

Name _____

audacity

deception

desolate

exploits

oblivious

somber

steadfast

valiant

Use each pair of vocabulary words in a single sentence.**1. audacity, deception**

2. desolate, somber

3. valiant, steadfast

4. oblivious, exploits

Comprehension: **Problem and Solution Graphic Organizer**

Name _____

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

Character
Setting
Problem
Events
↓
↓
Solution

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Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to check your understanding as you read.

Athena and Arachne

12 Long ago when Greek gods and goddesses roamed the Earth, there lived
17 a young maiden by the name of Arachne who was known far and wide for
19 her skillful weaving. She could pull beautiful threads from fluffy wool and
21 twirl a spindle until it appeared to be dancing. The cloths she wove had
23 such magnificent patterns and images that women came from all over to
25 gaze upon them with wonder.

27 Those who saw her work said that surely she had been tutored by
29 Athena, the goddess of weaving. When Arachne heard this, she scoffed and
31 said she had taught herself. She even went so far as to claim that her skills
33 were superior to those of Athena, disrespectfully mocking the goddess by
35 declaring, "Let the goddess try to match her skills against mine."

37 Now, it is a foolish thing to both mock and challenge the gods,
39 especially the Greek gods, but that did not stop Arachne, who was as
41 vain as she was talented. "I have confidence I will best her, and if not,
43 I will accept the penalty of losing."

45 Athena was greatly displeased when she heard of Arachne's claims,
47 and she decided to pay the maiden a visit. To give Arachne a chance to
49 apologize for her boasting, Athena disguised herself as an old lady. She
51 wore her hair gray and thinning, lined her face with the wisdom of years,
53 and used a stick to walk.

55 Athena approached Arachne and spoke to her. "Your skill as a weaver
57 is renowned, and I can see that you do your craft well. However, it would
59 serve you to be more humble and not set yourself above the gods and
61 goddesses. You should yield the goddess Athena's place to her and take
63 back your boastful words. I'm sure Athena would pardon you if you made
65 amends to her."

Name _____

Arachne stared at the old woman and said disdainfully, "I don't need anyone's advice but my own. Athena is welcome to come here and try and match my skills, unless of course she is afraid of losing."

At those bold and foolish words, the old woman cast off her disguise and said, "It is I, Athena, and since it is a contest you want, it is a contest you shall get."

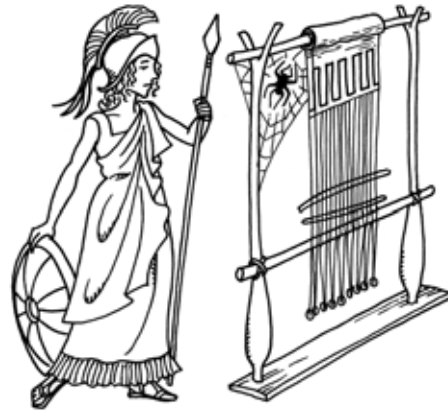
Arachne blushed when she realized to whom she was speaking, but she did not change her resolve. The contest began at once.

The goddess and mortal took their places at looms. They wove thread in and out at a furious pace, and it didn't take long for images to begin appearing on the cloth, such was the skill of the weavers.

Athena's images portrayed the power of the gods against various mortals who had displeased them. Her images were meant as a warning to Arachne that her pride was both unwise and dangerous.

Arachne ignored the warning, and the images she wove were scenes of the gods and goddesses doing foolish things. The gods were shown as feeble and reckless. Arachne's work was flawless and beautiful but full of scorn for the gods and goddesses.

Incensed at Arachne's disrespect, Athena ripped up Arachne's cloth. Arachne cried out at seeing her work destroyed. In response, Athena said to her, "You are foolish and vain, but I can see you love your craft, so I will take pity on you and not kill you. Instead, I will let you spin forever." With those words, she sprinkled a magic juice upon Arachne. Arachne's body shrank, her limbs changed, and her fingers turned into legs. Her belly grew round, and from it came a fine thread. Athena had turned Arachne into a spider to pursue her skill as a weaver by making and remaking spider webs.



Name _____

A. Reread the passage and answer the questions.

1. How does Arachne create a problem for herself?

2. How does Arachne try to prove that her weaving is better than Athena’s?

3. Even though Athena is displeased with Arachne, she wants to give Arachne a chance to apologize. Does this solution work? Explain.

4. At the end of the story, Athena’s problem is that she wants to punish Arachne for making fun of the gods. Yet she appreciates Arachne’s love of weaving. How does Athena solve this problem?

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 Wings of Icarus

“What are you making, Dad?” Icarus asked his father, Daedalus. He was constructing something from wax and feathers. The two had been imprisoned in the labyrinth his father had created for King Minos—an irony that was getting the best of Daedalus’s temper.

“You’ll see, Icarus. We will show that crazy king who’s smarter,” Daedalus declared. “Here, Son, try these on.” Daedalus handed him a pair of wings made from wax and feathers.

“You’re kidding, right, Dad?” Icarus replied.

“Not at all. Use these wings to escape,” Daedalus ordered, fastening the wings to his son’s body. “Now go, but don’t fly too close to the sun.”

As he soared, Icarus felt invigorated and powerful. Forgetting his father’s warning, he flew higher—almost touching the sun. Suddenly, Icarus felt his wings getting heavy, and before he knew it, he dropped to the sea below. Sadly, Icarus drowned. The Icarian Sea was named in his honor.

Answer the questions about the text.

1. What element found in most myths does the text contain?

2. In your opinion, what lesson does this text teach?

3. Describe the series of events that contribute to the text’s larger-than-life quality.

Name _____

In your own words, write a definition of the word in bold in each sentence below. Use the context of the sentence and the information about the word's origin to help you.

1. The cloths she wove had such **magnificent** patterns and images that women came from all over to gaze upon them with wonder.

Origin: Latin *magnificus* meaning "noble in character"

Definition: _____

2. She even went so far as to claim that her skills were **superior** to those of Athena, disrespectfully mocking the goddess by declaring, "Let the goddess try to match her skills against mine."

Origin: Latin *superiorem* meaning "higher"

Definition: _____

3. At those bold and foolish words, the old woman cast off her **disguise** and said, "It is I, Athena, and since it is a contest you want, it is a contest you shall get."

Origin: Ancient French, *deguiser*, meaning "a change from the usual dress or appearance"

Definition: _____

4. Athena's images **portrayed** the power of the gods against various mortals who had displeased them.

Origin: Latin, *protrahere*, meaning "to reveal"

Definition: _____

Name _____

miner	naval	vane	pane	sheer
navel	pain	shear	minor	vein

A. Find the homophone pairs in the box. Write each pair on a line.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

B. Draw a line from each word in the left column to its homophone in the right column. Then choose one homophone pair and use both words in a sentence.

- | | |
|--------------|-----------|
| 6. principle | vain |
| 7. aisle | idle |
| 8. lesson | principal |
| 9. idol | isle |
| 10. vein | lessen |
| 11. _____ | |
| _____ | |
| _____ | |
| _____ | |

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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what transitions you can add to indicate shifts in time or setting and to connect plot events.

Draft Model

Jacob heard Dragon was threatening the kingdom. He decided to visit Dragon. He left for the journey to Dragon’s cave. Jacob arrived at the cave.

1. What transitional words and phrases would help show readers when it was that Jacob heard about Dragon threatening the kingdom? What transitions would show when Jacob decided to visit Dragon?

2. What transitions would help show the connections between the events in the first and second sentences?

3. What transitions would help indicate shifts in setting?

B. Now revise the draft by adding transitions to help clarify shifts in time and setting and to help connect plot events.

Name _____

The student who wrote the paragraphs below used details from two different sources to respond to the prompt: *Rewrite the story of Icarus’s escape as a parody, as if it were included in “The A-MAZE-ing Tale of Theseus and the Minotaur.”*

When Icarus saw Adriadne running toward the boat, he moaned. She was leaving without him—and with Theseus. “He thinks he is soooo great,” Icarus muttered. “But I’ll prove that I’m more worthy of Adriadne’s breakfast sandwiches than Theseus ever could be,” he told himself. But how? Icarus needed his dad’s help.

“Uh, Dad?” he said that night in their musty cell tower.

“What is it, Son?” replied Daedalus.

“So there’s this girl, and ...”

“Say no more,” interrupted his dad. “I’m on it!”

Daedalus had been planning their escape. He built two amazing sets of human-size wings from feathers and wax. “One for you and one for me,” he said. “But listen, Son. Don’t fly too high, because the hot sun will melt the wax, and the wings will fall apart. And don’t fly too low, because the sea will ruin the feathers.”

“Got it,” said Icarus. But he was already imagining soaring high above Adriadne and Theseus. Despite his dad’s warnings, that’s exactly what Icarus did. He flew too high to the sun.

“Nooooooo! Yo Adriadne!”

Reread the passage. Follow the directions below.

1. What did Daedalus warn Icarus not to do? **Circle** a sentence that shows descriptive details from the story.
2. Why did Icarus fly too close to the sun? **Draw a box** around a sentence that shows how Icarus’s character is developed.
3. **Underline** a transition word that shows how one event led to another.
4. **Write** one of the adjectives on the line.

Name _____

disposed

eavesdropping

fortitude

infinite

retaliation

rigors

stoop

undaunted

Finish each sentence using the vocabulary word provided.

1. **(eavesdropping)** The little boy learned _____

2. **(disposed)** If you enjoy volunteering at an animal shelter, _____

3. **(fortitude)** It takes a lot of _____

4. **(retaliation)** He thought his teammates were being unfair, _____

5. **(rigors)** The travelers were worried _____

6. **(stoop)** The sisters _____

7. **(undaunted)** The girl knew the class would be difficult, _____

8. **(infinite)** There seems to be _____

Name _____

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

Setting	
Event	Character's Reaction
Event	Character's Reaction
Event	Character's Reaction

Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to check your understanding as you read.

Following a Star

11 Henry walked carefully through the dark woods. He wished he could
 22 progress faster, but he recalled his mother’s words, haste makes waste.
 35 It would be dangerous to draw attention to himself. The woods were not
 49 a safe place for a runaway slave. Nowhere was. His only hope was to
 60 travel safely on the Underground Railroad to Canada and freedom. Each
 73 home on the line would provide protection from those who would whip or
 81 imprison him—or worse—if they caught him.

81 Suddenly, a twig snapped nearby, and Henry jumped. “Oh, no!” he
 92 thought, his heart pounding within his chest. He squeezed his eyes shut
 104 tight and told himself, “A coward dies a thousand deaths; a brave man
 117 dies but once.” He turned around, anticipating an angry slave catcher, but
 129 instead he saw the worried but friendly face of a boy not much older than
 144 himself. “I thought...”

147 “Shh!” the boy hushed Henry, then led him to a large oak.

159 Next to the tree was a woman who stood just a little taller than Henry.
 174 He didn’t need to see her clearly to know that this figure was the renowned
 189 Harriet Tubman, the former slave who had guided so many other slaves to
 202 freedom. She was holding a folded sheet of paper in her hand.

214 “I was told that this letter is a warning to folks that you are an escaped
 230 slave,” Harriet told Henry quietly. “I will tell you how to make your way
 244 along the Underground Railroad.”

248 Then in a calm voice, Tubman explained how to get to the first station.
 262 “Look for a lit lantern hanging outside a home.” She reminded Henry that
 275 along with those who would help him, there were also those who could
 288 destroy him—wild animals and people.

294 “Mrs. Tubman, please take me with you!” Henry blurted out.

Name _____

"Hush up! I'm sorry, Henry," Harriet Tubman said quietly, glancing at the letter in her hand. Harriet knew that escorting Henry along with the other boy, Timothy, would only put him—and them—in even more danger. "You've got to find it in you to be brave."

"But how will I know which direction to go in?" Henry asked.

"Follow the North Star, and always be remembering, stay alert, and understand that your very life depends on your actions. Didn't your mama ever tell you danger foreseen is half avoided?"

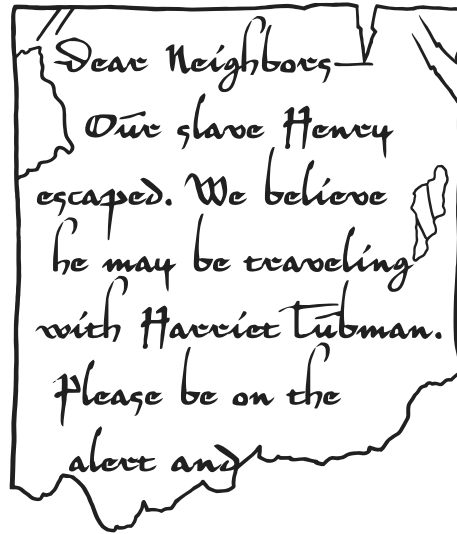
Henry thanked Harriet Tubman and began his journey. He knew he couldn't stay in the woods much longer. He needed a clear view of the sky so he could see the North Star.

As Henry moved closer to the edge of the woods, the moonlight came down on the trees. It created shadows that turned the trees into snarling dogs and men with sticks and ropes. The images filled Henry with a twisting fear. Thinking about the punishments he would face if he were captured terrified him. He began to wonder if he should turn back and return to the plantation. He might still receive a beating, but it would be nothing like what would happen if he were captured.

Still, life at the plantation was very hard. Although he was just a teenager, Henry worked six long days a week, picking cotton under the boiling sun. There he belonged to the master and could be sold at any time.

Unsure of what to do, Henry hung his head, and with a heavy sigh he thought of something else his mama used to say, nothing ventured, nothing gained. Henry had the experience of being a slave his whole life, and he knew that he just HAD to be free!

Henry looked up at the sky and searched until he found the North Star shining down on him like a ray of promise. Fortune favors the bold, thought Henry, and he took off to follow the North Star to freedom.



Name _____

A. Reread the passage and answer the questions.

1. Early in the story, what happens when Henry hears a twig snap? Why?

2. What causes Harriet Tubman to refuse to take Henry with her?

3. In the text in the middle of the second page, how do the shadows in the woods affect Henry after he leaves Harriet Tubman? What does he start to think he should do?

4. In the last two paragraphs, what does Henry remember? What effect do these memories have on him?

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 _____

The Strength to Speak Out

“Rebecca’s been gone for what feels like ten years, Pa, but it is still 1838,” Mrs. Miller told her husband.

Mr. Miller responded, “Be strong, dear. She has an important mission. Here, a letter came for you today. Read it aloud.”

Mrs. Miller excitedly began reading: “My Dear Mama, I miss you and Papa so. Please, don’t fret, for I am safe and well. I have listened to powerful speakers at the abolitionist meeting in Pennsylvania Hall. Angelina Grimké Weld spoke with fervor about the evils of slavery. She urged us all to join together against the shame of our nation. Mama, would you believe that even I took the stage and spoke to our fellow abolitionists? It is true, Mama. Mrs. Weld took my hands, looked in my eyes, and said, ‘Rebecca Miller, stand up and speak your mind, for yours is a keen mind and your voice is one of courage.’ Be proud of me, Mama. I have become the strong woman you had hoped me to be. With love and devotion to you and Papa, Rebecca.”

Answer the questions about the text.

1. What text features of historical fiction does the text contain?

List two.

2. What important information about the main character and the plot does the letter reveal?

3. How does the use of dialect help you understand the time period?

Name _____

Read each passage below. Using context clues to help you, write a definition of each adage or proverb in bold.

1. Henry walked carefully through the dark woods. He wished he could progress faster, but he recalled his mother's words, **haste makes waste**. It would be dangerous to draw attention to himself.

2. Suddenly, a twig snapped nearby, and Henry jumped. "Oh, no!" he thought, his heart pounding within his chest. He squeezed his eyes shut tight and told himself, "**A coward dies a thousand deaths; a brave man dies but once.**" He turned around, anticipating an angry slave catcher, but instead he saw the worried but friendly face of a boy not much older than himself.

3. "Follow the North Star, and always be remembering, stay alert, and understand that your very life depends on your actions. Didn't your mama ever tell you **danger foreseen is half avoided?**"

4. Unsure of what to do, Henry hung his head, and with a heavy sigh he thought of something else his mama used to say, **nothing ventured, nothing gained**. Henry had the experience of being a slave his whole life, and he knew that he just HAD to be free!

5. Henry looked up at the sky and searched until he found the North Star shining down on him like a ray of promise. **Fortune favors the bold**, thought Henry, and he took off to follow the North Star to freedom.

Name _____

bāzār in Persian means “market”

plat in French means “flat”

iglu in Inuit means “house”

pudelhund in German means “to splash about” plus “dog”

kruisen in Dutch means “to cross”

Read each sentence. The word in bold has an origin in a language other than English. Find the related word in the box and write the word and its meaning on the line.

1. The **igloo** kept the family warm even in extremely cold weather.

2. Our family took a **cruise** down the river during spring break.

3. We bought several gifts at the winter **bazaar**.

4. My **poodle** loves to play at the dog park.

5. After climbing the steep hills, we were glad to reach a **plateau** that extended for miles.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add strong, vivid words to help readers visualize the setting and the characters.

Draft Model

Song desperately looked for her sister, but the forest hid her well. Song called out her sister’s name. The only answer was the sound of an owl. Song walked carefully through the trees.

1. What strong verbs could you use to describe how Song looks and sounds as she searches and calls out?

2. What vivid words could you use to help readers visualize the forest and understand what Song feels?

3. How do you want the sound of the owl to affect readers? What specific words could help you describe the owl’s sound to get that effect?

B. Now revise the draft by adding strong, vivid words that will help readers better visualize the setting and the action and to understand how Song is feeling.

Name _____

The student who wrote the paragraphs below used details from two different sources to respond to the prompt: *Imagine that the letter Elijah carried was from a slave to Mrs. Holton. In the letter, explain that Mrs. Holton's husband had been whipped badly but then flew to freedom as in the folktale.*

Dear Emeline,

I must tell you some bad news about John. He was whipped hard. So hard. And for what? Mr. Tillman thought he stole his gold, and everybody knows John didn't steal that gold. Your John is a good man. He wouldn't steal anything. But Tillman whipped him so hard he dropped straight to the ground like he was a puppet and his strings got cut. I went over to help him, but he was out cold—not breathing. I was worried he wasn't gonna make it.

But Emeline, I have good news, too. Because just when we all thought John wasn't gonna make it, up came a man. A magic man named Toby. And this Toby raised his arms above John and spoke magic words. He said, "Kum ...yali, kum buba tambe." Then John rose up and soared to freedom. To freedom, Emeline! So don't you worry about John. He is with the ones who fly. He is strong and free.

Hope his story finds you safe.

Esther

Reread the passage. Follow the directions below.

1. What happened to Mrs. Holton's husband? **Circle** a sentence that shows the development of events.
2. **Draw a box** around a sentence that shows an example of strong, descriptive word choice.
3. **Underline** a transitional phrase that shows how one event led to another.
4. **Write** an example of a demonstrative adjective and an article on the line.

Name _____

inefficient

nutrients

industrial

manipulation

modification

mutated

sparse

surplus

Write a complete sentence to answer each question below.
In your answer, use the vocabulary word in bold.

1. What might be **sparse** on a dark winter day?

2. Why do living creatures need **nutrients**?

3. What is an **inefficient** way to clear a lawn of fallen leaves?

4. What might be different about a flower that has **mutated** genes?

5. What is something that is made by using **industrial** technology?





6. In which of your school subjects do you use **manipulation** of numbers?

7. What would you do if you had a **surplus** of money?

8. Why might you make a **modification** to a jacket?

Name _____

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

<p style="text-align: center;">Cause</p>		<p style="text-align: center;">Effect</p>
		
		
		

Name _____

Read the passage. Use the reread strategy to check your understanding as you read.

Something to Write On, Please

16 Paper is so common today that it is hard to think of living without it. Yet
19 for thousands of years before paper was invented, that is just what people
22 did. In spite of this hardship, people managed over the centuries to come
25 up with a great variety of materials upon which to record their ideas.

28 The earliest writing material used by humans was the wall of a cave.
31 While not much is known about prehistoric writing, one thing is sure.
34 Writing on the wall of a cave could not be moved. To read it, a person
37 would have had to come to it. In a time when the only way to get from one
40 place to another was to walk, cave writers did not have a wide audience.

128 Stone and Papyrus

131 Much of the early writing of the Egyptians was hieroglyphics, which
134 means picture symbols. The ancient Egyptians carved their writing into the
137 stone of temples or monuments. Because of where the writing was done,
140 the words were made to be as permanent as the buildings themselves.

143 Later the Egyptians made an early paper-like material called *papyrus*.
146 This is the word from which *paper* gets its name. Papyrus was named after
149 a kind of marsh grass growing around the Nile River called papyrus. To
152 make papyrus paper, the Egyptians cut thin strips of grass and soaked them
155 in water. Soaking the strips softened them. To make a flat surface, they
158 laid the strips at right angles to each other and pounded them into a thin
161 sheet. The heat of the sun dried and stiffened the sheets. Dried papyrus
164 was a much lighter substance than stone. It could easily be carried from
167 place to place in rolled sheets called scrolls.
170

Name _____

Clay Tablets

Near Egypt and about the same time, the ancient Mesopotamians made a form of writing called *cuneiform*, or wedge-shaped writing. Like the Egyptians, the Mesopotamians used materials from their rivers to make writing materials. The end of a reed made a wedge-shaped impression in the wet clay. The drying of the clay made the writing harden and become permanent. But it could still be carried from one place to another.



In fact, some historians think that one of the earliest uses of writing in Mesopotamia was to note lists of goods. These lists were sent along with the goods when they were shipped. Because the writing on the dry clay could not be changed, if something was missing from the shipment, the person receiving it would know!

Ts'ai Lun's Secret Formula

The first person we know of to make something like the paper we use today was a person named Ts'ai Lun. He worked in the Chinese Imperial Court and lived over 1,900 years ago. At that time, books in China were made of bamboo, tortoise shell, and other things that were quite heavy. Silk was also used to make books, but it made them costly. Unhappy with these materials, Lun set out to find something more convenient to write on.

He started by soaking pieces of bark and other plant parts in water. Once the water helped to soften the fibers, Lun pounded them with a wooden tool. After the soaking and pounding, the fibers became thin and threadlike. Using a sieve, Lun carefully separated the threads from the mixture. When the threads were pressed and dried together, they formed thin sheets that one could write on.

Going Paperless?

The amount of paper we use today adds up to a lot of chopped down trees. One paper innovation in recent years has been the use of renewable plant fibers such as bamboo. Bamboo grows fast, while trees take a long time to grow. Now that we use computers to write with, one day, we may not require paper at all!

Name _____

A. Reread the passage and answer the questions.

1. What did Egyptians do to cause papyrus to become a flat surface that could be used for writing?

2. What was an effect of the Egyptians carving their writing into the stone of temples and monuments?

3. Look at paragraph 2 on the second page of the passage. What was the effect of having lists of goods that were permanently written on dry clay? What signal word helps you understand this cause and effect relationship?

4. What caused the plant fibers that Ts'ai Lun worked with to become thin and threadlike?

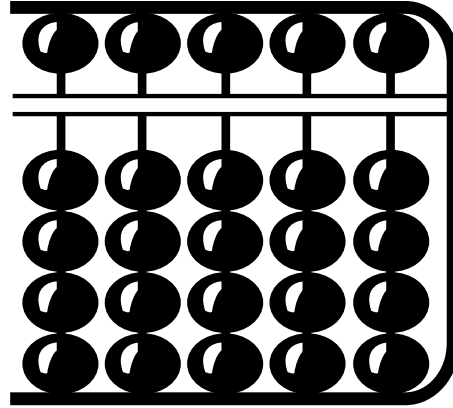
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

The Abacus: Oldest Counting Machine

For thousands of years, the abacus has been used as a counting machine. In many cultures, merchants who traded goods used the wooden beads of the abacus to count goods they bought and sold. They also used the abacus to figure out how much the multiples of their goods would cost. Historians believe that the simplest abacuses probably involved drawing lines in the sand to represent units, such as 100s and 1000s. Small pebbles were used to represent numbers within those units. With the development of number notation, the abacus lost popularity in Europe. However, people in many parts of the world use it to this day.



Wooden beads on an abacus were used to count units. Their value depended on the column and position (up or down).

Answer the questions about the text.

1. List two features of expository text that this text contains.

2. Besides providing the topic, what does the heading tell you?

3. What information in the text is supported by the diagram and caption?

Name _____

Read each passage below. Determine the cause-and-effect relationship described in each. Write the missing cause or effect on the line provided. Then, thinking about the cause and effect, define the word in bold in each passage.

1. To make papyrus paper, the Egyptians cut thin strips of grass and soaked them in water. Soaking the strips softened them. To make a flat surface, they laid the strips at right angles to each other and **pounded** them into a thin sheet.

cause: _____

effect: making papyrus paper with a flat surface

definition of **pounded**: _____

2. The end of a reed made a wedge-shaped **impression** in the wet clay.

cause: end of reed pushed into clay

effect: _____

definition of **impression**: _____

3. The drying of the clay made the writing harden and become **permanent**.

cause: drying of the clay

effect: _____

definition of **permanent**: _____

4. Silk was also used to make books, but it made them **costly**.

cause: using silk, an expensive material, to make books

effect: _____

definition of **costly**: _____

Name _____

benefit	transport	structure	factory
audience	manufacture	reflection	beneficial
exported	reflex	destruction	audio

A. Read the words in the box above. Sort them based on their Latin roots. Write each word in the correct column.

<i>aud</i>	<i>bene</i>	<i>flect/flex</i>	<i>port</i>	<i>struct</i>	<i>fac/fact</i>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Latin Roots and their Meanings

- *aud* means "hear"
- *flect* and *flex* mean "bend"
- *struct* means "build"
- *bene* and *bon* mean "good"
- *port* means "carry"
- *fac* and *fact* mean "make" or "do"

B. Circle the word with the Latin root in each sentence. Use the root meanings above and your knowledge of word parts to determine the meaning of the word. Then write the meaning on the line.

1. Cars were sent around the construction site. _____
2. People filled the auditorium before the show. _____
3. At the meet, the gymnasts showed how flexible they are. _____
4. This rug was imported from India. _____

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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to best organize the text so that ideas are logically connected.

Draft Model

The washing machine was a very important invention. It made life easier for many people. Before, clothes were washed by hand. This took hours. Now washing machines could do most of the work.

1. What signal words can you insert to highlight cause-and-effect relationships?

2. How could sentences be revised or rearranged to clearly link causes and effects?

3. What words or phrases can you use to signal the order of events?

B. Now revise the draft by adding signal words that will help the reader understand the order of events and the relationships between ideas.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *What innovations have people made in working with plants to meet their needs?*

For thousands of years, people have come up with innovative ways to work with plants to meet their needs. For example, the Indians of Mesoamerica began growing food crops when the animals they hunted grew scarce. First, they planted squash, gourds, and peppers. Then they created a nutritious new food source called maize. To grow maize, they created a better farming system in which different crops are planted in a field at the same time. Not only was the variety of plants good for the soil, it was good for a person's diet.

People have also used plants to treat illnesses. For example, honey could be put on cuts, and the spice coriander could ease upset stomachs. In fact, many medicines today come from plants. But when the plant sources became too rare or expensive, researchers had to get creative. They modified the natural compounds in plants to make a synthetic version. For example, aspirin comes from compounds in the bark of a willow tree.

Innovations that Mesoamericans and medical researchers made have affected people all over the world.

Reread the passage. Follow the directions below.

1. What is the topic of this writing sample? **Circle** a sentence that shows the thesis statement.
2. In what innovative ways did researchers work with plants? **Draw a box** around a sentence that shows details to support the topic.
3. When did Mesoamericans create maize? **Underline** words that show the order in which the details and facts happened.
4. **Write** a comparative adjective on the line.

Name _____

colleagues

conservatively

deduction

drones

galaxy

sustain

ultimately

verify

Finish each sentence using the vocabulary word provided.

1. **(verify)** Please recheck your facts _____

2. **(deduction)** The scientist was _____

3. **(drones)** In the next room, _____

4. **(galaxy)** There are many _____

5. **(colleagues)** We weren't sure what to do, _____

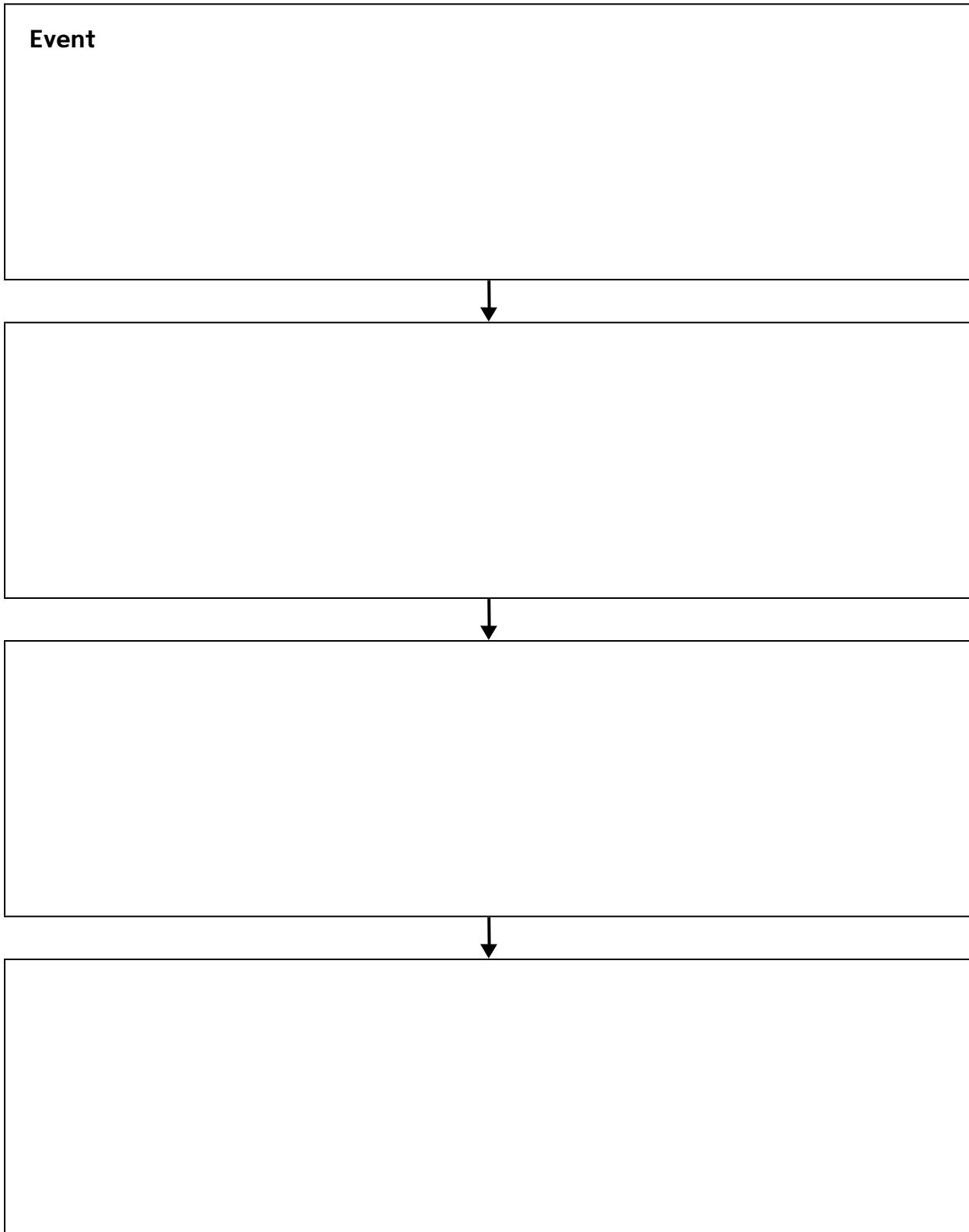
6. **(conservatively)** I think that we can _____

7. **(sustain)** Most plants and animals need _____

8. **(ultimately)** After a long discussion, _____

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the reread strategy to check your understanding as you read.

Satellites Take Archeology to New Heights

10 Like detectives in hot pursuit of evidence, archeologists hunt for
22 information that is often hidden. They dig for clues about ancient people
34 whose cultures have vanished and are gone from view. For many years,
45 archeologists used simple tools such as hand shovels and sifters. They
56 carefully removed sand and dirt from relics. They hoped these objects
67 from the past would unlock the mysteries of ancient civilizations. Now
77 a new tool has transformed archeology. Satellite images reveal secrets
90 hidden below the earth. They show in a picture what the human eye
sometimes cannot see.

93 Going High-Tech

95 In 2000 archeologist Sarah Parcak began searching for traces of ancient
106 villages in Egypt. She knew that buildings could have been buried in the
119 Nile River floodplain. The shifting desert sands could have covered over
130 whole settlements. However, Parcak wanted to try a high-tech approach
140 to help pinpoint, or narrow down, possible sites. Parcak was familiar with
152 satellite imaging for small projects. She wanted to apply it more broadly
164 across Egypt.

166 In 2010 Parcak and her team had two sets of satellite imaging to look
180 at. For over a year, they studied and compared both sets. Parcak found that
194 the most revealing pictures were taken during late winter when the soil
206 was wet. Parcak and her team could see where the buildings were. The
219 ancient underground buildings were made of mud brick. When the buried
230 walls were wet, the images showed differences between the soil above the
242 walls and the soil next to them. Now the team had clues, a starting point.

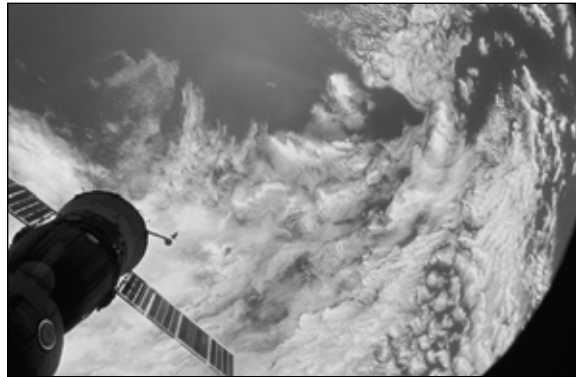
Name _____

Proof on the Ground

In the satellite pictures, Parcak and the team could easily see the sites of pyramids that were above the ground. They compared those images with the outlines of similar structures that were underground and found more pyramids. The satellite pictures also revealed the layout of an underground city. Using the images, Parcak and her team were able to create a map of Tanis, an ancient Egyptian capital.

The archeologists knew they would have to prove their theories. In 2011 Parcak's satellite technology pinpointed where to dig. Partnering with a group of French archeologists, Parcak's team explored the Tanis site. They uncovered a house right where the satellite picture had shown it would be. The team also did a trial dig for pyramids. They found two. The pyramids were exactly where the pictures showed they should be. "They found an almost 100% correlation between what we see on the imagery and what we see on the ground," Parcak said.

In total, the high-tech research has uncovered 17 buried pyramids, 1,000 tombs, and 3,000 settlements. Parcak's idea of using satellite technology has paid off. She is eager to see how this technology will reveal more about life in ancient Egypt.



Purestock/SuperStock

Pictures of the earth taken from satellites can help archeologists.

Further Exploration

Archeologists predict there will be many more uses for satellite technology. Today the Egyptian government uses satellite imaging to protect their ancient sites. If there is looting, the authorities can be alerted. This may help keep down such theft in the tombs. Archeologists can also use satellites to study sites in war-torn countries, where ground visits are difficult. Another archeologist has learned how ancient water canals helped the Mayans farm.

Satellites were first developed in connection with space exploration. They are also helping us get to know our own planet better. Sometimes you have to step back to see the big picture.

Name _____

A. Reread the passage and answer the questions.

1. What tools did archeologists use for many years to find relics?
What is a new tool? What time word signals the sequence?

2. What signal words tell you how long Parcak and her team worked with the satellite images of the Nile floodplain? What did the team of archeologists do with the images?

3. What did the archeologists do right before they started digging in 2011?

4. How many years after Parcak began searching for ancient villages did she and her team begin digging at the site of Tanis? How do you know?

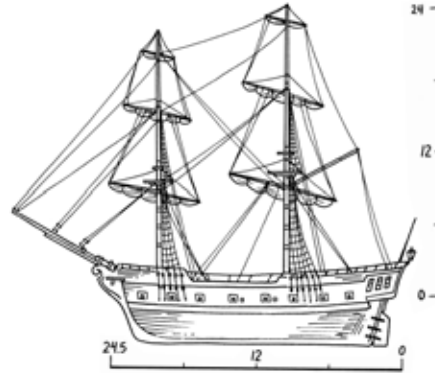
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

Shipwreck Located Below Lake Ontario

For Jim Kennard, the search for the 18th-century British warship *HMS Ontario* lasted 35 years. In 2008, Kennard teamed up with Dan Scoville, and the two men used sonar, or sound, technology to locate the shipwreck in Lake Ontario. But underwater divers could not reach it, because the ship lay 500 feet below the surface. Instead, the men used an underwater remotely operated vehicle (ROV) that Scoville developed to explore and confirm the identity of the ship. The ROV has high-intensity lighting and cameras that take images of shipwrecks. The images showed a large sailing ship. Finally, Kennard had found the *HMS Ontario*.



The *HMS Ontario* was 24.5 meters long (over 80 feet) with masts almost as tall as the length of the ship.

Answer the questions about the text.

1. How is the information in the text organized? How does it help you?

2. What inventions helped Kennard and Scoville make their discovery?

3. What part of the process helped confirm the identity of the ship?

4. What technical information do the diagram and its caption provide?

Name _____

Read each passage. Underline the context clues that define or restate the meaning of the word in bold. Write the definition of the word. Then use the word in a sentence of your own.

1. Like detectives in **pursuit** of evidence, archeologists hunt for clues.

Definition: _____

Sentence: _____

2. They dig for clues about ancient people whose cultures have **vanished** and are gone from view.

Definition: _____

Sentence: _____

3. They carefully removed dirt from **relics**. They hoped these objects from the past would unlock the mysteries of ancient civilizations.

Definition: _____

Sentence: _____

4. Satellite **images** reveal secrets hidden below the earth. They show in a picture what the human eye sometimes cannot see.

Definition: _____

Sentence: _____

5. However, Parcak wanted to **pinpoint**, or narrow down, possible sites.

Definition: _____

Sentence: _____

Name _____

A. Add the word parts to create a word with a Greek root. Write the word. Then circle the word below that has the same Greek root.

1. aero + space = _____

automated

aerodynamic

alleviate

2. bio + graph + y = _____

autograph

bizarre

microwave

3. photo + synthesis = _____

philosophy

telephoto

program

4. psych + ologist = _____

pathetic

polar

psychic

5. para + graph = _____

grapes

invite

graphic

B. Complete each sentence with a word from the box. Use the meanings of Greek roots to help you.

aerobic

psychology

photocopy

photographer

6. He made a _____ of his passport before he left.

7. Swimming is considered an excellent _____ activity.

8. A _____ uses a camera to take pictures.

9. In a _____ class, students learn about the mind.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to strengthen the organization of the paragraph’s main idea and supporting details.

Draft Model

I think we should visit the moon again. The last time a human walked on the moon was in 1972. Since that time, there have been many advances in technology.

1. What words or phrases could you add to make the topic sentence clearer?

2. How could the second sentence be revised to help it better support the topic sentence?

3. What points could be added to help strengthen the ideas in the last sentence and to link ideas to the topic? What transitions could be used?

4. What sentence could you add to the end to make the reader want to read the next paragraph?

B. Now revise the draft by creating a stronger topic sentence and by giving stronger, more specific support for the topic.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *How is Anisisbro from Excursion to Mars similar to the spectrometer described in "Planet Hunter"?*

Even though Anisisbro is a fictional robot from the story *Excursion to Mars*, it is similar to the spectrometer described in "Planet Hunter."

One way Anisisbro and the spectrometer are similar is that they are both inventions that led to new discoveries. In *Excursion to Mars*, a colony's air supply became contaminated, and no human could figure out the contamination without getting sick. Since Anisisbro was a robot, it could find the source of the contamination without becoming contaminated itself. In "Planet Hunter," the author explains that the spectrometer discovers new planets that can't be seen by a telescope.

Another way the two inventions are similar is in how they work. In *Excursion to Mars*, Anisisbro is described as having a "particle analyzer." This is exactly how a spectrometer works. It separates starlight into a spectrum of visible colors. By analyzing the different-color wavelengths, scientists can tell whether a star is moving toward Earth or away from Earth, and therefore, how a planet's gravitational pull is affecting that star.

Finally, these inventions are similar in what they accomplished and how they worked—and like most scientific technologies, they are fascinating!

Reread the passage. Follow the directions below.

1. **Circle** a sentence that shows the thesis statement.
2. **Draw a box** around strong sentences that help explain the topic.
3. **Underline** the sequence word that concludes the topic.
4. **Write** a comparative adjective on the line and explain what it compares.

Name _____

catastrophic

elevating

computations

subsequently

magnetic

obsolete

application

deployed

Write a complete sentence to answer each question below.
In your answer, use the vocabulary word in bold.

1. Why might you use something **magnetic**?

2. What kind of homework usually involves **computations**?

3. What is something you would describe as **catastrophic**?

4. Why might an ambulance be **deployed**?

5. If you were injured, what might you **subsequently** do?

6. What is a typical **application** for a hammer?


7. Why would you call an old typewriter an **obsolete** writing tool?

8. What might be one reason for **elevating** a sign?

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details	Author's Point of View



Name _____

Read the passage. Use the summarize strategy to check your understanding.

Hurting Through Space from Home

14 If you've ever wondered what it's like to travel in space, now you can
 24 find out. Space hobbyists have written some amazing computer programs.
 39 Some let you see what's out there as if you were at a planetarium. Other
 51 programs let you soar through the universe from home like an astronaut.
 62 From the world's largest map to flight simulations, this space exploration
 78 can be a lot of fun. Virtual space flights are not just for kids and teenagers.
 91 Many computer astronauts are adults. They want to know how it feels to
 guide a spacecraft through our vast solar system.

99 Many Ways to Learn with Technology

105 Have you ever looked in awe at the enormous, brightly lit night sky?
 118 You can now get a closer look without going to a planetarium. Computer
 131 programs are available to the public using data from real orbiters and
 143 telescopes. The Sloan Digital Sky Survey is an effort to create a map of
 157 the universe. Its creators have identified hundreds of millions of objects.
 168 Anyone with a computer can see images and data from the survey by
 181 logging onto SkyServer. Navigation tools take you on a journey through
 192 the night sky. It would be easy to get lost out in the universe. SkyServer
 207 provides games and projects to keep computer astronauts on course.

217 Since 2009 NASA and Microsoft have worked together to make
 227 planetary images and data available to the public. The result is the
 239 WorldWide Telescope. Its creators call it "the world's best telescope."
 249 This online tool gathers information from telescopes and observatories
 258 throughout the world. Guided tours take you on a space journey billions of
 271 years into the past. One feature even lets you see into the future. You can
 286 view the planets' positions from any place on Earth at any time.

Name _____

Stellarium is an easy-to-use astronomy program. You can observe the sun, moon, planets, and stars just as you might at a planetarium. Zoom in to find the names of objects in the sky. Look at the universe from anywhere, not just gazing up from Earth. To visit Jupiter, simply type in the planet's name. The program shoots you across the night sky. You can enjoy the wonder at close range.

Celestia is another piece of free software that provides the experience of exploring our galaxy. You will not be in a cockpit for this virtual adventure. This program is also more like visiting a planetarium. However, you may plot locations in the solar system and travel between planets. There is an easy "Go To" feature. Just pick a planet or star you wish to zoom in on. You see stars, planets, and moons pass by until you get where you want to go.

Virtual Orbiting

Bruce Irving is one of NASA's Solar System Ambassadors. He is a skillful author and teacher of computer space explorers. His free, online books help people to use Dr. Martin Schweiger's space simulation program called Orbiter. You can experience a ride in a spaceship by using pre-recorded flights. Launch and re-entry modeling make for realistic space travel. Later on, you can learn how to plan your own trip to Mars. Or you can see Jupiter from your virtual cockpit. Orbiter has enough levels of learning to challenge even advanced users.

It's easy to get interested in space exploration and flight simulation. Computer programs have paved the way for many people of all ages to experience space. Willing scientists and computer experts have made the thrill of spaceflight possible for everyone.

Simulations Require Training

Spaceflight simulation demands some learning before you can do much more than take a demonstration ride. As you can see from looking at the virtual cockpit in the demo model, experiencing simulations of launches of your own will require some tutorial work.



Graphics such as this—the cockpit of the Orbiter's Delta-glider vehicle—add to the realism of space-flight simulation.

Name _____

A. Reread the passage and answer the questions.

1. What detail does the author include about what you can do using the WorldWide Telescope?

2. What details does the author include about what you can do with the program Celestia?

3. What words that the author uses to describe Stellarium give you evidence about the author's view of the program?

4. How would you describe the author's point of view about computer programs that simulate space exploration?

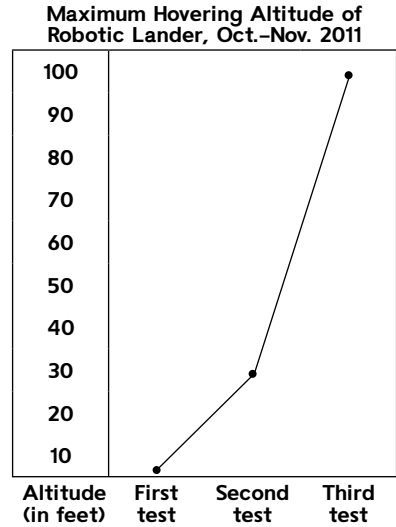
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

NASA's Robotic Lander

Picture a “robot” spacecraft landing on a faraway planet. NASA is testing just such a robotic lander to explore the moon and other bodies in space. “Mighty Eagle,” the first lander of this type, is a 700-pound, three-legged craft, and is four feet tall and eight feet wide. During tests in 2011, the lander reached an altitude of 100 feet, hovered a while, and then landed safely. An on-board pre-programmed computer guides “Mighty Eagle,” our newest advance in space exploration.



Answer the questions about the text.

1. How do you know this is expository text?

2. What text features does this text include?

3. Based on the information in the text, is the heading a strong one? Why or why not?

4. What information does the line graph provide?

Name _____

Read each sentence. Then explain how the tone of the sentence would change if the words in bold were replaced with the words in parentheses.

1. Other programs let you **soar** through the universe from home like an astronaut. (fly)

2. From the world’s largest map to flight simulations, this space **exploration** can be a lot of fun. (research)

3. They want to know how it feels to guide a spacecraft through our **vast** solar system. (big)

4. You can enjoy the **wonder** at close range. (impressive sight)

5. Celestia is another piece of free software that provides the **experience** of exploring our galaxy. (activity)

6. Bruce Irving is one of NASA’s Solar System **Ambassadors**. (Representatives)

Name _____

A. Read each sentence and look for words with the suffix *-ive*, *-age*, or *-ize*. Underline the suffix. Then write the word on the line.

1. I'm glad that my friend could sympathize with my situation. _____
2. We had the advantage of practicing on the stage. _____
3. The live debate between the candidates was explosive. _____
4. Should we organize these drawings by size? _____
5. The passage across the sea seemed like it lasted for ages. _____

B. Read the words in the box. Then sort the words based on their suffixes in the chart below.

vocalize wreckage attractive creative emphasize
 criticize storage secretive percentage

<i>-ive</i>	<i>-age</i>	<i>-ize</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you revise the draft by replacing less-precise words with content words about the technical subject.

Draft Model

My favorite piece of new technology is a tablet computer. It has a fast processor and programmable keys. It also has lots of memory.

1. What words in the model can be replaced with more precise content words about this new technology?

2. How can you use content words to be more specific about the amount of memory the tablet has?

3. What other content words can you add to the draft? For example, does the tablet have a camera? Does it have any special apps?

B. Now revise the draft by replacing less-precise words with content words.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *Should Houston, Texas, have been a final destination for one of the shuttles from NASA's space shuttle program?*

"Houston, we have a problem." The problem is that none of the space shuttles from NASA's space shuttle program ended up in Houston, Texas. For 30 years, Johnson Space Center in Houston was home of mission control for the program. The people in that control room—in Houston—helped accomplish some of the greatest missions in space exploration. For example, the space shuttle *Discovery* launched the Hubble Space Telescope, which has allowed astronomers to see deeper into space. The space shuttle *Endeavour* was sent to fix Hubble when it sent back blurry images, and the mission was a success! The images were better. The space shuttles also carried construction materials for International Space Station.

Also, Houston was home for astronauts when they weren't traveling in space. They lived, worked, and raised their families in Houston.

Bringing one of the space shuttles to Houston would have been like bringing it back home. The people who spent decades of their lives working in the program deserved to honor what they worked so hard to achieve.

Reread the passage. Follow the directions below.

1. What are some of the specific accomplishments of the space shuttle program? **Circle** precise language that supports the argument.
 2. Why should Houston have been a final destination for one of the space shuttles? **Draw a box** around text evidence that supports the argument.
 3. **Underline** the strong conclusion that will lead readers to think about the claim.
 4. **Write** a word that is a comparative form of another word on the line.
- _____

Name _____

commodity	distribution	dominant	edible
impenetrable	ornate	replenished	significant

Use each pair of vocabulary words in a single sentence.

1. impenetrable, significant

2. commodity, distribution

3. edible, replenished

4. ornate, dominant

Comprehension: **Main Idea and Key Details Graphic Organizer**

Name _____

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

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the ask and answer questions strategy to check for understanding as you read.

Harnessing the Sun's Energy

14 For as long as people have lived on Earth, they have depended on the
 18 sun for the energy they need. Energy from the sun is called solar energy.
 22 In ancient times, people were warmed directly by the sun and indirectly
 26 by the solar energy stored in wood when they burned it. They used stored
 30 solar energy whenever they ate plants or animals that got their energy from
 34 plants. Today we use the solar energy stored in oil, coal, and natural gas.
 38 All of these are formed over very long periods of time.

42 Because coal, oil, and gas take a long time to form, using them as
 46 energy sources has a disadvantage. They cannot be replaced as we use
 50 them. Today people are looking for ways to use solar energy directly from
 54 sunlight. Solar energy used in this way is called solar power. Because
 58 Earth receives light from the sun constantly, direct solar energy is a
 62 renewable source of energy.

66 Many ancient people found ways to harness solar power by converting,
 70 or turning, sunlight into thermal energy (heat). Greeks and Romans used
 74 the sun's reflection on mirrors to light torches. Romans found that using
 78 glass windows would capture the sun's warmth. Native Americans built
 82 houses into the sides of cliffs. They used the sun's heat from the day for
 86 warmth at night. Solar technology is not new. However, we continue to
 90 learn ways to harness the sun's power.

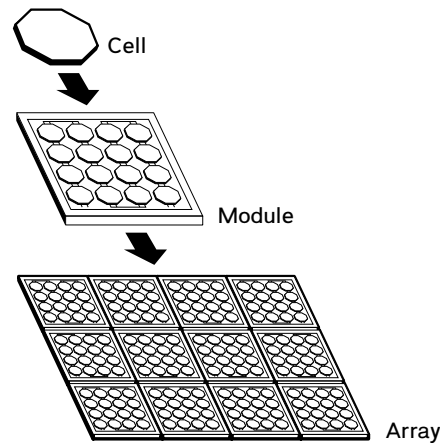
237 From Light to Electricity

241 Today we also have the technology to turn solar energy into electrical
 245 energy (electricity). In 1839 a French scientist by the name of Edmund
 249 Becquerel made a breakthrough discovery. He observed that certain
 253 materials made electrical current when they absorbed light. In 1905
 257 Albert Einstein described the details of this process. Einstein's work was
 261 the basis for much progress in solar technology.

Name _____

Convert, Collect, and Store

In the 1950s, American scientists developed a solar cell that could convert the sun's energy into current. One cell did not produce much electricity. Soon the cells were placed into larger units called modules. Then NASA decided to invest in solar energy for space travel. By combining solar modules, they made a more powerful electrical source called an array. NASA first used this technology on their satellite called Vanguard I in 1958.



The sun's energy can produce heat and power, but it must somehow be stored for later use. Some electrical power can be stored in batteries. Solar heat can also be captured by collectors and then stored. In 1767 a Swiss scientist developed the first solar collector. A flat plate collector uses black metal plates covered with pieces of glass. The glass heats up as the sun strikes. The heat is then carried by water or air to storage. Collectors are often used for heating homes or water. A focusing collector is used to capture greater heat. In these, a layout of carefully placed mirrors focuses the sunlight. The light goes from a wide area and is concentrated into a small black receiver. These solar furnaces can reach temperatures of up to 2,000 degrees Celsius.

An Available Renewable Energy

Solar power has many advantages. It does not pollute. This resource is free and widely available. The challenge is collecting and storing energy from this source cheaply. Today, more people use solar power in their homes and businesses. Water heaters and collection panels are cutting energy costs. New designs in windows, skylights, and even roof shingles help homeowners use the sun's energy directly.

From ancient people to today, humans have looked for ways to harness our amazing sun. With awareness of the need for renewable, clean energy, looking to the sun just makes sense. The potential for solar power is enormous.

Name _____

A. Reread the passage and answer the questions.

1. Look at the first paragraph. Write two details that support the main idea that people have always depended on the sun for energy.

2. What is the main idea of the third paragraph?

3. Look at the second paragraph under the heading "Convert, Collect, and Store." What is the main idea of that paragraph? Name one detail that supports this idea.

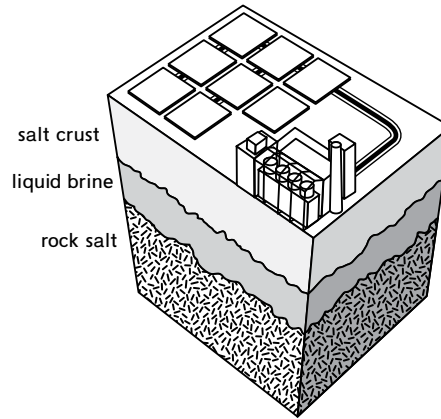
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Lithium: The World's Newest Commodity

Like oil and natural gas that fuel our cars and homes, lithium has become a valuable commodity, or product. It is a light silvery-white metal with high electrical conductivity. Therefore, electronics that require a long battery life, such as laptops and mobile phones, run on lithium. The world's largest supply lies within the salt flats of Chile and Bolivia in South America. Although lithium is a clean energy source, mining for it is dirty work. The precious metal is pumped out of the ground and left to bake in the hot desert sun. It then becomes a yellow greasy liquid that can be used as energy. For some people, the question remains: How much environmental damage will lithium mining cause?



Lithium from the liquid brine layer is pumped up to the earth's surface.

Answer the questions about the text.

1. What process does the text explain?

2. How do the diagram and caption help you understand this process?

3. Why are some people concerned about lithium mining?

Name _____

Read each sentence. Use the chart below to help you figure out the meaning of each word in bold. Then write the root of each word and a new sentence using that word.

Latin Root	Meaning
<i>flec, flex</i>	bend, break
<i>ology</i>	study or science of
<i>scrib, scrip</i>	write
<i>vert, vers</i>	turn
<i>sign</i>	sign

1. Many ancient people found ways to harness solar power by **converting**, or turning, sunlight into thermal energy (heat).

root: _____

sentence: _____

2. Greeks and Romans used the sun's **reflection** on mirrors to light torches.

root: _____

sentence: _____

3. Solar **technology** is not new.

root: _____

sentence: _____

4. In 1905, Albert Einstein **described** the details of this process.

root: _____

sentence: _____

5. New **designs** in windows, skylights, and even roof shingles help homeowners use the sun's energy directly.

root: _____

sentence: _____

Name _____

A. Read each word in bold. Then circle the related word with the suffix *-ible* or *-able*.

- | | | | |
|--------------------|--------------|--------------|-------------|
| 1. value | valuable | valued | remarkable |
| 2. profit | professional | profitable | profits |
| 3. consider | changeable | considerable | considerate |
| 4. love | lovely | adorable | lovable |
| 5. horror | horrible | honorable | horrifying |

B. Read each clue. Then choose a word from the box that matches it. Write the word on the line and circle the suffix.

reversible	impossible	admirable	predictable	believable
terrible	acceptable	reliable	noticeable	considerable

6. worthy of admiration _____
7. able to be reversed _____
8. capable of being noticed _____
9. able to be believed _____
10. causing terror _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to vary sentence length and sentence structure.

Draft Model

We need to protect our water supply. People, animals, and plants will die without it. We should stop pollution.

1. What new details could you add to the first sentence to grab the reader’s attention? How could adding this information make the first sentence a compound sentence?

2. How could you make the second sentence shorter to emphasize the point? How could this sentence be reorganized so the subject is not at the beginning?

3. What words, phrases, or clauses could you add to the third sentence to better relate this idea to the other sentences?

B. Now revise the draft by varying the sentence length and structure so that the writing seems more natural and more able to keep the reader’s interest.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *How do the text features support the text in The Story of Salt and “The Not So Golden Touch”?*

In *The Story of Salt* and “The Not So Golden Touch,” the illustrators use pictures to help the reader understand the text. In *The Story of Salt*, for example, the picture of colonists trading goods for salt across continents helps the reader understand that the British tried to control the salt trade. In “The Not So Golden Touch,” the reader sees in the pictures that everything the king touches turns to gold.

Sometimes text features can also help the reader figure out information that is not in the text. For example, the picture of the Wieliczka salt mine in *The Story of Salt* suggests that people often visited salt mines as tourists.

Text features can also help the reader understand the meaning of words. The picture of the mummy covered in salt helped me figure out the meaning of the word *preserve*.

Text features of both stories help the reader easily understand the text. *The Story of Salt* includes pictures that give a little more information and help the reader fully understand the meaning of some words.

Reread the passage. Follow the directions below.

1. What are these paragraphs about? **Circle** the sentence that introduces the topic.
2. **Draw a box** around two sentences that show different sentence patterns.
3. **Underline** the strong conclusion that restates the topic sentence and follows logically from the evidence in the paragraphs.
4. **Write** an adverb on the line.

Name _____

agitated

crucial

futile

populous

presumed

smoldering

undiminished

urgency

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What kind of situation might create an **urgency** to leave a building?

2. What kind of place is a **populous** city? _____

3. If he **presumed** he would do well on the test, what did he believe?

4. Why is it dangerous to pick up a **smoldering** piece of wood?

5. What is something that can cause people to become **agitated**?

6. Why is it **crucial** to learn about safety? _____

7. What is something that can be considered **futile**? _____

8. If a fire is **undiminished**, does it give off less heat than before? _____

Name _____

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

Cause	Effect

Name _____

Read the passage. Use the ask and answer questions strategy to check your understanding as you read.

The Triangle Shirtwaist Fire

12 New York City was a booming industrial center in 1911. The garment
 15 industry was one of the largest employers in the city at that time.
 18 Immigrant women and girls were often the ones who worked in these
 21 factories, cutting and sewing fabric for clothing. The garment factories
 24 were in great competition. As a result, workers' pay and factory conditions
 27 often suffered. It was common for immigrant workers to work in unclean,
 30 overcrowded factories.

33 The Triangle Shirtwaist Factory specialized in making a popular
 36 women's blouse called the shirtwaist. The Triangle Factory was on the
 39 top three floors of the ten-story Asch Building. Nearly 500 of the 600
 42 employees were young women and girls. Sewing machines were crowded
 45 together with hardly an aisle to walk between them. Cloth scraps littered
 48 the floors. Webs of thread and cloth draped over chairs and tables. There
 51 was no time for cleanup.

54 At 4:45 P.M. on March 25, 1911, the Triangle Shirtwaist Factory erupted
 57 into an uncontrollable blaze. It was the close of a workday. Many were
 60 ready to walk out with their coats in hand. It was a cruel fate for the 146
 63 people who died, trapped in flames within minutes of their freedom!

66 A tailor on the eighth floor heard the first cry of fire. He and the
 69 manager grabbed buckets and began dousing the flames with water. A
 72 feast for the hungry fire, long rope lines of shirtwaist garments hung above
 75 sewing tables. While the men tossed water on the fire, the rope burned in
 78 two. As a result, the flaming blouses fell onto electric sewing machines
 81 and wooden tables below. Soon the cloth-filled room was an uncontrolled
 84 wildfire.

Name _____

A Picture Is Worth a Thousand Words

As clouds gather before a storm, the first sparks of flame foreshadowed an unthinkable disaster in New York City. Chaos reigned inside the factory. The workers found exit doors locked. There was only one fire escape. One elevator worked, but for only a short time. Stairwells soon filled with fire. Because they had nowhere to go, the employees faced unwelcome choices.

Sarah Friedman Dworetz worked on the ninth floor that dreadful day. She said in an interview, "There was screaming and shoving and many girls tried to climb over the machine tables." As Sarah waited for the elevator, she saw the flames coming from all sides. "Suddenly I was holding to the sides of the door looking down the elevator shaft with girls screaming and pushing behind me." She reached for the elevator cable and grabbed hold. Sarah slid down the shaft, landing on top of the elevator, unconscious. Other girls followed Sarah, many falling on top of her broken body.

Many other girls tried to escape through the windows. Unfortunately, they were unable to do so. The murderous fire was over in thirty minutes.

In this factory, advice when most needed was least heeded. There had been other fires at the Triangle Factory. Experts had called for more safety measures. In 1909 union workers protested the conditions in a strike. Their suggestions were ignored. The owners were not convicted of a crime, but public outrage did lead to reform. Workers organized, and political leaders took action. Many would say that the reforms were better late than never. For the women who lost their lives, however, it was too little too late.



Horse-drawn fire engine, on its way to the Triangle Shirtwaist Company fire

Library of Congress, Prints & Photographs Division
[LC-USZ62-34985]

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Name _____

A. Reread the passage and answer the questions.

1. What caused the low workers' pay and poor working conditions in garment factories in the early 1900s?

2. Once the fire began, what was the effect of having cloth, thread, and blouses all over the factory?

3. What caused so many workers to become trapped in the factory?

4. What was the effect of people's outrage about the fire?

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 _____

Baltimore in Flames

For firefighters at Engine 15 in Baltimore, Maryland, February 7, 1904, seemed like an ordinary Sunday morning. Everything changed at 10:48 A.M. when they received a fire alarm from John Hurst and Company. Soon after the fire engine arrived at the building, a basement fire caused an explosion in the elevator shaft. From there, the fire spread rapidly. For two days, firefighters worked frantically to put out the blaze that swallowed the city. The *New York Times* reported on February 9, 1904, "A territory twelve full city blocks by nine, and extending beyond over a mile and more of water front, is left in smoking, hideous ruins." As destructive as the fire was, the city of Baltimore quickly began to rebuild and recover.



Smoke and ruins from the great Baltimore fire of 1904

Library of Congress, Prints & Photographs Division
[LC-FB-44294]

Answer the questions about the text.

1. List two features of narrative nonfiction that this text contains.

2. What information does the primary source quotation add to the text?

3. How did the photograph impact your understanding of the fire?

Name _____

Read each passage below. Use context clues to figure out the meaning of each adage or proverb in bold. Write the meaning of each one in a complete sentence. Underline the context clues that helped you understand the adage or proverb.

1. As clouds gather before a storm, the first sparks of flame foreshadowed an unthinkable disaster in New York City.

2. In this factory, advice when most needed was least heeded. There had been other fires at the Triangle Factory. Experts had called for more safety measures. In 1909 union workers protested the conditions in a strike. Their suggestions were ignored.

3. The owners were not convicted of a crime, but public outrage did lead to reform. Workers organized, and political leaders took action. Many would say that the reforms were better late than never.

4. For the women who lost their lives, however, it was too little too late.

Name _____

A. Read each adjective in bold. Then circle the word with the suffix that changes the adjective to a noun. Underline the suffix.

1. **important** importance import
2. **evident** evidential evidence
3. **defiant** definitely defiance
4. **excellent** excellence excelled

B. Read each pair of sentences and identify the word in bold. Then complete the second sentence by writing the word in the box that is related to the word in bold.

importance	persistent	violence	fragrance
observant	conference	disappearance	occurrence

5. The programmers **persisted** until they found a solution. They were very _____.
6. City leaders proudly reported there were fewer **violent** incidents this year. The amount of _____ has decreased.
7. The noisy crows **disappeared** from the trees last week. The neighborhood is much quieter since their _____.
8. The food baking in the oven was deliciously **fragrant**. The _____ made my mouth water!
9. Experts on the topic **conferred** for days to find a solution. In the end, their _____ was quite successful.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the style and tone more objective.

Draft Model

Cars kept zooming through our neighborhood like mad and not stopping at the stop sign. It was crazy dangerous to cross the streets.

1. How could the sentences or information in the draft be rewritten to reflect a more formal style?
2. Which words and phrases in the draft should be replaced or left out to create a more objective tone?
3. Would changing the narrator's voice help make the draft more objective? If so, what words and phrases should be changed?

B. Now revise the draft by changing the style and tone of the piece to give it a more formal and objective voice.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *Could the Great Chicago Fire of 1871 have been prevented from spreading as far as it did?*

The Great Chicago Fire quickly spread from a poor neighborhood on the far west side of the city all the way through the downtown area and up to the far northern part. But according to first-hand accounts, it didn't have to spread that far.

On the first night of the fire, James Hildreth helped prevent the fire from spreading south. He used explosives to blow up empty houses. When the houses were leveled, many volunteers doused the debris with water, which soon stopped the fire's spread south. As the fire spread farther north, he attempted to do the same thing. He tried to gather volunteers, but "the word 'powder' was a terror to them." People ran away from him, and he gave up.

In an 1871 article of *The Nation* magazine, Frederick Law Olmstead suggested that the building materials used in fancy stone-faced walls contributed to the fire's spread. "...plain brick walls or walls of brick ... resisted the fire much better than stone-faced walls"

If people had volunteered, or if more homes were built from brick, the Chicago Fire might have not spread as far.

Reread the passage. Follow the directions below.

1. How could the Chicago Fire been prevented from spreading so far? **Circle** the clear reasons that provide evidence for the claim.
2. What style and tone were used in this writing sample? **Draw a box** around words that demonstrate the style and tone.
3. Could the fire have been prevented? **Underline** the sentence that introduces the claim.
4. **Write** an adverb on the line.

Name _____

protein

correspond

saturated

extract

resilient

foliage

hypothesis

alternative

Finish each sentence using the vocabulary word provided.

1. **(foliage)** We went for a walk in the forest _____

2. **(saturated)** After the river flooded, _____

3. **(resilient)** The weeds in his yard _____

4. **(alternative)** If you don't want to explore the caves with us, _____

5. **(hypothesis)** The biology student _____

6. **(protein)** In order to be healthy, _____

7. **(extract)** The miners are trying _____

8. **(correspond)** Please check to make sure _____

Comprehension: **Main Idea and Key Details Graphic Organizer**

Name _____

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

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the summarize strategy to check your understanding of key ideas.

Researching the Ocean's Secrets

9 Scientists didn't know much about deep-sea life until Jacques
 16 Cousteau's inventions changed everything. Cousteau, a Frenchman,
 30 wanted to dive deep below the surface of the sea. Skin divers had to
 44 swim near the surface. They had no way to carry air with them. Cousteau
 54 invented a portable breathing apparatus and an underwater camera. Those
 67 inventions made it possible to explore the ocean and film the wonders of
 the sea.

69 Goggles, Cameras, and Scuba Diving

74 Goggles were not common diving gear in the 1930s. Free-swimming
 84 divers usually swam without anything to cover their eyes. Cousteau tried
 95 some goggles and was amazed at what he saw. His love for diving grew
 109 even more. Cousteau was excited to share his discovery with the world,
 121 but his camera would not work in water. So he figured out how to make it
 137 waterproof. With goggles and an underwater camera, Cousteau was set to
 148 make history.

150 Still, Cousteau wanted to dive deeper than was possible without an
 161 air supply. He envied the freedom of the fish. However, there was no
 174 equipment that allowed divers to breathe without hoses or tubes attached
 185 to an air supply above the surface. Those lines fastened divers to a vessel
 199 that carried their bulky air-supply equipment. In 1943 Cousteau and
 209 Emile Gagnan invented a self-contained underwater breathing system.
 217 They called the device the Aqua-Lung. This gear ushered in a new era in
 231 underwater exploration. The equipment offered a way for divers to get air
 243 under water without being connected to an air source above.

253 The new gear became known as Self-Contained Underwater Breathing
 262 Apparatus, or SCUBA. The breathing apparatus fed air to divers at the
 274 same pressure as the water around them. It allowed divers to spend more
 287 time below. Scuba gear changed the way Cousteau and others explored
 298 the oceans.

Name _____

From the Sea to TV

Cousteau's breathing machine and goggles allowed him to explore the depths of the sea. He needed a vessel, a boat of just the right size from which he could dive. In 1950 Cousteau acquired a small ship named *Calypso*. She was sturdy and built so she could go in and out of shallow coral reefs. *Calypso* was perfect for both exploring and filming Cousteau's underwater adventures.

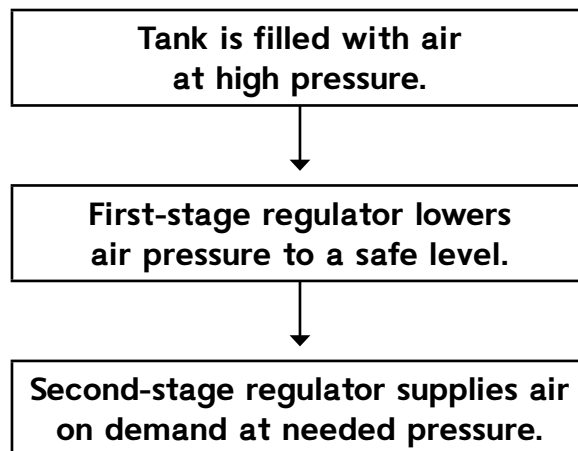
Cousteau outfitted *Calypso* as a laboratory from which he could make dives. *Calypso's* workspace carried underwater cameras and diving gear. A shark cage was lashed to the deck. An underwater observation room known as "*Calypso's* false nose" was added to the vessel. The nose chamber was a large enough space for two of the crew to film under water. Cousteau wanted to share what he and his crew saw below.

Cousteau began recording his explorations. First, he used black-and-white film and later, color. *National Geographic* magazine noticed Cousteau's color pictures and invited him to work with them. They started filming his underwater adventures for television. Cousteau's films soon played on televisions across America on a weekly basis. His program became so popular that it ran for nine years. Cousteau narrated the shows himself, describing his discoveries with his engaging French accent.

Cousteau thought of his films as nature adventures. He was a scientist who had a sense of wonder about everything he did. He loved to explore unknown waters. Cousteau explored sea life with a sense of awe and shared that with his TV viewers.

Cousteau also brought attention to marine conservation, so that ocean life would be preserved instead of harmed. He founded the Cousteau Society in 1974. Cousteau brought the beauty and marvel of underwater life into people's homes. He inspired the world by sharing his love of the sea.

How does SCUBA work?



Name _____

A. Reread the passage and answer the questions.

1. What is the main idea of the first paragraph? Which two details in the paragraph support the main idea?

2. Give two key details in the second paragraph.

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

4. Look at the second paragraph under the heading "From the Sea to TV." Write one key detail and the main idea of that paragraph.

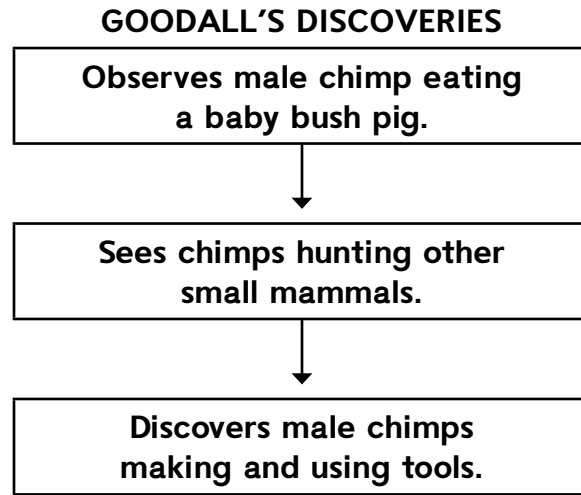
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Jane Goodall: Chimpanzee Expert

Interested in animals from a young age, Jane Goodall left England in 1960 and went to Gombe, Tanzania, in Africa. There, she began her lifelong study of chimpanzees. Unlike other scientists, Goodall took a very personal approach to her research. She gave the chimpanzees names instead of numbers. Goodall made many new discoveries about chimpanzees, including the fact that they are omnivores. In other words, they eat other animals as well as plants. In 1986 Goodall published her book *Chimpanzees of Gombe: Patterns of Behavior*. Today, Goodall travels 300 days a year. She educates others worldwide about wildlife conservation.



Answer the questions about the text.

1. What technical term is included in this expository text? What does it mean?

2. Which step in the flow chart provides information that is different from the other two steps?

3. What can you conclude about Goodall's commitment to wildlife?

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then answer the question below the passage.

1. **Goggles** were not common diving gear in the 1930s. Free-swimming divers usually swam without anything to cover their eyes.

On what part of your body would you wear **goggles**? _____

2. In 1943 Cousteau and Emile Gagnan invented a self-contained underwater breathing system. They called the **device** the Aqua-Lung. This gear ushered in a new era in underwater exploration.

What is an example of a **device** you might find in a kitchen? _____

3. He needed a **vessel**, a boat of just the right size from which he could dive. In 1950 Cousteau acquired a small ship named *Calypso*.

What kind of **vessel** might you use on a small lake? _____

4. Cousteau outfitted *Calypso* as a **laboratory** from which he could make dives. *Calypso's* workspace carried underwater cameras and diving gear.

What happens in a **laboratory**? _____

5. An underwater observation room known as "*Calypso's* false nose" was added to the vessel. The nose **chamber** was a large enough space for two of the crew to film under water.

Instead of in a big theater, where do you think **chamber** music is usually played? _____

6. Cousteau also brought attention to marine **conservation**, so that ocean life would be preserved instead of harmed.

What could help **conservation** of the oceans? _____

Name _____

technology	physician	heroism	geologist	politician
ecologist	apology	mythology	specialist	feminism
novelist	biologist	technician	patriotism	tourist

A. Read the words in the box. Sort the words by their Greek suffixes. Write each word in the correct column below.

<i>-ician</i>	<i>-logy</i>	<i>-ologist</i>	<i>-ist</i>	<i>-ism</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Greek Suffixes

- *-ician* means "a specialist in"
- *-crat* and *-cracy* mean "rule"
- *-logy* and *-ologist* mean "science of" and "scientist"
- *-phobia* means "an abnormal fear"
- *-ist* means "one who practices"

B. Find the word in each row that matches the clue in bold. Write the word on the line and underline its suffix. Use the meanings of the Greek suffixes to help you.

- | | | | |
|---------------------------------|--------------|--------------|-------|
| 1. fear of water | aquaphobia | anthropology | _____ |
| 2. ruled by the people | chemist | democracy | _____ |
| 3. a specialist in music | musical | musician | _____ |
| 4. science of the heart | cardiologist | cardiology | _____ |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using sequence to order steps in a process to help readers understand how and why something was done.

Draft Model

To make a goldfish home, you need a bowl or tank, purified water, and special gravel. Rinse the tank with some purified water. Clean the gravel with purified water. Put the gravel in the tank. Fill the tank with more purified water.

1. What word or phrase could you add to signal the first step in making a goldfish home?

2. What words or phrases could you use to signal the second and third steps in the process?

3. What word or phrase can you use to signal the last step in the process?

B. Now revise the draft by adding words and phrases that will help the reader understand the sequence of steps involved in setting up a goldfish home.

Name _____

The student who wrote the paragraphs below used details from two different sources to answer the question: *How has Hazel Barton used the scientific method to learn more about microbes?*

By the time Hazel Barton turned 14, she had an interest in microbiology. Over the years, she has combined her interests in microbiology and caving to explore the world's oldest forms of life on earth—single-cell organisms called microbes. To help her make new discoveries, she has used the scientific method.

First, Hazel observed microbes that live in dark caves with no sunlight and little food. Then she asked a question: "How do cave microbes adapt to such harsh conditions and manage to survive?"

Next, Hazel made a hypothesis that the microbes "create a community that works together to stay alive." Through initial testing, Hazel found five hundred species were good at making a living. Some organisms took energy from the air; some took energy from the rock; and some took energy from the soil. So she concluded that as a group, this community of microbes gets its energy from multiple sources.

Then Hazel had another question: How do the organisms work together? Hazel is still testing her hypothesis. Then she will have more conclusions to make and questions to ask.

Reread the passage. Follow the directions below.

1. What is the sequence of the steps in the scientific method? **Circle** the phrases that show evidence of a logical order.
2. **Draw a box** around a sentence that shows concrete details to support the topic.
3. **Underline** the sentence that shows the topic of this writing sample.
4. **Write** a negative word on the line.

Name _____

exquisite	intrinsic	meticulously	excavation
bedrock	intriguing	methodical	embark

Use each pair of vocabulary words in a single sentence.

1. excavation, intriguing

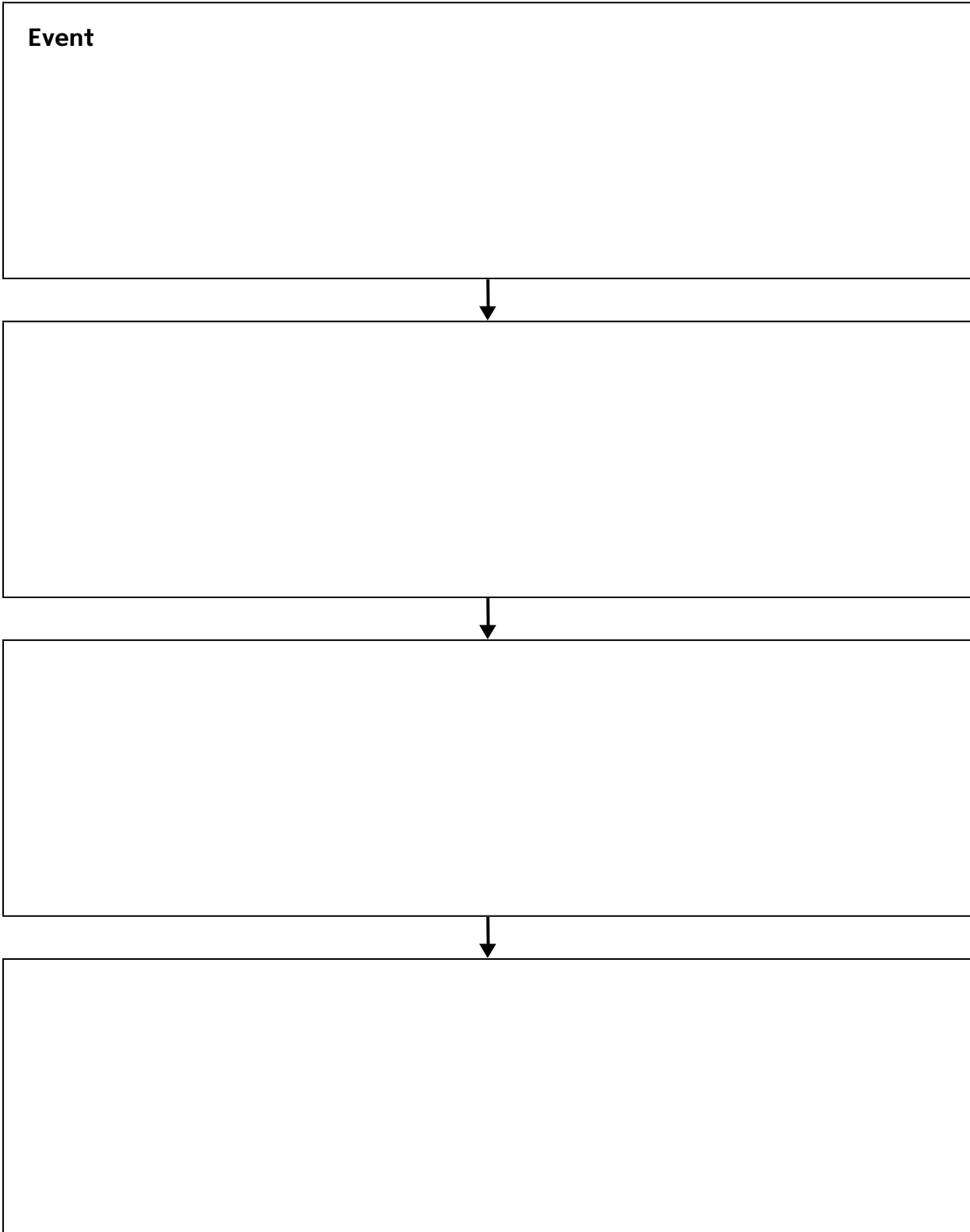
2. meticulously, bedrock

3. methodical, intrinsic

4. exquisite, embark

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the summarize strategy to restate the most important points.

Ancient Threads Reveal Early Weavers

13 From deep in a mountain cave in Peru, South America, ancient bits of
 27 cloth have given scientists a peek into the lives of the people who made
 42 them. But when did they live? A new way of finding an object's age now
 56 proves how old the cloth is. Scientists now know they are learning about a
 culture that is at least 12,000 years old.

64 **A New Kind of Test**

69 For many years, archaeologists did not have a good way to tell how
 82 old their finds were. They could only compare objects found in the
 94 same place and guess that they were from the same time period. Then
 107 in 1947 a scientist named Willard Libby was trying to find out the age of
 122 fossils for a paleontology study. Libby began thinking about a way to get
 135 a more precise age. Libby came up with a theory based on the scientific
 149 fact that living plants absorb a small amount of carbon-14. The amount of
 162 carbon-14 decreases over time. Using logic, Libby inferred that he could
 173 tell how long plants had been dead by measuring how much carbon-14
 185 was left in them. He called this process "carbon dating." Thanks to Libby,
 198 scientists can be more certain of the age of their discoveries.

209 In the 1980s, archaeologists first found signs that humans had lived
 220 inside the cave in Peru. They used carbon dating to find the age of bone
 235 and charcoal pieces found in the cave. Those objects all proved to be
 248 around 12,000 years old. This proof was important. The information told
 259 them that humans had visited the mountains near Peru soon after the last
 272 glacier period ended around 12,500 years ago.

Name _____

More Advanced Dating

Archaeologists also found bits of rope and woven thread inside the cave in Peru. They found finely woven bits of fabric and bundles of plant material useful for weaving. From this find, archaeologists could tell that an advanced people had visited the cave. They did not know how old the samples were, however. Scientists knew humans had disturbed the cave at some time. No one knew when. So no one could say for sure if the bits of cloth had been left behind 100 years ago or 12,000 years ago.

The small pieces of cloth had not been tested with the other cave samples for a reason. Until lately, carbon testing was not reliable with small fragments. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This technique can tell the age of even one hair. Archaeologists learned at last that the bits of fabric were also 12,000 years old. Now the scientists knew that prehistoric people had made them.

After learning how old the fabric samples were, scientists were able to learn more about who visited the cave. Early researchers thought that humans had gone into the mountains to search for food. Hunters would likely have been men. From what is known about other cultures, scientists believe that women would have been the ones to weave the fabric. This suggests that women must also have gone into the mountains and must have stayed long enough to weave fabric. Perhaps the men hunted while the women made cloth and rope in the cave.

The latest ways of dating artifacts have led scientists to fresh understandings of ancient times. Carbon dating has given scientists a way to peer into the past—sort of like having a telescope on long ago. By finding out when something was made, scientists can discover more about the time before history was written.



Guitarrero Cave is located in Peru in South America. Fibers found in the cave were left behind about 12,000 years ago.

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Name _____

A. Reread the passage and answer the questions.

1. Look at the first paragraph under "A New Kind of Test." List the sequence of events that led to Willard Libby's carbon-dating process. What signal words help you follow the sequence?

2. About how long after Libby developed the idea of carbon dating did scientists find signs of humans inside the cave? How do you know?

3. List the sequence of the steps that archaeologists took to learn about the people who lived in the mountain cave in Peru.

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

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

Name _____

The Niaux Cave: Gallery of Prehistoric Art

The Niaux Cave, located in the Pyrenees Mountains in southern France, is famous for its prehistoric wall paintings. The cave entrance is set high on the side of a mountain. Scientists believe that because this landscape created a warm climate, the caves sheltered both animals and humans at the end of the last Ice Age. In 1906 a series of wall drawings of three bison, a horse, and a weasel were discovered in the main hall of Niaux Cave. In 1971 the first group of scientists studied the paintings. A process called radiocarbon dating was used to identify the age of the artwork. This process tested the charcoal used to create the paintings and confirmed that they were at least 14,000 years old.



CAROLUS/Pixtal/agefotostock

A prehistoric wall painting from the Niaux Cave in France

Answer the questions about the text.

1. List two features of expository text that this text contains.

2. What activity is described over a range of time?

3. What idea from the text does the photograph help you to visualize?

Name _____

A. Read each passage. Look at the meanings of the word parts. Then write a definition for the word in bold.

1. For many years, **archaeologists** did not have a good way to tell how old their finds were.

archaeo = ancient, old; *logos* = study

2. Then in 1947 a scientist named Willard Libby was trying to find out the age of fossils for a **paleontology** study.

paleo = prehistoric; *logos* = study

3. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This **technique** can tell the age of even one hair.

tech = skill

4. Carbon dating has given scientists a way to peer into the past—sort of like having a **telescope** on long ago.

tele = far; *scope* = see

B. Write another word that has each of the following roots. Use a dictionary if necessary.

1. *tele* _____

2. *tech* _____

3. *ology* _____

Name _____

A. Complete the word equation by adding a prefix to each root word. Write the new word on the line.

1. im + patiently = _____
2. ac + commodate = _____
3. il + logical = _____
4. ar + rest = _____
5. ac + company = _____
6. im + migration = _____

B. Complete each sentence using the clue in parentheses. Choose the correct absorbed form of the prefix from the box and add it to the root word in the clue. Write the word on the line.

Original Prefix and Meaning	Absorbed Forms
<i>ad-</i> means "to" or "toward"	<i>ac-, ar-, at-</i>
<i>in-</i> means "not" or "the opposite of"	<i>im-, ir-, il-</i>

7. The pieces of paper were _____ sizes. (not regular)
8. The driver made an _____ turn and caused an accident. (the opposite of legal)
9. I wanted to _____ my friend to the meeting after school. (to go with as company)
10. My pet dog is a very _____ puppy! (not mature)

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to choose time-order words to show the sequence of steps in a process.

Draft Model

Marsha wanted to paint her desk. She prepared the area by putting down newspaper. She sanded the desk. She cleaned the surfaces gently. She let the desk dry. She started painting.

1. What time-order word or phrase could you use to show the first thing Marsha did to prepare the area for painting her desk?

2. What time-order words and phrases could you use to clarify the order of the next three steps Marsha took to prepare the desk for painting?

3. What time-order word or phrase could you add to identify the last thing Marsha did in this paragraph?

B. Now revise the draft by adding time-order words and phrases that will help readers better understand the order of steps in the process described.

Name _____

The student who wrote the paragraphs below used details from two different sources to respond to the prompt. In *“The Mystery of the Missing Sandals,”* Scott figures out who stole King Tut’s golden sandals. *Pharaoh’s Boat* tells about the restoration of an ancient Egyptian boat, but it also tells about a mystery. Explain how the mystery in *Pharaoh’s Boat* was solved.

When workers removed rubble next to Pharaoh’s pyramid, they found that one boundary wall was 5 meters closer to the base of the pyramid than the other walls. They did not know why Egyptians would have done this, as they were usually meticulous in their measurements. Then Egyptologist Kamel el Mallakh figured that boat pits could be found behind the wall. After workers carefully uncovered the boat pits, Ahmed Youssef Moustafa was chosen to restore and rebuild the ancient ship.

Next, Ahmed researched ship-building methods and built scale models of the ship. He was stumped, however, because the ship-building methods he had studied didn’t match up with the pieces that were found in the boat pit. Finally, he solved the mystery. He realized that the ancient Egyptians built the boat’s frame after its shape had been created—an “ancient Egyptian shipbuilding secret.”

Anytime archaeologists and restorers work to uncover the past, they are solving mysteries.

Reread the passage. Follow the directions below.

1. **Circle** the sentence that introduces the topic.
2. **Draw a box** around time-order words that describe the sequence of events.
3. **Underline** specific details and facts that support the topic.
4. **Write** a preposition and prepositional phrase on the line.

Name _____

incentive

horizons

recreation

unfettered

Finish each sentence using the vocabulary word provided.

1. **(unfettered)** I let my dog out of its cage _____

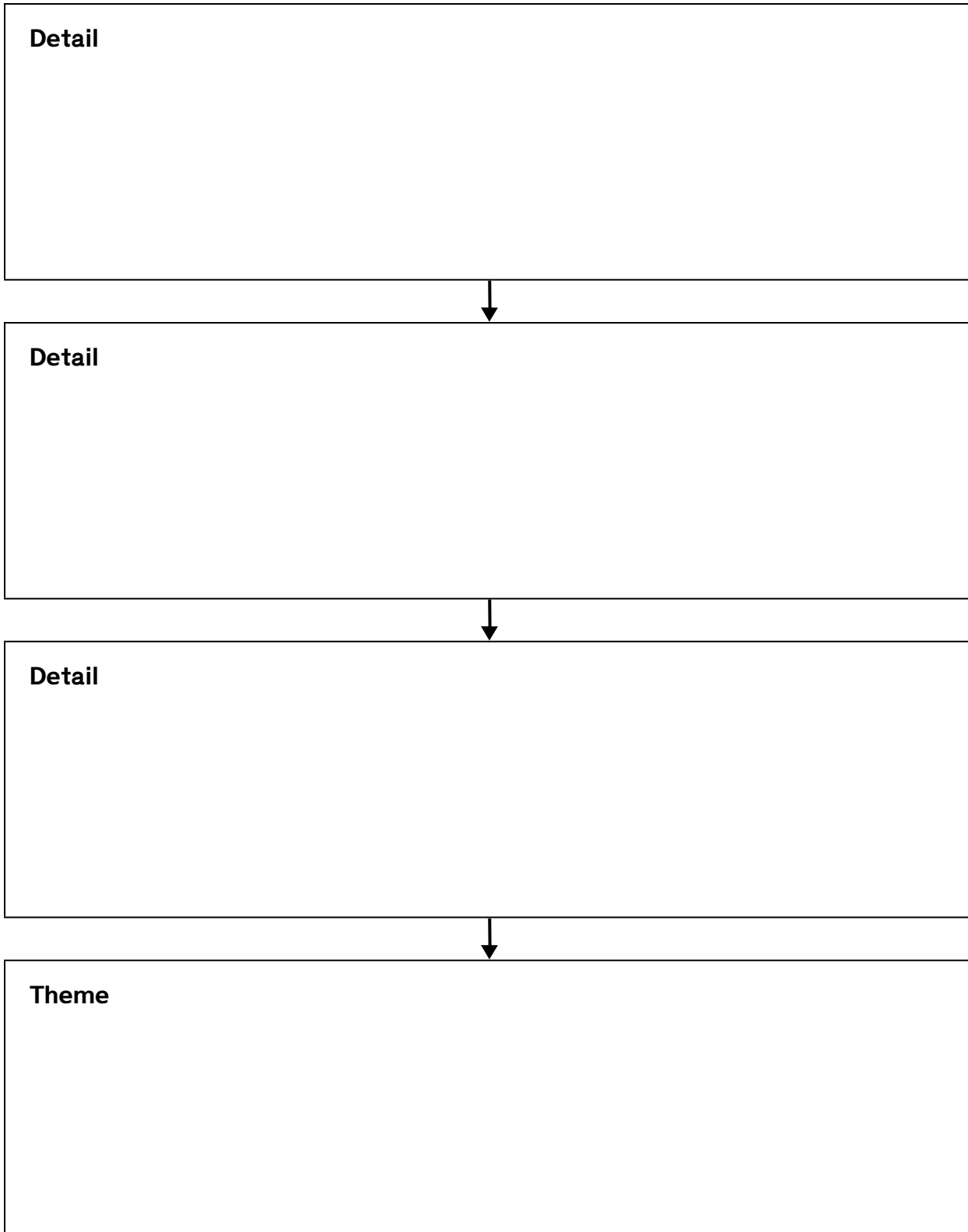
2. **(incentive)** My mother said she would take me to the movies _____

3. **(recreation)** Swimming at the local pool _____

4. **(horizons)** Learning how to speak a new language _____

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the passage. Check your understanding by asking yourself what the theme, or message, of the poem is.

Ode to Mr. Lincoln

9 I watch as you sit on your marble chair,
 19 I see your marble arms and hands, solid and firm
 30 As the earth itself, and I think to myself those hands
 40 Once held a whole country together. I think to myself
 48 Those hands once held the future of democracy
 59 As gently as morning light falls on a field of battle.
 68 How could one man not bend under that burden?
 76 You saw to it that people were free,
 84 No matter their color or race or creed,
 90 No matter what songs they sang.
 101 You saw to it that all of your people had choices.
 109 You followed the path you chose for yourself
 120 As surely as the stars follow their paths across the sky.
 130 The worries of your life are behind you, Mr. Lincoln,
 138 Though once they lay heavy on your heart—
 147 As weighty as mountains of stone on the horizon,
 155 As numerous as snowflakes covering a burial ground.
 166 The union has lasted far beyond four score and seven years,
 176 but you can rest till time and tide are done
 and let your thoughts wander wherever they will.



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Name _____

A. Reread the passage and answer the questions.

1. What national monument is the poet referring to in the first two lines of the poem?

2. What lines describe Lincoln's accomplishments?

3. What does the phrase "The worries of your life are behind you" mean?

4. What theme, or message, about Lincoln does the poet convey to the reader?

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

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

Name _____

To an Artist

The city is bustling, noisy, and bright
 With trucks, cars, and taxicabs, both day and night,
 And with people so anxious to get here or there,
 As they text on their cell phones and fuss with their hair.
 On they go, pounding the pavement and street.
 On they go, wearing their shoes off their feet.
 At a corner an artist stands, paintbrush in hand,
 A statue of silence observing the land.
 Like a wizard, he captures a moment—Look! There!
 Beauty on canvas; most pass, unaware.

Answer the questions about the text.

1. How do you know that this text is a lyric poem?

2. How do you know this text is also an ode?

3. What repetition can you find in the text?

4. Choose one powerful image from the text. What message do you think the poet tries to communicate with that image?

Name _____

Repetition is the repeating of a word or phrase. Poets use repetition to emphasize an idea and to give the poem rhythm.

Imagery is the use of words to create a vivid picture in the reader's mind.

Read the lines of the ode below. Then answer the questions.

Ode to Mr. Lincoln

*I watch as you sit on your marble chair,
I see your marble arms and hands, solid and firm
As the earth itself, and I think to myself those hands
Once held a whole country together. I think to myself
Those hands once held the future of democracy
As gently as morning light falls on a field of battle.
How could one man not bend under that burden?*

1. Find an example of repetition in the poem. Write it below.

2. Find two examples of imagery in the poem. Write them below.

3. How do the repetition and imagery affect the poem?

4. Write a short poem about someone you admire that includes repetition and imagery.

Name _____

Read each passage and pay special attention to the hyperbole in bold. Then decide whether the statement below the passage expresses the true meaning of the hyperbole. If it does not, write what you think the words in bold are meant to communicate.

1. I see your marble arms and hands, **solid and firm**

As the earth itself, and I think to myself those hands
Once held a whole country together.

Because they are marble, the statue's hands are actually as solid and firm as the earth.

True False

2. You followed the path you chose for yourself

As surely as the stars follow their paths across the sky.

Abraham Lincoln was extremely sure and steady in his beliefs and actions.

True False

3. The worries of your life are behind you, Mr. Lincoln,

Though once they lay heavy on your heart—

As weighty as mountains of stone on the horizon,
As numerous as snowflakes covering a burial ground.

Abraham Lincoln had millions of worries that weighed many tons.

True False

Name _____

Word from Mythology	Meaning
Ceres	Roman goddess of grain
Chaos	Greek goddess; formless gap between heaven and earth
Flora	Roman goddess of flowers
Iris	Greek goddess of the rainbow
Mercury	Roman messenger of the gods
Titans	Greek gods who were giants
Sol	Roman god of the sun
Psyche	Greek character who represents the human soul

Read each sentence below. Use the chart to underline the word that comes from one of the Greek or Roman names. Then circle the part of the word that it shares with the name from mythology.

1. We used special glasses to view the solar eclipse.
2. He gave his mother a floral bouquet on her birthday.
3. The powerful hurricane threw the town into chaos.
4. What is your sister’s favorite breakfast cereal?
5. A titanic wave washed onto the deserted shore.
6. During the science experiment, the teacher poured mercury into the glass.
7. I want to study psychology so I can understand the way people think.
8. We picked a colorful iris from the garden.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you choose words with connotations that accurately express the speaker’s feelings.

Draft Model

I like to look at clouds as they move across the sky. They look like a good place to lie down and take a nap or read a book.

- 1. Why do the clouds look like a good place to lie down and take a nap? What words make you think of a relaxing place?
- 2. How might it feel to lie down on the clouds? What words will best convey how the speaker feels about lying in the clouds?
- 3. How would you describe time passed in the clouds? What words best convey the sort of experience the speaker might have on a cloud?

B. Now revise the draft by adding descriptive words with connotations that accurately and clearly express the speaker’s feelings.

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Name _____

The student who wrote the poem below used details from two different sources to respond to the prompt: *Write a lyric poem about the importance of taking a break—to rest, to think, or to dream.*

On most days I'm busy
with school, chores, and studies,
and then there's basketball practice
and time with my buddies.

And I like being busy.
I'm on top of my game.
But too much "busy"
and I feel pretty lame.

That's when I stop—
to feel rested; restored.
How do I do it?
I get really bored.

'Cause I love when there's
absolutely nothing to do.
My head sprouts ideas
from out of the blue!

I have time to see
with my mind's open eye
how to let quiet thoughts in
and let busy thoughts lie.

So when I feel myself sprinting
up an impossible hill,
I stop.
I get bored.
And I take time to chill.

Reread the passage. Follow the directions below.

1. **Circle** an example of figurative language.
2. How does the narrator of the poem feel about being bored? **Draw a box** around words that show the narrator's feelings.
3. How does the author use sensory language? **Underline** an example.
4. **Write** an example of how two sentences might have been combined to avoid repetition.
