bacon
4. __________________________ 4. reason
5. __________________________ 5. cotton
6. __________________________ 6. garden
7. __________________________ 7. eleven
8. __________________________ 8. cousin
9. __________________________ 9. ripen
10. __________________________ 10. woman
11. __________________________ 11. kitten
12. __________________________ 12. muffin
13. __________________________ 13. widen
14. __________________________ 14. wooden
15. __________________________ 15. person
16. __________________________ 16. common
17. __________________________ 17. season
18. __________________________ 18. open
19. __________________________ 19. wagon
20. __________________________ 20. lemon
21. __________________________ 21. rotten
22. __________________________ 22. human
23. __________________________ 23. medal
24. __________________________ 24. pupil
25. __________________________ 25. able

Challenge Words

Review Words
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. A widden
   B widdin
   C widin
   D widen

2. E mufin
   F muffin
   G mufon
   H muffon

3. A baccon
   B bacin
   C bacon
   D baccin

4. E wagin
   F wagon
   G waggin
   H waggon

5. A cotton
   B cottin
   C catin
   D cawton

6. E robbin
   F roben
   G robben
   H robin

7. A lemon
   B lemmin
   C lemonon
   D lemin

8. E wooden
   F woodin
   G woden
   H wodin

9. A butin
   B buttin
   C buton
   D button

10. A ripen
    B ripeon
    C ripon
    H rippen

Sample B:

11. A seasesn
    B season
    C seeson
    D seen

12. E reason
    F reasen
    G reeson
    H reesn

13. A womin
    B wommin
    C wommon
    D woman

14. E gardin
    F gardon
    G garden
    H gardan

15. A cusin
    B cowsin
    C coussin
    D cousin

16. E persin
    F persen
    G person
    H persan

17. A common
    B comin
    C commin
    D comon

18. E kitin
    F kittin
    G kiten
    H kitten

19. A open
    B opin
    C opans
    D opoun

20. E ellevin
    F alevin
    G eleven
    H ellavin
An **adverb** is a word that tells more about a verb. Some adverbs tell *how* an action takes place. Some adverbs tell *when* an action takes place. Some adverbs tell *where* an action takes place.

Underline the adverb in each sentence. Then write if the adverb tells *how*, *when*, or *where* the action takes place.

1. My mother and I went to the library together for information about our ancestors. 

2. Many Native Americans lived freely on this land.

3. Tomorrow we will visit our local museum of natural history.

4. Were they traveling far in search of gold?

5. Did James Marshall first find gold at Sutter’s Mill?

6. John Sutter, Jr., built a new city nearby along the Sacramento River.

7. We patiently sifted the sand for gold.

8. Our uncle examined the rock carefully.

9. He carelessly threw the stone back in the water.

10. That greedy miner looked at them suspiciously.

11. We quickly ran down the path.

12. We then found the gold.

To the Teacher: Complete the entire page with students. Have students reread the sentences to a partner.
An adverb is a word that tells more about a verb. Some adverbs tell how an action takes place. Most adverbs that tell how end in -ly. They are formed by adding -ly to an adjective.

A. Read the magazine article below and circle the six incorrect adverbs. Then write the words correctly on the lines below.

When the gold miners of 1849 were looking for gold, they frequent found shiny stones in their pans. However, not all were true gold. Fool’s gold, also called pyrite, is a stone that some miners mistaken confused with the real thing. What if you ever find a rock that looks like gold? These three ways can quick help you find out if it is real gold or fool’s gold.

First, look careful at the color. Both are shiny and yellow-colored, but real gold also has a silver tone. The color of fool’s gold is more like brass. Next, look at the shape. Fool’s gold usual forms cubes and larger shapes. Real gold comes in chunks, flakes, or sheets. Last, brisk rub it against another hard object and smell it. Gold has no smell, but fool’s gold will smell a little like rotten eggs. Maybe that’s why they call it fool’s gold!

1. ______________  3. ______________  5. ______________
2. ______________  4. ______________  6. ______________

B. Rewrite the above article with the correct adverbs on the lines.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
1. **Brainstorm** 3 things you did yesterday or today. These should be things you think other kids your age do sometimes too.

   *Example: Got dressed*
   
   1. 
   2. 
   3. 

2. **Circle one** of the moments from your brainstorm.

3. **Think** about the moment you circled.

4. **List** 3 things you did or said in the moment you circled.

   *Example: Couldn’t find my sneakers*
   
   1. 
   2. 
   3. 

5. **Write** 3-5 sentences about a made-up kid doing the activity you described. What does the kid do and say in that moment?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Say these words: *tail, tale.*
Some words sound the same, but have different spellings and meanings. These words are called homophones. The words **hour** and **our** are homophones.

*hour* = 60 minutes

**our** = belonging to us

---

<table>
<thead>
<tr>
<th>Set</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>prince</td>
<td>pinch</td>
<td>prints</td>
</tr>
<tr>
<td>2</td>
<td>meant</td>
<td>meet</td>
<td>meat</td>
</tr>
<tr>
<td>3</td>
<td>too</td>
<td>two</td>
<td>tow</td>
</tr>
<tr>
<td>4</td>
<td>seed</td>
<td>sea</td>
<td>see</td>
</tr>
<tr>
<td>5</td>
<td>pear</td>
<td>par</td>
<td>pair</td>
</tr>
<tr>
<td>6</td>
<td>not</td>
<td>knot</td>
<td>note</td>
</tr>
<tr>
<td>7</td>
<td>war</td>
<td>wear</td>
<td>where</td>
</tr>
<tr>
<td>8</td>
<td>made</td>
<td>maid</td>
<td>mad</td>
</tr>
<tr>
<td>9</td>
<td>wade</td>
<td>wait</td>
<td>weighed</td>
</tr>
<tr>
<td>10</td>
<td>rot</td>
<td>root</td>
<td>route</td>
</tr>
<tr>
<td>11</td>
<td>done</td>
<td>doe</td>
<td>dough</td>
</tr>
<tr>
<td>12</td>
<td>patients</td>
<td>patience</td>
<td>pencils</td>
</tr>
</tbody>
</table>
A. Write a word from the vocabulary list to complete each sentence.

1. Many gold seekers felt ____________ because they found very little of it.

2. To pan for gold, you have to swirl a pan of river water in a ____________ motion.

3. The old miner shook my ____________ hand when we met.

4. John ____________ a search for the lost dog.

5. When I wrote my report on the Gold Rush, I used encyclopedias for ____________.

6. I felt ____________ that I didn’t live back then. I would have loved to pan for gold.

B. Write a sentence that includes two of the vocabulary words.

7. ____________________________________________________________________________
An **effect** is what happens. A **cause** is why it happens.

The girls got soaked because they forgot their umbrellas.

Ask yourself, “What happened?” The answer, “The girls got soaked,” is the **effect**. Ask “Why did it happen?” The answer, “The girls forgot their umbrellas,” is the **cause**.

Read each passage. Then circle the correct answer.

Many of the people who headed west in 1849 did not bring enough water. Some ran out of water in the Nevada desert. Clever men brought barrels of water from California to Nevada. They charged thirsty travelers as much as $100 for a glass of water.

1. What was the effect of travelers not having enough water?
   a. They had to pay a lot of money for water.
   b. They turned back and did not reach California.
   c. They went to California with barrels of water.

2. What caused people to pay $100 for a glass of water?
   a. They thought it tasted great.
   b. They needed water to survive.
   c. They liked the men who were selling it.

Two California gold miners got fed up with mining. They sold their mining cabin to three men for $25. The new owners took the cabin apart. In the spaces between the floorboards, they gathered gold dust that had fallen off the men’s clothing. The gold dust was worth $300!

3. What caused the two miners to sell their cabin?
   a. They had gold dust on their clothes.
   b. They wanted to run off and search for gold.
   c. They got fed up with gold mining.

4. What effect did taking the cabin apart have for the new owners?
   a. The cabin wasn’t good for anything.
   b. The new owners made a lot of money.
   c. The gold miners gave up on mining.
As you read *The Gold Rush Game*, fill in the Cause and Effect Diagram.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Cause and Effect Diagram help you to analyze the story structure of *The Gold Rush Game*?
As I read, I will pay attention to intonation.

Gold is a shiny metal. It is rare and hard to find. It has been a valuable metal since ancient times. People pay a lot of money for it. A few ounces of gold are worth hundreds of dollars. People will travel a long way and risk danger in search of it. When someone does find gold, the news spreads quickly.

As the United States grew, people went west, where they discovered new things. Some found good farmland. Others found a place for raising cattle. A few found gold. This was always the most exciting news.

The years from 1848 to 1900 were a time of great gold rushes in the United States. Thousands of people hoped to strike it rich. California’s Gold Rush is the most famous. But there were others. Gold was discovered in Georgia. There was a rush for gold in Colorado.

Comprehension Check

1. What happened when gold was discovered? **Cause and Effect**

2. In history, how has the discovery of gold affected people? **Main Idea and Details**
A time line shows important historical events in the order in which they happened. A time line can cover a short period of time, such as a week, or a longer period of time, such as many years.

A time line can be vertical or horizontal. If it’s vertical, read from the top. If it’s horizontal, read from left to right.

A time line contains a title, dates, and events. The sequence shows how things changed from the beginning to the end of the time period. Sometimes the events are illustrated.

**Read the time line and answer the questions that follow.**

**Time Line of North American Gold Rushes**

1. What is the title of the time line?
   - a. History of Gold
   - b. Time Line of North American Gold Rushes
   - c. Time Line of Gold Rushes

2. In which year did the earliest gold rush shown on the time line happen?
   - a. 1829
   - b. 1879
   - c. 1897

3. What gold rush happened in 1879?
   - a. Klondike
   - b. Black Hills
   - c. California

4. In what year did the Klondike gold rush occur?
   - a. 1897
   - b. 1849
   - c. 1879

5. If you wanted to add an event that happened in 1839, where would you put it on the time line?
   - a. point B
   - b. point C
   - c. point A
A suffix is a word ending that changes the meaning of the word. When added to a verb, the suffixes -er and -or mean “a person who.”

- build + er = builder
- sail + or = sailor

A builder is “a person who builds.” A sailor is “a person who sails.”

Add the suffix -er or -or to each word and write the meaning of the new word in Part A. Then use the words you made to complete the sentences in Part B.

Part A.

1. work + er = ____________________________
2. play + er = ____________________________
3. collect + or = ____________________________
4. visit + or = ____________________________
5. sail + or = ____________________________

Part B.

6. You would have to be a hard ___________________ to prospect for gold.
7. My grandfather was a ___________________ of old photos from the mining camps.
8. A ___________________ on one of the big 19th-century sailing ships had to work hard.
9. Would you like to be a Gold Rush game ___________________?
10. It would be fun to be a ___________________ to another time and place.
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

| 1. root  | 1. root     |
| 2. tale   | 2. tale    |
| 3. peak   | 3. peak    |
| 4. tail   | 4. tail    |
| 5. prince | 5. prince  |
| 6. dough  | 6. dough   |
| 7. oar    | 7. oar     |
| 8. prints | 8. prints  |
| 9. herd   | 9. herd    |
| 10. heard  | 10. heard  |
| 11. whose  | 11. whose  |
| 12. who's  | 12. who's  |
| 13. route  | 13. route  |
| 14. blue  | 14. blue   |
| 15. blew  | 15. blew   |
| 16. peek  | 16. peek   |
| 17. need  | 17. need   |
| 18. knead | 18. knead  |
| 19. doe   | 19. doe    |
| 20. ore   | 20. ore    |
| 21. some  | 21. some   |
| 22. sum   | 22. sum    |
| 23. cotton| 23. cotton |
| 24. muffin| 24. muffin |
| 25. eleven| 25. eleven |

Challenge Words

Review Words
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
- A they’re
- B they’are
- C thair
- D thire

Sample B:
- E needed
- F neade
- G neade

1. A route  
   B roet  
   C roode  
   D root

2. E tale  
   F tayl  
   G tal  
   H taile

3. A peke  
   B peak  
   C pece  
   D peack

4. E taal  
   F tail  
   G tayle  
   H taile

5. A prinze  
   B prins  
   C prince  
   D prinse

6. E dove  
   F doegh  
   G dogh  
   H dough

7. A oghr  
   B oar  
   C orr  
   D aor

8. E prins  
   F printz  
   G prints  
   H printts

9. A herd  
   B hurd  
   C herde  
   D haerd

10. E heard  
    F hurd  
    G herde  
    H haerd

11. A huse  
    B whuse  
    C whose  
    D whoze

12. E who’is  
    F huuz’s  
    G hoo’s  
    H who’s

13. A route  
    B ruote  
    C roote  
    D rute

14. E bleew  
    F blu  
    G blue  
    H bluw

15. A bloow  
    B blew  
    C bloo  
    D bluw

16. E peke  
    F peik  
    G peec  
    H peek

17. A nede  
    B nead  
    C need  
    D neede

18. E nead  
    F knead  
    G kneat  
    H kneede

19. A doe  
    B dow  
    C dowe  
    D dooe

20. E ure  
    F orre  
    G awhr  
    H ore
• Use *more* or *most* to form comparisons with adverbs that end in *-ly* or with longer adverbs.
• Use *more* to compare two actions.
• Use *most* to compare more than two actions.
• When you use *more* or *most*, do not use the ending *-er* or *-est*.

**Use *more* or *most* with the underlined adverb in each first sentence to complete the two sentences that follow.**

1. The train that Chester was on shook *harshly* as it moved on the track.
   The second train shook __________ every now and then.
   But the subway car shook __________ of all.

2. Chester *furiously* tried to escape from the picnic basket.
   He tried __________ as the train rattled and shook.
   Chester tried the __________ of all when they finally reached New York.

3. Harry Cat *speedily* jumped toward Chester and Tucker Mouse.
   Chester jumped the __________ of all into the matchbox.
   Chester jumped __________ than Harry Cat.

4. Chester chirps *sweetly* when he is excited.
   Chester chirps __________ when he is scared.
   But Chester chirps the __________ when he is happy.

5. Chester moves *hastily* through the drain pipe.
   Harry Cat moves __________ through the drain pipe.
   But Tucker moves the __________ of all through the drain pipe.
A. Read the magazine article below and circle the six incorrect adverbs.

Last week, a baby bird was lucky found in a nest near school. It sad seems that the bird got lost when its family went south. The bird was not used to the cold weather, so it hid inside the nest. Then a young boy and his uncle heard her chirping frantic up in the tree.

They took the baby bird to the animal hospital. The doctor there kind offered to take the bird to the zoo. At the zoo, the workers are taking good care of her. She is feeling much better now. As soon as she gets complete well, the zoo will send her south to be with other birds. She will happy be in a warmer climate.

B. Rewrite the above article with the correct adverbs on the lines below.
Drill 3: Character’s Sense of Humor

1. Read:

   *Steven was caught completely off guard by what he saw. It was the funniest thing he’d seen all year.*

2. Write 2–3 more sentences that show what Steven saw and how he reacted in this moment.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
A prefix is a word part that can be added to the beginning of a base word and that changes its meaning. The prefixes dis-, non-, and un- mean “the opposite of” or “without.” The prefix mis- means “badly” or “incorrectly.”

- disrespect = without respect
- unhappy = opposite of happy
- nonstop = without a stop
- misbehave = behave badly

Answer each question with a word from the box that has the same meaning as the underlined words.

uncovered disappeared unbelievable
nonfiction misjudge disagree

1. What is the most the opposite of believable thing someone has told you about dinosaurs? ____________

2. What should you do if you do not agree with something you have read? ____________

3. What kind of not fiction book do you like to read? ____________

4. What would you do if you opposite of covered a fossil in your yard? ____________

5. Why do you think the dinosaurs opposite of appeared? ____________

6. What might happen if you incorrectly judge your location? ____________
A. Read each clue. Find the correct vocabulary word in the box and write it on the line next to the clue.

decades    active    transform    volunteer    violated

1. a person who gives time or services without pay ___________________

2. to change into another form ___________________

3. being involved ___________________

4. periods of ten years ___________________

5. broke or did harm to ___________________

B. Choose the vocabulary word from the box that best completes each sentence.

6. Jonah is ___________________ in a community service organization.

7. If someone does not do what he or she promised to do, your trust in that person may be ___________________.

8. My grandmother has worked for women’s rights for many ___________________.

9. Elena is a ___________________ at the local hospital.

10. Cleaning up a park and planting trees can ___________________ its appearance.
A **generalization** is a broad statement that applies to a variety of people or situations.

- To make a generalization, combine text information with your own knowledge and experience.
- Words such as *none, always, usually, and many* can signal generalizations.

Many people enjoy volunteering in their community.

**A. Read the paragraph. Then read the questions and circle the letter next to the correct answer.**

Many people enjoy volunteering in their community. They like giving time to a cause they care about. Some students visit senior citizen centers. They read books and do crafts with the people who live there.

1. Which of the following is a generalization?
   - a. They read books and do crafts with the people who live there.
   - b. Many people enjoy volunteering in their community.

2. Read your answer to question 1. Which word makes it a generalization?
   - a. crafts
   - b. Many

**B. Each sentence in the box is a generalization. Choose the best generalization for the statement below. Write it in the blank.**

Many people care about having clean, safe parks.
Most kids enjoy swimming, dancing, and singing.

3. Hundreds of people showed up to clean up the litter in Lakeview Park.
As you read *Taking the Lead*, fill in the Make Generalizations Chart.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Generalization</th>
</tr>
</thead>
</table>

How does the information you wrote in your Make Generalizations Chart help you understand and evaluate the information in *Taking the Lead*?
As I read, I will pay attention to expression.

Pompeii was buried under eight to ten feet of ash and rock. Only the tops of some buildings could be seen. People who had escaped came back to search through the rubble and find their homes. Over time, people stopped searching for their homes. Pompeii became a forgotten city, lost in ash and rock. Hundreds of years passed. The whole city of Pompeii was now covered with debris. People never guessed that a lost city was buried near the smoking volcano.

In 1710, a well digger stumbled upon the remains of a building in a nearby town. Soon people began to realize that this was the ancient city of Pompeii. Explorers and scientists began to dig up the lost city. As they inspected the ruins, they found vases, statues, and parts of homes.

Comprehension Check

1. Why were people interested in Pompeii? Cause and Effect

2. How was Pompeii found again? Cause and Effect

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A functional document is a piece of writing that helps you to do something. Recipes, forms, and invitations are functional documents.

A recipe tells you how to cook something.

A form collects and organizes facts.

An invitation gives you information about an event.

Please come to a birthday party!

When: January 10th at 4:00 pm

Where: 3648 Acorn Avenue

Call 555-3181 to tell us whether you can make it.

Bring gifts for the city animal shelter only, please.

Circle the answer to each question.

1. What kind of functional document is in the box?
   a. a recipe
   b. an invitation

2. What is the date of the party?
   a. January 10th
   b. January 4th

3. Where will the party be held?
   a. the animal shelter
   b. 3648 Acorn Avenue

4. How will you let them know if you can come?
   a. Call 555-3181.
   b. The invitation does not say.
Dolores Huerta is an important leader in the Latin community.

**After college**, Dolores Huerta ________________________________

______________________________

In 1955, she ________________________________

______________________________

In 1962, she teamed up with ________________________________ to

______________________________

Over the years, she ________________________________

______________________________

**Today**, Dolores Huerta ________________________________

______________________________

Dolores Huerta has changed the lives of many people throughout California and beyond.

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.
A root is a word part that is used to form many words. If you know the meaning of a root, you can figure out the meaning of unfamiliar words.

Words that have the root *loc* have to do with a place.
Words that have the root *phon* have to do with sound.
Words that have the root *graph* have to do with writing.

Read each word below. Then circle the meaning that best fits it, based on the information in the box above.

1. telephone
   a. a device that transmits sound
   b. a device that transmits writing

2. graphic
   a. something that is written or drawn
   b. a sound that is recorded

3. local
   a. related to a particular sound
   b. related to a particular place

4. phonograph
   a. a machine that reproduces sound
   b. a machine that takes you to a location

5. biography
   a. a tour of a special place
   b. a book about a person’s life
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. __________________________ 1. disorder
2. __________________________ 2. displease
3. __________________________ 3. distaste
4. __________________________ 4. distrust
5. __________________________ 5. disloyal
6. __________________________ 6. misplace
7. __________________________ 7. mislabel
8. __________________________ 8. mislead
9. __________________________ 9. misstep
10. __________________________ 10. misnumber
11. __________________________ 11. nonfat
12. __________________________ 12. nonfiction
13. __________________________ 13. nonsense
14. __________________________ 14. nonstop
15. __________________________ 15. unable
16. __________________________ 16. unplug
17. __________________________ 17. unkind
18. __________________________ 18. unfair
19. __________________________ 19. uncover
20. __________________________ 20. unclean
21. __________________________ 21. miscount
22. __________________________ 22. unclean
23. __________________________ 23. prince
24. __________________________ 24. peek
25. __________________________ 25. blew
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

   B disorder        F missplace   B nonfatt
   C disordar       G misplace    C nonfat
   D disorder       H misplayce  D nonfatte

   F dissplease   B mislaible   F nonficion
   G displeeze    C mislabel    G nonficsion
   H displeeze    D mislayble  H nonficttion

   B distaist     F misleed     B nonsense
   C distayst     G mislead     C nonsence
   D distaste     H mislede    D nonsssence

   F distrust     B misstep     F nonnstop
   G disstrust    C mistepp    G nonnstoppe
   H disttrust    D misttep    H nonsstop

   B disloyel     F misssnumber C unnable
   C dissloil     G misnumbar   D unable
   D disloyal     H misnummber  H unnable

Sample B:

16. E unnplug
   F unplug
   G unplugge
   H unpplug

17. A unkind
   B unkind
   C unkinde
   D unkynde

18. E unffair
   F unfare
   G unfair
   H unfaire

19. A uncover
   B uncovver
   C uncover
   D uncovar

20. E uncleen
   F uncleane
   G unclean
   H unclean
• You can correct a sentence with two **negatives** by changing one negative to a positive word.

  no—any  nothing—anything  no one— anyone
  never—ever  nobody—anybody  nowhere— anywhere

Correct these sentences by changing one negative word to a positive word.

1. Hakeem never wanted nothing to do with science.
   __________________________________________

2. He didn’t like to be nowhere near dirt and bones.
   __________________________________________

3. His teacher thought he wouldn’t never pass her class.
   __________________________________________

4. There wasn’t nobody who disliked science more than he did.
   __________________________________________

5. Hakeem hadn’t never seen anything like that piece of amber.
   __________________________________________

6. Now there isn’t no class more fun than science.
   __________________________________________

7. Hakeem isn’t never late for class anymore.
   __________________________________________

8. There isn’t no better way to thank her for what she did.
   __________________________________________
A. Read the personal essay below. Underline the sentences that contain two negatives.

The New Kid in Class

Last month, I started going to a new school. I didn’t know nobody at this school. At first, I thought there wasn’t no way I would be comfortable here.

The teacher introduced me to the class. I had to tell them a little about myself. Everyone was laughing at me. I didn’t have no idea what to say. I told the class about how I’d seen a real bear far off in the woods.

Instead of laughing at me, the students were all listening to me. They asked me lots of questions. I still don’t know if I’ll get used to this new school, but my first day didn’t turn out so bad.

B. Rewrite the above personal essay, correcting the sentences that contain two negatives.
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>Ideas and Content/ Genre</th>
<th>Organization and Focus</th>
<th>Sentence Structure/ Fluency</th>
<th>Conventions</th>
<th>Word Choice</th>
<th>Voice</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Fair</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Good</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Excellent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A suffix is a word part that can be added to the end of a base word. Adding a suffix changes the meaning of the base word.

-**y** and **-ful** mean “full of”  
  rain + **y** = rainy  
  help + **ful** = helpful

-**ly** means “in a certain way”  
  careful + **ly** = carefully

-**less** means “without”  
  pain + **less** = painless

-**-ness** means “the state of being”  
  kind + **ness** = kindness

---

Read each sentence. Circle the word that has the same meaning as the underlined words.

1. Amelia Earhart flew a plane in a brave way.
   a. braveness  b. bravely  c. braveful

2. Orv and Will were full of joy when their plane flew.
   a. joyful  b. joyness  c. joyless

3. The plane felt without weight when it was up in the sky.
   a. weighty  b. weightly  c. weightless

4. Is it a good idea to fly on a full of clouds day?
   a. cloudful  b. cloudy  c. cloudly

5. The first flight was a full of wonder sight.
   a. wonderness  b. wonderly  c. wonderful

6. Orv and Will were filled with the state of being glad.
   a. gladly  b. gladful  c. gladness

7. Orv and Will carried on in a sad way after their mother died.
   a. sadly  b. sadless  c. sadful

8. Modern airplanes are full of speed compared to the first ones.
   a. speedless  b. speedy  c. speedly
A. Read each clue. Then write the correct word from the box.

- technique
- evaporate
- foolishness
- magnify
- inspire
- annual

1. a way of doing something ________________
2. to make something look bigger ________________
3. silliness ________________
4. to encourage someone ________________
5. happening every year ________________
6. to change from water into vapor ________________

B. Now choose four of the words and use each in a sentence below.

7. ______________________________________________________________________
8. ______________________________________________________________________
9. ______________________________________________________________________
10. ______________________________________________________________________
To **draw a conclusion**, use information from the selection and your own knowledge and experience with a similar situation.

*Jen looks out the window. Then she puts on her rubber boots and grabs an umbrella before going outside.*

**Conclusion:** It’s raining outside.

### Read each situation. Then circle the letter of the best conclusion.

1. Mrs. Gomez wears a lab coat. Her room has microscopes, slides, and magnifying glasses.
   - b. Mrs. Gomez teaches science.

2. Lu has a hobby. She uses binoculars to look in trees. She listens for tweets, chirps, and whistles. She has a book that helps her identify what she sees.
   - a. Lu’s hobby is bird watching.
   - b. Lu’s hobby is insect collecting.

3. Carl thought his science report was finished. Then he found out a new piece of information. He redid his report so he could include it.
   - a. Carl is a good student.
   - b. Carl doesn’t care about his schoolwork.

4. The first iron weighed 15 pounds and took a long time to warm up. Today’s irons are lightweight and ready to use in minutes.
   - a. The first iron was easy to use.
   - b. Many inventions and discoveries improve over time.

5. Sandra’s experiment didn’t turn out the way she thought it would. She decided to use what she learned to try again. The next time, her experiment was a success.
   - a. Sandra gives up easily.
   - b. Sandra is willing to try again.
As you read *Snowflake Bentley*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in your Conclusions Chart help you better understand *Snowflake Bentley*?
As I read, I will pay attention to the pronunciation of vocabulary words.

Hurricanes are huge, powerful storms. High-speed winds move around and around in a circle. Winds travel as fast as 200 miles per hour (300 km/h). Hurricanes also hold a lot of rain. They can be miles wide. Hurricane damage can cover a large area.

Three things are needed for a hurricane to form. The first is warm ocean water. The second is a lot of humid air. The third is winds that blow in a circular pattern. These three things often come together in late summer and early fall. That time is known as hurricane season.

Storms begin forming over warm ocean water. These storms magnify and grow stronger. Hurricanes can stay out in the ocean and do little harm. But when they leave the ocean and move onto land, they can become deadly.

Comprehension Check

1. In your own words, tell how a hurricane is formed. **Main Idea and Details**

2. What is the author’s purpose in writing this passage? **Author’s Purpose**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Imagery is the use of vivid words and descriptions to create a picture in the reader's mind.

Figurative language is a form of expression that uses language creatively. Similes and metaphors are examples of figurative language.

Read the haikus below and think about how they use imagery and figurative language. Then circle the letter of the correct answer to each question.

1. The driest desert
   Is paradise after rain
   Comes to create change.

   What is the desert compared to?
   a. paradise          b. rain

2. Thunderstorm arrives.
   Lightning illumines the sky.
   Night becomes bright day.

   How does lightning change night?
   a. It is not quiet.          b. It becomes like day.

3. Fog in the morning
   Makes of our quiet village
   A planet unknown.

   How does fog affect the neighborhood?
   a. Fog changes it into a mysterious place.
   b. Fog sends it through space.

4. The storm is over.
   The sun, like a waking dream,
   Streams through darkest clouds.

   What two things are being compared?
   a. the sun and a dream          b. the storm and clouds
Sometimes a dictionary will give you different meanings for one word.

**drop** noun 1. a small, round amount of liquid. *A drop of rain fell on my head.* 2. a decline in the amount of something. *There was a drop in the number of kids in my class when the flu hit.*

**verb** 1. to fall in drops. *Thunder rolled, and the rain began to drop.* 2. to make something fall. *I dropped my pack on the floor.*

The noun drop has two meanings. The verb drop has two meanings.

Use the dictionary entry above to answer the two questions that follow each sentence.

**He dropped all of the boxes when the rain started.**
1. Is **dropped** used as a noun or a verb in the sentence above? ____________
2. Which dictionary meaning of **dropped** is used? ____________

**I felt only one drop of rain.**
3. Is **drop** a noun or a verb in the sentence above? ____________
4. Which dictionary meaning of **drop** is used? ____________

**Oil dropped from the hole in the pipe.**
5. Is **dropped** used as a noun or a verb in the sentence above? ____________
6. Which dictionary meaning of **dropped** is used? ____________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. ____________________________ 1. spotless
2. ____________________________ 2. sunny
3. ____________________________ 3. furry
4. ____________________________ 4. really
5. ____________________________ 5. hairy
6. ____________________________ 6. barely
7. ____________________________ 7. tasteless
8. ____________________________ 8. handful
9. ____________________________ 9. lifeless
10. ____________________________ 10. illness
11. ____________________________ 11. hopeful
12. ____________________________ 12. shortness
13. ____________________________ 13. goodness
14. ____________________________ 14. foggy
15. ____________________________ 15. purely
16. ____________________________ 16. sickness
17. ____________________________ 17. joyful
18. ____________________________ 18. hopeless
19. ____________________________ 19. cordless
20. ____________________________ 20. hardly

**Challenge Words**

21. ____________________________ 21. fully
22. ____________________________ 22. powerful

**Review Words**

23. ____________________________ 23. displease
24. ____________________________ 24. nonfat
25. ____________________________ 25. misnumber
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

<table>
<thead>
<tr>
<th></th>
<th>displease</th>
<th>dissplease</th>
<th>displese</th>
<th>displeeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample B:**

<table>
<thead>
<tr>
<th></th>
<th>barely</th>
<th>bairly</th>
<th>barly</th>
<th>bairlie</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>tastless</th>
<th>tasteless</th>
<th>taisteless</th>
<th>tasteliss</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>handfull</th>
<th>handfall</th>
<th>handful</th>
<th>handfal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>lifeless</th>
<th>lifless</th>
<th>lifeles</th>
<th>lifeliss</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ilnis</th>
<th>illness</th>
<th>illniss</th>
<th>illness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>hopful</th>
<th>hopefull</th>
<th>hopful</th>
<th>hopefull</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>nonnfat</th>
<th>nonfatt</th>
<th>nonfat</th>
<th>nonffat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1.** [Spotles]  
**2.** [Sunney]  
**3.** [Furrie]  
**4.** [Really]  
**5.** [Hary]  

**6.** [Barely]  
**7.** [Tastless]  
**8.** [Handfull]  
**9.** [Lifeless]  
**10.** [Ilnis]  

**11.** [Hopful]  
**12.** [Shortnes]  
**13.** [Goodnes]  
**14.** [Foggy]  
**15.** [Purely]  

**16.** [Sicness]  
**17.** [Joiful]  
**18.** [Hopless]  
**19.** [Corrdless]  
**20.** [Hardley]

**LC 1.7** Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun.

Underline the prepositional phrases in the following sentences.

1. When they finished their first plane, Orv and Katherine went on a camping trip.
2. Will flew the plane over a group of boys.
3. Katherine helped her brothers by managing their shop.
4. In their letters, they told her everything they were doing.
5. Will said that Kitty Hawk was a safe place for practice.
6. The world had never before seen a craft fly in the air.
7. First, they controlled their aircraft from the ground.
8. They came home to Dayton with a new idea.
9. Orv and Will worked from day to night.
10. They had their friend Charlie build an engine for their new aircraft.
11. “It could not be assembled in our shop.”
12. The first flight of the Flyer was made by Will.
13. They wrote ideas on paper.
14. The brothers rode into town.
15. People flocked to the field.
16. The flights were printed in the newspapers.
Read the interview below. Then rewrite each line by switching the preposition in each underlined phrase with the correct one from another sentence.

1. “Captain Reilly, what do you like most inside exploring space?”

2. “I like the feeling that I am about another world. It’s exciting.”

3. “What is your job to the space shuttle?”

4. “I help the other crew members with repairs from the ship.”

5. “What can kids learn for exploring space?”

6. “Exploring space can help kids above their science and math classes.”

7. “Do you have any advice in our audience?”

8. “Yes. There is a whole world with you, kids. Discover it!”
1. The best way to tell that someone has changed or grown is to look at how they act. Think of a thing or activity that you used to *not* like but like now. Write it on the line. ____________________________________________

2. Write 2–3 sentences showing what you did or said when you *didn’t* like the thing or activity.

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Write 2–3 sentences showing what you do or say now that you *do* like the thing or activity.

   ____________________________________________
   ____________________________________________
   ____________________________________________
A prefix is a word part that can be added to the beginning of a base word and changes its meaning. The prefixes dis-, non-, and un- mean “the opposite of” or “without.” The prefix mis- means “badly” or “incorrectly.”

A prefix is a word part that can be added to the beginning of a base word and changes its meaning. The prefixes dis-, non-, and un- mean “the opposite of” or “without.” The prefix mis- means “badly” or “incorrectly.”

A suffix is a word part that can be added to the end of a base word. Adding a suffix changes the meaning of the base word. -y and -ful mean “full of” -ly means “in a certain way” -less means “without” -ness means “the state of being”

A suffix is a word part that can be added to the end of a base word. Adding a suffix changes the meaning of the base word. -y and -ful mean “full of” -ly means “in a certain way” -less means “without” -ness means “the state of being”

A. Write a word from the box that matches the definition.

dislike uncovered unbelievable nonfiction misbehaved

1. opposite of covered ______________________
2. not like ______________________
3. behaved badly ______________________
4. not fiction ______________________
5. not believable ______________________

B. Write a word from the box that matches the definition.

gladly painless wonderful cloudy happiness

6. full of wonder ______________________
7. the state of being happy ______________________
8. in a glad way ______________________
9. without pain ______________________
10. full of clouds ______________________
A. Write each vocabulary word next to its meaning.

1. having a spinning feeling __________________
2. useful __________________
3. freedom __________________
4. being naughty _________________
5. in the present _________________
6. very funny _________________

B. Write two sentences using words from the box.

7. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
A problem is a question, situation, or condition that is difficult to solve.  
A solution is the act or method of solving the problem.  
The plot of many stories involves a problem and a solution.

Read the story. Then circle the correct answer to each question.

A boy named Justin once rode his bike past a home for children. He saw that the children there didn’t have bikes to ride. So he decided to get them bikes. He didn’t have a lot of money to spend, so he couldn’t just buy a lot of bikes. What Justin did was look for old bikes to fix up for the children. When people heard about what he was doing, they started bringing him their old bikes and donating money so that he could buy the parts he needed. Justin was then able to rebuild many more bikes and give them away.

1. What problem does Justin see?
   a. The children at the home don’t have bikes.
   b. Justin can’t find anyone to ride his bike with.

2. What is Justin’s solution?
   a. He will give them his bike.
   b. He will fix old bikes and donate them.

3. What makes Justin’s solution hard?
   a. He is really busy.
   b. He doesn’t have a lot of money for parts.

4. How do people help Justin solve this problem?
   a. They help him fix up old bikes.
   b. They bring him old bikes and give him money for parts.
As you read *How Ben Franklin Stole the Lightning*, fill in the Problem and Solution Chart.

How does the information you wrote in the Problem and Solution Chart help you to generate questions about *How Ben Franklin Stole the Lightning*?
As I read, I will pay attention to match my pacing to the energy of the passage.

A wounded soldier lies on the battlefield. He calls out for help. The sound of gunfire is closer than before. He looks up to see a woman. She gives him water. Then she begins to clean his wounds. The year is 1862 and the Civil War has begun. The woman is Clara Barton.

Clara Barton was a woman with an idea. She thought that all wounded soldiers should get medical treatment. She believed that a group of volunteers could be set up to make sure that this happened. She wanted this group to provide help for everyone, not only in times of war, but whenever help was needed. She found others to help her. Her work left us with a life-saving idea — the American Red Cross.

Comprehension Check

1. What is the main idea of the first paragraph? **Main Idea and Details**

2. What problem did Clara Barton see, and what did she do about it? **Problem and Solution**
Figurative language uses words in fresh ways to create vivid descriptions. Sometimes the words exaggerate the truth of what really happened. Sometimes one image is compared with another.

Alliteration is the repetition of the same first letter or consonant sound in a series of words.

Books on babies, books on bells,
Books on boots and bicycles.
Ben believed in books to borrow,
Lending them brought new tomorrows.
Ben Franklin was a brilliant man;
He caught lightning in his hand.
He held it tight and tamed its fire;
He burned bright and still inspires.

1. Circle the words that show alliteration.
2. Underline the sentences that show figurative language.
3. Add two lines to the poem. Include alliteration or figurative language.
4. Can fire be tamed? What is fire being compared to?
The meaning of an **idiom** often can’t be guessed by knowing the meaning of each word. For example: “It’s raining cats and dogs” has nothing to do with animals. Instead it means “It’s raining heavily.” You can usually figure out the meaning of an idiom by reading the context clues that surround it.

**Circle the correct answer.**

1. Since she was a baby, she was always the apple of her father’s eye. What does “the apple of one’s eye” mean?
   - a. someone whose eyes are shaped like apples
   - b. someone who is well liked or loved

2. When he spilled his lunch all over his shirt, Matteo felt like he had egg on his face. What does “egg on his face” mean?
   - a. having scrambled eggs on his face
   - b. feeling embarrassed

3. Complete this sentence:  
   I sure had egg on my face after I ______________________________

4. Complete this sentence:
   I could tell he was the apple of her eye ______________________________
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

| 1. unchanged | 7. disappoint |
| 2. unnamed | 8. displease |
| 3. restate | 9. nonfiction |
| 4. reverse | 10. nonstop |
| 5. underdog | 11. oversized |
| 6. invisible | 12. prepack |
| 13. restate | 14. intersect |
| 15. deplane | 16. semiweekly |
| 17. happily | 18. happiness |
| 19. finally | 20. fearful |
| 21. transplant | 21. transplant |
| 22. midway | 22. midway |
| 23. really | 23. really |
| 24. handful | 24. handful |
| 25. goodness | 25. goodness |
Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:
A really
B realllie
C realy
D realey

Sample B:
E handful
F handeful
G handful
H handddful

1. A unchangd
   B unchainged
   C unchangded
   D unchanged

2. E unamed
   F unnamed
   G unnaimed
   H unaymd

3. A restate
   B reestate
   C restait
   D reastate

4. E revurse
   F reverse
   G reverce
   H reversae

5. A unnderdog
   B underdog
   C underrrdog
   D underdogg

6. E invisable
   F invisible
   G invisible
   H invissable

7. A disapoint
   B disappoint
   C disappoynt
   D disippoint

8. E displease
   F displeese
   G displeaze
   H displeze

9. A nonficion
   B nonfiction
   C nonficsion
   D nonficction

10. E nonnstop
    F nonstoppe
    G nonstopp
    H nonstop

11. A oversyzed
    B oversised
    C oversized
    D oversayzed

12. E preapack
    F prepack
    G prepac
    H preepack

13. A interstait
    B inturstate
    C interstait
    D interstate

14. E intersecked
    F intersekt
    G intersect
    H intersecd

15. A deplayne
    B deplain
    C deeplane
    D deplane

16. E semmiweekly
    F semiweekly
    G semiweakly
    H semiweekley

17. A happily
    B happyly
    C happiley
    D happlie

18. E happiness
    F happyness
    G happieness
    H hapiness

19. A fi nallie
    B finally
    C finalley
    D finaly

20. E feerful
    F fearfull
    G feerfull
    H fearful
Two sentences can be combined by adding a **prepositional phrase** to one sentence.

**Rewrite the sentences below, using the prepositional phrase to combine them into one sentence.**

1. Ants make their anthills by digging. They dig through dirt.  
   __________________________________________________________ ______________

2. Ants scoop dirt. They scoop with their jaws.  
   __________________________________________________________ ______________

   __________________________________________________________ ______________

4. Most ants live and work together. They live under the ground.  
   __________________________________________________________ ______________

5. The queen ant lays eggs. She does this inside the hive.  
   __________________________________________________________ ______________

6. Worker ants protect the queen. They protect her from harm.  
   __________________________________________________________ ______________

7. Male ants die. They die after mating with the queen.  
   __________________________________________________________ ______________

8. Ant eggs develop into adult ants. They develop after three months.  
   __________________________________________________________ ______________
Read the passage below. Combine each pair of underlined sentences into one sentence by adding a prepositional phrase. Write the combination sentences on the lines below.

I read an interesting book. It was about ants. The book says that ants are one of the greatest insects around. Ants protect plants. They protect them from other insects. Also, they feed the dirt with good things so that we can grow pretty flowers, like Mr. Chang’s pink roses! There are three kinds of ants that help each other. They help to get things done.

Worker ants look after the other ants. They do this by gathering food, watching the queen and her eggs, and building the anthill. Male ants don’t live long, but they help the queen produce lots of eggs. Finally, there’s the queen ant. She is the mother of all the ants. Without her, none of the ants would have anything to do! I recommend this book to all kids who want to learn more about ants and the way they live.

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________

To the Teacher: Complete the entire page with students. Have students reread the passage to a partner.
1. The best way to tell that someone has changed or grown is to look at how they act. Practice with an imaginary character. Here is a list of activities that a person might not like:

- Getting new braces
- Sleeping away from home
- Getting a haircut
- Going to the dentist
- Eating mushrooms

2. Pick one of the items on the list and write it on the line. ______________

3. Write 2–3 sentences showing what your character did and said when he or she didn’t like the thing you chose.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Write 2–3 sentences showing what your character does and says now that he or she does like the thing you chose.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________