

Name _____

territories

withered

plunging

settlement

scoffed

prospector

topple

shrivel

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

At school Belinda learned about Nellie Cashman, a famous _____ who explored Alaska for gold. Belinda was inspired. Nellie had left her home to explore _____ like Alaska and other large regions to look for gold.

"I'm going to be like Nellie Cashman," she told her sister, Jane.

Jane just _____, mocking her sister. "Sure, like you're actually going to find something! You'll get lost out in the sun and _____ up like a raisin!"

"I'll find something. Just you wait and see," said Belinda. She knew she could find minerals just like Nellie. It might not be gold she'd find, but she didn't plan on becoming dried up and _____ in the sun like Jane thought she would.

Belinda and her family lived in an area that had woods, rivers, and streams. She felt that the _____ where Nellie lived must have been almost the same. *Where would Nellie have looked?* Belinda asked herself. There was a small stream behind the house. Belinda remembered that people in Alaska found gold in streams and rivers. "I'll look there first!"

Belinda walked along the bank of the stream. Suddenly something in the shallow water caught her eye. She had to get down there and grab it. "Maybe it's gold!" Since the bank was steep, she walked carefully so she wouldn't _____ over. The last thing she wanted was to go _____ or diving into the cold stream.

Belinda made it to the stream and saw what was shining in the water. It was three shiny quarters sitting on the rocks and sand. Belinda swiped them up and put them in her pocket. "Well," she said as she climbed the bank, "it's not gold. But it's a good start!"

Name _____

Read the selection. Complete the cause-and-effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

Name _____

Read the passage. Use the visualize strategy to make sure you understand what you read.

Working on the Weather

12 Now, back in the days of wagon trains and gold rushes, many
24 people were leaving the Midwest to live in California. They had heard
37 the weather was beautiful the whole year. The soil never got too dry.
49 They thought they could plant crops and never worry they would die
from the heat.

52 The summer of 1849 was so hot that even now in the Midwest,
65 150 years later, it is called the Great Heat. To add to the troubles, at the
81 beginning of September, it began to rain. It rained for the next month
94 straight! The problem was that when the rain got close to the ground,
107 the heat turned it to steam.

113 The steam did cool enough to turn into fog, though. The country
125 was covered in fog. The fog was so thick that ranchers could not see
139 to give their animals water. It didn't matter, though. The animals just
151 drank the fog right out of the air! Farmers weren't so happy, however.
164 The sun couldn't get through. The seeds didn't know which way was
176 up. They grew down into the ground!

183 Febold Feboldson decided to fix things when it came to the
194 weather. He ordered some fog scissors from London. They know their
205 fog. Unfortunately, the English sent them on a slow boat. Febold didn't
217 get the scissors until Thanksgiving.

Name _____

Febold finally got to work. He cut the fog out of the air in strips. He laid them down along the roads. That way they wouldn't drown the fields. After a while, the dust covered the roads. You couldn't even tell where Febold buried the fog. Everyone was excited at the time. However, many mail carriers in the middle of the country have whispered Febold's name in anger ever



since. Every spring, even today, when it rains or thaws, the fog comes leaking out of the ground. It turns country roads into rivers of mud!

There's also another problem here in the Midwest. Sometimes there is just not enough rain. The next year, in 1850, there was a terrible drought. The sun shone for weeks. There were no clouds to cover the people in Nebraska.

Febold was annoyed, because he loved fishing. It was too sunny and hot to sit and wait for the fish to bite. So he decided to make some rain fall.

He collected all the wood and dry grass he could find. Then he went from lake to lake. He was building the biggest bonfires you've ever seen. He thought if he could get the fires really hot, they'd make the water in the lakes evaporate and form clouds. Soon there were many clouds in the sky from all the water rising out of the lakes. They bumped into each other and the rain began to fall!

Once Febold started the rain, it rained regularly again. The only problem was that the people on the plains had nowhere to swim, since there was no water in the lakes!

Name _____

A. Reread the passage and answer the questions.

1. What happened when the rain got close to the ground during the Great Heat?

2. Why did the seeds grow down into the ground?

3. According to the third paragraph on the second page of the passage, what caused Febold to try to make some rain fall?

4. What was one effect of Febold making rain?

B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

The Mighty John Henry

When Americans started moving west, the country needed a railroad for faster travel. John Henry worked to help build that railroad. He was the strongest man to ever live.

The railroad needed to pass through Big Bend Mountain, and the boss wanted to use a powered drill to get through the rock. But that drill would put John Henry out of work! So John Henry challenged the mechanical drill to a digging competition. With two twenty-pound hammers in each hand, John Henry dug 15 feet in 35 minutes. He beat the machine and saved the day!

Answer the questions about the text.

1. How can you tell this is a tall tale?

2. What is one example of hyperbole in the text?

3. In what way is John Henry a larger-than-life hero?

4. Why does the author include details about how far John Henry and the machine dug?

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the correct definition of the homograph on the line.

1. Now, back in the days of wagon trains and gold rushes, many people were leaving the Midwest to **live** in California.

2. To add to the troubles, at the beginning of **fall**, it began to rain.

3. The problem was that when the rain got **close** to the ground, the heat turned it to steam.

4. They grew down into the **ground**!

5. He was **building** the biggest bonfires you've ever seen.

Name _____

A. Read the words below. Use a slanted line (/) to divide each word into its syllables. On the line, write whether the first syllable is "open" or "closed."

1. prevent _____

2. famous _____

3. ribbon _____

4. bookend _____

5. cider _____

6. vacancy _____

B. Draw a line to match each singular noun with its correct plural rule. Then write the plural form of the noun on the line.

1. hoof change middle vowels _____

2. woman change middle vowels
and consonant _____

3. tooth make no change _____

4. mouse change ending to *-ves* _____5. deer change ending to *-en* _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sentence types you can use.

Draft Model

Tall tales teach about life. Tall tales entertain. My grandmother tells me tall tales. I think tall tales are clever and fun to read, and I love tall tales.

1. How could you combine the first two sentences to make one longer sentence?
2. How could you rewrite the third sentence to provide more detail?
3. How could you rewrite the last sentence as two sentences to strengthen the narrator's final point?

B. Now revise the draft by using different types of sentences to make it more interesting to read.

Name _____

Gabriel used text evidence from two different sources to respond to the prompt: *Add an event to Apples to Oregon. Describe another challenge Delicious overcomes. Use one of the challenges described in "Westward Bound: Settling the American West."*

The snow was up to my eyeballs. Daddy and I were wading through it, trying to get through the mountain pass. Suddenly, the sound of a woman's wild laughter swirled through the snowflakes. It was that nasty, mean-spirited Old Woman Winter!

Daddy said, "I'm going to need your help, Delicious." Then he vanished.

The cold voice of Old Woman Winter cackled in my ear. "You beat Jack Frost, but you'll never beat me! Say good-bye to your father and his precious fruit trees!"

There's no call for someone to be so mean. "Old Woman Winter, you have messed with the wrong gal!"

I jumped on a snowflake and rode it right up to Old Woman Winter. I grabbed her long icy hair and swung her around and around. When I let go, she went flying clean up to Canada.

I found Daddy, and we crossed the mountains without any more trouble.

Reread the passage. Follow the directions below.

1. **Circle** an example of hyperbole that Gabriel uses.
2. **Draw a box** around two sentences of different lengths that are next to each other.
3. **Underline** what Delicious did after she let go of Old Woman Winter.
4. **Write** two articles on the line that Gabriel uses in his story.

Name _____

mischief

procedure

dizzy

politician

genuine

nowadays

hilarious

experiment

Use a word from the box to answer each question. Then use the word in a sentence.

1. How can a spinning ride at the playground make you feel? _____

2. What is another word for *real*? _____

3. What word can be used to compare something with the past? _____

4. What might a scientist use as a test to discover something? _____

5. What would you call a person who seeks public office? _____

6. How might you describe your favorite comedian on television? _____

7. What can someone create if they cause harm or trouble? _____

8. How would you describe a series of steps used to accomplish an action?

Name _____

Read the selection. Complete the problem and solution graphic organizer.

Problem	Solution

Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Breaking the Silence

10 American Sign Language is used by millions of people. The
21 hearing impaired have used it for years. A young science student
30 named José Hernández-Rebollar noticed that few people who could
39 hear knew ASL. They couldn't communicate with the hearing
53 impaired. He set out to make a new tool that would help solve this
67 problem. With it, he also saw a new way for the hearing impaired to
communicate.

68 Early Years

70 Hernández-Rebollar worked as an engineer in his native Mexico.
79 He even had a part in making what became the largest telescope in
92 the world!

94 In 1998, he received a grant to study in the United States. He chose
108 to get his Ph.D. degree at George Washington University, where he
119 studied electrical engineering. In 2000, he began work on his school
130 project. It was an idea for a new glove.

139 His Invention

141 Hernández-Rebollar called his tool the AcceleGlove. What was
149 the logic? People used their hands to sign. The glove could turn sign
162 language into spoken or printed words.

168 This process of turning movement into voice involves many steps.
178 It starts when the glove is put on the hand and strapped to the arm.
193 The glove sends signals made by where and how the hand and wrist
206 move. The glove compares where the wrist and hand are to where the
219 body is.

Name _____

A computer receives the signals. It then categorizes and links the hand movement with the correct word. An automatic computer voice then says the word.

Uses for the Glove

The AcceleGlove can do many things. It can be helpful when something is urgent. People can exchange words quickly. It can also be used to teach ASL or for other forms of sign language.

The glove can translate ASL into Spanish as well as English. This can help people who move to this country. There is hope that one day the glove will help create one common sign language. Each country would not need its own.

Also, the total number of words that the glove knows will increase as more studies are done. There will be fewer mistakes.

There are other uses for the glove for people who can hear. People in the armed forces use a communication technique that involves silent gestures out in the field. The glove can help them send wireless notes back and forth. They would only need to move their hands.

It can also be used for fun in the online world of games. To move within a video game or direct a game with the glove are new ways a person can play.

Hernández-Rebollar's AcceleGlove has a wide range of uses. It is a tool that could end up meeting the needs of the hearing and non-hearing alike.



Dr. Hernández-Rebollar's AcceleGlove helps hearing and non-hearing people communicate.

Name _____

A. Reread the passage and answer the questions.

1. What problem is presented in paragraph 1?

2. What solution is presented to the problem in paragraph 1?

3. What is another example of a possible problem and its solution in paragraph 8?

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Copyright © McGraw-Hill Education

Name _____

Thomas Edison

Thomas Edison was one of the world's greatest inventors. He was born in 1847 in Milan, Ohio. As a child, Edison was curious about the way things worked. Many of Edison's inventions led to machines that we still use today. In 1877, he invented the phonograph, which later became the record player. In 1879 he made a long-lasting light bulb. His Kinetograph of 1891 later became the movie camera.



Thomas Edison thought up over 1,000 inventions.

Library of Congress, Prints and Photographs Division

Answer the questions about the text.

1. How can you tell this text is a biography?

2. What text feature is included in this text?

3. How do the photo and caption help you understand the text better? What information do they give you?

4. In what order are the events of the text told?

Name _____

Greek root*tele**log**mis**auto**techn***Meaning**

far

thought

wrongly

self

art, skill

Read the sentences below. Then look at the Greek roots and their meanings above. Underline the word in each sentence that contains a Greek root and write the Greek root on the line. Then write the definition of the underlined word on the line.

1. He even had a part in making what became the largest telescope in the world!

2. What was the logic?

3. An automatic computer voice then says the word.

4. There will be fewer mistakes.

5. People in the armed forces use a communication technique that involves silent gestures out in the field.

Name _____

A. Read each sentence. Underline the word with a vowel team syllable. On the line, write the letters that make the vowel team.

1. My trainer helped me practice for the game. _____
2. Is he giving a discount for this scratched item? _____
3. I will study to increase my chances of getting a better grade. _____
4. I will not reveal the secret of her amazing magic trick. _____
5. A baboon is an interesting type of animal. _____
6. The staircase rose endlessly to the sky. _____

B. Read the meanings of the roots. Draw a line to match the words with the same root. Then write the meaning of the root on the line.

The Greek root *scop* means "see." The Latin root *ped* means "foot."
 The Greek root *bio* means "life." The Latin root *aud* means "listen."
 The Greek root *photo* means "light."

- | | | |
|------------------|------------|-------|
| 1. autobiography | periscope | _____ |
| 2. pedestrian | telephoto | _____ |
| 3. telescope | pedal | _____ |
| 4. auditorium | biological | _____ |
| 5. photocopier | audible | _____ |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you use transitions to connect ideas.

Draft Model

Why is the smartphone the most important invention? It helps people stay connected. It allows people to look up information easily. You can use it to get directions. It is not just a phone—it is a tiny computer.

1. How many supporting sentences are there for this draft model?
2. Is there a logical flow from one idea to the next?
3. What transition words would fit well at the beginning of some of the supporting sentences?

B. Now revise the draft by adding transitions to move smoothly from one idea to another.

Name _____

Brady wrote the paragraphs below using text evidence from two different sources to answer the prompt: *How did Ben Franklin use electrical energy and how is it used today?*

In *How Ben Franklin Stole the Lightning*, Franklin believed that lightning was electricity, and he proved it. His kite experiment showed that electricity moves through wire. At the time, lightning strikes were causing a lot of fires. So Franklin invented the lightning rod, which controlled electricity by channeling the electricity in lightning safely into the ground.

Next, electricity was distributed through wires, and modern life came to depend on it. “Energy is Everywhere” tells us that electricity is an “energy carrier,” because it’s created from one form of energy, such as fossil fuels, and produces another form of energy, such as light from a light bulb. First, the electrical energy is created in power plants and then travels to homes and factories through wires. When people “plug into it,” the electrical energy produces other types of energy. Electricity is easier to use now than it was in Franklin’s time.

Reread the passage. Follow the directions below.

1. **Draw a circle** around a concrete word that describes how Franklin controlled electricity.
2. **Underline** a transition word that connects the two paragraphs.
3. **Draw a box around** an example that supports the idea that electricity is created from one form of energy.
4. **Write** a sentence from the essay that uses an adjective that compares.

Name _____

cling

humid

magnify

mingle

microscope

dissolves

typical

gritty

Finish each sentence using the vocabulary word provided.

1. **(gritty)** After a day at the beach, _____
_____.
2. **(humid)** I was not used to _____
_____.
3. **(typical)** Even though she was not _____
_____.
4. **(microscope)** In order to see the _____
_____.
5. **(dissolves)** If you add water _____
_____.
6. **(magnify)** His glasses _____
_____.
7. **(cling)** In the tall tree _____
_____.
8. **(mingle)** At the school party _____
_____.

Name _____

Read the selection. Complete the sequence graphic organizer.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
```

Name _____

Read the passage. Use the summarize strategy to make sure you understand the text.

At Your Fingertips

14 What makes you different? Is it your hair or is it your name? Is
it the shape of your eyes and nose? All of these may be important.
28 However, there is one thing that truly sets you apart from everyone:
40 your fingerprints. You might not think of your fingerprints as part
51 of your identity. But they have replaced other uncertain methods of
62 identification. If you look closely, you can see that fingerprinting
72 is a reliable way of identifying people.

79 As we age, our looks change. Our hair and height may change and
92 even our face may change shape. There is one thing that stays the
105 same: our fingerprints. Unless you injure your fingertips, your prints
115 will be the same for your entire life, not just part of it. You will have
131 the same prints as an adult that you did as a child.

143 No two people are known to have the same prints. A quick look at
157 your fingertips might not prove much. Take a detailed look, though.
168 There are swirls and ridges. All of those shapes are specific to you.
181 The shapes you see are not the same for anyone else. Your prints are
195 unique. This is how they help to identify people. It took many years
208 for us to know the importance of fingerprints, though.

Name _____

In 1858, Sir William Herschel of England had people sign papers with handprints. He then used fingerprints. The more fingerprints he saw, the more he noticed how no prints were the same. It seemed no two prints were identical. He saw that prints might be used to identify people.

In 1892, scientist Sir Francis Galton wrote a book about prints. He proved that they do not alter during a person's life. They remain the same. He said that it was not likely for two people to have the same prints. The odds of two people having the same prints were 1 in 64 billion!

Galton's proof was used by police to help solve crimes. In 1901, the London police began using prints to find people. They found this was the best way. They could be sure they had found the right person to arrest. In 1903, the New York State Prison system began using prints to identify criminals, too.

Fingerprints can be used for more than identifying criminals. Fingerprints have since been used for identification by the U.S. Navy, the U.S. Marine Corps, and the F.B.I. Fingerprint scans can also act as a "key" to unlock a door or open files on a computer. Since they are unique, fingerprints are a sure way of keeping certain offices and files safe. Did you know that children are often fingerprinted to keep them from getting lost?

The importance of fingerprints has proved to be a great discovery. Whether used to sign papers, identify criminals, or unlock doors, prints are a reliable way to identify people. When we want to know who people are, we can look at their faces or ask their names. If we want to be sure, we have to look closely at the swirls and ridges on their fingertips.



Stockbyte/Getty Images

Every fingerprint has a unique set of swirls and ridges.

Name _____

A. Reread the passage and answer the questions.

1. What did Sir William Herschel discover in 1858?

2. According to the text, what was the next discovery after Herschel’s?

3. How do you know that the information in the text is presented in time order?

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Copyright © McGraw-Hill Education

Name _____

Scott Aldrich's Micro Art

Scott Aldrich uses microscopes and light to make art. Aldrich was trained as a chemist. He often used microscopes to look at chemicals. The shapes he saw inspired his art. Aldrich uses light filters. The filters allow certain colors to pass through chemicals. Then he takes pictures of the substances using a camera with a built-in microscope. The pictures often look like familiar objects and animals!



Siri Stafford

In his photography, Aldrich reveals the world as seen through a microscope.

Answer the questions about the text.

1. How do you know this is an expository text?

2. What text features does the text include?

3. What does the photograph show? How does it add to the text?

4. What information does the caption give you?

Name _____

A. Draw lines to match each word in Column 1 with an antonym in Column 2.

Column 1

1. identical

2. reliable

3. entire

4. alter

5. specific

6. detailed

Column 2

a. simple

b. maintain

c. different

d. part

e. general

f. unsteady

B. Rewrite each sentence below using an antonym for the underlined word.

1. We stayed to watch the entire movie.

2. My mother did not alter the soup recipe.

3. The math lesson was so detailed that I had to take notes.

Name _____

A. Read each sentence. Underline any words that have *r*-controlled vowel syllables. Then circle the letters that make the *r*-controlled vowel syllable.

1. The popular singer was going to play a show in my town.
2. When I enter the shop, I always notice a strange odor.
3. That object can be a danger to people walking along the harbor.
4. My daughter loves to ride up and down on the elevator.
5. I prefer real chili peppers to the powder that is available.
6. He could not pull up his coat zipper because it was broken.

B. Circle the correct word in parentheses to complete each sentence. Use a dictionary to help you if necessary.

1. My sister is better at math (then, than) my brother.
2. Do you understand the (moral, morale) of the story?
3. Please (lay, lie) the book down on the table.
4. I immediately saw the (affect, effect) of the sun on my skin.
5. The wind caused the (lose, loose) tile to fall from the rooftop.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you use a formal voice.

Draft Model

The teacher uses this thing a lot. You can't pick it up, but you can write all over it. It gets totally dusty with chalk. It's not a super cool thing, but it does the job.

1. What are some examples of conversational language in the first sentence?
2. What formal language can be used to replace these words in the first sentence?
3. How will formal language improve the draft model?
4. Where else in the draft model can formal language be used to replace conversational words or slang?

B. Now revise the draft by adding words and phrases that show a formal voice.

Name _____

Delia used text evidence from two different sources to answer the prompt: *How do A Drop of Water and "The Incredible Shrinking Potion" convince readers to look closely at something?*

The authors of *A Drop of Water* and "The Incredible Shrinking Potion" convince readers that things look different when they are magnified. We see amazing details we had not seen before.

A Drop of Water is an informative text. The author uses words and photos to show how and why water changes. For example, he includes photos of a snowflake magnified to 60 times its actual size. He also shows sleet that is 15 times its actual size. This helps readers see the most amazing details they could not see on their own.

In the story, "The Incredible Shrinking Potion," Isabel and Mariela have to look at the world in a different way when they shrink themselves to save their classmates. Now it is as though everything in their world is magnified because they are so small. For example, Isabel has to avoid the wide wooden grooves on the table. She never even noticed them when she was her normal height. Both authors manage to convince readers that it is important to take a closer look when things are magnified.

Reread the passage. Follow the directions below.

1. **Underline** Delia's opinion in the first paragraph.
2. **Draw a box** around an example Delia includes to support her opinion.
3. Delia uses a formal voice, so she avoids using contractions. **Circle** an example of formal voice.
4. **Write** the example of how Delia uses *most* to compare.

Name _____

uncover

era

tremendous

evidence

expedition

document

permanent

archaeology

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is the scientific study of the way people lived in the past?

2. What word might be used to describe an elephant? _____

3. What could a group of people looking for lions be called? _____

4. What is important to have to convince people that you saw an alien? _____

5. What is another way to say you keep a record of something? _____

6. What is something that is intended to last without change? _____

7. What is another word for *disclose*? _____

8. What could the time period of the dinosaurs be considered? _____

Name _____

Read the selection. Complete the sequence graphic organizer.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
```

The graphic organizer consists of four empty rectangular boxes arranged vertically. Each box is connected to the one below it by a thick, black, downward-pointing arrow, indicating a sequential flow from top to bottom.

Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Eastern Influence

11 The first Asian immigrants to enter the United States were from
24 China and some came as early as the 1700s. But most came looking
35 for gold in California in the mid-1800s. The Chinese brought their
46 culture. They also brought the skills to perform many jobs. Their
influence in those early years is still felt today.

55 Culture and Adapting

58 In 1848, word spread across the world that gold had been found in
71 the United States. The Gold Rush began in the West. Thousands of
83 people rushed to California dreaming of a better life. The Chinese
94 came as well.

97 The Chinese brought their culture to America. They had their own
108 language and belief systems to share. They shared their customs and
119 food with the West.

123 In the search for gold, it was every man for himself. At first the
137 Chinese had no trouble finding gold. But then, all good things must
149 come to an end. The people looking for gold increased. Gold became
161 harder to find. At last, the Chinese found themselves looking for other
173 ways to make money. They opened shops for work. They also ran
185 cleaning and laundry services.

189 Sharing Skills

191 Many of the Chinese that came were from farming areas in China.
203 In the 1850s, they used their skills in California. They grew food
215 close to home and sold it door-to-door. Citrus fruits, peanuts, and rice
227 were among the things they grew.

Name _____

The Chinese also helped to make California a good place for fishing. Many of the Chinese were experts. They fished for cod, flounder, and shark. They also took oysters and mussels from the water. They sold their food in local markets. They also salt-dried it and shipped it to other areas.

A Strong Work Ethic

The Chinese showed that hard work pays off. They played a vital role in the first transcontinental railroad in America. It was built from 1863 to 1869. It was the first railroad to connect the East and the West.

By 1868, most of the thousands of workers on the railroad were Chinese. They laid track across rivers and valleys. They built tunnels through mountain ranges. Harsh weather and long days were part of the job.

With the railroad came trade across the country. The West had crops that the East wanted. Farms grew in size and farmers were needed. The Chinese were called upon to help farm the land. Crops were then sent east.

The Chinese had a big influence on life in the West. They helped shape the country into what it is today.

A Different Kind of Medicine

Medicine and cures in the 1800s in America were not advanced. Rules for drugs were not set. The Chinese brought time-tested herbs for medicine. They had herbal treatments that had been around for thousands of years. Herbs from Asia are often still used today. People believe that they have little or no side effects.



Chinese immigrants played an important role in the building of the first transcontinental railroad.

Name _____

A. Reread the passage and answer the questions.

1. According to the sequence of the text, what happened first in 1848?

2. What important event happened later from 1863 to 1869?

3. How do you know that the information in the text is presented in time order?

B. Work with a partner. Read the passage aloud. Pay attention to rate and expression. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

A Visit to the Past

To learn more about early United States history, you should visit Pilgrim Memorial State Park in Plymouth, Massachusetts. This park is home to Plymouth Rock, where according to tradition the Pilgrims first set foot in the New World. A reconstruction of the *Mayflower*, the ship the Pilgrims sailed on, is docked nearby. Every year nearly one million people from all over the world come to see these symbols of America's past.



Answer the questions about the text.

1. How do you know this is an informational text?

2. What is the topic of the text?

3. What text feature is included? How does it add to the text?

4. How could visiting Plymouth help you learn about the past?

Name _____

Read each group of sentences below. Underline the context clues that help you understand the meaning of the proverb or adage in bold. Then write the meaning of the proverb or adage in bold.

1. In the search for gold, it was **every man for himself**. The people looking for gold increased. Gold became harder to find.

2. At first the Chinese had no trouble finding gold. But then, **all good things must come to an end**. At last, the Chinese found themselves looking for other ways to make money.

3. The Chinese showed that **hard work pays off**. They played a vital role in the first transcontinental railroad in America. They laid track across rivers and valleys. They built tunnels through mountain ranges.

4. People heard about gold being discovered in the United States. But **seeing is believing**. Immigrants came to the West from many countries to find out for themselves.

5. The Chinese fished for many types of fish for years. **Practice makes perfect**, and the Chinese became experts.

Name _____

A. Read each sentence. Underline any words that end with a consonant + /e syllable. Then circle the final syllable in the word.

1. My uncle plays the fiddle in a band.
2. A single pebble made me trip and hurt my ankle.
3. I do not want to tangle my hair in the buckle on this hat.
4. Do not cuddle with any of the animals in this jungle!
5. He had trouble cleaning the marble countertop.
6. I have a freckle on the bottom of my foot.

B. The Latin suffixes *-ible* and *-able* mean "can be done" or "the quality or state of" something. The Latin suffix *-ment* means "the state, action, or result of." Write the meaning of each word below.

1. wonderment _____
2. convincing _____
3. establishment _____
4. punishable _____
5. sellable _____
6. permissible _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can end an informational article with a strong concluding statement.

Draft Model

Thomas Edison was an American inventor. He invented over 1,000 different things. Because he invented the electric light bulb, I don't have to do my homework by candle light!

1. What main idea might the concluding statement sum up?
2. What might be other reasons Edison's invention of the electric light bulb was important?
3. What idea or detail would best sum up the writer's thoughts?

B. Now revise the draft by adding a strong concluding sentence that sums up the writer's thoughts.

Name _____

Byron wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Compare and contrast some of the first attempts at settlements by colonists in America.*

Since the colonists of early America faced so many hardships, many of their attempts to settle here went from bad to worse. In “Rediscovering Our Spanish Beginnings,” I learned that when Florida was first discovered it was hard to establish a colony there. Six attempts to settle in that area were unsuccessful because of harsh weather, dangerous animals, and soil that wouldn’t grow European crops. The author says that St. Augustine was finally settled, but that the settlement became a target for enemy attack. It was forced to relocate many times over the next six years.

The colonists of Roanoke Island also left their settlement, but we don’t know why. However, historians have some theories. These include disease, starvation, and being killed by hostile Native Americans. English colonists built a settlement off the coast of Maine, called “Popham,” but it too did not survive.

Whether it was from enemy attacks, harsh weather, or starvation, these early settlements struggled to survive and very few did.

Reread the passage. Follow the directions below.

1. **Circle** one example of why early American settlements were unsuccessful.
2. **Draw a box** around the detail that tells how many attempts were made to settle Florida.
3. **Underline** one of the details that Byron gives for the disappearance of the Roanoke Island colony.
4. **Write** Byron’s example of comparing with “bad” on the line below.

Name _____

intensity

forfeit

retreated

ancestors

endurance

irritating

despised

honor

Finish each sentence using the vocabulary word provided.

1. (intensity) During the football game, _____
_____.
2. (endurance) It is important for athletes _____
_____.
3. (forfeit) As a result of not having enough players, _____
_____.
4. (irritating) When I'm watching a movie _____
_____.
5. (retreated) When it started to rain, _____
_____.
6. (despised) As a younger kid _____
_____.
7. (ancestors) The pictures on our walls _____
_____.
8. (honor) At the awards ceremony, _____
_____.

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The top three boxes are labeled "Detail" and the bottom box is labeled "Theme".

Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
21 family was repairing their home with fresh birch bark strips. Kanti
35 stayed in the shadow of the trees until she reached the lake. She could
49 see her father's sleek canoe far off in the distance. He was fishing for
60 their dinner. Her cousins were splashing merrily near the shore and
68 waved to her. She stepped into the water.

68 "Kanti!" an irritated voice said.

73 Kanti felt her heart drop to her stomach. She was caught. Kanti's
85 mother walked quickly toward her. "Kanti, you know that your
95 grandmother is going to teach you today."

102 "It's so steamy outside. Why can't I swim with my cousins?"
113 she whined.

115 Her mother looked sympathetic, but firm. "Sometimes we have to
125 set aside play so we can learn. Come, I think you will like this lesson
140 better than you predict."

144 Kanti's grandmother looked dignified sitting cross-legged in the
152 center of their wigwam. Around her lay wide beaded belts of white
164 and purple with all kinds of vivid designs. In front of her was a loom
179 shaped like an archer's bow with a few rows of beads strung.

191 "Thanks for coming, Kanti." There was a mischievous glint in her
202 grandmother's eye. She held a few small purple beads. "Do you know
214 what these are?"

217 "That's easy, they're wampum." Sometimes Kanti would help
225 collect the quahog, or clams, the beads were made from.

Name _____

"I actually meant, what do the beads stand for?" Kanti's grandmother said. "Here, let me show you."

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. "These people are your great-great grandmother and grandfather," she said. "They traveled over the mountains to find a place to settle." She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. "Your great-great grandmother saw an eagle that led them through the mountains."

A circle at the edge of the mountains represented the lake that fed the village. "When they found a wide lake, they knew it would support many people. This is how our village began."



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts' patterns jumped out at her, all holding adventures of their own. She looked at the loom with a scant five rows completed. "What story will this belt tell?" she asked.

"This belt will tell your story," her grandmother said. "I started it for you and you can continue to add to it as you grow." With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn't wait for her cousins to come back so she could show them her new belt.

Name _____

A. Reread the passage and answer the questions.

1. Why can't Kanti swim with her cousins?

2. What does Kanti learn about the belts?

3. What is the theme of this story?

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A Roman Tradition

"Come help me pick flowers from the garden," Cornelia's mother called.

Cornelia got up and followed her mother outside. Their house stood on a hill outside the city of Rome, and from their garden they could look out over the empire's capital.

"What do we need the flowers for?" Cornelia asked.

"To decorate the *lararium*," her mother said. She turned and pointed to the house's courtyard. A small building stood in the corner. It looked like a tiny temple. Columns held up its triangular roof, and a group of small statues and oil lamps sat inside.

"Three times a month, we bring flowers and honey to the spirits of the household. That way they'll protect our house and our crops," she explained.

Answer the questions about the text.

1. How do you know this text is historical fiction?

2. What literary element is included in this piece of historical fiction?

3. Do you think the dialogue is fictional or historical?

4. What tradition does Cornelia's family have?

Name _____

Read each sentence below. For each word in bold, write the denotation on the line. Then write its connotation.

1. She could see her father's **sleek** canoe far off in the distance.

2. It's so **steamy** outside.

3. "Why can't I swim with my cousins?" she **whined**.

4. Kanti's grandmother looked **dignified** sitting cross-legged in the center of their wigwam.

5. She looked at the loom with a **scant** five rows completed.

Name _____

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. Then sort the words in the chart below.

1. Today I am going to visit my cousin who lives in the city.
2. The group searched endlessly for the sunken treasure.
3. Did you know that a raisin is a grape that is partially dried out?
4. It was difficult to choose a gift, but I finally decided on the woven shirt.
5. The dinosaur skeleton at the museum was as big as a house!

<i>-in</i>	<i>-en</i>	<i>-on</i>
6. _____	8. _____	10. _____
7. _____	9. _____	

B. Read the definitions for the prefixes below. Then read each word and circle the prefix. Write the meaning of the word based on the prefix. Use a dictionary to help you if necessary.

uni-, mono- = one*deca-* = ten*bi-* = two*cent-* = hundred*tri-* = three

1. monotone _____
2. bimonthly _____
3. centimeter _____
4. unicolor _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

Draft Model

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.

Name _____

Elena used text evidence from two different sources to respond to the prompt: *Write a dialogue between Omakayas and Little Bee about what they heard during the adults' conversation.*

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

Reread the passage. Follow the directions below.

1. **Circle** an example of a strong verb used by Elena.
2. **Draw a box** around a line of dialogue that Little Bee says.
3. **Underline** the text evidence that helps you make an inference that Little Bee got the gift she wanted.
4. **Write** two adverbs that Elena uses on the line below.

Name _____

eldest

detested

ignored

treacherous

refuge

obedience

discarded

depicts

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is a way to say “shows in pictures or words”? _____

2. What might a person seek during a bad storm? _____

3. What is another word for *oldest*? _____

4. What word might describe the things you find in a garbage can? _____

5. What is a dog usually rewarded for? _____

6. How might your sister feel if you did not pay attention to her? _____

7. What is another word for something that is disliked very much? _____

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The top three boxes are labeled "Detail" and the bottom box is labeled "Theme".

Name _____

Read the passage. Use the reread strategy to make sure you understand what you read.

The Lost Diary of Princess Itet

Amelia peered down at the papyrus scrolls laid on the table. She was standing inside a room full of them. They were bundled up in rolls and spread over long tables. Strange symbols were drawn on them in black ink. One looked like a bird. Another looked like an open eye. The Egyptian hieroglyphs didn't look at all like the English alphabet. She recognized the symbol *leb* that meant *heart*.

"Amelia, what are you doing?" Amelia's mother asked.

Amelia's mother was an archaeologist. She still had dust on her clothes from digging in the pyramid that morning. It was 1905 and exciting things were happening in Egypt. Amelia's mother and her team of archaeologists found new artifacts every day.

"I'm reading the hieroglyphs," she said proudly.

"I bet you've learned a lot of new things from Mr. Breasted," her mother said. James Henry Breasted was her mother's boss and Amelia's teacher. He knew a lot about ancient Egypt.

"Mom, do you think I could help your team at the pyramids?"

"I don't know, Amelia. Maybe when you're older," she said.

Amelia sighed and went back to reading the scrolls.

"Hello, Amelia," Mr. Breasted said. He walked up to Amelia, smiling. "Are you translating the new papyrus scrolls we found?"

"I'm trying, but I don't know all of the symbols," said Amelia.

"Well, why don't we work on it together?" he suggested.

Amelia copied all the hieroglyphs on a piece of paper. Then they translated each symbol into English. Soon they had translated all the scrolls. Amelia read their finished work aloud.

Name _____

Day 32, the harvest season

I asked Mother if I could go to Pharaoh's feast. She said I am not old enough. The trip through the desert is long. I am nine years old! My cousins are going and they're the same age as I am. Last year my cousin Nefer talked about the delicious dessert for days. I wish there was a way to change Mother's mind.

Day 34, the harvest season

This morning Nefer had an idea. "Itet, you need to show your mother you can be useful at the harvest feast," she said. I'm a good writer, but I'm not sure if that will help.

**Day 37, the harvest season**

I have exciting news! I wrote a poem for Pharaoh. I tried very hard to write it from my heart. Mother loved it. She wants me to read it to Pharaoh at the feast. It will be a gift from our family. Nefer was right. I just needed to show her! And just in time too. We leave for the feast in an hour!

"Wow. It's a diary!" said Amelia.

"Not just any diary," said Mr. Breasted. "This is the lost diary of Princess Itet! Itet met the Pharaoh's son at this feast. They later married. Thank you, Amelia. I could not have done this without your help." Amelia had a sudden idea.

"Mr. Breasted, could I show these papers to my mom?"

"Of course! You earned it." Amelia ran off to show her mom.

"You helped translate all this?" her mom asked. "This is very good work, Amelia. Maybe you are ready to help at the pyramids."

"Thank you, Mom!" said Amelia.

And thank you too, Nefer and Itet, she thought.

Name _____

A. Reread the passage and answer the questions.

1. What does Amelia want to do in the beginning of the passage?

2. What does Amelia do to help get what she wants?

3. What is the theme of this story?

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Copyright © McGraw-Hill Education

Name _____

August 23, 1886: Arrival in America

My brother Pavol woke me up this morning. He shoved me and whispered loudly in my ear, "Aleksy! Wake up! We're almost there!" I rubbed my eyes, got out of bed, and followed him up on deck.

Once we had pushed our way through the crowd we were able to look out over the harbor for ourselves. I couldn't believe the sight that I saw! A giant statue the color of dull gold stood before the city. Workers crawled all over it like tiny ants.



Answer the questions about the text.

1. How do you know this text is historical fiction?

2. How is the story told?

3. Is Aleksy a historical figure or a fictional character?

4. Why do you think the author chose to tell this story in the form of a diary entry?

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then write the correct definition of the homophone on the line.

1. "I bet you've learned a lot of **new** things from Mr. Breasted," her mother said.

2. Last year my cousin Nefer talked about the delicious **dessert** for days.

3. I wrote a poem for Pharaoh. I tried very hard to **write** it from my heart.

4. I brought the pencils! And I brought some paper, **too**.

5. We leave for the feast in an **hour**!

Name _____

A. Complete each sentence by filling in the blank with the correct homophone in parentheses (). Use context clues to help you.

1. The baker rolls the **(doe, dough)** _____ before twisting it into the shape of a pretzel.
2. Do you know **(whose, who's)** _____ coming to the party this evening?
3. I must get to the **(root, route)** _____ of the problem if I want to solve it.
4. The heavy **(bolder, boulder)** _____ tumbled off the mountain into the valley below.
5. I didn't like the **(moose, mousse)** _____ because it made my hair feel sticky.
6. She had to **(wade, weighed)** _____ into the shallow pond to get her kite.

B. Read each word. Write the base word and suffix on the lines.

	Base Word	Suffix
1. purify	_____	_____
2. cancellation	_____	_____
3. beautify	_____	_____
4. royalty	_____	_____
5. captivity	_____	_____
6. calculation	_____	_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you organize ideas and events in the text.

Draft Model

Bring a gift to welcome your new neighbor. Tell your neighbor about your favorite places in town. Invite him or her to a community event, such as a concert in the park.

1. Of the ways the writer describes to help a new neighbor, which would the writer do first?
2. Of the ways the writer describes to help a new neighbor, which would the writer do last?
3. What sequence words can be added to help put the sentences in logical order?

B. Now revise the draft by organizing the ideas and events in the text using sequence words.

Name _____

Zach used text evidence from two different sources to answer the prompt: *Like Henry Johnston, many Americans immigrated to Mexico. Write a diary entry from María Rosalia's point of view describing whether Mexico is becoming a melting pot, a salad bowl, or a stew pot.*

November 11

Wagons never stop rolling into Alta, California! Not many years ago, the only foreigners were a few sailors and trappers. Today, hundreds of farmers from Missouri have settled here.

Will they obey the laws of Mexico? Lupita does not think so! She does not think they will try to melt into our culture. She thinks this part of Mexico will be like a salad. "The Americans will be like tomatoes, sitting on top of Mexican lettuce," Lupita says, her face turning as red as a tomato.

I understand how Lupita feels, but I am also a foreigner—or half of me is. That half might be Spanish, Russian, or American. I do not know which country's beliefs, language, or culture to try to hold on to. Would I be happier if I knew?

Foreigners like Henry Johnston could help California become an even better place. He respects Mexican laws and culture but also honors his American background. California could be like a stewpot filled with many different but delicious ingredients.

Reread the passage. Follow the directions below.

1. **Circle** an example of a simile in Zach's closing paragraph.
2. **Draw a box** around a sequence phrase that shows the order of events.
3. **Underline** the figurative language that shows how Lupita feels.
4. **Write** an example of how Zach uses an adverb to compare.

Name _____

converted

renewable

coincidence

efficient

incredible

consume

consequences

installed

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

The class settled in as Ms. Gibson wrote the assignment for the group project on the board: Being Green.

"Being Green? What does that mean?" asked Tiffany. "Do we need to paint ourselves?"

Ricky smiled. "No, Tiffany. It means being better to the environment. For example, we should try to _____, or use, _____ resources, or resources that can be restored."

"Ricky's right," said Ms. Gibson. "I want all of you to find a way to tell your friends and family the _____ of our actions if we don't take care of the environment. It's important to let everyone know that we should be more _____ and create as little waste as possible."

"My parents _____ solar panels on our roof so that we can use power from the sun," said Lance. "The sunlight is _____ into electricity by the panels."

"I think taking care of the environment should be something that we all think about and plan carefully. Saving the environment shouldn't be something that is just a _____, or happens by chance," said Britney.

"It sounds like you all already know a lot about this topic," said Ms. Gibson. "Now, let's convince as many people as we can to feel the same way as we do. Being green should be something we actually do, not just an _____ way of life that nobody can achieve."

"Let's all be green!" said Tiffany. The class applauded, eager to begin the project.

Name _____

Read the selection. Complete the main idea and details graphic organizer.

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Ask and answer questions to understand new information in the text.

Energy from the Sea

16 As I sat on the beach the other day, I saw the power of the waves
28 crash on the sand. The water splashed around me. Then the water
40 pulled along the shells that lay around me. This got me thinking.
55 We can use the wind and the sun to make power. We can use water,
67 too. Waterpower is also a renewable resource. It should be able to
73 help us solve our energy problems.

73 Waterpower has been in use for thousands of years. The earliest
84 use of hydropower can be traced to the waterwheel. It is a big wheel
98 with paddles on the rim. The force of the water turns the wheel. Then
112 the wheel runs machinery that is linked to it. Ancient Egyptians
123 used river currents to turn wheels way back in 2500 B.C. The ancient
136 Greeks and Romans used hydropower, too. It survived all the way
147 through medieval times.

150 But waterpower has evolved since then. Way back in 1628, the
161 Pilgrims used it to grind corn in mills. But by the 1800s, hot steam
175 replaced waterpower as the main power source. People used burning
185 coal to heat water. The boiling water then produced steam, which
196 ran engines and other machines.

201 By the end of the 1800s, waterpower came back into fashion.
212 Demand rose for electric energy. In 1882, the first hydroelectric plant
223 was built in Appleton, Wisconsin. It could make enough energy to light
235 a house and two paper mills. That's not much if you think about it. But
250 it was a start! As time went on, the demand for hydropower steadily
263 increased. One power plant now has the capacity of 7,600 megawatts.

Name _____

How Dams Work

You may think dams just hold water. But some dams are used to make waterpower. The amount of power they make depends on the height of the water. When the water is high, more pressure is put on the turbines down below. The more the turbines turn, the more power there is.



But there is a problem with hydropower. It is only useful in certain parts of the country. If there is not a large moving water source, then hydropower will not work. This is why some people believe waterpower is all nonsense. But there are states that do make lots of hydropower. Areas in California and the Pacific Northwest produce the most power.

I went to the library to find out how much of our energy comes from waterpower. About 7.8 percent of the power made in the United States is from hydropower. To my disbelief, a lot comes from fossil fuels and nuclear power, too. I had hoped to see higher numbers for renewable resources.

Perhaps one day we can learn to rely just on renewable resources. Look at countries like Brazil and Iceland. Iceland relies on geothermal power from hot springs. Brazil has one of the biggest dams in the world. These countries can give us a preview of how the United States can become a greener nation.

Name _____

A. Reread the passage and answer the questions.**1. What are three key details in paragraph 2?**

2. How are these details connected?

3. What is the main idea of the whole passage?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

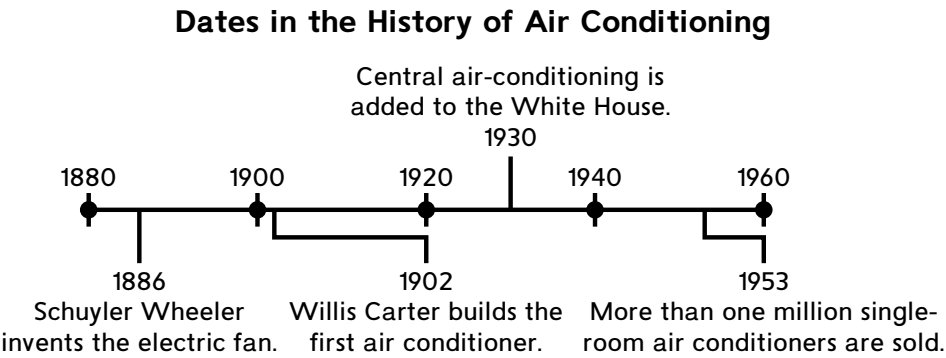
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Cooling our Homes

After electric fans came air conditioning. This kind of cooling had a big impact on how houses were built in America. Rooms became smaller so they would be easier to cool. Ceilings were lowered. Glass doors and picture windows replaced open porches.

Air conditioning also allowed cities to grow in new places. Harsh local climates no longer kept people from building comfortable homes. Desert cities like Phoenix, Los Angeles, and Las Vegas grew quickly after air conditioning was invented.



Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

2. What text features are included in this text?

3. How does the time line help you understand the text?

Copyright © McGraw-Hill Education

Name _____

Latin Prefix	Meaning	Greek Prefix	Meaning
<i>non-</i>	not	<i>hydro-</i>	water
<i>pre-</i>	before	<i>pre-</i>	before
		<i>mega-</i>	large
		<i>geo-</i>	earth

Read each sentence. Write the meaning of each word in bold on the line provided. Use the information about prefixes in the box above to help you.

1. The chapter **preview** in our book told us we would be studying marine life next week.

2. **Megawatts** are a greater unit of power than a watt.

3. Some ancient civilizations used rivers to create **hydropower**.

4. My friends looked at me in **disbelief** when I told them I met a movie star.

5. The **geothermal** temperature is hotter near Earth's core.

6. Some people used to think it was **nonsense** to say Earth was round!

Name _____

A. Read each sentence. Circle the words that have prefixes. Write the prefixes on the line.

1. My teacher was disappointed when she learned that I had misplaced my work.

2. One misstep and the mountain goat could fall from the rocky cliff.

3. I was uncertain if the disc was mislabeled because it had an odd title.

4. I have never uncovered such silly nonsense in my entire life!

5. Never discourage your friends from trying new and interesting things.

B. Read the words in the box below. Then read each definition of a word from mythology. Write a word from the box next to each definition to show that the two are related. Use each word from the box only once.

chronology fortune panic titanic hydrant typhoon

1. Typhon – a dangerous monster _____

2. Pan – a frightening creature _____

3. Cronos – god of time _____

4. Titans – gigantic gods _____

5. Hydra – a water snake _____

6. Fortuna – the goddess of luck _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what transition words you can add.

Draft Model

Gas has many important uses. People use gas to power their cars and to run buses and trains. I think people need to save energy. People should stop using so much gas.

1. What transition word would show that the second sentence is an example of the idea in the first sentence?
2. What transition word would show that the ideas in the second and third sentences are related?
3. What transition word would show a cause-and-effect relationship between the ideas in the last two sentences?

B. Now revise the draft by adding transition words to link ideas.

Name _____

Kisha used text evidence from two different sources to answer the prompt: *In your opinion, should people change the energy sources they use as conditions change?*

I think it's important that people change the energy sources they use as conditions change. As explained in *Energy Island*, one day nonrenewable sources of energy will not be available. Therefore, people should prepare for this change before it happens. Scientists are working on new ways to use renewable sources of energy. I think people should take advantage of that and start renewable energy projects to supply them with some or most of their energy.

Further, I agree with *Energy Island* that different places are good sources for different kinds of renewable energy. For example, a good place to collect solar energy would be in the desert. Wind energy works well in windy places like Denmark. People everywhere should find out what type of energy works best for the place they live in.

"Of Fire and Water" uses two myths to show how important energy is to people's survival. When there are no resources, such as fire or water, life is miserable. That's why we should not wait. We must plan to use renewable energy sources now and in the future.

Reread the passage. Follow the directions below.

- 1. Circle** the sentence that states the author's opinion.
- 2. Underline** one sentence that gives details that support Kisha's opinion.
- 3. Draw a box** around two transition words.
- 4. Write** two examples of a negative that Kisha uses on the lines below.

Name _____

currency

global

marketplace

entrepreneur

economics

invest

transaction

merchandise

Finish each sentence using the vocabulary word provided.

1. (currency) In the United States _____

_____.

2. (economics) Goods and services _____

_____.

3. (global) Many businesses _____

_____.

4. (invest) People say it is wise _____

_____.

5. (marketplace) After the farmer harvests her corn, _____

_____.

6. (transaction) Paying dollars for a piece of fruit _____

_____.

7. (entrepreneur) With a new and creative idea, _____

_____.

8. (merchandise) At the shopping mall _____

_____.

Name _____

Read the selection. Complete the main idea and details graphic organizer.

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Use the ask and answer questions strategy to better understand key details in the text.

American Money

13 Think about a dollar bill. On it is an image of George Washington.
26 But Washington was not always on the dollar. And the dollar was not
always green. American money has changed over time.

34 Continental Currency

36 The American Revolution cost money. The colonists thought of a
46 way to pay for the war. They printed a kind of paper money. These
60 bills were called Continentals. But Continentals were not backed by
70 gold or silver. After the war they lost their worth.

80 A New Country, A New Currency

86 If at first you don't succeed try, try again. The United States
98 had won the war. Now they needed their own money. The dollar
110 became the United States unit of currency in 1785. The first United
122 States pennies were made in 1793. They were worth one cent each.
134 One hundred pennies equaled one dollar. The first pennies showed
144 a woman with flowing hair. She was called Lady Liberty. Today,
155 President Lincoln is on the penny. Other presidents are on our money
167 too. George Washington is on the quarter. Thomas Jefferson is on
178 the nickel. Andrew Jackson is on the \$20 bill.

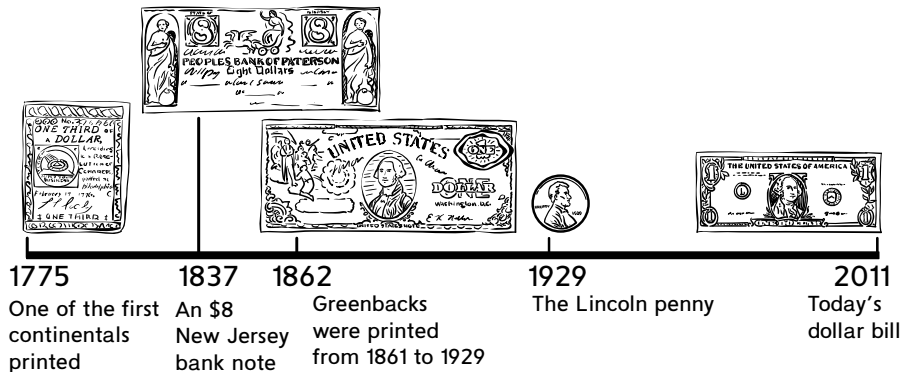
187 Honoring American Leaders

190 Ben Franklin was a famous author, scientist, and statesman.
199 He is on the \$100 bill. Sacagawea was a Native American woman.
211 She helped Lewis and Clark reach the West Coast of North America.
223 She is on a special dollar coin.

Name _____

Free Banking Era

A good name is better than riches. In 1836 most banks did not have good reputations. Any bank could print money called bank notes. Bank notes came in many colors, shapes, and sizes. A dollar note in Maine did not look the same as a dollar note in New York. Often bank notes could only be turned in for coins at the bank that made them. Some banks did not have gold or silver to back them up. There is a proverb that says, "Don't put all your eggs in one basket." Many people only had dollars from one bank. Soon people had dollars that they could not use.



Greenbacks

In 1861 the first greenbacks were made. These notes used green ink. They were the same in all the states. \$5, \$10, and \$20 bills were the first greenbacks. Later, \$1, \$2, \$50, \$100, \$500, and \$1000 bills were printed too. The faces of presidents were shown on them. George Washington was on the dollar bill for the first time in 1862. The North used greenbacks during the Civil War. The South used their own paper money called Confederate dollars. History repeats itself. Just like Continentals, Confederate dollars lost their worth when the war ended.

American Money Today

The Federal Reserve is in charge of printing money today. In 1929, it started printing smaller dollars. We still use these dollars today. Our money has changed over time. Who knows what the dollar will look like in 100 years!

Name _____

A. Reread the passage and answer the questions.

1. What are two key details in paragraph 3?

2. What kind of money was being printed during the Free Banking Era?

3. Name two key details from the section called "Greenbacks."

4. What is the main idea of the whole passage?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Where Does *Dollar* Come From?

We use dollars all the time, but where does the name come from? The word dollar actually comes from an older word, *thaler*, and its spelling has changed over time. Thalers are silver coins once widely used throughout Europe. They got their name from the place where the silver was mined, Joachimsthal, a town in what today is the Czech Republic. At first, these coins were called Joachimsthaler, but this long name was shortened to become *thaler*.



Answer the questions about the text.

1. How can you tell that this is an expository text?

2. What topic does the text tell you about?

3. What text feature is included? What does it tell you?

4. Where does the word *dollar* come from?

Name _____

Read each passage. Underline the paragraph clues that help you understand the meaning of each proverb or adage in bold. On the line, write the meaning of the proverb or adage.

1. The colonists printed a kind of paper money. They were called Continentals. But Continentals were not backed by gold or silver. After the war they lost their worth. **If at first you don't succeed try, try again.** The United States had won the war. Now they needed their own money. The dollar became the United States unit of currency in 1785.
- _____

2. Some banks did not have gold or silver to back them up. There is a proverb that says, "**Don't put all your eggs in one basket.**" Many people only had dollars from one bank. Soon people had dollars that they could not use.
- _____

3. The South used their own paper money called Confederate dollars. **History repeats itself.** Just like Continentals, Confederate dollars lost their worth when the war ended.
- _____

Name _____

A. Sort the words in the box below based on their suffixes.

sorrowful	tasteless	certainly	happiness
hairy	fitness	handful	wireless

<i>-ful</i>	<i>-less</i>	<i>-ness</i>	<i>-y/-ly</i>
1. _____	3. _____	5. _____	7. _____
2. _____	4. _____	6. _____	8. _____

B. Read the definitions below. Then read each word and circle the Greek or Latin root. Write the meaning of the root on the line.

The Greek root *astr* or *aster* means "star."

The Greek root *log*, *logo*, or *logy* means "word, topic, or speech."

The Latin root *port* means "carry."

The Latin root *vis* or *vid* means "see."

1. portable _____

2. video _____

3. asteroid _____

4. dialogue _____

5. visible _____

6. apology _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about what content words you can add.

Draft Model

It is important to work. When you work, you make money. This allows you to pay for things you need. Working teaches you to be responsible. It is a way to help society.

1. How do the words used in this model help you understand the main topic?
2. What word could be used to better explain what the writer means by “work”?
3. Where could the writer include words like *income* to help the reader better understand what the topic is about?

B. Now revise the draft by adding content words to help explain more specifically the importance of work.

Name _____

Hassan used text evidence from two different sources to answer the prompt: *How do the laws of supply and demand affect Pedro's grain milling business?*

In *The Big Picture of Economics*, David Adler explains how supply and demand are connected. As supply goes up, prices go down, and as supply goes down, prices go up. As demand goes up, prices go up, and as demand goes down, prices go down. In "The Miller's Good Luck," Pedro's supply is the amount of grain he can mill. At first, when he is poor, Pedro can't mill much grain. So there isn't much demand for his work. Later, when Pedro makes some money, he invests it in his mill and makes it larger. All the farmers begin to bring their grain to Pedro's mill. Demand for his work goes up, so Pedro could probably charge more money for his work. On the other hand, since he can mill more grain and his supply is also up, Pedro might decide to lower his price. Whichever choice Pedro makes, he will probably be successful. He invests in his business, and he works hard.

Reread the passage. Follow the directions below.

1. **Circle** one of the transition words in the paragraph.
2. **Draw a box** around a detail about the mill that comes from "The Miller's Good Luck."
3. **Underline** two content words Hassan used to help explain the topic.
4. **Write** three prepositions Hassan used on the line below.

Name _____

gobble

mist

individuality

roots

Use a word from the box to answer each question. Then use the word in a sentence.

1. What do both your family and a tree have in common? _____

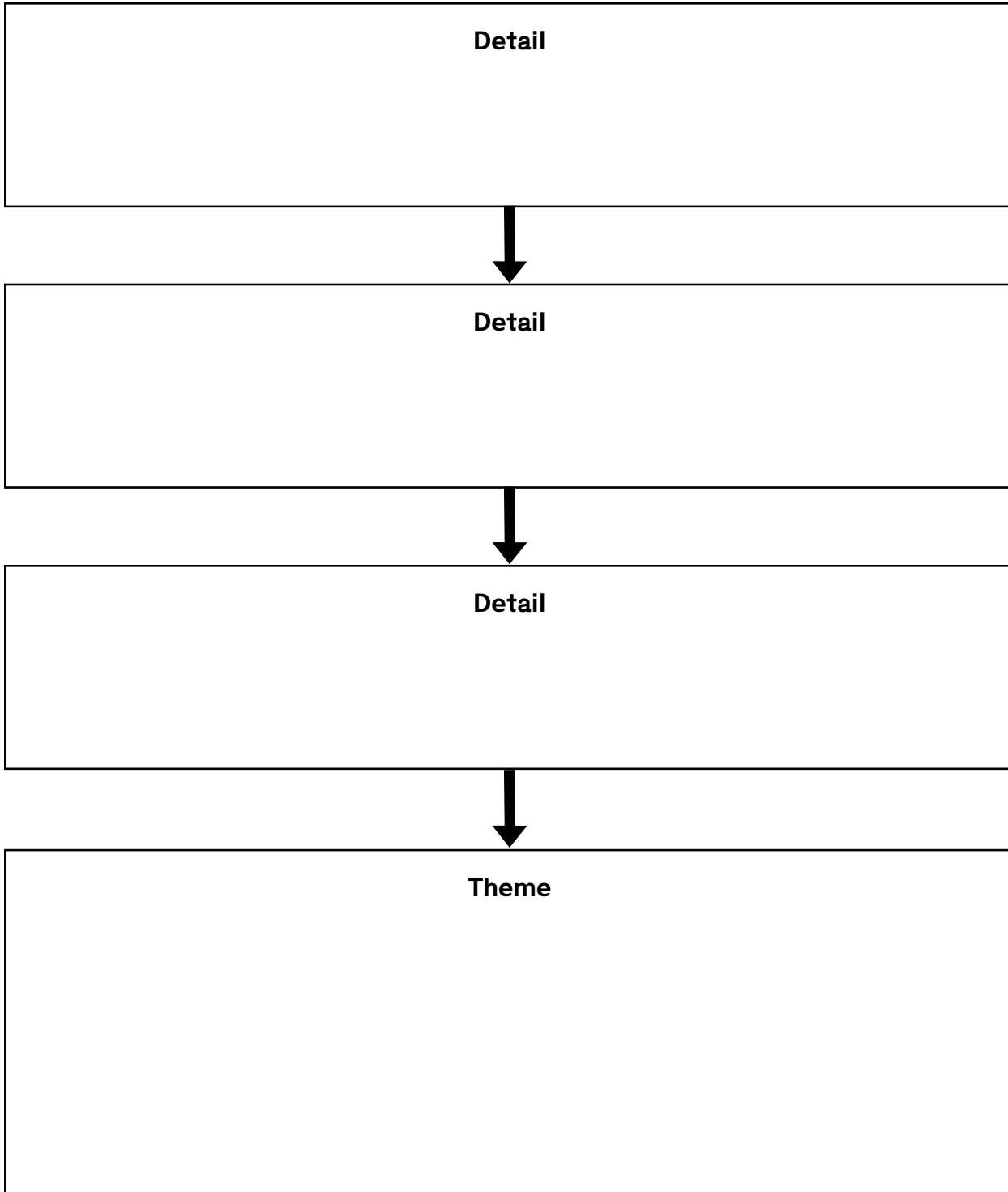
2. What is another word for "eat very quickly"? _____

3. What is created when you spray a bottle of glass cleaner? _____

4. When you show how you are different from others, what do you show?

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the poem. Pay attention to details that help you understand the author's message.

Me, As a Mountain

5 I am not an island.
On my worst day, I am

11 Florida, the ocean tempting me away from the mainland
20 states that are my parents.

25 On the days I feel best,
31 I am the Rocky Mountains,

36 broad as the landscape, filling a window.
43 I command any attention to the horizon.

50 I rise into the air, my hair a
58 mist against the blue of the sky.

65 I rest on the Great Plains.
71 Plateaus and pine forests lift me.

77 They are my parents'
81 broad shoulders I stand on.

86 I try to use them wisely to build
94 myself
95 into a tower of rock, strong and
102 impossibly tall.



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What is the theme of this poem?

3. What in the poem lets you know what the theme is?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Quiet Room

I love the quiet of my room,
silent but for the slightest sound of a breeze that stirs the curtains.

Some friends I have would scoff and say,
“Come on, this place is boring!
Where’s the music? Where’s the fun?”

But me, I like a place to think—
a place where I can share my thoughts with only me
and let my mind wander out the window to the wide, wide world beyond.

Answer the questions about the text.

1. What makes this text a free verse poem?

2. Are the lines in this poem regular or irregular?

3. What does the speaker of the text like about the bedroom? What do the speaker’s friends not like about it?

Name _____

Imagery is the use of specific language to create a picture in a reader's mind. **Personification** is giving human qualities to a non-human thing.

Read the lines of the free verse poem below. Then answer the questions.

Me, As a Mountain

I am not an island.

On my worst day, I am

*Florida, the ocean tempting me away from the mainland
states that are my parents.*

On the days I feel best,

I am the Rocky Mountains

broad as the landscape, filling a window.

I command any attention to the horizon.

1. What is an example of imagery in this poem?

2. Point out an example of personification in this poem.

3. Write another stanza that includes imagery and personification.

Name _____

Read each passage. Underline the metaphor in the passage. Then write the two things that are being compared on the lines.

1. On the days I feel best, I am the Rocky Mountains,

2. On my worst day, I am Florida, the ocean tempting me away from the mainland

3. I rise into the air, my hair a mist against the blue of the sky.

Name _____

A. Read each sentence. Circle any words that have prefixes or suffixes.

1. I happily prepaid for the new book that will arrive in the store next month.
2. Do not prejudge the witness and reverse your ideas about what went on.
3. This establishment has been unchanged in its appearance for years.
4. The driver became fearful when she saw the two roads begin to intersect.
5. My semiweekly visits to the doctor were finally over.

B. Read the words from English in the box below. Then read each word from another language in bold. Write the word from the box next to its similar word from another language.

waffle iceberg lagoon pretzel macaroni canyon

1. **brezel** (German) _____
2. **ijsberg** (Dutch) _____
3. **cañon** (Spanish) _____
4. **laguna** (Italian) _____
5. **makkaroni** (Italian) _____
6. **wafel** (Dutch) _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what concrete and descriptive details you can add.

Draft Model

I'm not very TALL at all
My hair is a MESS when I get out of bed
I like to display my collections
I always SING in the back seat of our car
My family is the BEST

1. What descriptive detail would tell how tall the speaker is?
2. What descriptive details would show how the speaker's hair is messy?
3. What concrete details would tell what the speaker collects?
4. What concrete details would tell what kinds of songs the speaker sings?

B. Now revise the draft by adding concrete supporting details that help build a clearer picture for readers.

Name _____

Grace wrote the paragraph below to answer the prompt: *Reread "Birdfoot's Grampa" and "Growing Up." In your opinion, which poet is more successful in their use of imagery?*

I think that the poet of "Birdfoot's Grampa" is more successful in his use of imagery because it appeals to my sense of sight and touch. I felt like I was right there with the characters. The poet describes the little toads that are leaping around on the road as "live drops of rain." In the third stanza, the poet describes the old man's hands as, "leathery hands full / of wet brown life." I can visualize the scene on the side of the road more easily than I can picture the scraped knees in "Growing Up." The poem, "Growing Up," doesn't use as many precise words so I can't picture a "house built on love." The words of "Birdfoot's Grampa" show me the old man's love and respect for nature. It is the many sensory details in "Birdfoot's Grampa" that allow me to visualize the old man standing in the rain holding the tiny toads.

Reread the passage. Follow the directions below.

1. **Circle** Grace's opinion statement.
2. **Draw a box** around an example of imagery that Grace uses as a supporting detail.
3. **Underline** a reason that Grace gives for why "Growing Up" does not have a lot of imagery.
4. **Write** two prepositions that Grace uses on the line below.
