

JOURNEYS

Reader's Notebook

Grade 5



HOUGHTON MIFFLIN HARCOURT

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Name _____ Date _____



We Were There, Too!
Joseph Plumb Martin
and Sybil Ludington

Independent Reading

We Were There, Too!

Joseph Plumb Martin

and Sybil Ludington



Make an Illustrated Glossary

A glossary is a feature at the back of a nonfiction book that gives the meanings of words found in the text. Usually, authors include words that are important to understanding the main ideas of the text.

Read the second paragraph on page 451. The word *scrawling* means writing quickly or carelessly. What does this word tell you about how the boys were signing up for the army?

Read the first paragraph on page 452. An indenture is an agreement to work for someone for a fixed period of time. Why do you think Joseph used the word *indenture* to describe his enlistment?

Name _____ Date _____

We Were There, Too!
Joseph Plumb Martin
and Sybil Ludington

Independent Reading

The author of "We Were There, Too!" has asked you to make an illustrated glossary for the book. Choose six words from the stories of Joseph Plumb Martin and Sybil Ludington. Each must be a word that helps you understand the characters and what they experienced. Remember that glossary entries are listed in alphabetical order. After you write the words, draw an illustration that shows what each word means.

Illustrated Glossary

Word	Meaning	Illustration

Name _____ Date _____

Prefixes *in-*, *im-*, *il-*, and *ir-*

We Were There, Too!
Vocabulary Strategies: Prefixes
in-, *im-*, *il-*, and *ir-*

The words in the box begin with a prefix that means *not* or *in*.

Choose a word from the list to fill in the blank and correctly complete each sentence.

inefficient	indirect	informal	imbalance	impersonal
impure	illogical	illegible	irregular	irresponsible

- If Sybil had ridden back and forth, it would have been _____ because it would have taken up extra time.
- The border shown on the map was jagged and _____.
- Chemicals dumped in the stream made the watering hole _____.
- The yearly neighborhood picnic was a fun, _____ event.
- Too much air in one of the bicycle's tires can create a pressure _____.
- The order of events was _____ and made no sense.
- To forget an appointment twice is considered _____.
- Compared to a handwritten note, a typed one can seem a bit _____.
- We were forced to take an _____ route because the bridge was closed for repairs.
- Blurred ink and poor penmanship made the address _____.

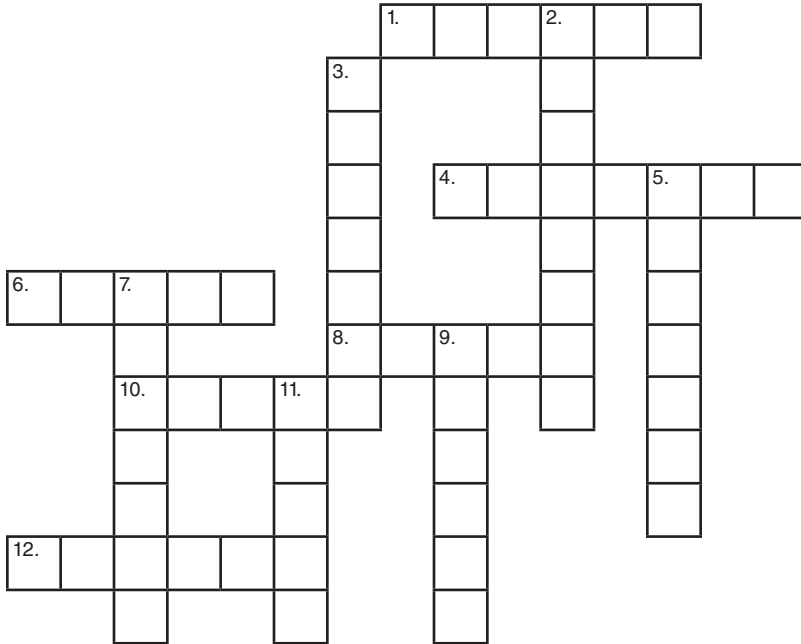
Name _____ Date _____

Final Schwa + /l/ Sounds

We Were There, Too!

Spelling: Final Schwa
+ /l/ Sounds

Basic Complete the puzzle by writing the Basic Word for each clue.



Spelling Words

1. formal
2. whistle
3. label
4. puzzle
5. legal
6. angle
7. normal
8. needle
9. angel
10. pupil
11. struggle
12. level
13. local
14. bicycle
15. channel
16. global
17. stumble
18. quarrel
19. article
20. fossil

Challenge

- identical
- vehicle
- mineral
- colonel
- artificial

Across

1. remains of a plant or animal from an earlier age
4. to trip and nearly fall
6. relating to a specific nearby area
8. related to the law
10. a figure made by two lines that extend from the same point or line
12. a thin, metal tool that is used for sewing

Down

2. a great effort
3. to make a sound by forcing air out between the teeth or lips
5. a vehicle with two wheels, a seat, and pedals
7. a connecting body of water
9. concerning the whole world
11. a tag on an object that tells what it contains

Challenge 13–15. Write a brief journal entry describing what it would be like to visit another planet. Use at least three of the Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Spelling Word Sort

We Were There, Too!

Spelling: Final Schwa
+ /l/ Sounds

Write each Basic Word beside the correct heading.

<p>Final /ə/ spelled <i>e/</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Final /ə/ spelled <i>a/</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Final /ə/ spelled <i>ie</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Other spellings for final /ə/</p>	<p>Basic Words:</p>

Spelling Words

1. formal
2. whistle
3. label
4. puzzle
5. legal
6. angle
7. normal
8. needle
9. angel
10. pupil
11. struggle
12. level
13. local
14. bicycle
15. channel
16. global
17. stumble
18. quarrel
19. article
20. fossil

Challenge

identical
vehicle
mineral
colonel
artificial

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *We Were There, Too!* Find words with the final /ə/ spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

We Were There, Too!

Spelling: Final Schwa
+ /I/ Sounds

Find the misspelled words and circle them. Write them correctly on the lines below.

Elizabeth Zane was a heroine of the last battle of the American Revolution. Betty was considered normle—a colonial girl with little formel education, but a pupill of the world nonetheless. In 1782, when she was 17, her family was under siege by Native American allies of the British in Fort Henry (now Wheeling, West Virginia). The powder supply was exhausted, and the nearest supply was 100 yards away. How to retrieve the powder was a puzzel. There was a quarel among the men about who should go. Betty suggested her own angul. She pointed to a handy artikle of clothing she wore—her apron. It was perfect for holding the black powder. All watched nervously as she took a slight stumbel on her way back to the fort with her apron filled to the top with gunpowder. She was hailed as an anjel. Her story is a lokal legend of the struggel for our nation's independence.

Spelling Words

1. formal
2. whistle
3. label
4. puzzle
5. legal
6. angle
7. normal
8. needle
9. angel
10. pupil
11. struggle
12. level
13. local
14. bicycle
15. channel
16. global
17. stumble
18. quarrel
19. article
20. fossil

Challenge

- identical
vehicle
mineral
colonel
artificial

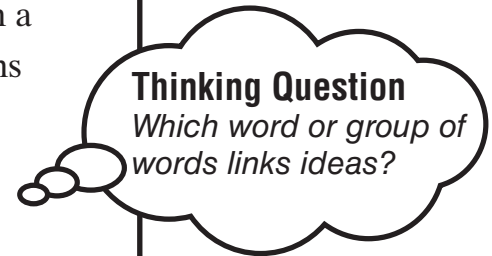
- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Name _____ Date _____

Transitions

We Were There, Too!
Grammar: Transitions

Transitions are connecting words or phrases used to show relationships between ideas. Transitions may appear anywhere in a sentence. They may link ideas within a sentence or between sentences. Common transitions include *however, moreover, similarly, in addition to, on the other hand, also*.



transition

We learned the national anthem. **Then** we learned about flag etiquette.

Circle each transition and write it on the line.

1. We carefully carried the flag out. Next we fastened it to the pole, first unfolding it. We raised the flag just as we were taught. We saluted and finally returned to our classroom. Afterwards we said the Pledge of Allegiance and later discussed the subject of patriotism.

2. As a result of our discussion, I understand more about why we honor the flag. I also know that the flag should never touch the ground. Similarly it should not be placed carelessly over something, for example, a car hood.

Name _____ Date _____

Transitions and Relationships

We Were There, Too!
Grammar: Transitions

Transitions signal different types of relationships between details and ideas.

time order	<i>first, next, later, soon, after eventually, then</i>	He first told his grandparents. Later he packed.
comparison/contrast	<i>unlike, like, similarly, in contrast to, moreover, although</i>	They had many soldiers. Moreover , they had better weapons.
cause and effect	<i>therefore, as a result, consequently, unless, if</i>	If wounded, he would not reenlist.

Thinking Questions

What is the transition?
How does it relate the ideas?

Write the transition that shows the relationship indicated in parentheses.

1. _____ James Forten, Joseph Martin is a hero. (comparison)
2. He was a patriot. _____ he served his country. (cause and effect)
3. _____ horrified by his first sight of battle, he continued to fight. (contrast)
4. _____ chaos was everywhere. (time order)
5. The Americans rallied and _____ pushed the British back. (cause and effect)
6. _____ experiencing several battles, Joseph Martin _____ grew less nervous. (time order)
7. _____ life on his peaceful farm, the war seemed like a nightmare. (contrast)
8. He had time to reflect on his experiences _____ (time order)

Name _____ Date _____

Transitions in Writing

We Were There, Too!
Grammar: Transitions

Opinion writing: Use transitions that link reasons and supporting details to the opinion: *consequently, because, as a result, due to, furthermore, specifically, first of all.*

Informative writing: Use transitions that link examples and facts to main ideas: *for example, also, in fact, in addition to, in contrast, similarly, especially, besides.*

Narrative writing: Use transitions that show the sequence of events: *first, at the beginning, next, then, later, finally.*

example

Informative text: Sybil Ludington was different from many 18th century women. **Although** she took care of the house and children for her father, she could also ride a horse well. **In addition**, she was independent. **For example**, she didn't ask anyone to go with her on her ride.

Thinking Questions

What is the purpose of my writing? Which transitions will show the organization of my ideas?

Insert transitions to connect the ideas in each paragraph.

1. I am going to write a report on Sybil Ludington. _____ I will reread the selection. _____ I will check the Internet and other books for more information. _____ I will take notes on what I find. _____ I will write up my report. _____ it is done, I will hand it in.
2. Sybil Ludington is a great role model for students. _____ she was smart. _____ she thought of taking a stick to knock on doors. _____ she didn't have to waste time getting off her horse. She showed courage _____ in the way she fearlessly rode through the rainy night.

Name _____ Date _____

Irregular Verbs

We Were There, Too!
Grammar: Spiral Review

Irregular verbs do not add *-ed* to form their past or past participle forms. It is a good idea to memorize the forms of each irregular verb.

Fill in the missing form for each verb.

Present	Past	Past Participle
ring	rang	(have)
break		(have) broken
swim		(have) swum
take		(have) taken
throw	threw	(have)
speak	spoke	(have)
write		(have)

Circle the four errors in verb form in this paragraph.

He kepted a journal. He had telled his nephew about it. The nephew read the journal. Then he wrote about his uncle's war experience. Many people boughten the book. They were surprised to learn what the war was like. They thinked the book was very interesting. _____

Name _____ Date _____

Connect to Writing

We Were There, Too!
Grammar: Connect to Writing

Good writers use transitions to help readers understand how ideas are connected and to create smoother flowing sentences.

<p>The study of history is valuable. It gives us a chance to learn from others' mistakes.</p>	<p>The study of history is valuable. For instance, it gives us a chance to learn from others' mistakes.</p>
---	--

Insert transitions to link the ideas and sentences in the paragraph.

The new recruits marched many miles _____ they set up their camp. _____ they cooked their dinner over the campfire, they cleaned their rifles. _____ some of the recruits wrote letters home, others patched their boots. _____ they went to sleep. _____ the camp was quiet and still. _____ they woke up, they ate breakfast and prepared for battle.

Name _____ Date _____

Focus Trait: Evidence

Reducing and Combining Sentences

We Were There, Too!
Writing: Opinion Writing

Separate Sentences	Combined Sentences
Eight companies made up a regiment. A regiment was also called a battalion.	A regiment, or a battalion, was made up of eight companies.

Rewrite each pair of sentences to make one combined sentence that cites evidence more effectively.

1. Continentals often fought in battle. They fought together with militiamen.

2. A group of boys he knew saw him coming. When the boys saw him, they began to taunt him.

3. His grandparents were unhappy, but they outfitted him with clothing. They gave him a musket and powder, too.

4. Hundreds of British warships were arriving at nearby Staten Island. On Staten Island, the warships were unloading redcoated soldiers.

Name _____ Date _____



Lunch Money
Independent Reading

Lunch Money

Make an Advertisement

The purpose of an advertisement is to persuade a reader or viewer to buy a product. Advertisements often have a few facts about the product, but the ad usually shows only positive facts. Advertisements also use powerful visual elements to make a product look exciting or attractive.



Greg's comic book business had a great start, but sales are dropping. He wants you to help him create an advertisement for his comic books.

Read page 484. What information about Chunky Comics would you include in an advertisement about them? Remember, it must be information that will make buyers more interested in them.

Read pages 490–491. What information about the *stories* in Chunky Comics would you include in an advertisement about them? What information about these stories would make buyers excited to read them?

Name _____ Date _____

Lunch Money
Independent Reading

Now review the information you wrote about Chunky Comics and their stories. Choose three of your best pieces of information and rewrite them, using a persuasive tone. Use positive adjectives to persuade your readers.

Use the three sentences you wrote about Chunky Comics to create an advertisement. Remember to write the sentences to generate interest in the comics. Use exciting visuals to capture your readers' attention.

Name _____ Date _____

Word Origins

Lunch Money
Vocabulary Strategies:
Word Origins

The sentences below describe English words that come from other languages. Choose the word from the box that each sentence describes.

villain	absurd	cafeteria	fiasco	finale
solo	banana	guitar	patio	encyclopedia

- This word, meaning *an evil or wicked person*, is taken from the Latin word *villānus*: _____.
- In Spanish, this word means *an inner court that is open to the sky*: _____.
- In Italian, this word is a noun that means *last or final*: _____.
- This word for *tropical plant* is taken from Spanish: _____.
- This word is taken from Latin and Greek words that describe *a course of learning*: _____.
- This word means *flask* in Italian, but it means *a complete failure* in English: _____.
- This musical word originally came from the Greek word *kithára*: _____.
- The Latin origin of this word means *not to be heard of*: _____.
- This word for *alone* is taken from both Italian and Latin: _____.
- This is a Spanish-American word for *coffee shop*: _____.

Name _____ Date _____

Words with *-ed* or *-ing*

Lunch Money

Spelling:
Words with *-ed* or *-ing*

Basic Read the paragraph. Write the Basic Word that best replaces the underlined numbers in the sentences.

My sister and I arrived at the movie theater and found the line where people were (1) for tickets. When my sister asked me what I wanted to see, I (2) because I didn't know. She bought two tickets to *A Pirate Story*. When we saw that two tickets (3) more than \$20.00, we were (4) at how expensive they were. We still had a little money left, so my sister (5) over to the food counter to buy snacks. While she (6) popcorn for us, I began (7) to a conversation taking place among a group of teenagers. They were (8) and laughing about a movie they had just seen—*A Pirate Story*. They gave away the surprise ending!

“The movie is (9) soon,” my sister called to me.

“I don't know if I want to see it anymore,” I said. “I know how it ends!”

I watched the movie anyway, but I learned that tuning in to other people's conversations can be (10)!

Spelling Words

1. scrubbed
2. listening
3. stunned
4. knitting
5. carpeting
6. wandered
7. gathering
8. beginning
9. skimmed
10. chatting
11. shrugged
12. bothering
13. whipped
14. quizzed
15. suffering
16. scanned
17. ordered
18. totaled
19. answered
20. upsetting

Challenge

- compelling
- deposited
- occurred
- threatening
- canceled

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

Challenge 11–14. Write a letter to a television station stating reasons why it should not cancel a program that you enjoy. Use four of the Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Spelling Word Sort

Lunch Money

Spelling:
Words with *-ed* or *-ing*

Write each Basic Word beside the correct heading.

<p>Adding <i>-ed</i>: Final consonant doubled</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Adding <i>-ing</i>: Final consonant doubled</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Adding <i>-ed</i>: Final consonant not doubled</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Adding <i>-ing</i>: Final consonant not doubled</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Spelling Words

1. scrubbed
2. listening
3. stunned
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7. gathering
8. beginning
9. skimmed
10. chatting
11. shrugged
12. bothering
13. whipped
14. quizzed
15. suffering
16. scanned
17. ordered
18. totaled
19. answered
20. upsetting

Challenge

compelling
deposited
occurred
threatening
canceled

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Lunch Money*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Lunch Money

Spelling:
Words with *-ed* or *-ing*

Find the misspelled words and circle them. Write them correctly on the lines below.

Dear Aunt Lenore,

I'm reviewing whether or not my behavior needs to improve. Maybe you can help me decide. Here are some good things I did last week: answered 11 out of 12 questions correctly when we were quized in math; skimed bugs from the backyard pool; totalled earnings of \$25 from mowing lawns; kept the yarn ball away from the cat while Grandma was nitting; and put carpetting in the doghouse so Fang won't keep suffering from splinters. I think that's pretty good!

There are also some things that weren't so good. I had to be asked by the teacher to stop chating during class; took pleasure in bothoring my little brother; skrubbed the paint off the porch steps; and stood by while Fang wipped Grandma's flowers with his wagging tail. I haven't been *too* upseting, have I?

Love,

Sammy

Spelling Words

1. scrubbed
2. listening
3. stunned
4. knitting
5. carpeting
6. wandered
7. gathering
8. beginning
9. skimmed
10. chatting
11. shrugged
12. bothering
13. whipped
14. quizzed
15. suffering
16. scanned
17. ordered
18. totaled
19. answered
20. upsetting

Challenge

- compelling
deposited
occurred
threatening
canceled

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

Kinds of Adjectives

Lunch Money
Grammar: Adjectives

An **adjective** is a word that describes a noun or a pronoun. It tells *what kind* or *how many*. Adjectives that tell us *what kind* are called **descriptive adjectives**. Capitalize a descriptive adjective that gives the origin of the person, place, or thing being described.

what kind	Emily enjoys <u>suspense</u> stories.
origin	Kimberly likes to read <u>Japanese</u> comics called <i>manga</i> .
how many	The <u>three</u> girls share their books.

Thinking Questions

Which word gives information about a noun? Does it describe the noun or tell the origin of the noun?

Underline the adjective or adjectives in each sentence. For each adjective, write *what kind*, *origin*, or *how many* to show the kind of information given.

1. The hero in this adventure story is named Gregory.

2. He carries a tiny computer with him.

3. His jacket has pictures of Chinese warriors!

4. Gregory flies an invisible American spaceship.

5. Did you ever write a story about a comic-book hero?

6. I tried to write one about a brainy girl two years ago.

7. I could never draw the right images to tell the story.

8. Someday I'll start again and find a good, exciting idea for a story.

Name _____ Date _____

Adjectives After Linking Verbs

Lunch Money
Grammar: Adjectives

An adjective does not always come before the noun or pronoun it describes. An adjective can also follow a linking verb, such as any form of *be*. *Smell*, *feel*, *taste*, *look*, and *sound* can also be linking verbs.

subject + linking verb + adjective

Linda is (talented) at art.

Oscar feels (tired) of drawing.

The new book looks (wonderful).

Thinking Questions

What is the subject?

What is the adjective?

What word connects the subject to the adjective?

For each sentence, circle the adjective that follows the linking verb. Then underline the noun or pronoun that the adjective describes.

1. Sarah is excited about creating illustrations to help tell the story in her comic book.
2. After leaving his favorite comic in the rain, Leo felt unhappy.
3. Harry felt lucky because he got the last illustrated copy in the store.
4. The macaroni and cheese tasted delicious and gave me the energy to keep drawing.
5. In my first draft, the battle seems boring.
6. I created a villain whose image appears evil.
7. Ben's new bedroom was small, with no room for his stacks of comic books.
8. Maya's new photographs are exciting and scary.

Name _____ Date _____

Articles

Lunch Money
Grammar: Adjectives

The words *the*, *a*, and *an* are adjectives called **articles**. *The* is a **definite article** because it points out a specific person, place, or thing. *A* and *an* are **indefinite articles** because they refer to any person, place, or thing. Use *an* before a noun that begins with a vowel sound.

A newspaper launched a new cartoon strip. The paper is a small, hometown paper.
An edition of the newspaper comes out every day.

Thinking Question

Is the noun general or specific?

Write the correct articles to fill in the blanks. Reread all the sentences to be sure they make sense.

1. Before creating _____ new comic book, you have to come up with _____ idea.
2. It is also helpful if you are _____ artist who can bring characters to life.
3. Perhaps you want _____ book to be about _____ awesome hero.
4. _____ hero has _____ series of adventures.
5. Each illustration can show _____ good quality that _____ hero has.
6. Of course, _____ hero wins _____ conflicts.
7. Finally, _____ villains are vanquished.
8. The book comes to _____ end.

Name _____ Date _____

Kinds of Pronouns

Lunch Money
Grammar: Spiral Review

Nouns	Subject Pronouns
Brian and Chris go to the bookstore.	They go to the bookstore.
The one who wants a book is Brian.	The one who wants a book is he.

Nouns	Object Pronouns
Brian bought this book.	Brian bought it.
Brian gave these books to Chris and Anthony.	Brian gave these books to them.

1–6. Circle the correct pronoun in parentheses. Then label the pronoun *subject* or *object*.

1. Have (you, her) ever read a comic book? _____
2. The person who reads the most comic books is (him, he).

3. Kathy listens to (him, he) talk about comic books. _____
4. When a new comic is released, Roger is the first to buy
(it, them). _____
5. Roger buys an extra copy for (I, me). _____
6. (I, Me) thank Roger! _____

7–10. Circle four errors in this paragraph and write the corrections on the line below. Subject and object pronouns are misused.

In my favorite comic book, the images help show the characters' superpowers. One of they can control the weather with her mind! Another character can walk through walls. Him is my favorite character. When I create a comic book someday, I will include a character like he. In my comic book, all the superheroes will be able to fly to the planets in outer space in seconds. My sister can draw and paint really well. I guess her and I can work together, but only if she remembers that I am the boss!

Name _____ Date _____

Connect to Writing

Lunch Money
Grammar: Connect to Writing

When you write, use precise adjectives to add details and create clear images for your readers.

Vague Adjective	Precise Adjectives
Harry saw an interesting movie about jewelry hidden in pyramids.	Harry saw an adventure movie about gold jewelry hidden in Egyptian pyramids.

Activity Use precise adjectives to rewrite each sentence and add details.

1. Harry drew a comic strip based on the movie.

2. His main character was an archaeologist.

3. The archaeologist figured out the code to open the pyramid.

4. He saw piles of treasure inside the tomb.

5. He fought off the thieves who wanted the treasure.

Name _____ Date _____

Focus Trait: Development

Using Informal Language

Lunch Money
Writing: Narrative Writing

Formal Language	Informal Language
Children had been talking about his comic book.	Kids had been going on like crazy about his comic book.

A. Read each formal sentence. Replace the formal words or phrases with informal words. Write your new sentence in the box.

Formal Language	Informal Language
1. My father is an illustrator of graphic novels.	
2. Kindly return my printed materials in a timely manner.	

B. Read each formal sentence. Rewrite each sentence to develop a voice, using informal language that shows feelings and personality.

Pair/Share Work with a partner to rewrite each sentence with informal words and phrases that show feelings and personality.

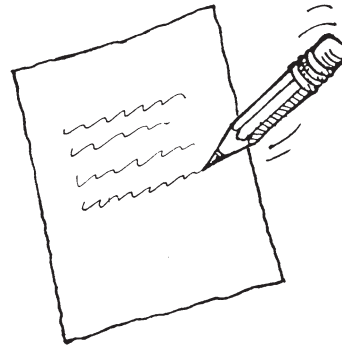
Formal Language	Informal Language
3. I am greatly looking forward to attending the art show.	
4. My mother will not allow me to draw until my homework is done.	

Name _____ Date _____



LAFFF from
"Best Shorts"
Independent Reading

LAFFF from "Best Shorts"



Narrator Swap

When Angela is telling the story, she tells us exactly what she is seeing, feeling, or thinking. But because she is a character in the story, she does not necessarily know what the other characters see, feel, or think.

Read page 513. Rewrite this part of the story as if Peter were telling the story. How would his thoughts or reactions be different from Angela's?

I walked up behind Angela and, speaking in my best mad scientist voice, said, "I am Dr. Lu Manchu, the mad scientist." When Angela turned and looked at me, _____

Read page 515. Rewrite this part of the story as if Peter were telling the story. How would his thoughts or reactions be different from Angela's?

I said, "Okay, Angela. I'll show you!" and stepped inside. I set the machine for June of next year. A few seconds later, I stepped out of the machine and went to the garden, where _____

What additional information about Peter's character, as well as the plot, did you include that was not in the original version?

LAFF from
"Best Shorts"
Independent Reading

Read page 519. Rewrite this part of the story as if Angela's mother were telling the story. How would her thoughts or reactions be different from Angela's?

I was in the kitchen making dinner, and Angela was upstairs taking a shower. Suddenly I turned and



Now, read page 520. Rewrite this part of the story as if it were told from Angela's mother's point of view.

Then, Angela came down the stairs again, but this time she was in her bathrobe and she was wet! I told her I could not understand what was going on. Angela said,



Think about how the story structure is different when told from her mother's point of view. What information is now missing from the plot?



Name _____ Date _____

Reference Materials

LAFFF

Vocabulary Strategies:
Reference Materials

Dictionaries and glossaries contain the meanings of phrases as well as words. Use a print or digital dictionary to define the phrases in the box. Then complete each sentence with the phrase that matches the meaning in parentheses.

come through	come along	sign on	turn away	turn up
come by	sign off on	turn out	make up	turn down

1. They had to _____ many customers. (reject).
2. The supervisor will _____ the project when it is completed. (approve)
3. Angela wanted to _____ the prize at first. (refuse)
4. A good friend will _____ in times of trouble. (help)
5. Did Angela _____ the story of Peter's time machine, or did he really build one? (invent)
6. The workers were able to _____ the equipment that the group needed. (produce)
7. Peter's time machine was starting to _____ after a slow start. (progress)
8. Angela decided to _____ her focus on her school work. (increase)
9. Peter did _____ his idea for the time machine without any help. (get).
10. He will _____ with the company. (join).

Name _____ Date _____

More Words with *-ed* or *-ing*

LAFFF

Spelling: More Words with
-ed or *-ing*

Basic Write the Basic Word that best completes each group.

1. transferred, presented, _____
2. restated, retold, _____
3. linked, joined, _____
4. commented, mentioned, _____
5. exhausting, weakening, _____
6. enacting, presenting, _____
7. anticipated, awaited, _____
8. rehearsing, preparing, _____
9. funny, entertaining, _____
10. murmured, mumbled, _____
11. cold, icy, _____

Challenge 12–14. Write a short review of a school play that raised money for a charity. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. tiring
2. borrowed
3. freezing
4. delivered
5. whispered
6. losing
7. decided
8. amazing
9. performing
10. resulting
11. related
12. attending
13. damaged
14. remarked
15. practicing
16. supported
17. united
18. expected
19. amusing
20. repeated

Challenge

assigned
entertaining
operated
rehearsing
donated

Name _____ Date _____

Spelling Word Sort

LAFFF

Spelling: More Words with
-ed or *-ing*

Write each Basic Word beside the correct heading.

<p>Adding <i>-ed</i>: Final <i>e</i> dropped</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Adding <i>-ing</i>: Final <i>e</i> dropped</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Adding <i>-ed</i>: No spelling change</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Adding <i>-ing</i>: No spelling change</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Spelling Words

1. tiring
2. borrowed
3. freezing
4. delivered
5. whispered
6. losing
7. decided
8. amazing
9. performing
10. resulting
11. related
12. attending
13. damaged
14. remarked
15. practicing
16. supported
17. united
18. expected
19. amusing
20. repeated

Challenge

- assigned
entertaining
operated
rehearsing
donated

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *LAFFF*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

LAFFF

Spelling: More Words with
-ed or -ing

Find the misspelled words and circle them. Write them correctly on the lines below.

I remember the day I decided to join the Intergalactic Space Corps. True, I never expected that attending the training would be easy or amusing. But I never knew how tiring it would be practicing for the demands related to space travel. It helped that my parents repeated in their letters to me that they supported my decision. Knowing that I was united with my amazing new friends also helped. Before long, my fellow cadets and I were performing quite well. I even heard that an instructor remarked that our hard work was resulting in one of the best classes she'd seen in years!

Spelling Words

1. tiring
2. borrowed
3. freezing
4. delivered
5. whispered
6. losing
7. decided
8. amazing
9. performing
10. resulting
11. related
12. attending
13. damaged
14. remarked
15. practicing
16. supported
17. united
18. expected
19. amusing
20. repeated

Challenge

- assigned
- entertaining
- operated
- rehearsing
- donated

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Name _____ Date _____

Adverbs That Tell How, When, and Where

LAFFF
Grammar: Adverbs

An **adverb** is a word that usually describes a verb. Adverbs tell *how*, *when*, or *where* an action happens. Many adverbs end with *-ly*.

adverbs

how: They played the music **loudly**.

when: He came **early**.

where: He went **inside**.

Thinking Questions

What is the verb? What word tells how, when, or where about the verb?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how*, *when*, or *where*.

1. Nola hoped that she would go far in her career as an engineer. _____
2. She eagerly worked on her designs. _____
3. One day, she finally allowed her friend to look at her drawings. _____
4. Her friend jumped ahead in the pages to look at the final design.

5. She thought Nola thought inventively. _____
6. Nola closed her eyes and soon envisioned herself at an awards ceremony. _____
7. She dreamily imagined her parents saying how proud they were of her. _____
8. Nola picked up her pen and practiced hard for her future goal. _____

Name _____ Date _____

Adverbs of Frequency and Intensity

LAFFF
Grammar: Adverbs

An **adverb of frequency** tells *how often* something happens. An **adverb of intensity** gives information about *how much*. Adverbs of intensity can describe a verb, an adjective, or another adverb.

adverbs

of frequency I **often** forget to bring my lunch to school.

of intensity I am **almost** finished with my invention.
That idea is **too** strange!

Thinking Questions

Which word is the verb?
Which word tells how often or how much?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how often* or *how much*.

1. Katie could barely believe she had won the science prize. _____
2. She had never achieved such an honor before. _____
3. She thought about how sometimes hard work paid off. _____
4. She had just about given up on her invention at one point. _____
5. She was completely out of new ideas. _____
6. Adam was very encouraging, though. _____
7. He wanted her to win the prize almost as much as she wanted to win it.

8. Katie will always remember what a good friend he was to her.

Name _____ Date _____

Using Adverbs in Different Parts of Sentences

LAFFF
Grammar: Adverbs

An **adverb** usually gives us more information about the verb in the sentence. When it is used with a verb, it can come in front of the verb or after it.

He **sometimes** works **late** in the laboratory.

Jenny **often** works **alone**.

Do you think Howard will do **well** in the competition?

Since he works **hard**, he **usually** does **brilliantly**.

Thinking Question

Does the adverb describe the action in the sentence?

Activity Read the sentence and the adverb in parentheses. Decide where the adverb belongs in the sentence. Then rewrite the sentence with the adverb.

1. Roger went to sleep one night. (early)

2. He was dreaming of time machines and space capsules when he awoke. (suddenly)

3. He saw a red line streaking across the yellow moon. (quickly)

4. Roger blinked and then leapt out of bed. (bravely)

5. He had no idea what he had just seen. (really)

6. He leaned out his window and looked for the thing to return. (everywhere)

Name _____ Date _____

Simple Verb Tenses

LAFFF
Grammar: Spiral Review

Present Tense	Past Tense	Future Tense
The alien <u>visits</u> Earth. The author <u>writes</u> about aliens.	The alien <u>visited</u> Earth. The author <u>wrote</u> about aliens.	The alien <u>will visit</u> Earth. The author <u>will write</u> about aliens.

1–6. Write which tense of the verb in parentheses correctly completes the sentence. Then write the correct tense of the verb.

- The author (use) Pluto as the setting of his next book.

- For his last book, the author (choose) Venus for the setting.

- My brother (read) a chapter of his favorite science book every day. _____
- He now (enjoy) reading stories about space travel. _____
- Last year, he (like) books about dinosaurs. _____
- I wonder what type of books he (like) next. _____

7–10. This paragraph contains four errors in verb tense. Underline each error. On the line below, correct the errors and tell which verb tense is correct.

The famous science fiction author signed copies of her book later today at 4:00 p.m. I can't wait! Yesterday my mom tells me about the book signing. I finish reading the book last night. In the book, all the characters live on Earth, but Earth is very different. The characters' things are very small. Their cars and computers are tiny. The characters can enlarge and shrink themselves to fit into their cars or use their computers. When I meet the author, I ask her if she really thinks we will be able to change our own size in the future. Sometimes the work of science fiction authors inspires inventors to create new technologies.

Name _____ Date _____

Connect to Writing

LAFFF
Grammar: Connect to Writing

Less Precise Adverb	More Precise Adverb
The spaceship crew cheered <u>loudly</u> when they saw Earth.	The spaceship crew cheered <u>ecstatically</u> when they saw Earth.

Activity Look at the underlined adverb in each sentence. Write a more precise adverb on the line.

- The scientist stood on the street and slowly looked around. _____
- He then walked quietly toward the corner.

- At the entrance to a building, he quickly stopped and looked around. _____
- As he went up the front steps, the scientist smoothly brushed off the front of his coat. _____
- When he finally pushed a buzzer, he did it firmly. _____
- After waiting a while, he softly placed the palm of his hand on the glass door. _____
- Strangely enough, his hand passed right through the glass!

- A woman who had observed the use of this amazing invention retreated quickly back into her apartment. _____

Name _____ Date _____

Focus Trait: Elaboration

LAFFF

Writing: Narrative Writing

Using Concrete Words and Sensory Details

Basic Description	Description with Concrete Words and Sensory Details
Tara had blonde hair.	Tara's <u>long, straight</u> hair was the color of <u>sunlit wheat</u> .

A. Think about the characters Angela and Peter from LAFFF. Read each sentence. Make it more vivid by adding descriptive words and details.

Basic Description	Description with Exact Words
1. Angela felt odd when she looked into the room.	Angela felt _____ when she _____
2. Peter waited to hear about what Angela did.	Peter _____ to hear about _____

B. Rewrite each description, adding details to make it more precise and interesting.

Pair/Share Work with a partner to brainstorm concrete words and sensory details to elaborate on each sentence.

Basic Description	Description with Exact Words
3. Angela saw something in the kitchen.	
4. Peter laughed at the funny thing.	
5. Angela ran away.	

Name _____ Date _____



The Dog Newspaper
from "Five Pages a Day"
Independent Reading

The Dog Newspaper from "Five Pages a Day"



Write Newspaper Headings

Newspaper writers often use headings to break articles into parts. The heading for each section is usually a brief statement of the main idea of that section, or what the section is mostly about. The headings often appeal to readers or create interest in the story. They are not complete sentences, but phrases with the most important information.

Read page 545. If you were helping the author write the newspaper story about B. J., what heading would you write for this section? Remember that the heading should tell what that section is mostly about.

Read page 546. What would be an exciting heading for this section?

A headline provides readers with an interesting and eye-catching summary of the main idea of the entire article instead of just one section. Headlines may be a little longer than headings, but they are still not complete sentences. Again, simply use the most important words. What would make an interesting headline for the story about B. J. on pages 545–546?

Name _____ Date _____

The Dog Newspaper
from "Five Pages a Day"

Independent Reading

Write a Letter to the Editor

Newspapers also usually contain letters from readers telling what they thought about the articles in previous issues. These letters are usually called letters to the editor.

Write a brief letter to the editor of *The Dog Newspaper*, giving your opinion of B. J.'s story from pages 545 and 546. Tell your personal thoughts and feelings about the article. Explain which part of the story you think was most engaging and why.

Dear *Dog Newspaper*,

I read your article about how B. J. came to the United States in the first issue of *The Dog Newspaper*, and

Name _____ Date _____

Homophones and Homographs

The Dog Newspaper
Vocabulary Strategies:
Homophones and Homographs

1–10. Circle the homophone that correctly completes each sentence.

1. He quickly untied the (not, knot) in the dog's leash.
2. The boy was invited to the party and told to bring his dog, (to, too, two).
3. That edition of the newspaper (won, one) national awards.
4. I (red, read) the headline but not the article.
5. That dog was quite a (site, sight) after he ran through the wet paint.
6. We asked for (to, too, two) dog bones.
7. (There, Their) puppy chewed up the rug.
8. Please put the water dish (there, their).
9. They chose a (site, sight) for the dog clinic.
10. My writing career lasted (won, one) week.

11–14. Read the definitions of each pair of homographs. Then write an original sentence that shows the meaning of each.

well *adv.* skillfully **well** *n.* deep hole dug into the earth to obtain water **light** *v.* to set on fire **light** *adj.* having little weight

11. _____
12. _____
13. _____
14. _____

Name _____ Date _____

Changing Final *y* to *i*

The Dog Newspaper
Spelling: Changing Final *y* to *i*

Basic Write the Basic Word that best completes each analogy.

1. *Losses* are to *defeats* as *wins* are to _____.
2. *Happy* is to *joyous* as *scared* is to _____.
3. *Close* is to *far* as _____ is to *later*.
4. *Teammates* are to *rivals* as *allies* are to _____.
5. *Talents* are to *strengths* as *skills* are to _____.
6. *Cloudier* is to *darker* as _____ is to *brighter*.
7. *Cleaner* is to _____ as *tidier* is to *messier*.
8. *Sharpest* is to *dullest* as *ugliest* is to _____.
9. *Jets* are to *airplanes* as _____ are to *boats*.
10. *Goals* are to *ambitions* as *plans* are to _____.

Challenge 11–14. Suggest some ways neighbors can get along with one another better. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. duties
2. earlier
3. loveliest
4. denied
5. ferries
6. sunnier
7. terrified
8. abilities
9. dirtier
10. scariest
11. trophies
12. cozier
13. enemies
14. iciest
15. greediest
16. drowsier
17. victories
18. horrified
19. memories
20. strategies

Challenge

unified
dictionaries
boundaries
satisfied
tragedies

Name _____ Date _____

Spelling Word Sort

The Dog Newspaper
Spelling: Changing Final *y* to *i*

Write each Basic Word beside the correct heading.

Words ending in <i>-es</i>	Basic Words: Challenge Words: Possible Selection Words:
Words ending in <i>-ed</i>	Basic Words: Challenge Words: Possible Selection Words:
Words ending in <i>-er</i>	Basic Words:
Words ending in <i>-est</i>	Basic Words:

Spelling Words

1. duties
2. earlier
3. loveliest
4. denied
5. ferries
6. sunnier
7. terrified
8. abilities
9. dirtier
10. scariest
11. trophies
12. cozier
13. enemies
14. iciest
15. greediest
16. drowsier
17. victories
18. horrified
19. memories
20. strategies

Challenge

unified
dictionaries
boundaries
satisfied
tragedies

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Dog Newspaper*. Find words that have the spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The Dog Newspaper
Spelling: Changing Final *y* to *i*

Find the misspelled words and circle them. Write them correctly on the lines below.

Today my cartoons are printed in newspapers from coast to coast. Twenty years ago, when I was in fifth grade, they ran in just one—my school paper, the *Spy*. As I sit by my fireplace, memorys of the awards ceremony that year make me feel even cozyer than the fire does. Before I get drowzier, I will relate that earlyer event. I had abilitys in drawing. My dutyies for the paper were to write and illustrate a cartoon about the icyest bigfoot creature I could create—the greedyest monster ever drawn. I wanted it to make readers feel horiffied and terified. My wish was not denied. I received the award for scaryest cartoon that year. It was the first of several trophys that I have earned and the most satisfying of my victries. Its reflection casts the lovliest glow into my studio.

Spelling Words

1. duties
2. earlier
3. loveliest
4. denied
5. ferries
6. sunnier
7. terrified
8. abilities
9. dirtier
10. scariest
11. trophies
12. cozier
13. enemies
14. iciest
15. greediest
16. drowsier
17. victories
18. horrified
19. memories
20. strategies

Challenge

unified
dictionaries
boundaries
satisfied
tragedies

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Name _____ Date _____

Prepositions

The Dog Newspaper
Grammar: Prepositions and
Prepositional Phrases

A **preposition** is a word that shows the connection between other words in the sentence. Some prepositions are used to show time, location, and direction. Other prepositions, such as *with* and *about*, provide details.

prepositions

time	We played <u>until</u> bedtime.
location	The dog sleeps <u>on</u> his own bed.
direction	She walked <u>into</u> the corner store.
detail	The dog <u>with</u> the pink collar is mine.

Thinking Question

What words tell about time, direction, or location, or add detail?

Activity Underline the preposition in each sentence. Tell if it describes time, location, direction, or detail.

1. My friends and I built a doghouse in the backyard. _____
2. On the doghouse, we painted a white bone. _____
3. We worked throughout the afternoon. _____
4. We stopped once and drank lemonade with ice. _____
5. My dog Oscar had always slept with me. _____
6. I can see the doghouse from my window. _____
7. Its entrance faces toward the house. _____
8. The elm tree will provide shade during the summer. _____

Name _____ Date _____

Prepositional Phrases

The Dog Newspaper

Grammar: Prepositions and Prepositional Phrases

A **prepositional phrase** adds information to a sentence. It can tell *where*, *when*, or *how*, or it can add detail. It begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the object of the preposition.

prepositional phrase

Holly is the feature editor for our local newspaper.

Where

*She became editor in 2011. **When***

*She writes her stories on the computer. **How***

*She often writes stories about dogs and cats. **Detail***

Thinking Questions

What is the prepositional phrase in the sentence?

What information does it add?

Underline the prepositional phrase. Then write the object of the preposition on the line and *where, when, how,* or *detail* to tell what information the phrase adds.

1. Holly interviewed several people about their pets. _____
2. She walked throughout the neighborhood. _____
3. During her interviews, she discovered some interesting facts.

4. She also took photos with her camera. _____
5. One dog can jump ten feet off the ground. _____
6. To her amazement, she even saw one dog smile. _____
7. One cat with very white teeth helps advertise pet toothbrushes. _____
8. By Tuesday afternoon, Holly had written her article. _____

Name _____ Date _____

Prepositional Phrases to Combine Sentences

The Dog Newspaper
Grammar: Prepositions and
Prepositional Phrases

A prepositional phrase can be used to combine two sentences.

Short sentences: My dog loves his treats. He has one in the morning and at night.

Combined sentence: My dog loves his treats in the morning and at night.

Thinking Questions

What is the prepositional phrase in the short sentences? How can it be used to combine the sentences?

Activity Rewrite the two short sentences by combining them into one sentence using a prepositional phrase.

1. Our dog Fritz loves to look out the window. The window is in our living room.

2. Fritz barks at the mail carrier. The mail carrier is by the front door.

3. Fritz and I play with the ball. We play in the yard.

4. I take Fritz for a walk. We walk along the river.

5. Fritz chased a squirrel at the park. The squirrel ran up a tree.

6. Fritz jumped into the water to fetch a stick. He jumped over a bench!

Name _____ Date _____

Transitions

The Dog Newspaper

Grammar: Spiral Review

Transitions	Relationship
<i>before, now, next, later, finally, then, eventually, soon, first, when</i>	time order
<i>as, likewise, also, similarly, unlike, on the other hand, but</i>	comparison-contrast
<i>because, as a result, consequently, due to, although</i>	cause and effect

Fill in each blank with a transition that logically connects the ideas in the paragraph. Choose from those listed in the chart.

_____ the soldiers _____ found B.J., he was just a ball of fur. _____ B.J. grew into a fine young dog. _____ other dogs his age, he was well behaved from the beginning. _____, the soldiers took him everywhere. _____ the war came to an end. _____, B.J. needed a new home. Several soldiers wanted to take him with them, _____ the choice was narrowed down to one. B.J. bravely boarded the plane with his master _____ he had never been on one before. _____ his journey was over. He was in his forever home at last!

Name _____ Date _____

Connect to Writing

The Dog Newspaper
Grammar: Connect to Writing

You can use prepositional phrases to combine sentences.

Two Sentences	Longer, Smoother Sentence
The green notebook is on the table. The black pen is on top of the notebook.	The black pen is on top of the green notebook on the table.
The car keys are in the purse. The purse is on the desk.	The car keys are in the purse on the desk.

Activity Use prepositional phrases to combine the two sentences. Write the new sentence on the lines below.

- The dog sat under the oak tree. The oak tree stands beside our house.

- We gave the dogs a bath. We put them in our bathtub.

- Nick bought a newspaper from the stand. He bought it for his mother.

- During the summer, they exercise the dogs after dinner. They run with the dogs on the beach.

- The photograph of Fido is on the shelf. The shelf is above the bed.

Name _____ Date _____

Focus Trait: Development

The Dog Newspaper

Writing: Narrative Writing

Adding Concrete Words and Sensory Details

Vague	Strong
I gave Spot lots of attention.	I brushed Spot's coat, gave him a red collar, and played catch with him.

A. Read each vague or weak sentence. Then add concrete words and sensory details that develop the narrative and express feelings.

Vague	Strong
1. Spot was in the newspaper.	_____ when I saw that Spot was _____.
2. Neighbors enjoyed the story, and I liked receiving their compliments on how great Spot looked in the photo.	Neighbors _____ the story, and I _____ compliments on how _____.

B. Read each weak sentence. Then rewrite it, adding words and details that give the writing a strong voice or personality.

Pair/Share Work with a partner to brainstorm new words and details.

Weak	Strong
3. Dogs are good pets.	
4. I like to talk about my pet.	
5. I enjoyed taking my puppy to the beach.	

Name _____ Date _____



Darnell Rock Reporting
Independent Reading

Darnell Rock Reporting

Write a Persuasive E-Mail

A person's words tell us a lot about his or her character. We can learn about Darnell's character, as well as his purpose, by the things he says and the way he says them.

Read Darnell's article on page 570. Give two details he tells his readers in order to persuade them about building the garden.

Read Darnell's speech on pages 576–577. Give two details of other arguments that he makes to persuade listeners about the garden.

Name _____ Date _____

Darnell Rock Reporting
Independent Reading

A local business owner, Paul Rossini, has offered to donate two city lots to build the garden if Darnell can convince him it is a good idea. Help Darnell write an e-mail to Mr. Rossini. Use Darnell's most persuasive arguments to convince Mr. Rossini to donate the lots.

New Message

To: Paul Rossini; P_Rossini@RossinisPizza.com

From: Darnell Rock; D.Rock@PS157.edu

Subject: Community Garden Proposal

Dear Mr. Rossini,

I received your e-mail from a reporter at the *Oakdale Journal*. He told me you may be willing to donate two of your lots to our garden project. I believe that a community garden ...

Thank you for your support.

Sincerely,

Darnell Rock

Name _____ Date _____

Greek and Latin Suffixes *-ism, -ist, -able, -ible*

Darnell Rock Reporting

Vocabulary Strategies:
Greek and Latin Suffixes
-ism, -ist, -able, -ible

Suffixes give clues about what a word means. The suffixes *-able* and *-ible* mean “able to” or “can do.” The suffix *-ism* means “belief in something.” The suffix *-ist* means “one who is or does.”

reliable	visible	violinist	flexible	heroism
reasonable	convertible	novelist	realist	realism
artist	columnist	acceptable	reversible	

Choose a word from the list to complete the sentences below.

- The _____ wrote an editorial for the newspaper.
- A wire that can bend is _____.
- She was a _____ who did not believe in fairy tales.
- A friend who is always there is _____.
- A _____ car can be driven with the top down.
- Stories about _____ describe actions that help others.
- He was an _____ who enjoyed painting.
- A fair argument is _____.
- Something that is _____ can be seen with the eyes.
- The _____ played her instrument beautifully.
- The _____ wrote a book that became very popular.
- A _____ jacket can be worn inside out.
- Sometimes, it can be _____ to take a loss.
- _____ is the belief that paintings should show the world the way it actually looks.

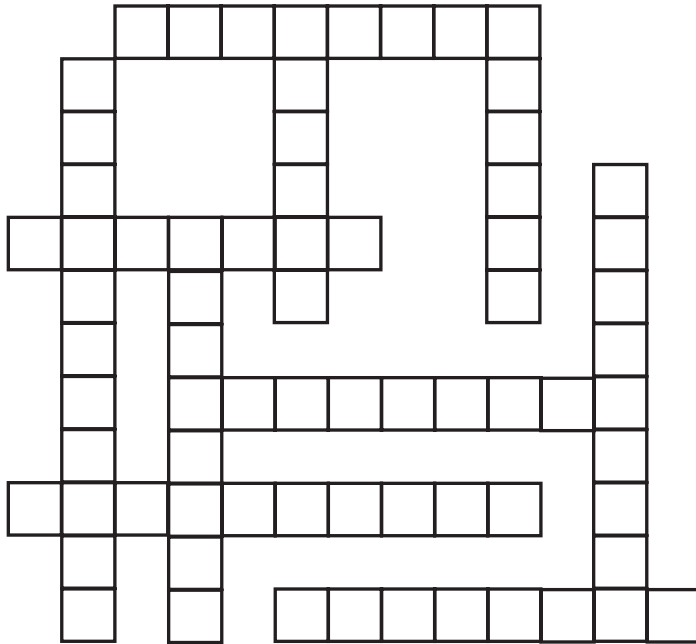
Name _____ Date _____

Suffixes: *-ful, -ly, -ness, -less, -ment*

Darnell Rock Reporting

Spelling: Suffixes:
-ful, -ly, -ness, -less, -ment

Basic Complete the puzzle by writing the Basic Word for each clue.



Across

- 1. alert
- 5. loudly
- 8. a decision made together
- 9. very pleasing
- 10. without injury

Down

- 2. without worry, anger, or excitement
- 3. recently
- 4. an arrangement to meet with someone
- 6. in an unchanging way
- 7. too many to keep track of

Spelling Words

- 1. lately
- 2. settlement
- 3. watchful
- 4. countless
- 5. steadily
- 6. closeness
- 7. calmly
- 8. government
- 9. agreement
- 10. cloudiness
- 11. delightful
- 12. noisily
- 13. tardiness
- 14. forgetful
- 15. forgiveness
- 16. harmless
- 17. enjoyment
- 18. appointment
- 19. effortless
- 20. plentiful

Challenge

- suspenseful
- merciless
- seriousness
- contentment
- suspiciously

Challenge 11–14. Write a suspenseful story that you could tell around a campfire. Use four of the Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Spelling Word Sort

Darnell Rock Reporting
Spelling: Suffixes: *-ful, -ly, -ness, -less, -ment*

Write each Basic Word beside the correct heading.

<i>-ful</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>-ly</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>-ness</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>-less</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>-ment</i>	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

1. lately
2. settlement
3. watchful
4. countless
5. steadily
6. closeness
7. calmly
8. government
9. agreement
10. cloudiness
11. delightful
12. noisily
13. tardiness
14. forgetful
15. forgiveness
16. harmless
17. enjoyment
18. appointment
19. effortless
20. plentiful

Challenge
suspenseful
merciless
seriousness
contentment
suspiciously

Challenge Add the Challenge Words to your Word Sort.

Challenge Look through *Darnell Rock Reporting*. Find words that have the suffixes *-ful, -ly, -ness, -less, or -ment*. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Darnell Rock Reporting

Spelling: Suffixes: *-ful, -ly, -ness, -less, -ment*

Find the misspelled words and circle them. Write them correctly on the lines below.

Katie's neighborhood had the feeling of closenes that might exist in a small settlement. It seemed almost to have its own goverment, with a homeowners' association group and a neighborhood crime watch. Katie decided to join the neighborhood community and start a babysitting club. She found it to be a nearly efortless job to sign up babysitters who wanted to be in the club. Everybody understood that there would be no forgivness for tardyness on the job—and that nobody could be forgettful. One rainy morning, Katie made flyers to advertise the babysitting club. As soon as she had finished, the rain stopped, and the sun erased all traces of cloudines. She then took enjoiment in distributing the flyers to the plentiful supply of prospective neighborhood clients!

Spelling Words

1. lately
2. settlement
3. watchful
4. countless
5. steadily
6. closeness
7. calmly
8. government
9. agreement
10. cloudiness
11. delightful
12. noisily
13. tardiness
14. forgetful
15. forgiveness
16. harmless
17. enjoyment
18. appointment
19. effortless
20. plentiful

Challenge

suspenseful
merciless
seriousness
contentment
suspiciously

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

Name _____ Date _____

Indefinite Pronouns

Darnell Rock Reporting
Grammar: More Kinds of
Pronouns

An **indefinite pronoun** takes the place of a noun. It can stand for a person, place, or thing. The noun that it stands for is unclear or not identified.

indefinite pronoun

Someone wrote a letter to the city council.

Thinking Question

What pronoun refers to a person or thing that is not identified?

Activity Circle the correct pronoun for each sentence.

1. (All, Every) of us wanted to go swimming this summer.
2. However, (someone, something) decided to close the city pool.
3. We asked if (nobody, anyone) on the city council could reopen the pool.
4. The council members said there was (everything, nothing) they could do.
5. We decided to search for (someone, somewhere) else to go swimming.
6. (Everyone, Everything) looked for another place.
7. But we couldn't find (everywhere, anywhere) to go.
8. So we decided to do (something, nothing) else instead.

Name _____ Date _____

Possessive Pronouns

Darnell Rock Reporting

Grammar: More Kinds of
Pronouns

A **possessive pronoun** shows ownership. Possessive pronouns like *mine*, *yours*, *its*, and *ours* can stand alone and take the place of a noun. Other possessive pronouns such as *my*, *your*, *its*, and *our* come before a noun.

possessive pronouns

The speech was his and not hers.
My friends came to the meeting.

Thinking Question

What is the pronoun in the sentence that shows ownership?

Activity Underline the possessive pronouns.

1. The donation that helped start the shelter was mine.
2. Shepherd's pie is our favorite dinner at the shelter and spaghetti is theirs.
3. Those plates and cups are ours.
4. This seat is yours if you want to join us.
5. Jose made the chicken, and the salad was his, too.
6. Alice brought her sister with her tonight.
7. I know this bag is mine because its zipper is broken.
8. Sometimes people forget their hats or scarves when they leave.

Name _____ Date _____

Interrogative Pronouns

Darnell Rock Reporting
Grammar: More Kinds of
Pronouns

An **interrogative pronoun** replaces a person, place, or thing in a question. Some interrogative pronouns are *who*, *what*, and *which*.

interrogative pronouns

Who wanted to start a community garden?

Thinking Question

What pronoun begins the question in this sentence?

Activity Write an interrogative pronoun to complete each question.

1. _____ planted the flowers in the garden?
2. _____ does she grow there?
3. _____ helped her take all the weeds out?
4. _____ is the best time of year to plant seeds?
5. _____ is the tallest plant you've ever grown?
6. _____ of these flowers does she like most?
7. _____ does she plan to grow next?
8. _____ would like to help me start a vegetable garden?

Name _____ Date _____

Commas and Semicolons

Darnell Rock Reporting

Grammar: Spiral Review

Compare how commas and semicolons are used.

Commas in a series	The town needs people to plant trees, rake leaves, and pick up trash.
Commas setting off introductory word or words	Well, nobody told him he couldn't write a letter to the editor.
Commas setting off <i>yes, no,</i> or direct address	Yes, I believe we should all help keep our town clean.
Semicolons to separate items in a series	The following people were scheduled to speak: three builders, who spoke about building code violations; Ms. Sanchez, the librarian, who spoke about library funding; Mr. Fisher, a gardener, who spoke about improving the community garden.

1-7. Read each sentence. Add commas or semicolons where they are needed.

1. Lana James and Maria were on time for the meeting.
2. The girl urged the city council to do the following: to support the students, who need a good education support the teachers, who need a new parking lot and support the community.
3. Yes we should all look out for the elderly in our community.
4. Oh I think Mona would make an excellent city councillor.
5. Mr. Boroshok Mr. Williams and half of the city had turned out for the meeting.
6. Well not everyone is cut out for public speaking.
7. No Nasser will not give up his job at the animal shelter.

Name _____ Date _____

Connect to Writing

Darnell Rock Reporting

Grammar: Connect to Writing

Repeating Nouns	Replacing Nouns with Pronouns
<p>The <u>book</u> you are reading is my <u>book</u>.</p> <p>They drove his <u>car</u> to the city council meeting and returned in her <u>car</u>.</p>	<p>The <u>book</u> you are reading is <u>mine</u>.</p> <p>They drove his <u>car</u> to the city council meeting and returned in <u>hers</u>.</p>

Activity Rewrite each sentence. Use possessive pronouns to avoid repeating nouns.

1. The article about homeless people was my article.

2. Is this newspaper your newspaper?

3. The city council members listened to her speech and then to his speech.

4. The teacher graded my story but didn't grade your story.

5. Today it's my turn to help Mrs. Lawson, and tomorrow it's your turn to help.

Name _____ Date _____

Focus Trait: Purpose

Adding Thoughts and Feelings

Darnell Rock Reporting
Writing: Narrative Writing

The writer's purpose for a narrative can be made clear by including thoughts and feelings.

Weak Writing	Strong Writing
I stepped up to the podium and prepared to give my speech.	I nervously stepped up to the podium, fearing that no one wanted to hear my speech.

Read each weak sentence. Rewrite the first weak sentence by adding details that show feeling. Rewrite the second weak sentence by adding details that develop a thought.

Weak Writing	Strong Writing
1. I looked at the crowd before speaking.	
2. Before my speech started, many people in the audience were talking.	

Pair/Share Work with a partner to revise the weak writing to make it more interesting. Add thoughts or feelings. Write your new sentences on the right.

Weak Writing	Strong Writing
3. As I began speaking, I started to feel better.	
4. The council members agreed with the ideas in my speech.	

Name _____ Date _____

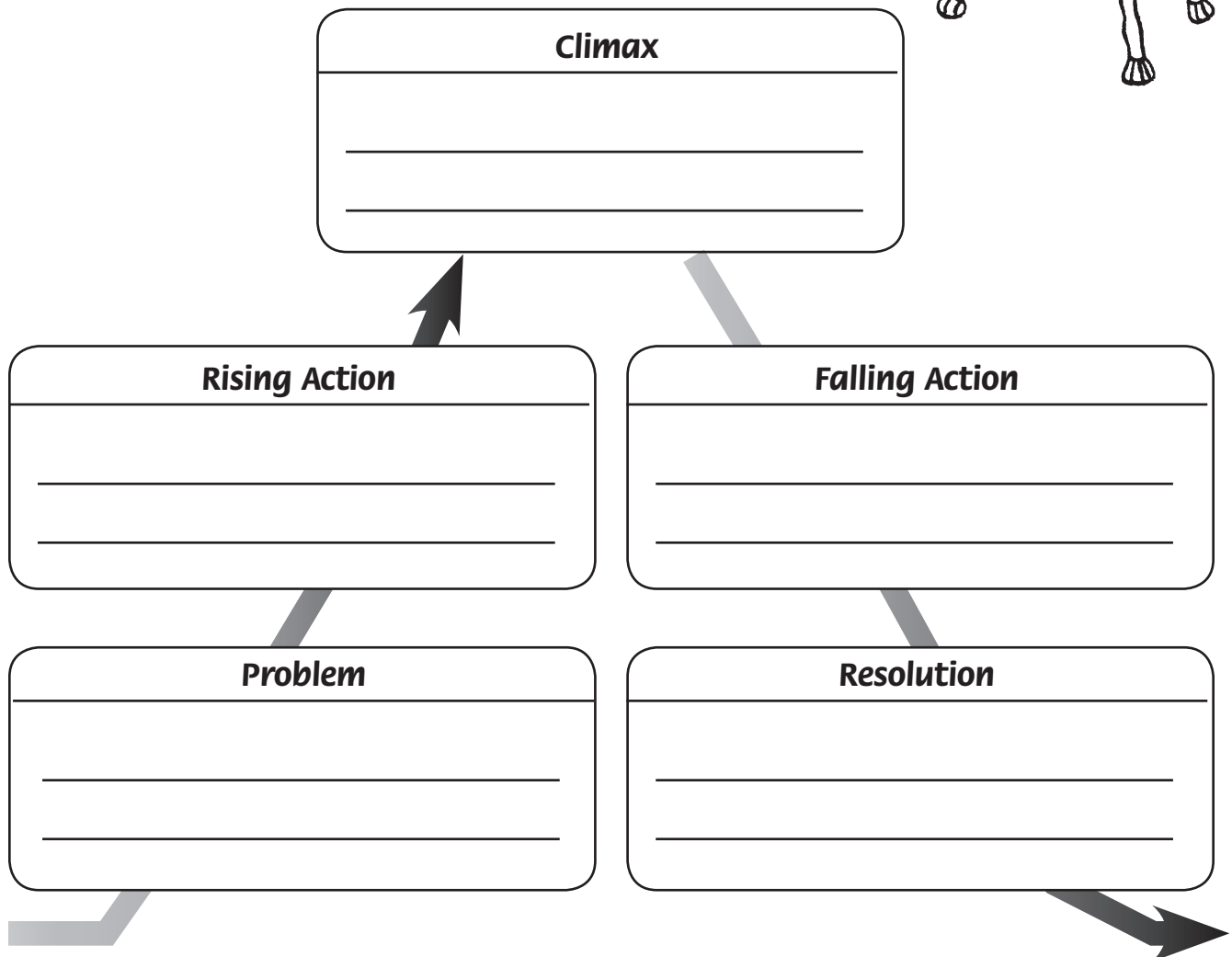
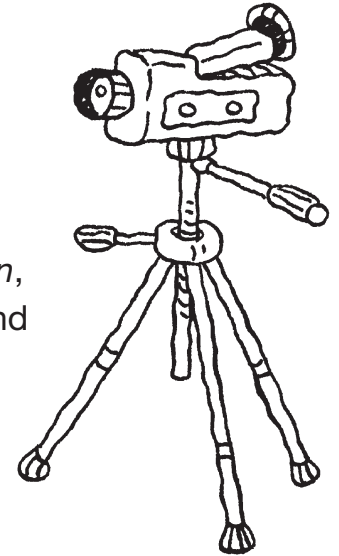


The Black Stallion
Independent Reading

The Black Stallion

Create a Movie Storyboard

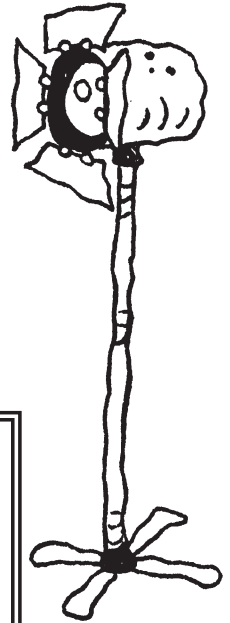
A plot chart can help you visualize the major events in the structure of a story. By creating a plot chart for *The Black Stallion*, you can see the structure of the story. Reread pages 608–613 and write a sentence describing each part of the plot.



Name _____ Date _____

The Black Stallion
Independent Reading

A movie company is making a movie based on the story of the *The Black Stallion*. You are responsible for designing the movie poster, but you have to get the idea approved first. Write a memo to the movie executives describing your idea for the movie poster. Focus on the climax of the story because that would generate the most audience excitement. Include a few sentences that would make the audience even more interested in the movie.



MEMO

To: _____

From: _____

Date: _____

Subject: *The Black Beauty* Movie Poster

Name _____ Date _____

Figurative Language

The Black Stallion
Vocabulary Strategies:
Figurative Language

Read each sentence and the figurative language in parentheses. Then rewrite the sentence using the figurative language. Your new sentence should have the same meaning as the original one.

Example: The horse's coat was shiny. (gleamed like silver)

New sentence: The horse's coat gleamed like silver.

1. A lot of sweat poured off the boy. (like rain)

2. His face was pale and clammy. (a fish's underbelly)

3. Suddenly, a loud voice called his number. (boomed out)

4. Shakily, he made his way to Chestnut, his horse. (on rubber legs)

5. He got into the saddle stiffly. (like a robot)

6. His fears disappeared. (melted away)

7. With confidence, he urged Chestnut into the ring. (cool as a cucumber)

8. He felt he could win. (the sky was the limit)

Name _____ Date _____

Words from Other Languages

The Black Stallion
Spelling: Words from Other Languages

Basic Write the Basic Word that best completes each sentence.

1. A very rich _____ owns the Triple Z ranch.
2. All of the ranch hands work in thick, denim _____.
3. In cooler weather they also wear a warm cloak, or _____.
4. A _____ helps keep sweat off their faces and necks.
5. They use a _____ to rope wild horses and stray cattle.
6. The _____, a flour tortilla with fillings, is a specialty of the ranch's cook.
7. He also prepares a spicy sauce called _____.
8. He chops one ripe, juicy _____ after another.
9. The cook serves lunch on the paved _____.
10. Then the workers take an afternoon nap, or _____.
11. They take turns sleeping in the _____ swinging on the porch.

Challenge 12–14. Write a short travel article for your school paper about things to see and do on a vacation. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. salsa
2. mattress
3. tycoon
4. burrito
5. bandana
6. tomato
7. poncho
8. dungarees
9. lasso
10. patio
11. siesta
12. cargo
13. vanilla
14. tsunami
15. iguana
16. plaza
17. caravan
18. hammock
19. pajamas
20. gallant

Challenge

mosquito
 cathedral
 alligator
 tambourine
 sombrero

Name _____ Date _____

Spelling Word Sort

The Black Stallion
Spelling: Words from Other Languages

Write each Basic Word beside the correct heading.

Two syllables	Basic Words:
Three syllables	Basic Words: Challenge Words:
Other syllable counts	Challenge Words:

Spelling Words

1. salsa
2. mattress
3. tycoon
4. burrito
5. bandana
6. tomato
7. poncho
8. dungarees
9. lasso
10. patio
11. siesta
12. cargo
13. vanilla
14. tsunami
15. iguana
16. plaza
17. caravan
18. hammock
19. pajamas
20. gallant

Challenge

mosquito
cathedral
alligator
tambourine
sombrero

Challenge Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The Black Stallion
Spelling: Words from Other Languages

Find the misspelled words and circle them. Write them correctly on the lines below.

Dear Anna,

We are having fun in Mexico, despite a stunami of chores before we left Laredo. I think the cargoe includes everything but a mattress! Our carivan of three left early while it was still dark. I was still in my pajammas! While we drove along, I read *The Black Stallion*. That horse is so gallent. He reminds me of Old Yeller. For lunch today, I ate a buritto with saulsa and vannilla flan in a little plazza. Yesterday, during my midday seista in a woven-rope hammack, I watched a fat, lazy igauna on the hotel pattio. I named him the Green like how Alec named the stallion the Black. Today I am shopping for a ponchoe to protect you in wild weather.

Juan

Spelling Words

1. salsa
2. mattress
3. tycoon
4. burrito
5. bandana
6. tomato
7. poncho
8. dungarees
9. lasso
10. patio
11. siesta
12. cargo
13. vanilla
14. tsunami
15. iguana
16. plaza
17. caravan
18. hammock
19. pajamas
20. gallant

Challenge

mosquito
cathedral
alligator
tambourine
sombrero

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Name _____ Date _____

The Mechanics of Writing Titles

The Black Stallion
Grammar: Writing Titles

A **title** is the name of a creative work. Writers indicate titles in certain ways. For longer works, such as books, movies, plays, or the names of newspapers or magazines, writers underline titles when they are writing them by hand. When these titles are printed, they appear in italics.

Book Title

The Girl Who Rode Like the Wind

Thinking Question

When writing by hand, how would you show that The Girl Who Rode Like the Wind is a book title?

1–8. Identify the titles in the following examples, and write them in the space provided.

1. Our local *Daily Recorder* had a story of a boy who raised horses. _____
2. Allen Verman wrote a book about his childhood pet entitled My Very Best Friend.

3. The movie about five castaways was called *Trapped on an Island*.

4. I learned a lot about animals from the movie Friends, Servants, and Saviors.

5. The film *My Pretty Pony* told the story of a young woman and her horse.

6. I read a fascinating book called *My Life on a Desert Island*.

7. My cousin appeared in a play called The Boy Who Loved to Ride.

8. Barn and Stable is my favorite magazine. _____

Name _____ Date _____

The Mechanics of Writing Titles

The Black Stallion
Grammar: Writing Titles

A **title** is the name given to a creative work. Writers indicate titles in certain ways. The titles of shorter works, such as stories, articles, TV programs, or songs, appear in quotation marks.

TV Program Title
"Animals on the Farm"

Thinking Question

How would you show that Animals on the Farm is the name of a television program?

1–5. Identify the titles in the following examples, and write them properly in the space provided.

1. The article in the magazine was called Great Trail Adventures.

2. Arnold wrote a song called Black Like Coal about his horse.

3. The castaway passed the time by writing a poem called On This Island.

4. His favorite program, Animal Adventures, ran on Saturday nights.

5. The Animal That Saved Me was published in a collection of animal stories.

6–8. Decide if the following titles should be underlined or placed in quotation marks.

6. The class read a fascinating book called What Animals Know

7. Aisha recited the poem The Boy Who Loved to Ride.

8. The article came from the magazine Adventure Stories.

Name _____ Date _____

The Mechanics of Writing Titles

The Black Stallion

Grammar: Writing Titles

A **title** is the name given to a creative work. Writers follow special rules for capitalizing letters at the beginning of words in titles. The first and last words of a title always begin with a capital letter. Most other words begin with capital letters, too. However, articles, coordinating conjunctions, and short prepositions never begin with capital letters unless they are the first or last word of the title.

The Boy Who Ran for Gold and Glory

Thinking Question

How would you use capital letters in the title, the boy who ran for gold and glory?

1–5. Write the following titles using the proper capitalization.

1. living on a desert island _____
2. the girl who loved to ride in the hills _____
3. racing against the wind and rain _____
4. in the land of the tallest trees _____
5. raising champion horses _____

6–8. Identify the titles in the sentences below, and write them using the proper capitalization and punctuation.

6. After I read the book partners in adventure, I wanted to get a horse.

7. The poem when the thunder cracks gave me the chills.

8. I read a short story about horses in the book tales of the wild west.

Name _____ Date _____

Prepositions and Prepositional Phrases

The Black Stallion
Grammar: Spiral Review

A **preposition** is a word that shows relationships between other words in a sentence. Common prepositions include *above, after, at, during, for, through, in, on, of, to, with*.

1–5. Choose a preposition to complete each of the following sentences.

1. I would like to live ___ a farm.
2. He looked up and saw the birds _____ him.
3. The girl rode her horse ___ the driveway.
4. The castaway built a hut _____ encountering wild dogs.
5. The trainer worked ___ the horse.

A prepositional phrase begins with a preposition and ends with a noun or pronoun.

6–10. Identify the prepositional phrases in the following sentences.

6. I wanted to ride the horse around the track.

7. Eliza dreamed of the animals she would take care of during the summer.

8. Walter knew his cat's life would change after the accident.

9. The horse jumped over the barrier.

10. In the fall, he and his dog were happy.

Name _____ Date _____

Connect to Writing

The Black Stallion

Grammar: Connect to Writing

The titles of books, articles, and other works often appear in writing. The special rules for writing titles help readers know when an essay or research paper is referring to some other work.

The Black Stallion is an exciting and inspiring novel.

Activity If the sentence is incorrect, rewrite it correctly. If it is correct, write correct on the line.

1. The book *The Boy and His Horse* is a powerful tale of adventure. _____
2. When Tina sings Go to sleep, Baby, it calms the horse.

3. The article "Tips for Training Horses" explains horse behavior. _____
4. Elvin Ramirez starred in the play *Stranded at Sea*.

5. The movie "The Long Trail over the Mountains" features an amazing horse race.

6. An article in the *Daily Examiner*, our local paper, told this story. _____
7. In *galloping in the galaxy*, the poet expresses the freedom he feels on his horse.

Name _____ Date _____

Focus Trait: Conventions

Strengthening Voice

The Black Stallion

Writing: Narrative Writing

Weak Voice	Strong Voice with concrete words, sensory details, and dialogue
I was frightened but also drawn to the horse.	The great size of the shining, snorting beast thrilled—and frightened—me. “It may be the last thing I ever do,” I thought as I drew near the animal. “But it will be the greatest thing I ever do.”

Read the following weak sentences. Rewrite them to develop a stronger voice. Include concrete words, sensory details, and dialogue. Pay attention to quotation marks and other punctuation.

1. The horse did not want me to ride him. He threw me off.

2. It was fun to ride the horse. He ran very fast.

3. The horse seemed happy that I was in charge. It was calm.



**About Time: A First Look
at Time and Clocks**
Segment 1
Independent Reading

About Time: A First Look at Time and Clocks

Write Chapter Titles

The author of "About Time" has asked you to write chapter titles for the book. When coming up with a chapter title, begin by collecting a list of key words from the chapter. Key words are those that are the most important words and ideas in the chapter.



Imagine that one chapter of the book is pages 3–4. What words seem to be very important? The first word is given for you.

time,

How did you decide what words were key words?

Based on these key words, what might be a good chapter title for the material on pages 3–4?

Name _____ Date _____

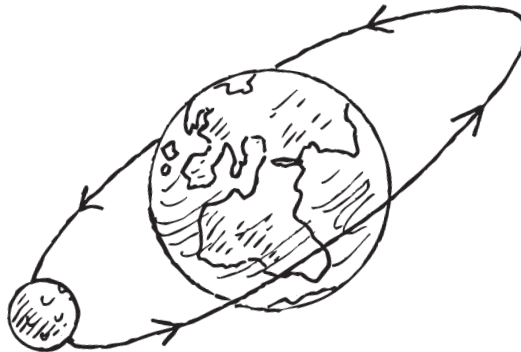
**About Time: A First Look
at Time and Clocks**

Segment 1
Independent Reading

Suppose that pages 5–7 will be the next chapter of the book. What are some key words from this chapter?

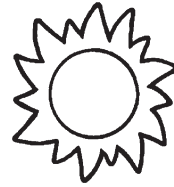
Write a title for this chapter. The title should give the reader a good idea about what the chapter is mostly about.

How did the key words help you write the title?



Name _____ Date _____

Explaining Time



**About Time: A First Look
at Time and Clocks**
Segment 1
Independent Reading

Read pages 4–6 and look carefully at the diagrams.
Complete the chart by telling how these ancient people
tracked time. The first one is done for you.



Time Unit

A Day

set by where the sun is located in the sky

A Week

A Season

A Month

A Year

Name _____ Date _____

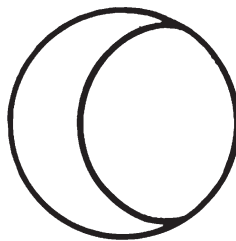
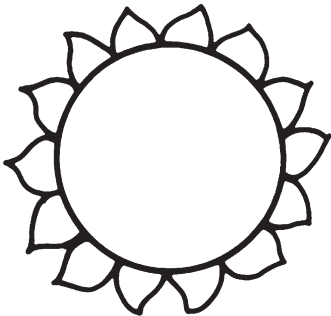
**About Time: A First Look
at Time and Clocks**

Segment 1
Independent Reading

Now use the information you gathered on page 279 to write encyclopedia entries about how units of time were defined. Choose a unit of time and write it on the line. Then write a brief factual description of how the unit of time was originally defined.

Word: _____

Word: _____



Name _____ Date _____

Calendar Math

**About Time: A First Look
at Time and Clocks**

Segment 1
Independent Reading

What were the problems ancient peoples discovered by using natural time cycles to measure years? Complete the chart with the correct number of days.

Sumerian year = 12 lunar-based months
 $12 \times \underline{\hspace{1cm}} \text{ days} = \underline{\hspace{1cm}} \text{ days}$

Egyptian year = one sun-based cycle
 $\underline{\hspace{1cm}} \text{ days}$

Modern year = one revolution of Earth around the sun
 $\underline{\hspace{1cm}} \text{ days}$

Explain the problem of using natural divisions of time for calendars.

How did the Julian calendar attempt to solve the problem of a sun-based calendar?

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 1
Independent Reading

Caesar's Solution

It is the year 46 B.C. On the advice of his chief astronomer, Emperor Julius Caesar has decided to change the calendar to a new system that includes a leap year every four years. Write the speech that the Emperor will give to the Roman Senate explaining this decision. Remember that this change will have a great impact on all citizens throughout the empire. Support the decision with details from the text.

My fellow Romans,



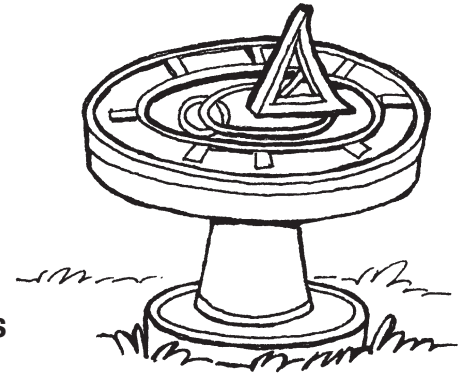


**About Time: A First Look
at Time and Clocks**
Segment 2
Independent Reading

About Time: A First Look at Time and Clocks

Write Chapter Titles

Imagine that the next chapter of the book is pages 8–9.
Find three keywords in the text and show what characteristics
they meet. The first one has been done for you.



Keyword	Used Often in the Chapter	Describes an Important Idea in the Chapter	Necessary to Understanding the Chapter
Egypt	✓		✓

Using these key words, write a title for this chapter. Remember that the title should give the reader a good idea about what the chapter is mostly about.

Suppose that the next chapter will be pages 10–11. What are some key words from this chapter?

Think about the key words you found. Using these key words, write a title for this chapter.

Name _____ Date _____

Make a Museum Audio Tour

**About Time: A First Look
at Time and Clocks**
Segment 2
Independent Reading

Answer the questions below. Then you will write a script for an audio tour.

Read page 9. What do the hemicycle systems of the Egyptians, Greeks, and Romans have in common?

Read page 10. What problems do you think might make using a clepsydra difficult?

Read page 11. What features make the angel clock more accurate than the clepsydra?

Read page 13. Compare the oil lamp clock and candle clock. What did a monk need to do once the oil or candle was used up?

How is this problem similar to the hourglass clock? What is the main problem with all of these types of clocks?

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**

Segment 2
Independent Reading

Many museums provide audio tours for their visitors. Visitors listen to information about exhibits around the museum on headsets. The audio tour helps the visitor understand the exhibits. Choose one of the clocks from ancient times. Write the script for the audio tour for this type of clock. Describe how it works as well as any problems it has in keeping accurate time.



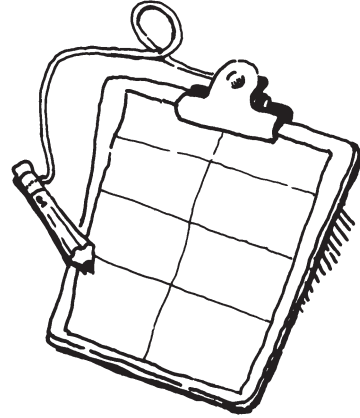
A large, light-gray speech bubble with a black outline. Inside the bubble, there are ten horizontal lines for writing a script.

Name _____ Date _____

Write Test Questions

Making test questions can sometimes be a fun and challenging way to study a text. Each part of a test question serves an important purpose. Every multiple-choice question contains a question, a correct answer, and incorrect answer choices. The question below is based on the information on page 8.

**About Time: A First Look
at Time and Clocks**
Segment 2
Independent Reading



During what part of the day was the T-bar sundial of Thutmose III probably the most accurate?

- A. late at night**
- B. in the middle of the day**
- C. just before sundown**
- D. in the early morning**

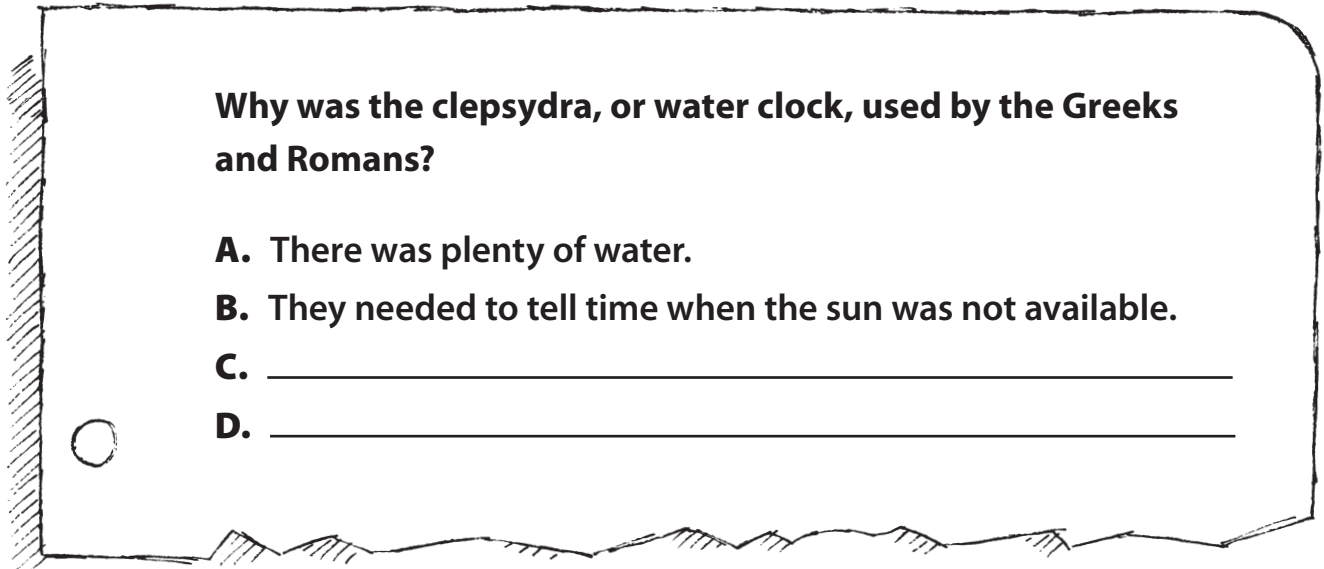
A good test question should not have an obvious answer. Notice that the correct answer, “in the middle of the day,” is not stated in the text. What information in the text helps you infer that this is the correct answer?

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 2
Independent Reading

In a challenging test question, the incorrect answer choices should sound reasonable. The reader will know they are wrong if they read the text carefully.

Read pages 9–10. Then read the question below. The correct answer, B, is given. A sample incorrect answer, A, is given. Write two more incorrect answers for this question.



Why was the clepsydra, or water clock, used by the Greeks and Romans?

- A.** There was plenty of water.
- B.** They needed to tell time when the sun was not available.
- C.** _____
- D.** _____

What makes your choices both reasonable and wrong?

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 2
Independent Reading

In test questions, some of the answer choices may appear to be correct, but are not the **best** answer. The question will use words to tell the reader to choose the best answer, such as:

What is the main purpose ... Which is most important ... What is most likely ...

Read page 12 and the answer choices below. Write the question for these choices so students choose the best answer choice.

A. to impress the emperor's subjects ← **correct answer**

B. to precisely measure time

C. to provide water for the people

D. to provide a simple way to tell time

Now write a question that asks the reader to make an inference about hourglasses and write the correct answer. Finally, write the incorrect choices.

Question

A. _____ ← **correct answer**

B. _____

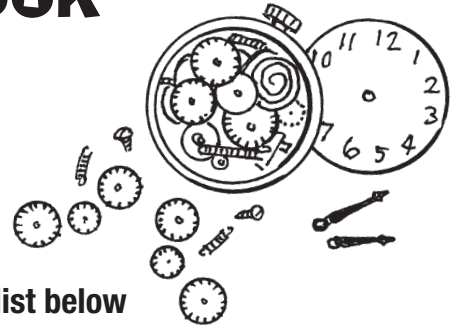
C. _____

D. _____



About Time: A First Look at Time and Clocks
Segment 3
Independent Reading

About Time: A First Look at Time and Clocks



Write Chapter Titles

The next chapter of the book is pages 14–18. Use the checklist below to find keywords for this chapter. Rate the words on a scale from 1–5 for each characteristic. The first one has been done for you.

Keyword	Used Often in the Chapter	Describes an Important Idea in the Chapter	Necessary to Understanding the Chapter
monastery	2	4	3

Think about the key words you found. Using these key words, write a title for this chapter. The title should give the reader a good idea about what the chapter is mostly about.

Suppose that the next chapter will be pages 19–21. What are some key words from this chapter?

Think about the key words you found. Using these key words, write a title for this chapter.

Name _____ Date _____

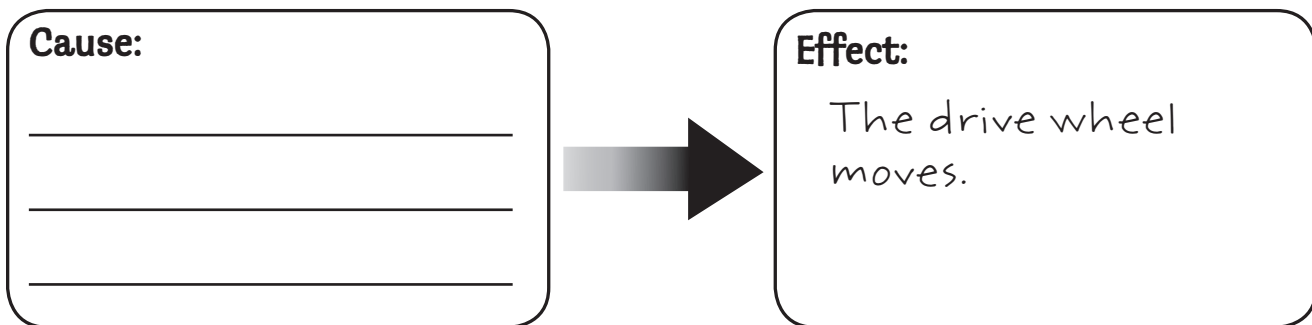
**About Time: A First Look
at Time and Clocks**
Segment 3
Independent Reading

Write a Troubleshooting Guide

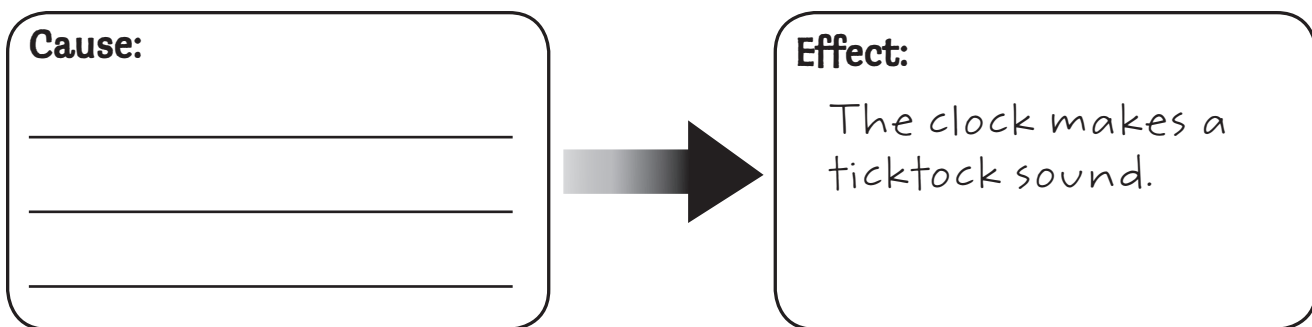
A clock maker built an escapement clock for an important German prince in the 1500s. Although this clock was very accurate for its time, it sometimes had problems. The clockmaker wants to include a troubleshooting guide with the clock. This guide will help the prince fix the clock if it stops working. A troubleshooting guide usually explains causes and effects. When the user has a problem, the guide explains the cause.

Read page 15. Look at the diagram of the clock and read the captions.

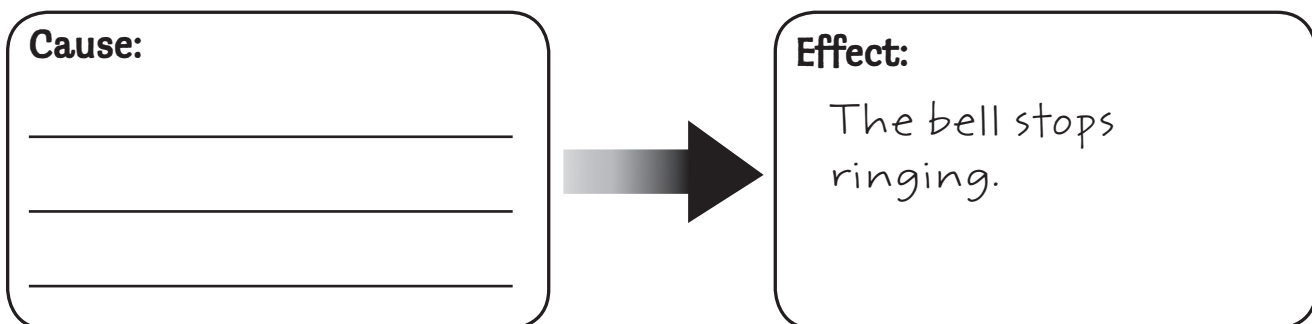
What causes the drive wheel to move?



What makes the clock give a ticktock sound?



When the bell sounds for each hour, what makes the bell stop ringing?

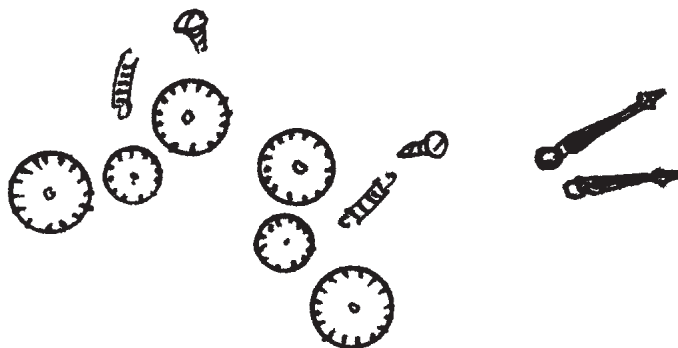


Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 3
Independent Reading

A troubleshooting guide will list common problems with a device. The user looks at the list to find the problem he or she is having, and then looks at the cause of the problem. Use the diagram on page 15 and your notes on the previous page to complete the troubleshooting guide.

Problem	Cause
<p>The drive wheel has stopped turning.</p>	<hr/> <hr/> <hr/> <hr/>
<p>The drive wheel is turning, but it has stopped making a ticktock sound.</p>	<hr/> <hr/> <hr/> <hr/>
<p>The bell will not stop ringing.</p>	<hr/> <hr/> <hr/> <hr/>



Name _____ Date _____

Write a Proposal

In medieval times, a typical German town was ruled by a council elected by the citizens of the town. Imagine that it is the year 1345, and you wish to propose that a mechanical bell tower be built in the center of town.

**About Time: A First Look
at Time and Clocks**
Segment 3
Independent Reading



Read pages 16–17. Write a letter to the town council, explaining why you think a bell tower would be a good idea. Use information from the text to support your letter.

Dear Fellow Citizens,

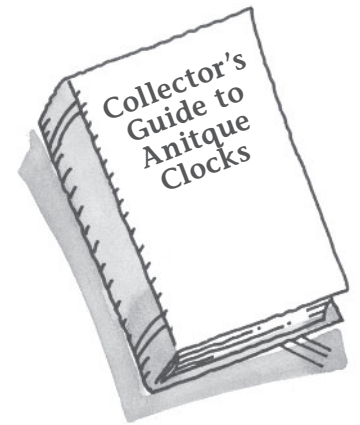
I wish to propose that our town build a tower in the center of town with a mechanical bell clock.

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 3
Independent Reading

Write a Collector's Guide to Antique Clocks

Collector's guides help collectors identify valuable clocks. A collector is especially interested in features that make each clock unique. You have been asked to help write a guide for identifying important European clocks. The publisher wants you to research particular features that appeared in clocks at different times in history.



Read pages 18–21. For each year on the timeline, write an important development in clocks.

1344	
1440	
1480	
mid-1550s	

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**

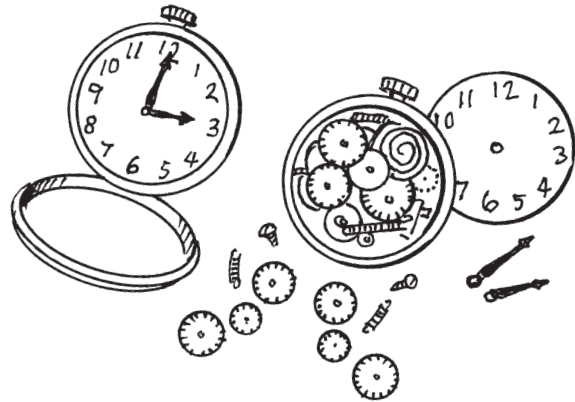
**Segment 3
Independent Reading**

At an antique store, an old French clock is displayed for sale. The sign on the clock says it was made in 1342. According to your collector's guide, how do you know the sign is incorrect?

c. 1342



A watch dealer displays an antique watch in his shop. The watch is open to show the gears inside. The gears are very precisely made, as if they were cut by a machine. The sign under the watch says, "made in 1490." Based on your collector's guide, how do you know the sign is incorrect?





**About Time: A First Look
at Time and Clocks**
Segment 4
Independent Reading

About Time: A First Look at Time and Clocks



Write Chapter Titles

Sometimes chapter titles use words that are not used in the text. These words are important but are inferred in the text. Suppose that the next chapter is pages 22–25. Most of this chapter is about more recent clock technology. The word *recent* is not used in the text, but it is inferred from the information. What are three other key words that you can infer from this chapter?

recent,

Think about the key words you found. Using these key words, write a title for this chapter. The title should give the reader a good idea about what the chapter is mostly about.

Suppose that the next chapter will be pages 26–27. What are some key words from this chapter?

Think about the key words you found. Using these key words, write a title for this chapter.

Name _____ Date _____

Write an Advertisement

**About Time: A First Look
at Time and Clocks**
Segment 4
Independent Reading

Answer the questions below. Then you will write an advertisement.

Read pages 23–24 and look carefully at the diagrams. What were the advantages of Huygens' balance spring versus using weights to drive a clock?

Look at the diagram on page 23. What problems can you infer about the use of the balance spring?

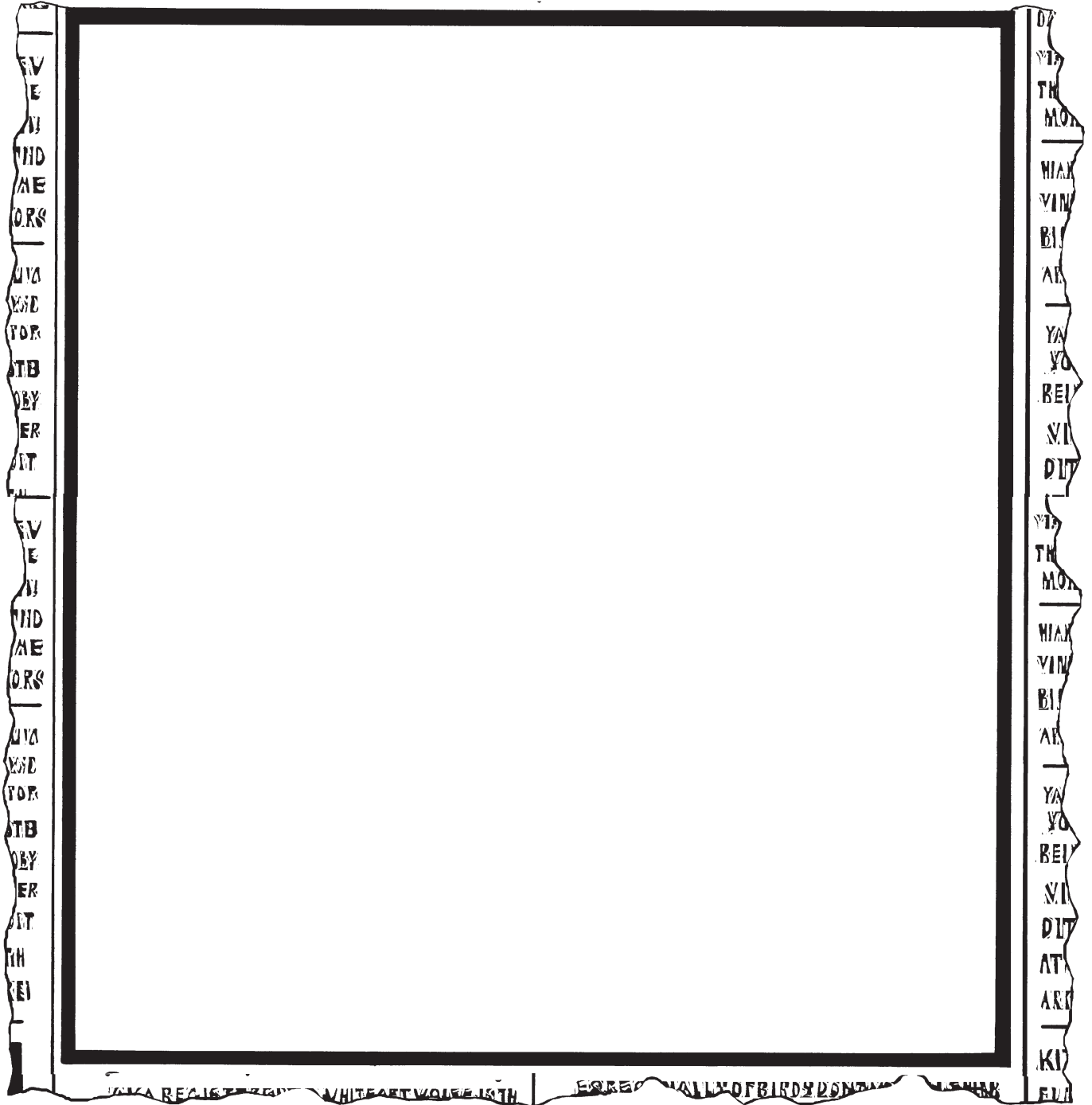
Read the first paragraph on page 25. Think about how the quartz watch was different from the spring-driven watches that came before it. What are some of the advantages of the quartz watch?

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**

Segment 4
Independent Reading

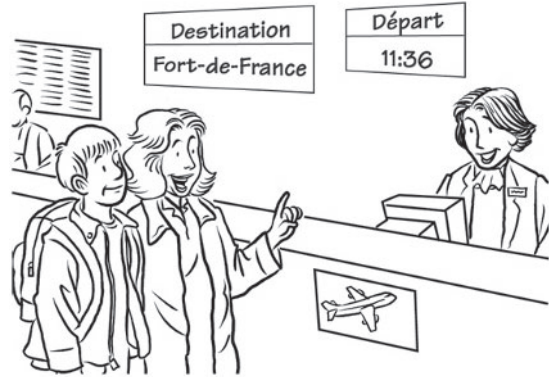
An advertisement is written to persuade readers to buy a product. The Electro Watch Company manufactured its first quartz crystal watch in 1970, called *Quartzonic One*. Write a newspaper ad for this watch. Use vivid and persuasive language to sell your watch. Include an illustration to make your ad more exciting.



Name _____ Date _____

Plan an Airline Trip

Airline ticket agents help busy passengers at airports check their bags and process their tickets before passengers board their flights. Ticket agents must have a good understanding of time zones so that they can advise passengers of exactly when they can expect to arrive at their destinations.



Look at the diagram on page 26. If it is 11:00 AM in Chicago, what time is it in Cairo, Egypt? Explain your answer.

What is the time difference between Chicago and Cairo?

If it is 12:00 PM in Chicago, what time is it in Cairo?

Look at the diagram on page 27 and read the caption. If it is July 4 in the United States, what day is it in China? Explain why.

Name _____ Date _____

**About Time: A First Look
at Time and Clocks**
Segment 4
Independent Reading

Airline ticket agents at airports must be able to explain to confused passengers the time differences at their destinations. You are a ticket agent for Northeast Airlines. Help explain the arrival times for these passengers.

Northeast Airlines



Passenger: Thomas, Gary

Date of Travel: June 1, 2013

Flight: 392

Depart: Los Angeles, CA (LAX)

6:30 PM, June 1, 2013

Arrive: Denver, CO (DEN)

10:00 PM, June 1, 2013

Length of Flight: 2.5 hours

A snack will be served.

Why is Mr. Thomas arriving in Denver at 10:00 PM, even though the flight is only 2.5 hours long?

Northeast Airlines



Passenger: Jackson, Paula

Date of Travel: June 1, 2013

Flight: 52

Depart: Los Angeles, CA (LAX)

11:45 AM, August 5, 2013

Arrive: Tokyo, Japan (HND)

5:00 PM, August 6, 2013

Length of Flight: 12 hours, 15 minutes

Two meals will be served.

Why does Ms. Jackson's flight to Japan arrive the next day, although the flight is only 12 hours and 15 minutes long?

Name _____ Date _____

Make a Table of Contents

**About Time: A First Look
at Time and Clocks**
Segment 4
Independent Reading

A table of contents is like a map of a book. It gives the reader a list of the chapter titles and the beginning page number of each chapter. Using the chapter titles you wrote for each chapter, complete the table of contents for the book. Be sure to write the correct page number for the start of each chapter.

Table of Contents

Chapter

Page

3

Time Cycles and the Mystery of Time 28

Name _____ Date _____



Tucket's Travels
Independent Reading

Tucket's Travels

Make a Travel Timeline

Flashbacks are descriptions of events that happened before the events in the story. By telling about what happened before, flashbacks help the reader understand the story.

Reread page 636. Summarize the events in the order that the page names them.

Now use what you understand about the writer's use of flashbacks. Rewrite the same events in the order that they actually happened.

Name _____ Date _____

Tucket's Travels
Independent Reading

Because this story includes flashbacks, it can be difficult to remember the actual sequence of events as they occur. A timeline can help you visualize exactly when all of these events happened. Complete the sentences at each point on the timeline to show the actual sequence of events.

The Pawnees kidnapped ... _____

Jason Grimes rescued ... _____

Francis found ... _____

Grimes helped ... _____

Lottie saw ... _____

The children reached ... _____

Finally, ... _____

Name _____ Date _____

Shades of Meaning

Tucket's Travels
Vocabulary Strategies:
Shades of Meaning

Circle the word in parentheses that matches the precise meaning of each underlined word.

1. In the arid soil, not one tree would grow. (dusty, scorched)
2. The task of sorting papers was so tedious that she fell asleep. (boring, repetitive)
3. There was a horrifying gouge in the surface of the antique table. (mark, gash)
4. We meandered down the street, just taking our time. (marched, strolled)
5. She decided not to make a hasty decision but to think about it. (quick, brief)
6. The old horse shambled along, hardly able to lift its feet up. (moved, shuffled)
7. The flood waters receded hour by hour. (decreased, subsided)
8. The boy felt abandoned when his friends ran off without him. (deserted, left)

Name _____ Date _____

Final /n/ or /ən/, /chər/, /zhər/

Basic Write the **Basic Word** that is the best synonym for the underlined word or words in each sentence.

1. Mom hung a new window dressing in the kitchen.

2. A short film about penguins is showing at the theater.

3. The feel of this wool sweater is scratchy. _____
4. A doctor performs operations. _____
5. Lori is the leader of our soccer team. _____
6. Trail mix is a blend of ingredients. _____
7. It is a joy to see my old friend. _____
8. The officer used a hand motion to signal traffic.

9. The scoundrel in the cowboy movie robbed a bank.

10. Dad is sure that his vacation is in June. _____
11. I made my exit from the meeting quietly. _____
12. Let's calculate the distance in miles. _____

Challenge 13–15. Write a short paragraph about a trip your class took to an art museum. Use three of the Challenge Words. Write on a separate sheet of paper.

Tucket's Travels
Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Spelling Words

1. nature
2. certain
3. future
4. villain
5. mountain
6. mixture
7. pleasure
8. captain
9. departure
10. surgeon
11. texture
12. curtain
13. creature
14. treasure
15. gesture
16. fountain
17. furniture
18. measure
19. feature
20. adventure

Challenge

leisure
sculpture
architecture
chieftain
enclosure

Name _____ Date _____

Spelling Word Sort

Tucket's Travels

Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Write each Basic Word beside the correct heading.

<p>Final /n/ or /ən/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Final /chər/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Final /zhər/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

1. nature
2. certain
3. future
4. villain
5. mountain
6. mixture
7. pleasure
8. captain
9. departure
10. surgeon
11. texture
12. curtain
13. creature
14. treasure
15. gesture
16. fountain
17. furniture
18. measure
19. feature
20. adventure

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Tucket's Travels*. Find words that have final /n/ or /ən/, /chər/, /zhər/ spelling patterns. Add them to your Word Sort.

Challenge

- leisure
- sculpture
- architecture
- chieftain
- enclosure

Name _____ Date _____

Proofreading for Spelling

Tucket's Travels

Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Find the misspelled words and circle them. Write them correctly on the lines below.

Dear Grandma,

It is a real plezure being out here in nachure. A major feacher in the landscape is a mountin up ahead, and we see a new wild creeture almost every day. Our kaptain puts our wagon train into a big circle every afternoon, and then we cook supper. We seem to meazure out our long days in meals. The nights are becoming colder. There is so much furnitur in our wagon that I have little room to sit. Sometimes I walk alongside the wagon. It has been five weeks since our deparchur from St. Louis, and we have many weeks to go. I keep my eyes open for natural springs that spout water like a fountin. I am certin I'll find one in the near futur. Water from natural springs is a trezure. What an adventur it has been! I miss you.

Yours truly,
Molly

Spelling Words

1. nature
2. certain
3. future
4. villain
5. mountain
6. mixture
7. pleasure
8. captain
9. departure
10. surgeon
11. texture
12. curtain
13. creature
14. treasure
15. gesture
16. fountain
17. furniture
18. measure
19. feature
20. adventure

Challenge

- leisure
sculpture
architecture
chieftain
enclosure

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Name _____ Date _____

Use of Verbs *be* and *have*

Tucket's Travels
Grammar:
The Verbs *be* and *have*

The verbs *be* and *have* are irregular verbs. They change forms when the subject changes. The subject and verb in a sentence must agree in number and tense.

singular subject and present tense helping verb

She is looking out the window.

The weather **forecast** has predicted rain.

plural subject and past tense helping verb

They were wearing raincoats.

Gary and I had brought umbrellas.

Thinking Questions

What tense is the verb?

How many are in the subject?

Activity Underline the correct helping verb in parentheses for each sentence.

1. My mom and I (has/had) gone out for a walk.
2. The sun (were/is) shining brightly in the blue sky.
3. The thick clouds (are/is) moving quickly.
4. Large droplets of rain (had/is) fallen.
5. We (am/are) running into the house for shelter.
6. The wind (were/was) blowing outside.
7. I (are/am) not going outside until it stops raining.
8. The drenched cat (has/have) returned to the house.
9. The cat (has/is) tried to shake off the water from his fur.
10. I (am/have) found a towel to dry the cat's fur.

Name _____ Date _____

Using Verb Phrases

Tucket's Travels
Grammar:
The Verbs *be* and *have*

A **verb phrase** contains more than one verb. The verbs *could*, *should*, *would*, or *must* are followed by another verb to form a verb phrase. The second verb in the verb phrase is often *be* or *have*.

verb phrase

It could be dangerous in the Wild West.

I would have brought some granola for a snack.

Thinking Question

What part of the sentence has the verb?

1–4. Read each sentence. Write *be* or *have* on the line to complete each verb phrase.

1. During the summer, the desert must _____ hot in the afternoon.
2. You should _____ plenty of water with you at all times.
3. If you feel dizzy, you could _____ suffering from the heat.
4. I would _____ worn a hat to protect myself from sunburn.

5–8. Read each sentence. Choose the verb in parentheses that best fits the meaning of the sentence. Write the verb on the line.

5. (must/could) The children _____ have been tired after the long walk.
6. (would/should) Don't worry. I _____ be home before the thunderstorm hits.
7. (must/would) It _____ be helpful to know what the weather will be like tomorrow.
8. (should/must) The sun _____ be out tomorrow, but you never know for sure!

Name _____ Date _____

Using Consistent Verb Tenses

Tucket's Travels
Grammar:
The Verbs *be* and *have*

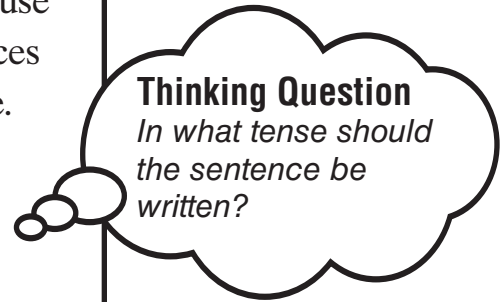
When using the verbs *be* and *have*, remember to use verb tenses consistently. In order for your sentences to be correct, the verbs must be in the same tense.

Not correct

The students had gone on a field trip before, and they had remember how much fun they had.

Correct

The students had gone on a field trip before, and they had remembered how much fun they had.



Activity Rewrite each sentence so that the verbs are in the same tense as the underlined verb phrase.

1. A deer had grazed in the park before a noisy dog chase it away.

2. Heavy rain had fallen a few days earlier and floods the streets.

3. Mrs. Thomas was looking for a shady tree, and everyone is going to sit under it.

4. She had supplied snacks for everyone, and the students mix lemonade.

5. They are going to sing songs, and then they play games.

6. The bus is here, but the students were not ready to leave.

Name _____ Date _____

Direct Quotations and Interjections

Tucket's Travels
Grammar: Spiral Review

1–6. Identify the direct quotation in the following sentences.

1. The tour guide said, "We will be leaving for the cavern shortly."

2. "I can't wait to see the glacier," said Miranda.

3. Marco talked a lot about his journey, saying, "I have seen many wonderful sights."

4. Kai had trouble explaining what he had seen: "The beauty of the rainforest is hard to describe."

5. Janet looked forward to the trip, saying, "I've always wanted to see the penguins."

6. "There are no words to describe it," said Erin, as she told her friends about plants and animals of the desert.

7–12. Identify the interjection in each direct quotation.

7. "Ouch!" cried Natasha, "Those rocks are sharp!" _____

8. Alex was stunned by the scenery: "Wow! That is amazing!" _____

9. "Goodness gracious," cried Tariq, "that is spectacular!" _____

10. "Oh! That elephant is huge!" said Nora. _____

11. "For goodness' sake," Martin smiled, "I'd be happy to come along."

12. "What an incredible sight!" declared Samantha. "Awesome!"

Name _____ Date _____

Connect to Writing

Tucket's Travels
Grammar:
Connect to Writing

Sentence Without Helping Verb	Sentences with Helping Verb <i>have</i> or <i>be</i>
The lightning brightened the night sky.	The lightning has brightened the night sky. The lightning had brightened the night sky. The lightning is brightening the night sky. The lightning was brightening the night sky.

1–3. Rewrite each sentence using a form of the verb *have*.

1. We hear the sound of thunder.

2. We buy flashlights in case of a blackout.

3. My family ran out of batteries during the last storm.

4–6. Rewrite the sentences below using a form of the verb *be*.

4. The thunder makes my dog nervous.

5. I give my dog a treat to comfort him.

6. Sheila hopes that the rain will be good for the lawn.

Name _____ Date _____

Focus Trait: Purpose

Writing with Feeling and Personality

Tucket's Travels
Writing: Opinion Writing

Writers of fiction and nonfiction want to convey their voice to readers. *Voice* is the words and ideas that make clear the personality of the writer or character.

Without Voice	With Voice
I have an opinion about the topic of outdoor adventure. My opinion is that people need to be prepared in order to enjoy outdoor adventure.	Enjoying the outdoors can be great fun—if you prepare yourself properly. Without the proper preparation, your plans for a great adventure may wind up in disaster.

Revise these sentences. Add your voice to make each sentence more interesting and to make your purpose clear.

1. It is fun to hike in the woods.

2. Life out of doors carries some risks.

3. Nature can be harsh and unpleasant.

4. People should take care when heading into the wild.

Name _____ Date _____



The Birchbark House
Independent Reading

The Birchbark House

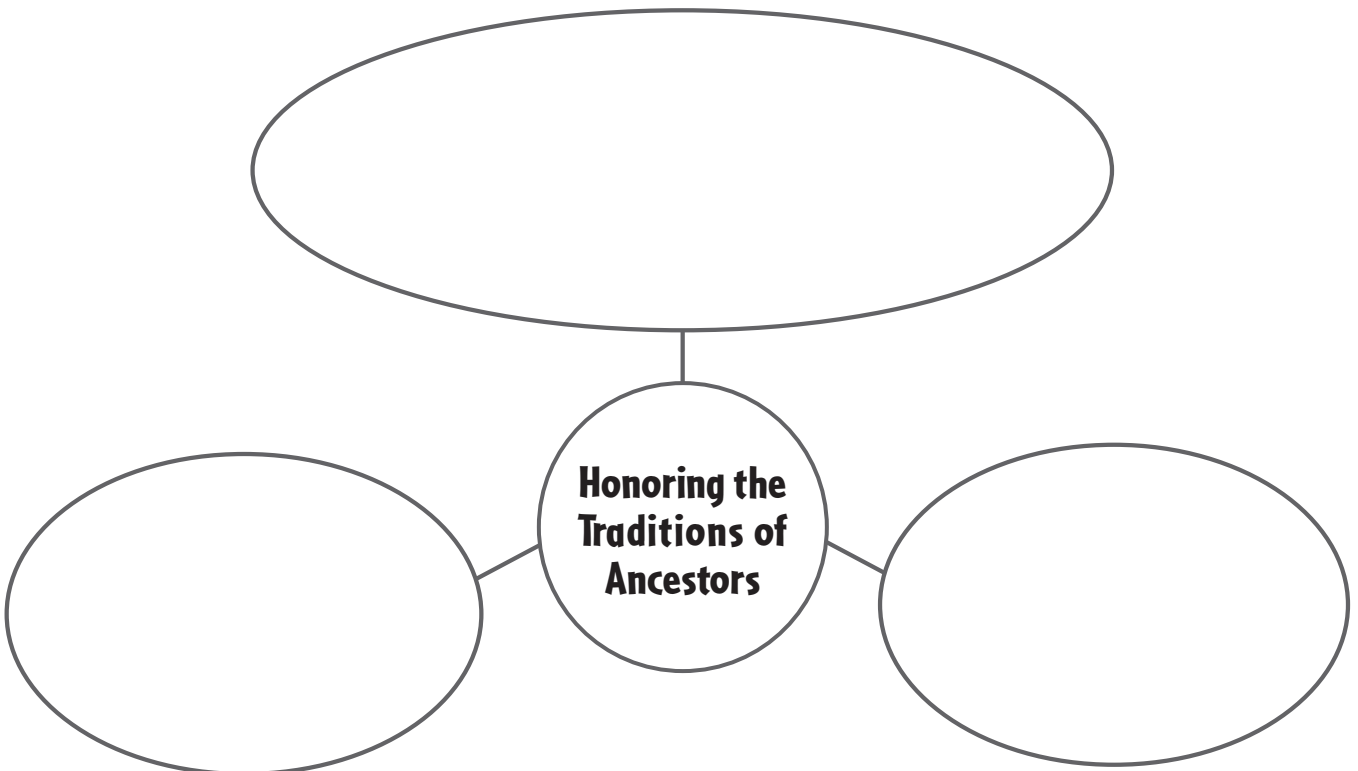
Write a Thematic Poem

One of the important themes in “The Birchbark House” is honoring the traditions of ancestors. Omakayas refers to these traditions throughout the story. The concept map below will show how her words and actions connect to this theme.

Read page 672. How does the way Omakayas greets the bear cubs show her respect for traditions? Write your answer in one of the empty ovals on the concept map.

Read page 674. What tradition does Omakayas follow if she brings the bear cubs home? Write this detail in an empty oval.

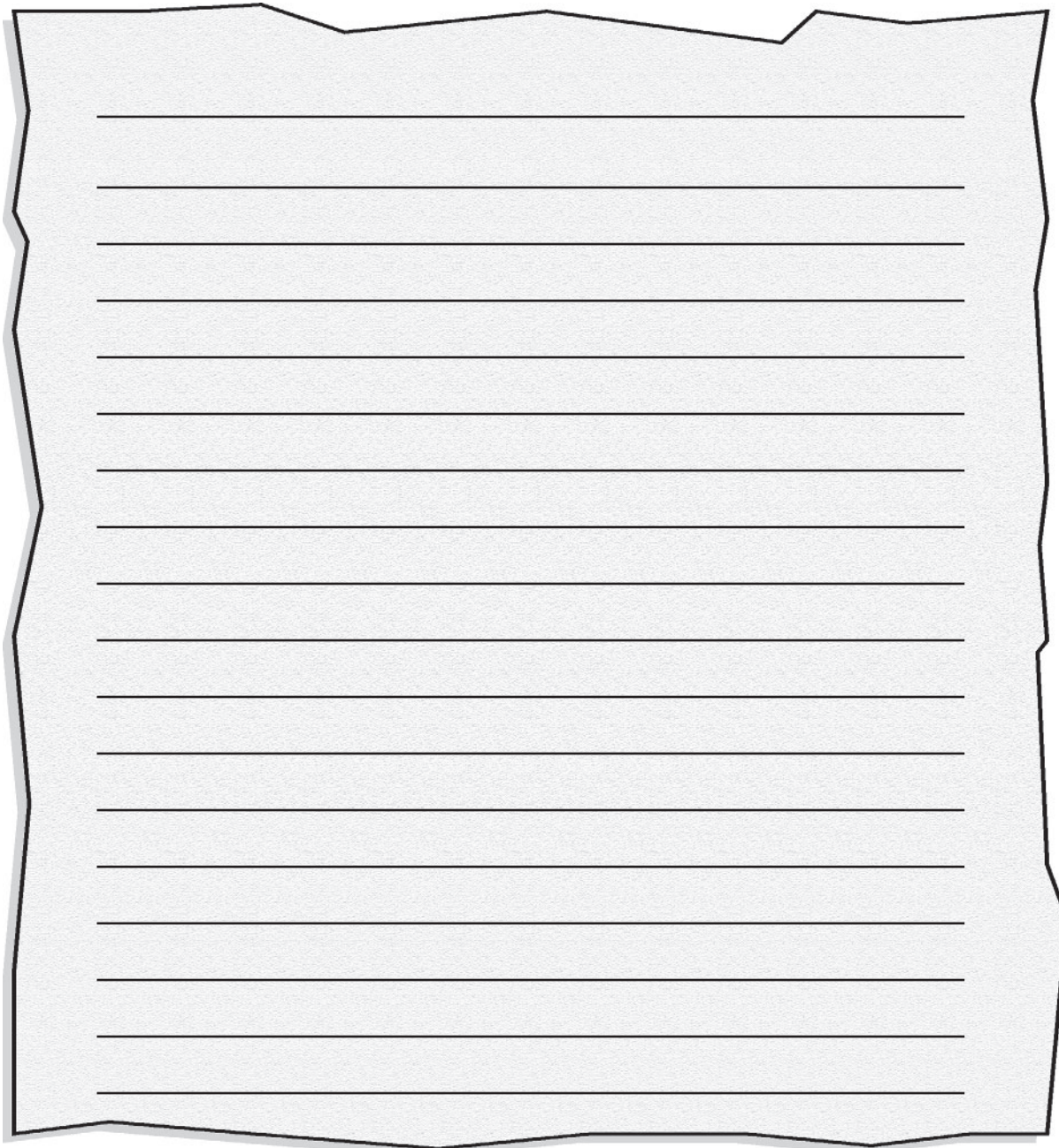
Read page 677. How does Omakayas use a tradition to keep the mother bear from hurting her? Write it in the last oval on the map.



Name _____ Date _____

The Birchbark House
Independent Reading

Write a poem about Omakayas' experience with the mother bear and her cubs. Use the information from the concept web to write your poem. It does not need to rhyme. Use words that express strong impressions about what Omakayas hears and sees and that show her respect for her people's traditions.



A large, irregularly shaped writing area with a torn-paper border and horizontal lines for writing. The area is intended for the student to write a poem about Omakayas' experience with the mother bear and her cubs.

Name _____ Date _____

Reference Materials

The Birchbark House
Vocabulary Strategies:
Reference Materials

1–8. Read each sentence carefully. Circle the choice that is the most accurate synonym for the underlined word. Use a dictionary and thesaurus as needed.

1. Omakayas had to stay calm during her encounter with the bear.
(support, remain, stick)
2. The patter of the hail hitting the roof was loud. (chatter, speech, tap)
3. The horse could be distinguished by the blaze on his nose. (light, stripe, proclaim)
4. They sewed a cloak from the hide. (conceal, shelter, pelt)
5. She will bow to her grandmother as an outward sign of respect.
(bend, yield, arc)
6. The mother bear did not desert her cubs; they wandered off.
(wilderness, leave, reward)
7. The baby bears were very content to play with Omakayas.
(ingredients, subject, satisfied)
8. She decided to bore a hole through the shell and wear it on a string.
(tire, drill, pest)

9–10. Write an original sentence for both meanings of the word below.

9. **bluff**¹ *n.* The act of deceiving.

10. **bluff**² *n.* A steep cliff.

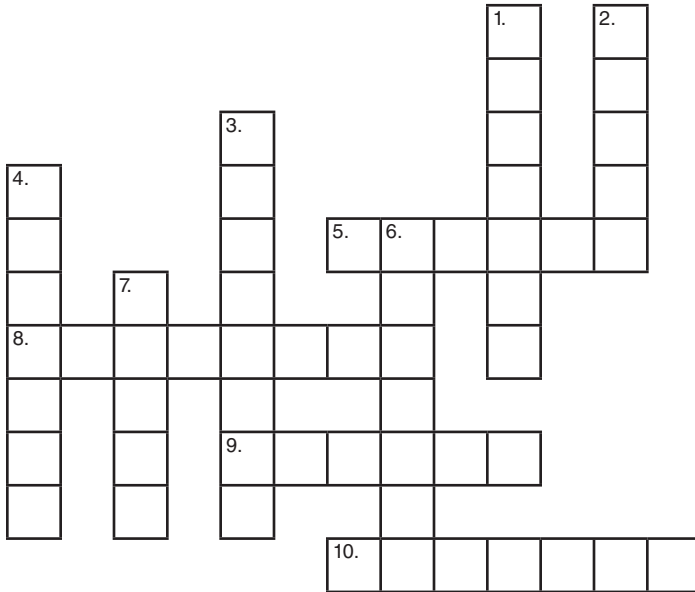
Name _____ Date _____

Final /ĭj/, /ĭv/, /ĭs/

The Birchbark House

Spelling: Final /ĭj/, /ĭv/, /ĭs/

Basic Complete the puzzle by writing the Basic Word for each clue.



Spelling Words

1. storage
2. olive
3. service
4. relative
5. cabbage
6. courage
7. native
8. passage
9. voyage
10. knowledge
11. image
12. creative
13. average
14. justice
15. detective
16. postage
17. cowardice
18. adjective
19. village
20. language

Across

5. growing in a certain place
8. family member
9. journey
10. satisfaction of customers' needs

Down

1. fairness
2. a picture or likeness
3. imaginative
4. space for keeping things
6. typical or normal
7. small black or green salad item

Challenge 11–14. Josie's grandfather is a plumber, and so is her mother. Write a paragraph about why Josie might or might not choose to become a plumber when she grows up. Use four of the Challenge Words. Write on a separate sheet of paper.

- Challenge**
- prejudice
 - cooperative
 - beverage
 - heritage
 - apprentice

Name _____ Date _____

Spelling Word Sort

The Birchbark House

Spelling: Final /ĭj/, /ĭv/, /ĭs/

Write each Basic Word beside the correct heading.

Final /ĭj/	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
Final /ĭv/	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
Final /ĭs/	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

1. storage
2. olive
3. service
4. relative
5. cabbage
6. courage
7. native
8. passage
9. voyage
10. knowledge
11. image
12. creative
13. average
14. justice
15. detective
16. postage
17. cowardice
18. adjective
19. village
20. language

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Birchbark House*. Find words that have final /ĭj/, /ĭv/, /ĭs/ sounds in the singular or base form. Add them to your Word Sort.

Challenge

prejudice
cooperative
beverage
heritage
apprentice

Name _____ Date _____

Proofreading for Spelling

The Birchbark House

Spelling: Final /ij/, /iv/, /is/

Find the misspelled words and circle them. Write them correctly on the lines below.

My brother Ben, who was my only reletive, and I wanted to work together. A pasagge from a Pony Express newspaper ad read, "Willing to risk death daily." It left no room for cowerdice. The ad also said that a knowlege of riding was required. We had horses on our cabagge farm before we moved out West, so we could ride. Ben decided to play detecktive and find out more about the Pony Express. He discovered that the pay was \$100 a month, but the work was dangerous. It would take a lot of courage to gallop along trails through strange, new lands in all kinds of weather. What if we came across an American Indian vilage? We wouldn't know the native langauge to communicate.

After our interview, Ben and I smiled at the adjetive the boss used: "You two are a 'perfect' fit for the job," he said. It certainly helped that we knew that the required postege for a letter was \$5, and that the servis was fast—sometimes only 10 days!

Spelling Words

1. storage
2. olive
3. service
4. relative
5. cabbage
6. courage
7. native
8. passage
9. voyage
10. knowledge
11. image
12. creative
13. average
14. justice
15. detective
16. postage
17. cowardice
18. adjective
19. village
20. language

Challenge

- prejudice
- cooperative
- beverage
- heritage
- apprentice

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

The Present Perfect Tense

The Birchbark House
Grammar: Perfect Tenses

The **present perfect tense** of a verb shows an action that began in the past and is still happening. To write the present perfect tense, use *has* or *have* as a helping verb. Then write the correct form of the main verb.

present perfect tense

She has lived in the village since she was born.

They have taken this road many times.

Thinking Questions

Is the helping verb in the present tense? Is the main verb in the past participle form?

Activity Write the present perfect tense of the verb in parentheses on the line.

1. Angel and I (know) _____ each other since third grade.
2. Chess (be) _____ a part of our culture for a long time.
3. We (play) _____ many games of chess together.
4. Jusef (learn) _____ to play chess, too.
5. A new family (move) _____ into town.
6. The new girl (tell) _____ us about traditions in her culture.
7. They (be) _____ busy unpacking their things.
8. I (finish) _____ all my extra chores.

Name _____ Date _____

The Past Perfect Tense

The Birchbark House
Grammar: Perfect Tenses

The **past perfect tense** of a verb shows an action that happened before a certain time in the past. To write the past perfect tense, use *had* as a helping verb. Then write the correct form of the main verb.

past perfect tense

He had wanted to visit his friend on her birthday.

We had given her flowers and a birthday cake before.

Thinking Questions

Is the helping verb had? Is the main verb in the past participle form?

Activity Write the past perfect tense of the verb in parentheses on the line.

1. We (stop) _____ fishing when the lake froze over.
2. I already (eat) _____ by the time the guests came.
3. Before we knew it, they (leave) _____ the building for the ceremony.
4. She (help) _____ gather fruits and nuts.
5. He (read) _____ the old book that belonged to his grandmother.
6. Rudy never (see) _____ a bear before.
7. She (make) _____ a special blanket for the baby.
8. You (promise) _____ to walk through the woods with me.

Name _____ Date _____

The Future Perfect Tense

The Birchbark House
Grammar: Perfect Tenses

The **future perfect tense** of a verb shows an action that will be finished by a certain time in the future. To form the future perfect tense, write *will have* before the correct form of the main verb.

future perfect tense

I will have played ten games by the end of the season.

They will have driven across the country by next week.

Thinking Questions

Is the helping verb will have? Is the main verb in the past participle form?

Activity Write the future perfect tense of the verb in parentheses on the line.

1. By custom, we (finish) _____ our breakfast long before nine o'clock.
2. We (clean) _____ up by the time you get home.
3. Tanya (have) _____ enough time to make the cake for the festival.
4. By next June, Jordan (complete) _____ her traditional dance lessons.
5. If she reads every book on her list, Carmen (read) _____ ten books about ancient cultures.
6. This horse (be) _____ groomed and ready to ride in the parade by noon.
7. Our class (earn) _____ enough for our trip by next week.
8. She (tell) _____ them the news about the festival before they read about it.

Name _____ Date _____

Using Commas and Semicolons

The Birchbark House
Grammar: Spiral Review

Commas (,) and **semicolons (;)** are punctuation marks used within sentences. Commas set off words and phrases and items in a series. Semicolons separate items in a series that already contain commas.

Commas: Hugo, *Treasure Island* was the best book we've ever read, wasn't it?

Semicolons: We have read books about New York City, NY; San Francisco, CA; and Kansas City, MO.

1–8. Rewrite each sentence with the correct punctuation.

1. Maria would you be able to start the fire by sundown?

2. We have been best friends for three years three months and three days.

3. Since there's no party Andy will have come for no reason.

4. In our culture a baby is given a naming ceremony after it turns one.

5. She found out her great aunts were born on January 25 1932
February 11 1934 and May 6 1940.

6. Yes the horses have been eating grass quietly all morning.

7. By evening everyone had gathered around the fire for storytelling and music.

8. Bring more wood please the fire is about to go out.

Name _____ Date _____

Connect to Writing

The Birchbark House
Grammar: Connect to Writing

The perfect tenses of verbs describe past and continuing action.

Present Perfect	Past Perfect	Future Perfect
I <u>have adopted</u> a dog.	I <u>had thought</u> about going to a pet store.	The dog <u>will have received</u> all his shots by tomorrow.

Activity Read each sentence. Rewrite the sentence using the correct perfect tense of the underlined verb.

- (future perfect) I finished my packing in time for dinner.

- (past perfect) We already set a time to meet for the festival of culture.

- (present perfect) Jason met some new friends at school.

- (future perfect) By tomorrow, Allison will meet all of them.

- (present perfect) They agreed to meet at the park and wear costumes.

- (past perfect) Remember, you said you would come!

Name _____ Date _____

Focus Trait: Organization

Presenting Evidence in a Logical Order

The Birchbark House

Writing: Opinion Writing

Good writers support their opinions with evidence, such as facts and details, written in a logical order. They use transition words and phrases, such as *for example* and *next*, to link reasons to their opinions.

Opinion: Omakayas is a kind person.

Reasons: Omakayas is gentle with the bear cubs and speaks to them sweetly. For example, she calls the cubs “little brothers” and offers them berries.

Read the opinion and supporting reasons below. Rewrite the reasons into a logically ordered set of facts and details. Use transition words as needed to link ideas. Circle the transition words and phrases you use.

Opinion: Omakayas is good with animals.

Reasons: She plays with the cubs. She knows about animals. She offers them berries.

Reasons: Mother bear tackles Omakayas. Omakayas clips the mother bear’s fur by mistake. Omakayas talks to the mother bear. Omakayas remains still when the bear tackles her. Omakayas is smart.

Name _____ Date _____



**Vaqueros: America's
First Cowboys**
Independent Reading

Vaqueros: America's First Cowboys

Write Captions for Graphics

In an informational text, graphic features such as maps and drawings help the reader understand the text. There is usually a close connection between the text and images appearing on the page.

Read page 698. Then look carefully at the picture on the page. How does this illustration help you understand the discoveries made by Columbus?

Read page 700. Then look carefully at the map on the page. How does this map help you understand the information in the text about New Spain?

Read page 701. Then look carefully at the image of the *vaquero* on the page. How does this picture help you understand the work of the *vaquero*?

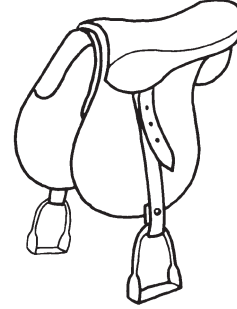
Name _____ Date _____

**Vaqueros: America's
First Cowboys**

Independent Reading

A caption is a brief statement that accompanies an image.
The caption should help link the image with the text on the page.

The author of "Vaqueros: Americas First Cowboys" has asked you
to write new captions for some of the graphic features in the story.



**Read page 703. Write a new caption for the picture on that page.
Give information that helps the reader connect the picture to the text.**

**Read page 704. Write a caption for the picture of the cowboy at the top
of the page. Give information that helps the reader connect the picture
to the text.**

Name _____ Date _____

Adages and Proverbs

**Vaqueros: America's
First Cowboys**
Vocabulary Strategies:
Adages and Proverbs

You can lead a horse to water, but you can't make it drink.
A watched pot never boils.
All that glitters is not gold.
Don't make mountains out of molehills.
You can't make an omelet without breaking some eggs.
A stitch in time saves nine.
People who live in glass houses shouldn't throw stones.
Make hay while the sun shines.
Two wrongs do not make a right.

Read each sentence below. Write the expression from the box that has the same or nearly the same meaning.

1. Take advantage of opportunities while they are available.

2. Taking care of a small problem now will prevent a bigger one later.

3. Even if something is attractive, it is not necessarily valuable.

4. It doesn't help to be impatient. _____.

5. Don't imagine that things are worse than they really are.

6. To achieve something better, sometimes you have to give up what you already have.

7. You can't force someone to take advantage of a good opportunity.

8. Getting revenge on someone for doing something bad to you does not solve any problems. _____.

9. Unless you are perfect, it is not wise to criticize others.

Name _____ Date _____

Unstressed Syllables

**Vaqueros: America's
First Cowboys**
Spelling: Unstressed Syllables

Basic Write the Basic Word that best completes each analogy.

1. *Person* is to *house* as *soldier* is to _____.
2. *Uninformed* is to *ignorance* as *knowledgeable* is to _____.
3. *Dryer* is to *laundry room* as *stove* is to _____.
4. *Robber* is to *house* as _____ is to *boat*.
5. *Two* is to *pair* as *twelve* is to _____.
6. *Soothe* is to *calm* as *scare* is to _____.
7. *Orange* is to *carrot* as *green* is to _____.
8. *Some* is to *partial* as *all* is to _____.
9. *Out* is to *in* as *exit* is to _____.
10. *Allow* is to *permit* as *prevent* is to _____.

Challenge 11–14. Suppose there is only one newspaper in your city. Write a paragraph for your school bulletin persuading people that a second newspaper would be a good idea. Use four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. entry
2. limit
3. talent
4. disturb
5. entire
6. wisdom
7. dozen
8. impress
9. respond
10. fortress
11. neglect
12. patrol
13. kitchen
14. forbid
15. pirate
16. spinach
17. adopt
18. frighten
19. surround
20. challenge

Challenge

adapt
refuge
distribute
industry
somber

Name _____ Date _____

Spelling Word Sort

Vaqueros: America's First Cowboys
Spelling: Unstressed Syllables

Write each Basic Word beside the correct heading.

<p>Unstressed syllables with VCCV spelling pattern</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Unstressed syllables with VCCCV spelling pattern</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Unstressed syllables with VCV spelling pattern</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Spelling Words

1. entry
2. limit
3. talent
4. disturb
5. entire
6. wisdom
7. dozen
8. impress
9. respond
10. fortress
11. neglect
12. patrol
13. kitchen
14. forbid
15. pirate
16. spinach
17. adopt
18. frighten
19. surround
20. challenge

Challenge

adapt
refuge
distribute
industry
somber

Challenge Add the Challenge Words to your Word Sort.

Challenge Look through *Vaqueros: America's First Cowboys*. Find words that have unstressed syllables. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Vaqueros: America's First Cowboys
Spelling: Unstressed Syllables

Find the misspelled words and circle them. Write them correctly on the lines below.

Cowboys in the Wild West welcomed the opportunity to patrol a landscape that never failed to impress them. They would regularly respond to the challenge of shepherding entire herds of cattle through wild spaces that might frighten lesser men. They would not let the difficult terrain disturb them or limit their efforts. They learned to adopt a can-do attitude and surround themselves with reliable partners. They had the wisdom to recognize the talent a young cowboy might bring to the group. They could spot signs of neglect that told them an animal was in trouble. They knew at least a dozen ways to help the animal. Being a cowboy was a difficult job, but for those special men who were up to it, there was much satisfaction.

Spelling Words

1. entry
2. limit
3. talent
4. disturb
5. entire
6. wisdom
7. dozen
8. impress
9. respond
10. fortress
11. neglect
12. patrol
13. kitchen
14. forbid
15. pirate
16. spinach
17. adopt
18. frighten
19. surround
20. challenge

Challenge

adapt
refuge
distribute
industry
somber

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Name _____ Date _____

Easily Confused Verbs

**Vaqueros: America's
First Cowboys**

Grammar: Easily Confused Verbs

Some verbs are easily confused because their meanings are closely related. Study the meanings of these easily confused verbs to avoid using the wrong one.

I'm going to **sit** in the shade under a tree.

She **set** the diary down on the bed.

sit to lower yourself onto a seat

set to place an item

can able to do

may allowed to do

teach to give instruction to someone

learn to receive instruction from someone

lie to recline on something

lay to put an item on top of something

rise to get up or to stand up

raise to lift something up

Thinking Questions

What definition fits the sentence? How does the sentence sound if you say it aloud?

1–6. Underline the correct verb in each sentence below.

1. Natalie is (teaching/learning) how to use a lasso.
2. The smoke was (rising/raising) from the valley below.
3. The cowboy was ready to (lie/lay) down his rope at the end of the day.
4. She (sit/set) her poncho on the ground.
5. Vaqueros often had to (lie/lay) on the cold, hard ground.
6. You (may/can) still see barbed wire fences marking the boundaries of ranches.

Name _____ Date _____

Other Easily Confused Words

**Vaqueros: America's
First Cowboys**
Grammar: Easily Confused Verbs

Study the meanings of each of these words to avoid using the wrong one. Pay attention to the part of speech of each.

good (adj.) favorable, useful

well (adj.) healthy

well (adv.) with skill, properly

their (pron.) possessive of *they*

there (adj.) location

they're contraction of *they are*

Conditions are **good** for riding outdoors.

The soldier fought **well** after eating a good meal.

Thinking Questions

What definition fits the sentence? What part of speech is needed?

Activity Write the word in parentheses that correctly completes each sentence.

1. You had to be a (good, well) horseback rider to be a vaquero.

2. It was difficult to hear (good, well) because of the howling coyotes. _____

3. He didn't feel (good, well) after eating his breakfast.

4. Luckily, (there, their, they're) ranch was not in the path of the wild fire. _____

5. The ranch was the largest in the area, and many cowboys worked (there, their, they're). _____

6. (There, Their, They're) reading a book about the Mexican War of Independence. _____

Name _____ Date _____

Choosing the Right Word

Vaqueros: America's First Cowboys
Grammar: Easily Confused Verbs

To help you choose the correct word for a situation, try saying the sentence aloud. Memorize the meanings of easily confused words that sound alike. You can also check definitions in a dictionary.

affect (v.) to influence or cause a change

effect (n.) a result

few (adj.) small in number

less (adj.) small in amount

The fog will **affect** their ability to see the enemy.

The fog had no **effect** on their spirits, however.

Thinking Questions

What definition fits the sentence? What part of speech is needed?

Activity Write the word in parentheses that best completes each sentence.

- (There, Their, They're) are a lot of books in the library about the Mexican-American War. _____
- I found a book about the famous battles and (sit, set) it on the counter. _____
- I'm going to (sit, set) down on the chair and read about how Texas became a state. _____
- The librarian told us that each student (may, can) take out two books about the Gold Rush. _____
- This rule will (affect, effect) which books I decide to take home.

- This library has (few, less) biographies of cowboys. _____

Name _____ Date _____

Prepositions

**Vaqueros: America's
First Cowboys**
Grammar: Spiral Review

Prepositions are words that relate a noun or pronoun, called the **object of the preposition**, to the other words in a sentence. Most prepositions tell where things are in time and space.

The book was below the table.

John showed up after the horses were fed.

Prepositional phrases are phrases that begin with a preposition and end with the noun or pronoun that is the object of the preposition.

The book was below the table.

John showed up after the horses were fed.

Activity Underline all the prepositions in each sentence. Circle the prepositional phrases.

1. Luke rode his horse across the prairie with his friend Maria.
2. The weather is beautiful in New Mexico at this time of year.
3. He left the saddle on the ground and threw the bridle over it.
4. Robert fell asleep after dinner.
5. She climbed on the saddle and looked toward the horizon.
6. The young men cleaned the house before noon.
7. Luis left the campfire without his poncho.
8. The rattlesnake slithered through the grass.

Name _____ Date _____

Connect to Writing

**Vaqueros: America's
First Cowboys**

Grammar: Easily Confused Verbs

Incorrect Word Choice	Correct Word Choice
Since there are less of us, we can sit our coats on the counter.	Since there are few of us, we can set our coats on the counter.

Activity Read the first paragraph of a persuasive essay. Circle the word in parentheses that best completes each sentence.

Rodeos are entertainment for millions of people. But (they're/there/their) also a (good/well) way to keep the traditions of the vaqueros and cowboys alive. (They're/There/Their) are many sports in a rodeo, and each of them reflects the jobs that cowboys performed (good/well) for generations. For example, in a steer roping event, a cowboy (sitting/setting) on a horse, (rises/raises) a lasso and throws it at just the right moment to rope the steer. Many years ago, cowboys on the range used the same skills to round up cattle. Now, there are (fewer/less) cowboys than there once were. But rodeos carry on (they're/there/their) traditions. The (affect/effect) is that cowboy culture lives on.

Name _____ Date _____

Focus Trait: Organization

Using Supporting Details

Vaqueros: America's First Cowboys
Writing: Opinion Writing

Effective writers use precise details to support their statements. They also present those details in ways that are easy for readers to follow.

Without Details or Corrections	With Details and Corrections
<p>The Aztecs were conquered by Cortez. Frank was studying the Aztec people. He read about their culture. They lived in Mexico and had power.</p>	<p>Because the subject interested him, Frank began studying the Aztec people of Mexico, who rose to great power. First, he read about their architecture and astronomy. Then he researched their conquest by Cortez of Spain in the sixteenth century.</p>

A. Answer the following questions based on the passages above.

1. What supporting details does passage 2 use that passage 1 does not?

2. What important change has been made to the beginning of the passage?

B. Rewrite the following sentences to add details.

Pair/Share Work with a partner to brainstorm details.

3. Andrea had played the trumpet for four years. However, she didn't like it. By contrast, Olivia had played the tuba for two years and loved it.

4. The weather has been strange. It has been cold but has not damaged the crops.

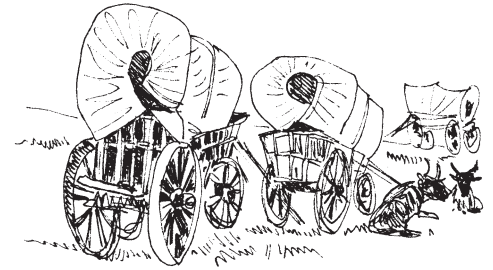
Name _____ Date _____



**Rachel's Journal: The
Story of a Pioneer Girl**

Independent Reading

Rachel's Journal: The Story of a Pioneer Girl



Write a Trail Journal

Some stories are written like a chain of causes and effects, like a trail of events. One event causes the next one to happen, up until the end of the trail.

Read page 728. After Rachel and the children finally find the camp, what is the effect of their mother's scolding them?

Read page 729. What was the effect of taking a cut-off on this day? What did they learn from this experience?

Read page 731. What caused the Platte River to become swollen?

What was the effect of the swollen river on the wagon train?

Read page 734. What caused the families to pull the wagons close together?

Name _____ Date _____

**Rachel's Journal: The
Story of a Pioneer Girl**

Independent Reading

Below is a page from Rachel's journal. Help her finish her journal entry for that day. Write about the effect of the broken wagon wheel on Rachel's family.



Name _____ Date _____

Using Context

Rachel's Journal: The Story of a Pioneer Girl
Vocabulary Strategies: Using Context

Each item below contains two sentences. Choose a word from the box to fill in the blank so the second sentence restates the idea of the first sentence. Use a dictionary if you need help.

beacon	mishap	pioneer	lectured
treacherous	parcel	journal	challenge

- Historians shine light on life in the past. Their work is like a _____.
- She accidentally dropped food on her shirt. She had a _____ at lunch.
- A personal diary recorded the journey. The _____ became a historic record.
- He explained why we were wrong. He _____ us on staying safe.
- They had to overcome the dust and heat. The harsh climate was a _____.
- A doctor named Jenner led the way in vaccinations. He was a _____ in his field.
- A disloyal trail guide ran away. His cowardice was _____.
- We put in a claim for a large section of land in the valley. Our new _____ was going to be so much bigger than our old farm!

Name _____ Date _____

Prefixes *in-*, *un-*, *dis-*, and *mis-*

Rachel's Journal: The Story of a Pioneer Girl

Spelling: Prefixes *in-*, *un-*, *dis-*, and *mis-*

Basic Write the Basic Word that best fits each clue.

1. If people purposely harm a living thing, they do this.

2. If you're not sure someone is telling you the truth, you might describe that person like this.

3. To find something new, you do this.

4. If you and a friend argue, you do this.

5. You might describe a very wobbly chair like this.

6. If you leave a letter out of a word, you do this.

7. If your brother gets \$10 for a job and you get \$5 for the same job, payment is this.

8. A hurricane or tornado would be called this.

9. This is what you would call a casual way of dressing.

10. A person showing bad judgment is called this.

Challenge 11–14. Write an e-mail message to a friend that tells about an embarrassing moment. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. mislead
2. dismiss
3. insincere
4. unable
5. indirect
6. mistreat
7. disaster
8. dishonest
9. insecure
10. unknown
11. incomplete
12. unequal
13. unstable
14. misspell
15. disagree
16. informal
17. discover
18. unwise
19. mislaid
20. disgrace

Challenge

invisible
mishap
unfortunate
discourage
unnecessary

Name _____ Date _____

Spelling Word Sort

Rachel's Journal: The Story of a Pioneer Girl
Spelling: Prefixes *in-*, *un-*, *dis-*, and *mis-*

Write each Basic Word beside the correct heading.

<i>un-</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>dis-</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>in-</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>mis-</i>	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

1. mislead
2. dismiss
3. insincere
4. unable
5. indirect
6. mistreat
7. disaster
8. dishonest
9. insecure
10. unknown
11. incomplete
12. unequal
13. unstable
14. misspell
15. disagree
16. informal
17. discover
18. unwise
19. mislaid
20. disgrace

Challenge

invisible
mishap
unfortunate
discourage
unnecessary

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Rachel's Journal: The Story of a Pioneer Girl*. Find words that have the prefixes and spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Rachel's Journal: The Story of a Pioneer Girl

Spelling: Prefixes *in-*, *un-*, *dis-*, and *mis-*

Find the misspelled words and circle them. Write them correctly on the lines below.

Last night I was unabil to sleep. I heard a sound from an unknone source. I woke my sister, but she had heard nothing. Still, I could not dismis the sound.

The day before, Pa had mislade his saw, so the roof was still incompleet and the house was unstabell. Ma's smile was insincer as she told us not to worry. We knew she felt it was a disgrase that we didn't have a proper home here in Oklahoma. She didn't want to misleed us, but we knew our future was unsecure. Pa was sure everything would be fine. He always took an undirect path to solve any problem. Usually we would discover that his methods worked. We hoped they would this time.

Spelling Words

1. mislead
2. dismiss
3. insincere
4. unable
5. indirect
6. mistreat
7. disaster
8. dishonest
9. insecure
10. unknown
11. incomplete
12. unequal
13. unstable
14. misspell
15. disagree
16. informal
17. discover
18. unwise
19. mislaid
20. disgrace

Challenge

- invisible
- mishap
- unfortunate
- discourage
- unnecessary

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

Comparative and Superlative Adjectives

Rachel's Journal: The
Story of a Pioneer Girl
Grammar: Making Comparisons

Use a **comparative adjective** to compare two things and a **superlative adjective** to compare more than two things. To form a comparative adjective, add *-er* to a short adjective and use the word *more* before a long adjective. To form a superlative adjective, add *-est* or use the word *most*.

comparative adjective

superlative adjective

Jan is stronger than Mike, but Anna is the strongest of the three.

Troy was more worried than Chung, but Tonya was the most worried of all.

Thinking Question
How many things are being compared in the sentence?

Read each sentence. Write the correct form of the adjective in parentheses on the line.

- (fast) Sometimes it was _____ to go around a mountain than to hike over it.
- (old) The _____ child in a family usually had more responsibilities than the younger children.
- (dark) At night, the wilderness was _____ than the towns people had left behind.
- (beautiful) The Rocky Mountains were the _____ thing I saw throughout the trip.
- (snowy) In the winter, the trails would be _____ than at other times.
- (hot) Summer is the _____ season, so you should drink more water.

Name _____ Date _____

Comparing with *Good* and *Bad*

Rachel's Journal: The
Story of a Pioneer Girl
Grammar: Making Comparisons

The adjectives *good* and *bad* are irregular adjectives. To form their comparative and superlative forms, do not add *-er* or *-est* endings or use the word *more* or *most*. The chart below shows which form of *good* and *bad* to use.

adjective	comparative	superlative
good	better	best
bad	worse	worst

Wild strawberries are good, but wild blackberries are better and wild raspberries are the best!

Thinking Question

How many things are being compared in the sentence?

1–4. Look at the underlined word in each sentence. If it is correct, write **C** on the line. If it is incorrect, write the correct form of *good* or *bad*.

1. Many people traveled west because they wanted a best life.

2. Which is worst, keeping a small farm or working hard to start a new farm? _____

3. A pioneer needed to be good at hunting and farming. _____

4. Some people had best reasons for moving than others.

5–8. Circle the word that correctly completes the sentence.

5. Schoolchildren tried to earn (good, best) scores on their tests.

6. The farmer's (worse, worst) fear was that there would be a drought.

7. Is a drought (worse, worst) than locusts?

8. Hannah plays the banjo much (better, worst) than Joe does.

Name _____ Date _____

Comparing with Adverbs

Rachel's Journal: The Story of a Pioneer Girl
Grammar: Making Comparisons

You can compare the way that actions are done. To compare two actions, form a **comparative adverb** by using the word *more* before an adverb ending in *-ly*. To compare three or more actions, form a **superlative adverb** by using the word *most*.

Karina's calf ran more gracefully than she had run yesterday.

Maddy's horse ran the most gracefully of all the horses on the field.

Thinking Question

How many things are being compared in the sentence?

1–4. Circle the adverb in each sentence. Write C on the line if it is a comparative adverb. Write S if it is a superlative adverb.

1. People traveled more carefully along the trails than they did on the flat prairies. _____
2. Pioneers looked for water most eagerly when they were near a desert. _____
3. Pioneers traveled most carefully when they were crossing a river. _____
4. Thunder seemed to crash more powerfully out on the open plain. _____

5–8. Write the correct form of the adverb in parentheses.

5. (superlative, *happily*) Children played _____ when they felt safe.
6. (comparative, *restfully*) The adults slept _____ in a cabin.
7. (superlative, *forcefully*) The rivers ran _____ after a strong rain.
8. (comparative, *slowly*) The older cattle moved _____ than the young calves.

Name _____ Date _____

Writing Titles

**Rachel's Journal: The
Story of a Pioneer Girl**
Grammar: Spiral Review

1–6. Identify the titles in the following examples and indicate what kind of treatment they require.

1. When I was a child, my favorite TV show was Prairie Days.

2. The author wrote a book about the state's early settlers called Hearty Folk.

3. Henry wrote a poem called The Mountain Pass.

4. The magazine article was titled Tales from the Trail.

5. In the movie Finding the Frontier, the young girl learned to gather wild berries.

6. Old copies of the Territory Reporter have many news stories about pioneer days.

7–12. Provide for the proper capitalization of the sample titles given.

7. my life in the wilderness _____

8. the life and times of a mountain man

9. of mountain high and river wide

10. life, liberty, and the pursuit of happiness

11. the elephant who tried to swim in the ocean

12. if at first you don't succeed, try, try, again

Name _____ Date _____

Connect to Writing

Rachel's Journal: The Story of a Pioneer Girl
Grammar: Connect to Writing

You can use comparisons with adjectives and adverbs to add details to your writing.

Without Comparisons	With Comparisons
For most pioneers, setting out toward a new or unexplored land must have been an adventure.	For most pioneers, setting out toward a new or unexplored land must have been the greatest adventure of their lives.

Read each sentence and the adjective or adverb in parentheses. Rewrite the sentence using the adjective or adverb to make a comparison.

1. The farmers knew how to care for the animals and fields.
(successful)

2. A plow was one of the items on a farm. (expensive)

3. The mother would use sugar during hard times. (sparingly)

4. Children would be taught to read at home. (young)

5. Once a town was set up, the community would build a school.
(small)

Name _____ Date _____

Focus Trait: Evidence

Main Ideas and Supporting Details

Rachel's Journal: The Story of a Pioneer Girl
Writing: Opinion Writing

In a response essay, each paragraph has a main idea that relates to the topic of the essay. The other sentences provide supporting details, or evidence.

A. Read the main ideas and the supporting details below. Decide which supporting details belong with each main idea. Write A or B next to each detail.

Main Ideas

- A.** Traveling the Oregon Trail was a challenging experience.
- B.** The Oregon Trail became less popular when trains could cross the country.

Supporting Details

- ___ The trip that once took six months took just days by train.
- ___ The trip usually took between five and six months.
- ___ The train was not only faster, it was also much safer.
- ___ The first transcontinental railroad was completed in 1869.
- ___ Travelers faced many dangers, including extreme heat or cold.
- ___ Supplies were scarce along the way.
- ___ The dust on the trail was often blinding.
- ___ Soon, the railroad replaced the Oregon Trail for long-distance travel.

B. Read the supporting details. Write a sentence that tells the main idea.

Supporting Details

The Oregon Trail starts near the Missouri River. Then it goes along the Platte River. It crosses through the Green River Valley and the Snake River area. Finally, it travels down the Columbia River to end in the Willamette Valley.

Main Idea _____

Name _____ Date _____



Lewis and Clark
Independent Reading

Lewis and Clark

Create a Museum Map

Museums often use maps to help visitors better understand a time and place in history. These maps show brief summaries, or the main idea, of what happened at each location.

For each location in the story of Lewis and Clark, write two important details that support the main idea of the paragraph.

Great Falls

Read the second paragraph on page 755.

Two Details: _____

Cameahwait's Village

Read the first paragraph on page 758.

Two Details: _____

Clearwater Valley

Read the second paragraph on page 759.

Two Details: _____

Mouth of the Columbia River

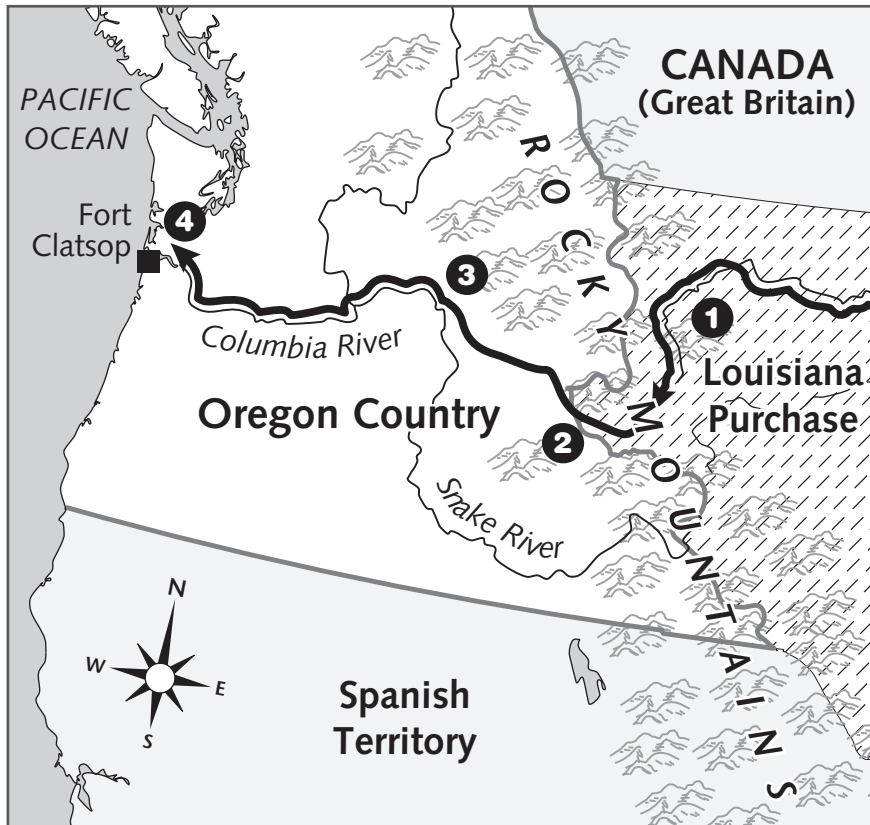
Read the second paragraph on page 760.

Two Details: _____

Lewis and Clark
Independent Reading

A history museum in Oregon is making an exhibit about the Lewis and Clark expedition. You are helping them make a map that shows important events along the route. For each point on the map, tell what happened there. Write the main idea. The main idea should be based on the details from the text.

<p>1 Great Falls</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2 Cameahwait's Village</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>3 Clearwater Valley</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4 Mouth of the Columbia River</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	--	---	---



Name _____ Date _____

Analogies

Lewis and Clark
Vocabulary Strategies:
Analogies

Each sentence contains an analogy that features two pairs of words. The words in each pair may be related as synonyms, antonyms, by degree, or as part of a whole. For each sentence, choose a word from the box to fill in the blank and complete the analogy. Then state how the words in each pairing are related.

cascading	swarm	canoe	approach	thaw
civil	depart	width	plentiful	document

1. *Rock* is to *stone* as *pouring* is to _____ .

Relationship: _____

2. *Cold* is to *freeze* as *heat* is to _____ .

Relationship: _____

3. *Pedal* is to *bicycle* as *paddle* is to _____ .

Relationship: _____

4. *Attack* is to *defend* as _____ is to *avoid*.

Relationship: _____

5. *Shirt* is to *fabric* as _____ is to *paper*.

Relationship: _____

6. *Discourteous* is to *rude* as _____ is to *polite*.

Relationship: _____

7. *Overcast* is to *sunny* as *scarce* is to _____ .

Relationship: _____

8. *Heavy* is to *weight* as *diameter* is to _____ .

Relationship: _____

Name _____ Date _____

Suffix *-ion*

Lewis and Clark

Spelling: Suffix *-ion*

Basic Read the paragraph. Write the Basic Word that best replaces the underlined word or words in the sentences.

Dear Senator:

I would first like to say that I chose to (1) vote for you in the 2004 race, and I made a (2) donation to your campaign earlier this month. It was a (3) suspenseful race, but I really thought you had a (4) bond with the people. I must (5) admit, however, that I am disappointed in how you are handling the issue of pollution. I feel the need to (6) state my concerns. I think this matter requires a strong and immediate (7) response from you. Other than that, I (8) like your brave positions on difficult issues. I hope that you are able to (9) give your talents to the public, and that you will win the next (10) contest.

Sincerely,

Jane Rodriguez

Spelling Words

1. elect
2. election
3. tense
4. tension
5. react
6. reaction
7. confess
8. confession
9. decorate
10. decoration
11. contribute
12. contribution
13. express
14. expression
15. imitate
16. imitation
17. connect
18. connection
19. admire
20. admiration

Challenge

- fascinate
- fascination
- construct
- construction

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

Challenge 11–14. Write a paragraph about a city that you enjoyed visiting. Use four of the Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Spelling Word Sort

Lewis and Clark

Spelling: Suffix *-ion*

Write each Basic Word pair beside the correct heading.

<p>No Spelling Change When Adding Suffix <i>-ion</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Final <i>e</i> Dropped When Adding Suffix <i>-ion</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Spelling Words

1. elect
2. election
3. tense
4. tension
5. react
6. reaction
7. confess
8. confession
9. decorate
10. decoration
11. contribute
12. contribution
13. express
14. expression
15. imitate
16. imitation
17. connect
18. connection
19. admire
20. admiration

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Lewis and Clark*. Find words with the suffix *-ion*. Add them to your Word Sort.

Challenge

fascinate
fascination
construct
construction

Name _____ Date _____

Proofreading for Spelling

Lewis and Clark

Spelling: Suffix *-ion*

Find the misspelled words and circle them. Write them correctly on the lines below.

When Jacques Marquette started his expedition down the Mississippi, his eyes were wide and he wore a curious expresion. He knew the New World was not just an immitashun of the old. He was ready to conect to new experiences and hoped to contribewte to history. Marquette tried not to reactt too strongly to the sight of strange animals such as bison, but he made a confesion that one of the things he saw made him tennse. He called it a “monster with the nose of a wildcat.” The tenshun eased when he realized it was just an ugly fish—a catfish! He laughed when his men started to immitate his reacktion. Marquette also knew he needed to educate himself about squash, melons, and other native American foods. Although some were pretty enough for dekorashun, he did not use them to dekorate. He needed to eat these foods to survive!

Spelling Words

1. elect
2. election
3. tense
4. tension
5. react
6. reaction
7. confess
8. confession
9. decorate
10. decoration
11. contribute
12. contribution
13. express
14. expression
15. imitate
16. imitation
17. connect
18. connection
19. admire
20. admiration

Challenge

- fascinate
fascination
construct
construction

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

Forming Contractions with *Not*

Lewis and Clark
Grammar: Contractions

A **contraction** is a word formed by joining two words into one shorter word. An **apostrophe** (') takes the place of the letter or letters dropped in making the shorter word. You can combine some verbs with the word **not** to make contractions.

contractions

do + not = don't

are + not = aren't

have + not = haven't

will + not = won't

Thinking Question

Which contraction is made with the word not?

1–5. On the line, write a contraction for the underlined words.

1. We hope they will not get lost when they hike through the national park.

2. Nasser knows there are not many different paths to take. _____

3. Paula does not think they need a map for the hike. _____

4. After all, Lewis and Clark did not have a map. _____

5. Would Lewis and Clark have succeeded if they had not had a guide?

6–8. Rewrite the sentence using a contraction with the verb and *not*.

6. The explorers did not stop traveling for many months.

7. They could not wait to explore the lands west of the Rocky Mountains.

8. I think they would not have made it very far without horses.

Name _____ Date _____

Contractions with Pronouns

Lewis and Clark
Grammar: Contractions

You can make contractions with pronouns and some helping verbs. Use an apostrophe (') to take the place of the letter or letters dropped.

I + am = I'm

he + is = he's

they + are = they're

she + has = she's

you + have = you've

he + had = he'd

Thinking Question

Which word is made up of a pronoun and a verb?

1-4. Write a contraction for the underlined words.

1. You will like the article about the Grand Canyon.

2. He is planning to go with us. _____

3. She walked the Appalachian Trail, but he said he would never do it. _____

4. We have been to the Rocky Mountains. _____

5-8. Rewrite each sentence to use a contraction for each pronoun and helping verb.

5. I am reading a book about Lewis and Clark.

6. Thomas Jefferson knew he would be expanding U.S. territory.

7. He has found a map of the Louisiana Territory.

8. If you would only listen to this story about the Oregon Trail.

Name _____ Date _____

Pronoun Contractions and Homophones

Lewis and Clark

Grammar: Contractions

Some pronoun contractions have **homophones**. Homophones are words that sound the same, but are spelled differently and have different meanings.

contraction	homophones
it's	its belongs to <i>or</i> of it
they're	there in or at that place
you're	your belongs to <i>or</i> of you
who's	whose belongs to <i>or</i> of who/whom

Activity Circle the errors in this story. Look for pronoun contractions and their homophones.

“Whose ready to see the Grand Canyon?” Rosa’s dad cried out.

“Not me,” Rosa huffed from the back seat of the car. “Its not fair,” she thought, “that there making me come on this trip. Still, its better than babysitting,” she concluded.

Rosa’s father stopped the car and the family tumbled out. Everyone stretched and Rosa shaded her eyes against the bright sunlight as the family made they’re way toward the canyon.

“Your in luck,” a guide said as he took their tickets. “We’re only taking one more group today.”

The tour guide led them on a hike around the South Rim of the canyon. He spoke about the geology of the area and the native plants and animals. But Rosa could not take her eyes off the canyon and it’s colored streaks of rock.

As they neared the end of the hike, Rosa’s dad leaned in and whispered, “So, what’s you’re opinion of the Grand Canyon now?”

“Awesome,” Rosa whispered back.

Name _____ Date _____

Perfect Tenses

Lewis and Clark
Grammar: Spiral Review

The present perfect tense expresses action that ends in the present. The past perfect tense expresses action that was completed in the past before another action. The future perfect tense expresses action that will be completed by a specific time in the future.

Present perfect verbs are formed by adding *has/have* to the past participle of the verb.

Cole has gone to the museum.

Past perfect verbs are formed by adding *had* to the past participle of the verb.

Marco had found the trail by the time the others arrived.

Future perfect verbs are formed by adding *will have* or *shall have* to the past participle of the verb.

They will have finished setting up the tent by noon.

Activity Rewrite each sentence using the present perfect, past perfect, or future perfect tense of the underlined verb.

1. John Muir wanted to protect some of America's natural treasures.

2. Congress already created Yellowstone National Park in 1872 by the time Yosemite was created in 1890.

3. She will go on a camping trip by the end of the year.

4. He explores new trails each time he's visited the park.

Name _____ Date _____

Connect to Writing

Lewis and Clark
Grammar:
Connect to Writing

Good writers avoid double negatives. When you use a contraction with **not**, do not include another “no” word, such as **no**, **neither**, **none**, or **never**. Avoid using the contraction **ain’t**.

Good word choice: He doesn’t have any maps.

He has no maps.

Poor word choice: He doesn’t have no maps.

He ain’t got none.

He doesn’t have none.

Activity If the sentence is incorrect, rewrite it correctly. If it is correct, write *correct* on the line.

1. Sacagawea couldn’t never have known how famous she would become.

2. We don’t have no information on her early childhood.

3. But there is no doubt that when she was about 12 years old,

Sacagawea was kidnapped. _____

4. Haven’t you never heard about how she was sold to a fur trader?

5. When Lewis and Clark met Sacagawea, they didn’t want her for a guide.

6. The explorers hadn’t wanted the young woman to do nothing more than act as a translator with Indians.

7. Sacagawea never went nowhere without her baby.

Name _____ Date _____

Focus Trait: Conventions

Using Descriptive Language

Lewis and Clark
Writing: Opinion Writing

A. Adding strong verbs and adjectives to opinions can make writing stronger.

Weak Writing	Strong Writing
Canoeing up the river was difficult.	We strained against the powerful current of the river, using oars to pull our canoes upstream.

B. Read each weak sentence. Rewrite it by adding descriptive words and phrases. Pay attention to writing conventions, such as correct spelling and use of punctuation marks.

Weak Writing	Strong Writing
1. The Rocky Mountains are beautiful.	
2. The hike through the woods was tiring.	
3. Building a campfire is hard.	
4. The lake water was too cold to swim in.	

Name _____ Date _____

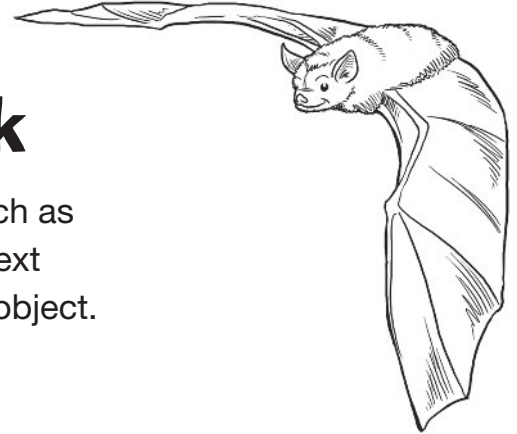


Animals on the Move
Independent Reading

Animals on the Move

Illustrate a Science Book

Science books usually include graphic features such as diagrams to help the reader understand what the text describes. Diagrams show parts and details of an object.



**Read page 8. How do bats find food and other objects?
Explain, in your own words, how this process works.**

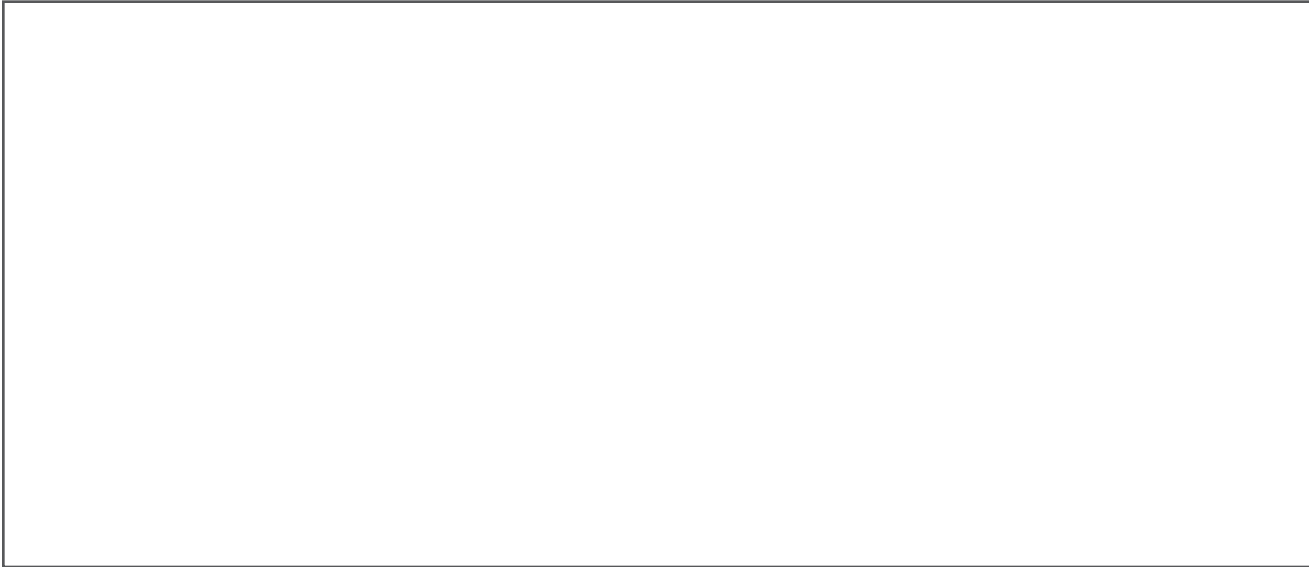
Draw a diagram to describe how bats find objects in the dark. Use arrows and labels to identify the parts of your diagram. Write a caption that summarizes what the diagram shows.

Caption: _____

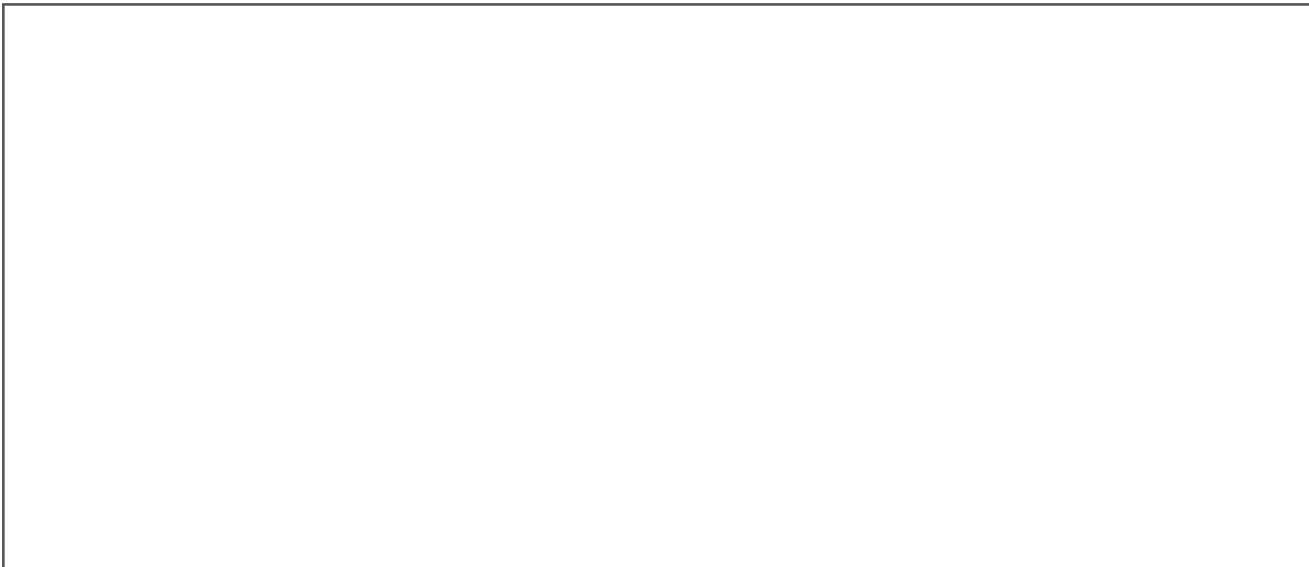
Name _____ Date _____

Animals on the Move
Independent Reading

Choose two animals from “Animals on the Move.” For each animal, create a diagram showing how the animal uses its senses to find its way, locate objects, or communicate with others. Use arrows and labels to identify the parts of your diagrams. Give each diagram a caption.



Caption: _____



Caption: _____

Name _____ Date _____

Word Parts: *com-*, *con-*, *pre-*, *pro-*

Animals on the Move

Spelling: Word Parts: *com-*,
con-, *pre-*, *pro-*

Basic: Write the Basic Word that could go in each group.

1. expectation, possibility
2. competition, tournament
3. verify, uphold
4. assemble, manufacture
5. affix, suffix
6. business, corporation
7. shield, defend
8. confusion, disturbance
9. improvement, development
10. disclose, reveal
11. offer, recommend
12. fight, resist

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

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Challenge 13-15: Read the headline in the box below. On a separate sheet of paper, write a paragraph about it, using three of the Challenge Words.

Habitats are Important to Animal Populations!

Spelling Words

Basic

1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudge
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

Challenge

- concurrent
conscious
commercial
complete
conversation

Name _____ Date _____

Spelling Word Sort

Write each Basic Word next to the correct word part.

Animals on the Move

Spelling: Word Parts: *com-*,
con-, *pre-*, *pro-*

<i>com-</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>con-</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>pre-</i>	<p>Basic Words:</p>
<i>pro-</i>	<p>Basic Words:</p>

Spelling Words

Basic

1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudge
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

Challenge

- concurrent
- conscious
- commercial
- complete
- conversation

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

The scientist family Reed was terrified. There had been no prevue in the preflite plan that showed the huge waterfall and river which their vehicle needed to cross. The navigational komputer no longer could proevide guidance. Sarah, the youngest, cowered behind her father's chair. She didn't want to prejuge her father's knowledge but hoped he could guide them out of the comotion and protekt them. Her mother sat next to her father, shouting out instructions and trying to convinse them to all be calm as they tried to kombat the crisis.

As they started through the water, there was a loud crash and the vehicle tipped left. Sarah could not contane her terror. Just as she was about to scream, her mother and father laughed. The river was actually very shallow and they were able to continue on their journey to see interesting animals.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Animals on the Move

Spelling: Word Parts: *com-*,
con-, *pre-*, *pro-*

Spelling Words

Basic

1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudge
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

Challenge

- concurrent
- conscious
- commercial
- complete
- conversation

Name _____ Date _____

Singular Possessive Nouns

Animals on the Move
Grammar: Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something.
- To show a singular possessive noun, add an apostrophe and *-s* (*'s*) to a singular noun.

Singular Noun	Singular Possessive Noun
the ear of the elephant	the elephant's ear

Thinking Question

Is there a shorter way to show possession?

Each underlined phrase can be rewritten in a shorter way.

Rewrite each sentence, using a possessive noun.

1. The research of Dr. Payne proved that elephants can hear noises that humans can't.

2. The mother of the elephant hums to her newborn.

3. The insect will become the dinner of the hungry bat.

4. The dance the bee does shows the other honeybees where to find pollen.

5. In order to track its movements, the scientist put a band around the leg of the bird.

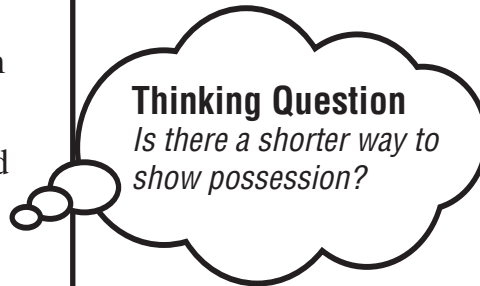
6. Many animals use the magnetic field of Earth to navigate over long distances.

Name _____ Date _____

Plural Possessive Nouns

Animals on the Move
Grammar: Possessive Nouns

- A **plural possessive noun** shows that more than one person, place, or thing has or owns something.
- When a plural noun ends in *-s*, add only an apostrophe after the *-s* (*s'*).
- When a plural noun does not end in *-s*, add (*'s*) to form the plural possessive noun



Plural Noun	Plural Possessive Noun
the hive of the bees	the bees' hive
the den of the mice	the mice's den

Each underlined phrase can be rewritten in a shorter way. Rewrite each sentence, adding plural possessive nouns.

1. Scientists continue to study senses of animals.

2. We could hear the trumpeting calls of the elephants from a long distance.

3. The squeaking sounds the bats make are part of echolocation.

4. Bats use echoes to find the location of their prey.

5. I read about how bees dance in a science article for children.

6. The sounds of the bees give information to the rest of the hive.

Name _____ Date _____

Possessive Nouns

Animals on the Move
Grammar: Possessive Nouns

- A **singular possessive noun** shows ownership for one person, place, or thing. To show a singular possessive noun, add an apostrophe and *-s* to a singular noun.
- A **plural possessive noun** shows ownership for more than one person, place, or thing. When a plural noun ends in *-s*, add only an apostrophe after the *-s* (*'s*). When a plural noun does not end in *-s*, add an apostrophe and an *-s* (*'s*).

Noun	Possessive Noun
fur of the dog	dog's fur
dishes of the dogs	dogs' dishes
the club of women	the women's club

Each underlined phrase can be written in a shorter way. Rewrite each sentence, adding plural possessive nouns.

1. The constant eating of the hungry mice ruined the wheat crop.

2. The hunter woke up to the thunder of the hooves of the stampeding deer.

3. Depending on the strength of the oxen to pull the heavy load, the farmer filled his wagon with cotton bales.

4. The offspring of snow geese spend their first months on the Arctic tundra.

5. Migrating zebras aroused the interest of the children.

Name _____ Date _____

The Verbs *be* and *have*

Animals on the Move
Grammar: Spiral Review

The chart below shows the present and past tense forms of *be* and *have*.

	Form of <i>be</i>	Form of <i>be</i>	Form of <i>have</i>	Form of <i>have</i>
	Present	Past	Present	Past
Singular subjects: I	am	was	have	had
You	are	were	have	had
He, She, It (or noun)	is	was	has	had
Plural subjects: You	are	were	have	had
We, They, (or noun)	are	were	have	had

Write the form of *be* or *have* in parentheses that best completes each sentence.

1. Polar bears (is, are) patient hunters. _____
2. Polar bear cubs (is, are) about the size of a rat when they are born. _____
3. The polar bear cub (has, have) been with its mother for nearly a year. _____
4. You should (have, of) seen how big the bear was! _____
5. Its sense of smell (is, are) very powerful. _____
6. The polar bear (has, have) eaten all of the meat. _____
7. They (is, are) protected from the cold by layers of blubber. _____

Name _____ Date _____

Sentence Fluency

Animals on the Move
Grammar: Connect to Writing

Instead of writing two sentences to tell about one noun, you can often use a possessive noun to combine the two sentences into one smooth sentence.

Two sentences	One sentence using a possessive noun
A bat has a special ability to hunt and capture prey. It is called echolocation.	A bat's ability to hunt and capture prey is called echolocation.

Combine each pair of sentences using a possessive noun.

1. My uncle has a cabin. It is near the place where the river meets the sea.

2. The salmon have a breeding ground. It is near the first bend in the river.

3. Uncle Steven has a boat. We will use it to catch fish.

4. My brother has a favorite fishing lure. The lure is red and silver.

5. A huge bird flew over the river. We saw its red tail.

6. Amanda caught a fish. We will cook it for dinner tonight.

Name _____ Date _____

Focus Trait: Word Choice

Animals on the Move

Writing: Word Choice

Good writing helps readers understand the topic they are reading about. Good writers include definitions of unfamiliar words within their writing. Definitions provide simple explanations of the meaning of unfamiliar terms.

Read each sentence. Identify the word that might require definition.

Pair/Share Work with a partner to rewrite the sentences in a way that helps provide the reader with the definition of a word.

Unclear Sentence	Sentence with a Definition
1. The fish know how to navigate.	
2. The bees are able to communicate with the other bees.	
3. The birds complete this migration every year.	
4. The bats find insects using echolocation.	



**Mysteries at
Cliff Palace**
Independent Reading

Mysteries at Cliff Palace

Write a Job Description

A company writes a job description when the company is looking for a new worker for a job. The job description tells what qualities or characteristics the company is looking for in a person.

From reading the dialogue between Ranger Jenkins and the family, you can find out:

- what kind of characteristics a park ranger needs to have, and
- what a park ranger needs to know to do his or her job.



**Reread page 21. What characteristics can you tell about Ranger Jenkins?
What information does she seem to know much about?**

Reread page 22. In what other subjects is Ranger Jenkins an expert?

**Reread page 27. Think about how Ranger Jenkins responds to Ruben's interest.
What else does this say about Ranger Jenkins's character?**

Name _____ Date _____

Suffixes: *-ant, -ent, -able, -ible, -ism, -ist*

Mysteries at Cliff Palace

Spelling: Suffixes: *-ant, -ent, -able, -ible, -ism, -ist*

Basic: Write the Basic Word that completes each sentence.

Because the entire staff wanted our school newspaper to be the best it could be, we held (1) meetings to discuss improvements. Usually we met in a (2) classroom, where we could spread out and be (3). At last week's meeting, our editor was (4) that we needed to "spice up" our paper. She felt it was (5) that we start a new feature called "Our School's Globe Trotters." (She took the idea from a (6) seminar she attended online.) She showed a lot of (7) that this column would be popular among readers. We decided to introduce it with a contest to see which of our students had traveled to the most exotic place. Each (8) would submit a short essay about his or her adventure. The staff would pick the winner. This (9) would receive a (10) coin as a prize and have an entire article devoted to him or her.

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

Challenge 11–14: Read the headline below. On a separate sheet of paper, write a sentence about it using four of the Challenge Words.

Picnic Lunch Disappears!

Spelling Words

Basic

1. vacant
2. insistent
3. reversible
4. patriotism
5. finalist
6. honorable
7. contestant
8. observant
9. urgent
10. pessimist
11. comfortable
12. absorbent
13. optimism
14. journalism
15. novelist
16. terrible
17. frequent
18. laughable
19. radiant
20. collectible

Challenge

- evident
 triumphant
 occupant
 digestible
 curable

Name _____ Date _____

Spelling Word Sort

Mysteries at Cliff Palace

Spelling: Suffixes: *-ant, -ent, -able, -ible, -ism, -ist*

Write each Basic Word next to the correct suffix.

Suffix <i>-ent</i>	Basic Words: Challenge Words:
Suffix <i>-ant</i>	Basic Words: Challenge Words:
Suffix <i>-able</i>	Basic Words: Challenge Words:
Suffix <i>-ible</i>	Basic Words: Challenge Words:
Suffixes <i>-ism, -ist</i>	Basic Words: Challenge Words:

Spelling Words

Basic

1. vacant
2. insistent
3. reversible
4. patriotism
5. finalist
6. honorable
7. contestant
8. observant
9. urgent
10. pessimist
11. comfortable
12. absorbent
13. optimism
14. journalism
15. novelist
16. terrible
17. frequent
18. laughable
19. radiant
20. collectible

Challenge

evident
triumphant
occupant
digestible
curable

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Spelling: Suffixes: *-ant, -ent, -able, -ible, -ism, -ist*

**Mysteries at
Cliff Palace**

Spelling: Suffixes: *-ant, -ent, -able, -ible, -ism, -ist*

Find the misspelled words and circle them. Write them correctly on the lines below.

Spelling Words

Basic

1. vacant
2. insistent
3. reversible
4. patriotism
5. finalist
6. honorable
7. contestant
8. observant
9. urgent
10. pessimist
11. comfortable
12. absorbent
13. optimism
14. journalism
15. novelist
16. terrible
17. frequent
18. laughable
19. radiant
20. collectible

Challenge

- evident
triumphant
occupant
digestible
curable

Do you like travel adventure stories? If so, then *Around the World in Eighty Days*, by Jules Verne is a book for you. Verne was a 19th-century French writer and novalist who also wrote some of the earliest science fiction stories. In this book, Englishman Phineas Fogg and his servant Passepartout must race around the world in eighty days. (Remember, this was before air travel, so it wasn't easy.) As you can imagine, the two are not always in the most comfortable of situations! The two find their plans blocked at nearly every turn, but their urgent need to keep moving drives the story along. Obviously, neither is really a pessimist. In addition, *Around The World in Eighty Days* offers many details about other lands for observant readers to enjoy.

Verne's radiant works have been the source of movies, other books, and countless adaptations. One reason for this is that he showed optimism about the future. In his stories, people are able to solve problems, even in the most terrible circumstances.

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

Name _____ Date _____

Writing Abbreviations

Mysteries at Cliff Palace
 Grammar: Abbreviations

An **abbreviation** is a shortened form of a word.

Some abbreviations have capital letters and periods.

Others use only capital letters.

Places	
U.S.A.	United States of America
D.C.	District of Columbia
NM	New Mexico
CA	California
TX	Texas

Rewrite the sentences below using the correct abbreviations.

1. The address on the letter read, "San Antonio, Texas."

2. We boarded the train in Santa Fe, New Mexico.

3. We traveled all the way to San Francisco, California.

4. After weeks of traveling abroad, I was glad to be back in the United States of America.

5. The White House is in our capital, Washington, District of Columbia.

Name _____ Date _____

Writing Abbreviations

Mysteries at Cliff Palace

Grammar: Abbreviations

Common Abbreviations					
Addresses		Businesses		States	
St.	Street	Co.	Company	MS	Mississippi
Ave.	Avenue	Corp.	Corporation	AL	Alabama
Blvd.	Boulevard	Inc.	Incorporated	FL	Florida
Dr.	Drive			NM	New Mexico
Apt.	Apartment			SC	South Carolina

Rewrite each address using correct abbreviations.

1. James Johnson

1342 Almond Street
Patterson, Florida

2. Mrs. Carole Barber

Acme Bolts Company, Incorporated
961 Moreno Drive
Montgomery, Alabama

3. Emily Burke

35 Lockwood Avenue
Santa Fe, New Mexico

4. Lewis Parker

17 Amber Boulevard, Apartment 3
Jackson, Mississippi

Name _____ Date _____

Writing Abbreviations

Mysteries at Cliff Palace
Grammar: Abbreviations

An **abbreviation** is a shortened form of a word.

Abbreviations for days of the week and months begin with a capital letter and end with a period. Abbreviations for units of measurement do not require capital letters and many do not require a period.

Common Abbreviations					
Days of the Week		Months		Units of Measurement	
Sun.	Sunday	Jan.	January	in.	inch
Mon.	Monday	Feb.	February	ft.	foot
Tues.	Tuesday	Mar.	March	mi	mile
Wed.	Wednesday	Aug.	August	m	meter
Thurs.	Thursday	Sept.	September	km	kilometer
Fri.	Friday	Oct.	October	lb	pound
Sat.	Saturday	Dec.	December	oz	ounce

Rewrite the sentences below using the correct abbreviations.

- I left on Saturday, the third of March, after dinner.

- The alcove opening is 8 feet 7 inches wide.

- One mile equals 1.6 kilometers, rounded to the nearest tenth.

- The urn weighed 8 pounds 14 ounces, or about 4 kilograms.

- Ruben climbed the 100 meter ladder without looking down.

Name _____ Date _____

Perfect Tenses

Mysteries at Cliff Palace

Grammar: Spiral Review

- Add *has*, *have*, or *had* to the past tense form of the verb to make the **perfect tense**.
- Irregular verbs have special forms to show the past.

Verb	Past Tense	Perfect Tense
have	had	(has, have, had) had
think	thought	(has, have, had) thought
say	said	(has, have, had) said

Rewrite each sentence, changing the underlined verb to a form of the perfect tense.

1. Rosa bring her camera to the cliff.

2. Ruben always say he could solve any mystery.

3. They go on this museum tour earlier in the year.

4. Ruben looked closely at all of the exhibits.

5. We investigated other mysteries.

Name _____ Date _____

Connect to Writing

Mysteries at Cliff Palace

Grammar: Connect to Writing

Proofreading

Capitalize the first, last, and all other important words in **titles**. Titles of books are underlined and shorter works are set off by quotation marks.

An **abbreviation** is a shortened form of a word. An abbreviation usually begins with a capital letter and ends with a period.

Charlie and the Chocolate Factory (book)

“Head, Shoulders, Knees, and Toes” (song)

Monday Mon.

Avenue Ave.

January Jan.

Use proofreading marks to correct errors in the letter below.

1882 Rosewood Aven.

Omaha, NEB.

Nove. 16, 2024

Dear Mrs Sanchez,

Thank you so much for the wonderful books. My favorite was “wind over The Andes,” but I also enjoyed A Long Journey home. Your suggestion that I read the article The Cliffs Of Dover was also very helpful.

Sincerely,
 Hazel Roger

Name _____ Date _____

Focus Trait: Voice

Mysteries at Cliff Palace

Writing: Informative Writing

A strong voice gives your writing personality and lets your reader know how you feel about your subject.

<i>Ineffective Opening</i>	<i>Opening with Strong Voice</i>
Cliff Palace in Mesa Verde National Park reminds visitors of the past.	No one knows where the Native Americans who lived in Cliff Palace went, but visitors can almost hear the voices of ancient warriors when visiting Mesa Verde National Park.

Read each paragraph opening. Revise the opening, adding details to give a stronger voice.

<i>Ineffective Opening</i>	<i>Opening with Strong Voice</i>
1. You might not know how the alcoves of the Cliff Palace were formed.	_____ _____ _____ _____
2. We don't know what happened in the kivas.	_____ _____ _____
3. A drought may have caused problems at the Cliff Palace.	_____ _____ _____ _____



Fossils: A Peek Into the Past

Create a Museum Exhibit

It is important to distinguish between facts and opinions in informational texts. Facts can be proven by observation. Opinions are statements that are not based on facts or knowledge.

Reread page 36. Write two opinions that are given on that page.

Write two facts that are given on page 36.

Reread page 38. Write two opinions that are given on that page.

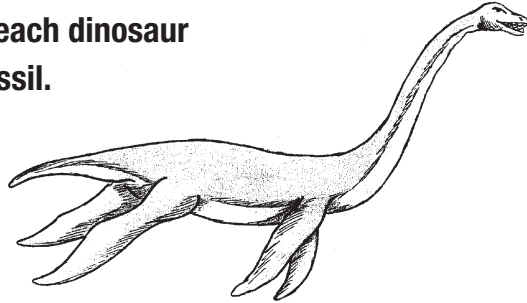
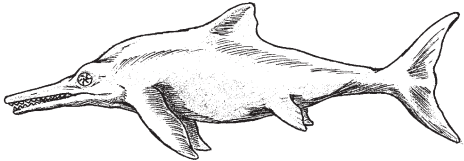
Write two facts that are given on page 38.

Name _____ Date _____

A natural history museum is building an exhibit on the discoveries of Mary Anning. You have been asked to create signs for each fossil.

**Fossils: A Peek
Into the Past**
Independent Reading

Reread pages 39–40. Then write the signs. Tell when each dinosaur fossil was discovered. Then write facts about each fossil.



Specimen: *ichthyosaurus*

Discovered: _____

Facts: _____

Specimen: *plesiosaur*

Discovered: _____

Facts: _____

The museum also wants to include a display about Miss Anning's work.

Reread page 41. Then write facts about her work.

The Work of Mary Anning (1799–1847)

Name _____ Date _____

Greek Word Parts

**Fossils: A Peek
Into the Past**

Spelling: Greek Word Parts

Basic: Read the paragraph. Write the Basic Words that best complete the sentences.

A few weeks ago, a (1) _____ in a newspaper article described an upcoming performance. The (2) _____ would be playing a concert featuring both jazz and world music. The local TV station planned to (3) _____ the event. My mother picked up the (4) _____ and called the box office to buy tickets. Before we went to the theater, I read about the conductor's life in a short (5) _____. He studied archaeology before he decided on a career in music. Between songs, the conductor spoke into a (6) _____ to tell us about the music. I enjoyed watching a woman playing the metal bars of a (7) _____ with two mallets. My favorite part of the jazz program was a solo on the (8) _____. Cameras weren't allowed inside, so I was unable to take even one (9) _____. But, after the show, I asked the conductor to (10) _____ my program, and he did!

Challenge 11–13: Write a paragraph using three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

Basic

1. telephone
2. autograph
3. microscope
4. photograph
5. televise
6. biology
7. microphone
8. paragraph
9. symphony
10. telegraph
11. megaphone
12. microwave
13. photocopy
14. biography
15. saxophone
16. telescope
17. calligraphy
18. xylophone
19. homophone
20. homograph

Challenge

telecommute
bibliography
phonetic
microbe
autobiography

Name _____ Date _____

Spelling Word Sort

Fossils: A Peek Into the Past

Spelling: Greek Word Parts

Write each Basic Word next to the correct word part.

<i>graph</i> (“something written”)	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>phone</i> (“sound”)	<p>Basic Words:</p> <p>Challenge Word:</p>
<i>micro</i> (“small”)	<p>Basic Words:</p> <p>Challenge Words:</p>
other Greek word parts	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

Basic

1. telephone
2. autograph
3. microscope
4. photograph
5. televise
6. biology
7. microphone
8. paragraph
9. symphony
10. telegraph
11. megaphone
12. microwave
13. photocopy
14. biography
15. saxophone
16. telescope
17. calligraphy
18. xylophone
19. homophone
20. homograph

Challenge

- telecommute
bibliography
phonetic
microbe
autobiography

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

**Fossils: A Peek
Into the Past**
Spelling: Greek Word Parts

Find the misspelled words and circle them. Write them correctly on the lines below.

As a grade-school teacher, I was tired from educating students about what a homofone and a honograph were, how biologie played a part in everyday life, and how to use a mickroscope. When I got a telegraf from my cousin inviting me to Alaska, I was ready to use a megafone to announce my departure! Instead, I relied on the telefone. Since I look at every trip as a learning adventure, I packed my telascope, made a photocopy of some information about fossils in Alaska, and set off.

Once I got to Alaska, I discovered that my cousin lived in a remote cabin. Other than a mikrowave, a radio, and a computer, he had few modern conveniences. He even had the time to write letters using calligraphy. I couldn't wait to get outside and look for fossils—and, of course, to report back everything to my students!

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

7. _____
8. _____
9. _____
10. _____
11. _____

Spelling Words

Basic

1. telephone
2. autograph
3. microscope
4. photograph
5. televise
6. biology
7. microphone
8. paragraph
9. symphony
10. telegraph
11. megaphone
12. microwave
13. photocopy
14. biography
15. saxophone
16. telescope
17. calligraphy
18. xylophone
19. homophone
20. homograph

Challenge

- telecommute
bibliography
phonetic
microbe
autobiography

Name _____ Date _____

Commas with Introductory Words and Phrases

Fossils: A Peek Into the Past
Grammar: Commas in Sentences

- An **introductory word**, such as *meanwhile*, *well*, *yes*, or *no*, that begins a sentence is usually followed by a comma.
- An **introductory phrase**, such as *a short while later*, is also usually followed by a comma.

Yes, I'll go with you.

Earlier today, he was not in the room.

Thinking Questions

Is there a word or phrase that begins the sentence? Is there a place in the sentence where I would naturally pause?

Write each sentence correctly, adding commas where they are needed.

1. Yes Dr. Winston will tell the story of his first fossil find.

2. Well the scientist thought he was extremely lucky to find the fossil.

3. After some time the museum hoped he would donate the fossil.

4. In the morning will you tell us about the new fossil exhibit?

5. No I have not seen the fossil of a dinosaur leg.

Name _____ Date _____

Commas with Names

**Fossils: A Peek
Into the Past**
Grammar: Commas in Sentences

- When a person is spoken to directly by name, the name is set apart from the rest of the sentence by **commas**.
- **Names** can appear at the beginning, in the middle, or at the end of sentences.

Finding fossils is important work, Jake, because fossils teach us about life long ago.

Thinking Questions

Is the person who is being spoken to addressed by name in the sentence? Where in the sentence do I naturally pause?

Rewrite each sentence. Add commas where they are needed.

1. Lauren how did it feel to find such an unusual fossil?

2. Well Luis I thought I was just digging up an interesting rock.

3. So many people Lauren are going to want to see what you found.

4. Do you think Lauren that you'll find more fossils?

5. I sure hope so Luis.

6. What most people don't understand Philip is how hard it is to discover anything worthwhile.

Name _____ Date _____

Commas in Sentences

**Fossils: A Peek
Into the Past**
Grammar: Commas in Sentences

Rewrite each sentence correctly. Add commas where they are needed.

1. About 10,000 years ago woolly mammoths became extinct.

2. After finding a fossil the scientist recorded his discovery in a notebook.

3. Finally Dr. Winston found the remains of a giant sea creature.

4. Hoping to improve their collection museum officials asked
Dr. Winston to donate the fossil.

5. If you could give us the fossil Dr. Winston our collection would be
complete.

Name _____ Date _____

Correct Adjectives

**Fossils: A Peek
Into the Past**
Grammar: Spiral Review

- *A, an,* and *the* are special adjectives called **articles**.
A and *an* refer to any noun. *The* refers to a specific noun.
- A **demonstrative adjective** tells which one. *This* and *these* refer to nouns close by. *That* and *those* refer to nouns farther away. *This* and *that* are used with singular nouns. *These* and *those* are used with plural nouns.
- A **proper adjective** is formed from a proper noun. It is capitalized.

1–5. Write the correct article or demonstrative adjective in parentheses to complete each sentence.

1. (Those, That) fossils are the oldest in the museum. _____
2. Jorge visited (the, a) National History Museum. _____
3. (These, That) fossils need to be cleaned. _____
4. I wrote a book about (a, an) great fossil discovery. _____
5. Scientists believe that climate change was one reason (these, this) mammoths disappeared. _____

6–8. Rewrite the sentences, using adjectives to combine them.

6. After discovering the dinosaur fossil, the boy appeared on the evening news. The boy was from Canada.

7. The boy said the fossil looked like a rock. It was rough and jagged.

8. They found the fossil buried in the ground. The ground was frozen.

Name _____ Date _____

Sentence Fluency

**Fossils: A Peek
Into the Past**
Grammar: Connect to Writing

Use **introductory phrases** to combine sentences when you want to vary sentence length. A comma sets off all introductory phrases.

Short, Choppy Sentences	Combined Sentence with an Introductory Phrase
Jared was walking home from school. He found a fossil of a mammoth tooth.	Walking home from school, Jared found a fossil of a mammoth tooth.

Combine each pair of sentences by changing one sentence to an introductory phrase.

1. We were visiting the museum. We saw the fossil collection.

2. The fossilized tooth weighed seven pounds. It was almost as big as my whole head!

3. Scientists discovered the bones of an 18,000-year-old man. The discovery was made during a trip to Indonesia.

4. Over 100 dinosaur eggs were discovered in India. Three explorers discovered them while hunting.

5. The hunter investigated what he thought was a reindeer. The Russian hunter discovered it was the remains of a 40,000-year-old baby mammoth.

Name _____ Date _____

Focus Trait: Ideas

**Fossils: A Peek
Into the Past**
Writing: Ideas

Main idea statements need strong support, such as examples and details.
Read the statement and the weak example. Then notice how this example
was made stronger by adding details.

Statement: Fossils give scientists important information.	
Weak Example	Strong Example
They show where they came from.	Scientists can learn the age and size of an animal from fossil remains.

Read each statement and the weak example that follows it. Then rewrite the weak
example by adding more details.

1. Statement: Below-average temperatures preserve animal remains.	
Weak Example	Strong Example
In the Arctic the weather is freezing.	

2. Statement: Some animal species have been found in different geographical zones.	
Weak Example	Strong Example
The mammoth has been found in a few places.	

3. Statement: Mammoths were huge animals.	
Weak Example	Strong Example
Some were bigger than an adult person.	

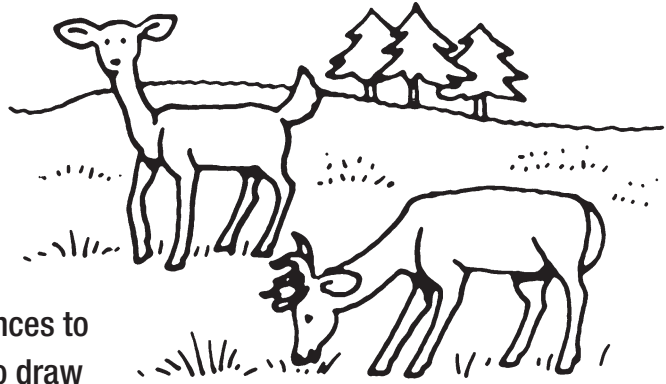
4. Statement: You can hunt for fossils at any age.	
Weak Example	Strong Example
Even little children find them.	

Name _____ Date _____



**The Case of the
Missing Deer**
Independent Reading

The Case of the Missing Deer



Write an Advice Column

In *The Case of the Missing Deer*, Blake uses inferences to crack this case. By making inferences, he is able to draw a conclusion about the deer by his family's cabin.

Reread pages 54–56. In Blake's investigator notebook, write four clues that lead him to infer what was keeping the deer away.

1. _____

2. _____

3. _____

4. _____

Name _____ Date _____

Latin Word Parts

**The Case of the
Missing Deer**
Spelling: Latin Word Parts

Basic: Write the basic word that could go with each group.

1. witness, observer, _____
2. explode, blow up, _____
3. look over, examine, _____
4. move, carry, _____
5. disturb, interrupt, _____
6. admiration, praise, _____
7. show, display, _____
8. movable, transportable, _____
9. forecast, guess, _____
10. ruler, leader, _____
11. decision, judgment, _____

Challenge 12–14: Write two or three sentences about an encounter with nature. Use at least three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

Basic

1. inspect
2. export
3. erupt
4. predict
5. respect
6. bankrupt
7. dictate
8. porter
9. report
10. spectacle
11. deport
12. interrupt
13. dictator
14. import
15. disrupt
16. portable
17. transport
18. spectator
19. verdict
20. dictionary

Challenge

spectacular
contradict
corrupt
retrospect
rupture

Name _____ Date _____

Spelling Word Sort

The Case of the Missing Deer
Spelling: Latin Word Parts

Write each Basic Word next to the correct word part.

Word Part: <i>spect</i>	Basic words: Challenge words:
Word Part: <i>port</i>	Basic words:
Word Part: <i>dict</i>	Basic words: Challenge word:
Word Part: <i>rupt</i>	Basic words: Challenge words:

Spelling Words

Basic

1. inspect
2. export
3. erupt
4. predict
5. respect
6. bankrupt
7. dictate
8. porter
9. report
10. spectacle
11. deport
12. interrupt
13. dictator
14. import
15. disrupt
16. portable
17. transport
18. spectator
19. verdict
20. dictionary

Challenge

spectacular
contradict
corrupt
retrospect
rupture

Challenge: Add the Challenge Words to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The Case of the Missing Deer
Spelling: Latin Word Parts

Find the misspelled words and circle them. Write them correctly on the lines below.

Spelling Words

Are you ready to write your reeport on the La Brea Tar Pits in Los Angeles, California? Here's what you need to do: Look up this historical specticle in your online dictionary. Then inport the facts about these tar pits where prehistoric animals were trapped, and exxport what you learn into a separate document. You may want to interupt your research to imagine the pits as they looked thousands of years ago when prehistoric animals roamed the earth.

If you don't want to write the final report yourself, perhaps you can dictat it to one of your parents. They may decide to take you on a trip to La Brea by train, where a portter will load your bags and the cost of a ticket will not cause your family to go bankrupt. Everyone will give the same vurdict on the tar pits: They're amazing!

1. inspect
2. export
3. erupt
4. predict
5. respect
6. bankrupt
7. dictate
8. porter
9. report
10. spectacle
11. deport
12. interrupt
13. dictator
14. import
15. disrupt
16. portable
17. transport
18. spectator
19. verdict
20. dictionary

Challenge

- spectacular
contradict
corrupt
retrospect
rupture

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

Name _____ Date _____

Commas with Appositives

The Case of the Missing Deer
Grammar: More Commas

- An **appositive** is a noun or pronoun, often with adjectives and other words, placed after a noun to identify or explain it. Commas are usually used to set off an appositive from the rest of the sentence.

The red deer, a large and impressive looking animal, has a slender body and long legs.

Thinking Questions

*Is there a phrase that follows a noun?
Does the phrase identify or explain the noun?*

Rewrite each sentence. Add commas where they are needed.

1. The caribou of North America animals famous for long migrations often travel in herds numbering in the tens of thousands.

2. The elk the largest species of deer has a humped back and long, thin legs.

3. Elk creatures active during the early morning rest during the middle part of the day.

4. The elk's coat fur that is thick and coarse in texture is short except for the shoulders, where it forms a distinctive mane.

Name _____ Date _____

Other Uses for Commas

The Case of the Missing Deer
Grammar: More Commas

Use a comma to separate items in a series of three or more items, elements of dates, and elements of an address when they appear in a sentence.

Deer, elk, and caribou are all herbivores.

The deer was seen on October 6, 2011, in St. Paul, Minnesota.



Thinking Question

Are there three or more items in a series?

Rewrite the sentences below, using commas where they are needed.

1. White-tailed deer eat a variety of foods, including hay acorns grasses and wildflowers.

2. The herd started their migration south on November 3 2011.

3. Elk are the prey of mountain lions bears wolves and coyotes.

4. Deer can be found near Helena Montana.

5. Deer live in grassland forest and tundra habitats.

Name _____ Date _____

Commas in Sentences

**The Case of the
Missing Deer**
Grammar: More Commas

Rewrite each sentence. Add commas where they are needed.

1. The tundra a treeless plain of the arctic region has a permanently frozen layer below the surface soil.

2. Common colors for a white-tailed deer's hide include light brown tan or deep red.

3. Caribou are able to smell lichens a favorite food lying beneath the snow.

4. My dad first saw an elk on October 17 1998.

5. Woodland caribou have been sighted in the mountains north of Spokane Washington.

Name _____ Date _____

Making Comparisons

**The Case of the
Missing Deer**
Grammar: Spiral Review

Use superlative adjectives to compare three or more items.

Adjective	Comparing Three or More Items
One syllable (small, weak)	Add <i>-est</i> (smallest, weakest)
Ending with <i>e</i> (safe, white)	Drop <i>e</i> , add <i>-est</i> (safest, whitest)
Ending with <i>y</i> (easy, hairy)	Drop <i>y</i> , add <i>iest</i> (easiest, hairiest)
Long adjectives (interesting, puzzled)	Use <i>most</i> before long adjectives (most interesting, most puzzled)

Write the correct choice on the line provided.

- The elk is the (most large, largest) member of the deer family.

- The fallow deer is the (most common, commonest) deer species in Europe. _____
- Elderly caribou are vulnerable to wolves and suffer the (most great, greatest) losses. _____
- Of the deer's many predators, the wolf is the (most deadly, deadliest). _____
- The bucks compete to see who is the (most strong, strongest).

Name _____ Date _____

Sentence Fluency

The Case of the Missing Deer
Grammar: Connect to Writing

Instead of writing two or more short sentences, you can often write one longer sentence that combines similar items. Separate the items with commas when there are more than two. Be sure to use the word *and* before the last item.

Choppy Sentences	Combined Sentence: Items in a Series
A male turkey is called a tom or a gobbler. A female is called a hen. A baby turkey is called a poult.	A male turkey is called a tom or a gobbler, a female is called a hen, and a baby turkey is called a poult.

Combine each set of sentences by using commas and the word *and*. Write your sentence on the lines provided.

1. Elephants can run 25 miles per hour. Deer can race at 40 miles per hour. Cheetahs can sprint at 70 miles per hour.

2. Deer shed their antlers each winter. They grow new ones from spring until fall. In the fall the antlers harden and can be used as weapons.

3. A young male turkey is called a jake. A young female is called a jenny. A group of turkeys is called a flock.

4. Turkeys enjoy the company of other creatures. They love having their feathers stroked.

Name _____ Date _____

Focus Trait: Organization

The Case of the Missing Deer
Writing: Organization

Good writers think about the best way to present information in an essay. In a short essay or single paragraph, writers begin with an opening statement which identifies the topic, a body which explains or expands on the topic with facts and details, and a conclusion which summarizes the information.

Think about how you might write an informational essay on animals that are or were native to your area. Complete the following chart to plan the essay, including possible sources of information for the body of the essay. For this exercise, imagine that you learned that some animals no longer live in the area because of human development.

Informational Essay	
Essay part	Information
Opening	
Body	Possible sources of facts, details – at least 2 Facts/details
Conclusion	

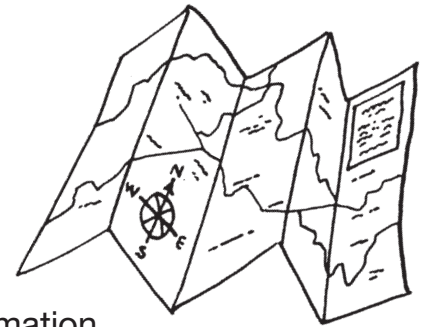
Name _____ Date _____



Get Lost! The Puzzle of Mazes

Independent Reading

Get Lost! The Puzzle of Mazes



Write a Travel Guide

A travel guide is written as a short, handy source of information for travelers on the go. Because they are meant to be small and light, travel guides only give the most important information about popular landmarks and locations.

Reread page 67. What are three interesting details about the Silver Jubilee maze?

1. _____
2. _____
3. _____

What is the most important idea you can infer from these details that travelers would want to know about this maze?

Reread page 72. What are three details that visitors would want to know about cornstalk mazes in the United States?

1. _____
2. _____

What is one big idea you can infer about these details that you should tell visitors about this maze?

Name _____ Date _____

Get Lost! The Puzzle of Mazes

Independent Reading

You are writing a travel guide to the mazes of England. Write the entries for the Longleat Hedge maze on page 68 and the Leeds Castle Maze on pages 69–70. Provide tourists with one important reason for visiting the maze, along with two or three highlights, or details about the maze.

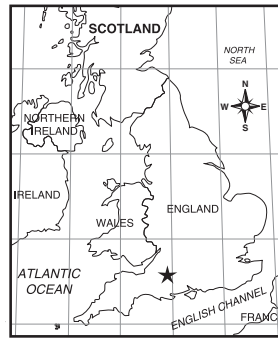
Longleat Hedge Maze

Location: Wiltshire, England

Why you should visit: _____

Highlights:

1. _____
2. _____



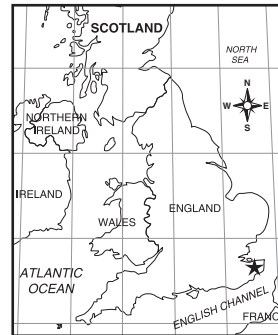
Leeds Castle Maze

Location: Kent, England

Why you should visit: _____

Highlights:

1. _____
2. _____
3. _____



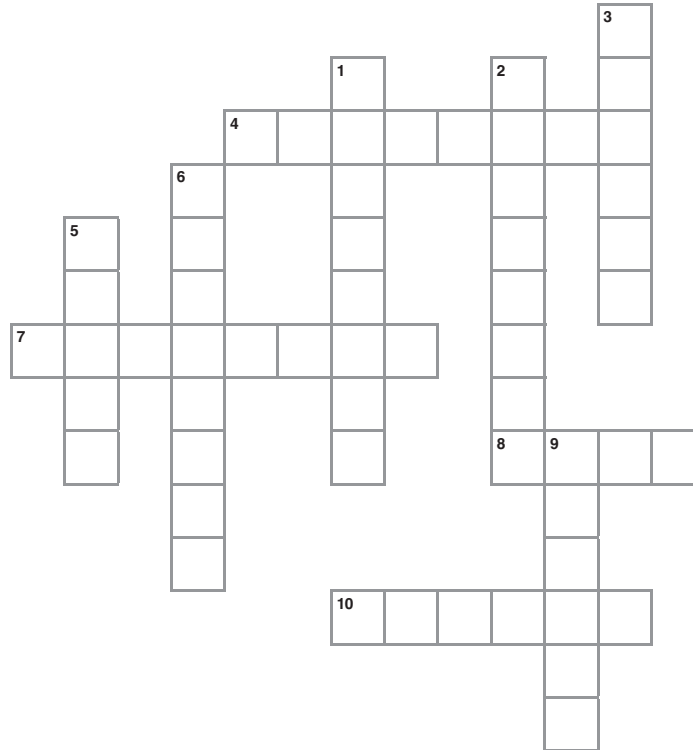
Name _____ Date _____

Words from Other Languages

Get Lost! The Puzzle of Mazes

Spelling: Words from Other Languages

Basic: Complete the puzzle by writing the Basic Word for each clue.



Spelling Words

Basic

1. ballet
2. echo
3. bouquet
4. cassette
5. coupon
6. safari
7. portrait
8. barrette
9. depot
10. courtesy
11. petite
12. denim
13. brunette
14. buffet
15. garage
16. khaki
17. crochet
18. chorus
19. essay
20. alphabet

Challenge

- encore
collage
matinee
premiere
embarrass

Across

4. a painting of a person
7. a hair clip
8. a repeated sound
10. a trip for observing or hunting animals

Down

1. a person with brown or black hair
2. a small case that holds tape
3. small and slim
5. yellowish brown, heavy cloth
6. consideration
9. a large group of people who sing together

Challenge 11–12: Write a sentence that is about a play or musical at your school that you are curious to attend. Use two of the Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

The girl was intensely curious about the world of balet. She asked her parents to enroll her in ballet school and traded her denum skirt for a tutu. Every week she went to the train depo to take the train to the city. One day she received a cupon for free admission to *Swan Lake*. Before the show, the coupon promised, she would enjoy a vast buffay meal, where food represented by every letter of the alphabette would await. Her mother had time to croche a shawl for her so she wouldn't get cold during the ballet. The girl was also able to buy a bouquay of roses to give to the dancers. Both of her parents drove her to the garrage next to the theater. The girl thanked them and decided she would write an informative essey about the world of ballet.

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

6. _____
7. _____
8. _____
9. _____
10. _____

Get Lost! The Puzzle of Mazes

Spelling: Words from Other Languages

Spelling Words

Basic

1. ballet
2. echo
3. bouquet
4. cassette
5. coupon
6. safari
7. portrait
8. barrette
9. depot
10. courtesy
11. petite
12. denim
13. brunette
14. buffet
15. garage
16. khaki
17. crochet
18. chorus
19. essay
20. alphabet

Challenge

- encore
collage
matinee
premiere
embarrass

**Get Lost! The Puzzle
of Mazes**

Grammar: Other Punctuation

Using Colons

Colons are used to

set off a list that is formally introduced.	The following people will create a maze: Ellen, Sonja, and Devin.
separate hours and minutes.	We will have a planning meeting today at 2:45 p.m.
follow the greeting in a business letter.	Dear Ms. Garcia:

Thinking Question

Does the sentence include a list, hours and minutes, or the greeting in a business letter?

Add colons where they are needed in the sentences.

- Ms. Liakos will give a talk on ancient mazes at 730 p.m.
- She will need the following equipment a projector, a table, and a screen.
- Dear Ms. Liakos
We are interested in mazes and would like to invite you to give a talk to Jefferson School's Art Club.
- Explain the meaning of the following terms *maze*, *riddle*, and *quiz*.
- The A-Mazing Adventure maze opens at 800 a.m. and closes at 700 p.m.
- Dear Editor
Students at Arborside Junior High School are curious to know if there are any people in town who could teach them about challenging games and puzzles.

Name _____ Date _____

Using Parentheses

Get Lost! The Puzzle of Mazes

Grammar: Other Punctuation

Use **parentheses ()** to set off information that interrupts a sentence and is not of major importance to the sentence.

A labyrinth (sometimes called a unicursal maze) has a single path that winds in toward the center.

Thinking Question
Is the information that interrupts the sentence of major importance to the meaning of the sentence?

Rewrite each sentence. Add parentheses where they are needed.

1. Creating a hedge maze they are very popular requires careful measurement and planning.

2. Yew trees make good maze borders borders are important for outdoor mazes because they grow slowly and keep their shape.

3. Some outdoor mazes the better designed ones have tunnels and bridges to keep people interested as they go through.

4. A weave maze the kind Marsha is most curious about has pathways that go under and over each other.

Name _____ Date _____

Other Punctuation

Get Lost! The Puzzle of Mazes

Grammar: Other Punctuation

Rewrite the sentences below, using correct punctuation where needed.

1. Mazes that challenge people to solve them can be made from the following materials corn yew or stone.

2. Ashcombe Maze found near Melbourne is the oldest and largest maze in Australia.

3. You can find any of the following mazes in England multicursal mazes weave mazes and logic mazes.

4. According to myth, King Minos who was from Crete asked Daedalus to build the Labyrinth to hide the Minotaur.

5. A well-known circular maze a challenging type of maze can be found in Touraine, France.

Name _____ Date _____

Get Lost! The Puzzle of Mazes

Grammar: Spiral Review

Proper Mechanics

Titles require proper capitalization. In handwritten work, titles of longer works such as books, movies, and plays, should be underlined. In papers written on the computer, these types of titles should be in italics.

My favorite book of puzzles is Amazing Mazes because it helps me learn how to solve problems.

My favorite book of puzzles is *Amazing Mazes* because it helps me learn how to solve problems.

Titles of shorter works, such as stories, poems, and songs, should appear inside quotation marks in both written and typed work.

Anya's poem, "A Turning Path," was published in the school paper.

1–4 Rewrite the sentences to correctly represent the titles.

1. She won the lead role in Shakespeare's Romeo and juliet.

2. The nature trail reminded me of the yellow brick road from the movie, The wizard of Oz.

3. We finished all of the mazes in The Big book of Puzzles and mazes.

4. The concertmaster led everyone in singing The Long and winding Road.

Name _____ Date _____

Conventions

Get Lost! The Puzzle of Mazes

Grammar: Connect to Writing

Confusing Sentence with Punctuation Errors	Clear Sentence with Correct Punctuation
Kara studied the following subjects science the one she was most curious about, art, and history.	Kara studied the following subjects: science the one she was most curious about, art, and history.

Using proofreading marks, correct the errors in each sentence. Then write the sentence correctly.

- Roman labyrinths have been found in the following countries Italy, Egypt, Syria, and England.

- The following rulers built complex mazes Amenemhat III of Egypt, King Minos of Crete, and King Louis XIV of France.

- Challenging trivia games Tim's favorite type of puzzle are difficult to find.

- Kim studied for nearly three months the history of ancient games to learn about techniques people used to solve puzzles in the past.

Name _____ Date _____

Focus Trait: Ideas

Get Lost! The Puzzle of Mazes

Writing: Ideas

When writing to inform, good writers begin with a topic, or an interesting focus. They use main ideas to expand upon the topic.

Review “Get Lost! The Puzzle of Mazes” to identify main ideas. Record ideas from selected pages in the the chart below.

“Get Lost! The Puzzle of Mazes”	
Focus:	
Page Number	Idea
67	
68	
69	
71	
72	

Pair/Share Work with a partner to compare your lists of main ideas from the chart. Write a sentence below about how the ideas you listed connect to the topic of “Get Lost! A Puzzle of Mazes.”

Reading and Writing Glossary

Use this glossary to help you remember and use words that you are learning about reading and writing.

A

.....

abbreviation A shortened form of a word.

account A report of something that happened.

acronym A name made from initials that can be read as a word.

action verb A verb that tells what the subject does, did, or will do.

adage A traditional expression that has proven to be true over time.

adjective A word that describes a noun.

adventure story A story that includes exciting action that may take place in an unusual setting.

adverb A word that describes a verb, adjective, or other adverb.

affix A prefix or a suffix attached to a base word, stem, or root that changes the word's meaning.

alliteration Repeating consonant sounds at the beginning of words.

analogy A kind of comparison in which one pair of words is compared to another.

analyze To look at or study something carefully.

animal characters Animals that have human traits and characteristics.

antecedent The noun or nouns that the pronoun replaces and refers back to.

antonym A word that has the opposite, or very different, meaning as another word.

apostrophe Mark of punctuation.

appositive A noun, noun phrase, or series of nouns placed next to another word or phrase to identify or rename it, which is set off by commas.

attitude A point of view or feeling about something.

author's purpose An author's reasons for writing.

autobiography An account of a person's life told by that person.

B

.....

base word A word to which prefixes and suffixes are added.

behavior The way a character acts.

biography An account of a person's life told by someone else.

body The part of an extended piece of writing that contains most of the details and content; it falls between the beginning and ending of a text.

C

.....

caption Information that explains more about a photograph or illustration.

cause An event that makes another event happen.

cause-and-effect relationship Related events in which one event causes another to occur, sometimes setting off a chain of events.

character A person or animal in a story.

characterization How a character is described by an author.

chart Drawing that organizes information in a simple, clear way.

claim A statement or declaration.

closing The ending part of a letter, just before the signature.

collective noun Names a group of people, animals, or things that act as a unit.

colon A punctuation mark that introduces a list, separates hours and minutes, or follows the greeting in a business letter.

comma Mark of punctuation used to separate elements in a sentence.

common noun A general person, place, or thing.

common saying A well-known expression, such as a motto.

comparative adjective An adjective used in a comparison of two people, places, or things.

comparative adverb Formed by putting *more* in front of an adverb and used to compare two people, places, or things.

compare and contrast To find similarities and differences.

complete predicate All the words telling what the subject is or does.

complete subject All the words telling whom or what a sentence is about.

complex sentence A sentence containing a dependent and an independent clause joined by a subordinating conjunction.

compound direct object The words that receive the action of the same verb.

compound sentence Two sentences joined by a comma and a conjunction such as *and*, *or*, or *but*.

concluding statement The final paragraph of an essay, in which the writer sums up his or her main points.

conclusion A reasonable guess about ideas that are not stated in the text, based on text details and the reader's own experiences.

concrete words Words that name things you can see, hear, touch, taste, or feel.

conflict The struggle or problem that a character tries to solve.

conjunction A word such as *and*, *or*, or *but* that connects other words in a sentence.

context Words and sentences around a word that give readers clues to its meaning.

contraction Joins two small words.

contradictory Expresses opposite ideas.

coordinating conjunction A conjunction that joins two words, groups of words, or sentences.

correlative conjunctions A pair of conjunctions that joins parallel words or phrases.

D

.....

declarative sentence A sentence that tells something and ends with a period.

definition The meaning of a word or phrase.

descriptions Impressions of people, places, or events.

diagram Drawing that shows how something works.

dialect A variety of language spoken in a particular place or time period by a particular group of people.

dialogue Conversation between characters in a story.

dictionary A source that contains information on the pronunciations and meanings of words.

dictionary entry The definitions, part of speech, origin, pronunciation, and spelling of the entry word.

digital dictionary A dictionary that can be accessed on a computer or other electronic device.

direct object The word that receives the action of the verb.

distinguish To tell one thing apart from another.

document A piece of writing that gives information.

domain-specific words Vocabulary commonly used in a particular subject area.

E

.....

editorial Writing that conveys the writer's opinion about a current issue or news story.

effect What happens as a result of a cause.

evidence Facts or examples that support an opinion.

exclamatory sentence A sentence that expresses strong feeling and ends with an exclamation point.

explanation A statement that uses details to make information clear.

eyewitness Someone who saw an event happen.

F

.....

fact A statement that can be proved true.

fairy tale A story with magical elements and characters.

fictional narrative An imaginative story in which characters solve a problem.

figurative language Words that express ideas that are not literally, or actually, true.

first-person point of view One person tells the story as “I.”

flashback A description of past events that interrupts the story’s main action.

follow-up question A question that builds on a question or answer that has already been presented.

formal language Includes precise language and complete sentences; does not include slang expressions.

fragment A group of words that does not express a complete thought; not a sentence.

frequency Tells how often.

future perfect tense Includes *will have* as a helping verb.

future tense Verb form that describes an action that will happen in the future.

G

.....

generalization A broad statement that is usually true.

genre A type of writing, such as poetry, fiction, nonfiction, or drama.

glossary An appendix that includes meanings or words found in a text.

glossary entry Information on the words in a specific text, such as a school book, including the definition, pronunciation, and location in the text.

graph A visual representation of numerical information.

graphic features Photographs or drawings, such as maps or charts, that stand for ideas or add to details in a text.

Greek root A word part that comes from Greek and has meaning but cannot stand alone.

H

.....

helping verb A verb that adds details to the main verb.

historical events Important events from the past.

historical fiction A story set in the past that contains characters, places, and events that may or may not have existed or happened in real life.

homograph A word that is spelled the same as another word but has a different origin and meaning and may have a different pronunciation.

homophone A word that is pronounced the same as another word but that has a different spelling and meaning.

humorous fiction A story that is written to entertain and has funny or unusual characters and events.

hyperbole An exaggeration used for dramatic effect.

I

.....

idiom An expression that has a meaning different from the literal meaning of the words.

imagery The use of sensory words and vivid details to create images in readers' minds.

imperative sentence A sentence that gives an order and ends with a period.

implied Suggested rather than stated directly.

indefinite pronoun Pronoun that refers to a person or thing that is not identified.

indirect object Word that tells to or for whom or what the action is done.

infer To figure out something that is not stated directly.

inference Things figured out from indirect evidence.

informal language A more relaxed form of speaking and writing that includes slang expressions and incomplete sentences.

informational essay An essay that informs readers about a particular topic.

informational text Text that gives facts and examples about a topic.

informative writing Writing that gives facts about a topic.

initials The first letter of each important word.

intensity Tells how much.

interjection A word or words used to express a feeling or emotion.

interrogative pronoun Pronoun that begins a question.

interrogative sentence A sentence that asks something and ends with a question mark.

interview Text that uses a question-and-answer format to give information in a person's own words.

introductory word/phrase A word or phrase that comes before the comma in a sentence.

irony An outcome that is the opposite of what is expected.

irregular verb Verb that forms the past tense by changing a vowel; some forms need to be memorized.

italic A type style in which words slant to the right.

J

.....

journal Type of writing in which a person regularly records his or her thoughts, feelings, and observations.

L

.....

Latin root A word part that comes from Latin and has meaning but cannot stand alone.

linking verb A verb that connects the subject of a sentence to information about it.

logical order A way of arranging ideas so that they make sense.

M

.....

main character The most important person, animal, or imaginary creature taking part in a story's action.

main idea The major point an author wants readers to understand.

main verb The verb in a sentence that tells the most important action, state, or condition in a sentence.

map Drawing of an area, such as a city or a state.

metaphor A comparison between two unlike things that does not use *like* or *as*.

misleading Intends to deceive the reader.

moral A lesson that teaches people how they should behave.

motivation Reason why a character acts a certain way.

multiple-meaning word A word that has more than one possible meaning.

myth A story that tells what a group of people believes about the world or an aspect of the world.

N

.....

narrative A story.

narrative nonfiction Text that tells about real people, things, events, or places.

narrative writing Writing that tells a story. A narrative tells about something that happened to a person or a character.

negative A word that means “no.”

O

.....

object pronoun A word that takes the place of a noun that is used after a verb or preposition.

off-stage A stage direction referring to something happening off the stage, where the audience cannot see.

onomatopoeia Words that sound like their meaning.

opening statement Identifies the subject of an essay.

opinion A person's position or belief about a topic.

opinion writing Writing that tells what the writer believes and gives reasons.

P

.....

pacing The rhythm or speed of a narrative.

paraphrase To restate an idea in one's own words.

parentheses Punctuation marks that come before and after a word or phrase that is inserted into a sentence but is not essential to the meaning of the sentence.

part of speech The way a word is used in a sentence.

past perfect tense Includes *had* as a helping verb.

past tense Verb form that describes an action that happened in the past.

perfect tense A group of verb tenses with *has*, *have*, or *had* as a helping verb.

personal narrative A story in which the writer expresses his or her own experiences, thoughts, or feelings.

persuade To convince a person or organization to think or act in a certain way.

persuasive techniques Techniques used by an author to try to convince readers to think or act in a certain way; may include strong wording, catch phrases, promises, or emotional appeals.

persuasive text Text that seeks to convince the reader to think or act in a certain way.

plagiarism Passing off someone else's work or ideas as one's own.

play A story that can be performed for an audience.

plot The events in a story, including a problem and a solution.

plural noun Names more than one person, place, or thing.

plural possessive noun Noun that shows ownership by more than one person or thing.

poetry Uses the sound and rhythm of words to suggest images and express feelings in a variety of forms.

point of view The perspective or view from which a story is told.

political document An informational text about a nation's history or laws, such as the Constitution or Bill of Rights.

position A point of view or belief about something.

possessive pronoun Pronoun that shows ownership.

predict To figure out what might happen in the future.

prefix An affix attached to the beginning of a base word or word root that changes the word's meaning.

preposition A word that shows relationships of location, time, or direction.

prepositional phrase Begins with a preposition and ends with a noun or pronoun; adds detail.

present perfect tense Includes *has* or *have* as a helping verb.

present tense Verb form that describes an action happening now or that happens over and over.

primary source An original document, photograph, or artifact.

procedural composition Text that describes a process or a series of events or steps.

pronoun A word that takes the place of a noun.

pronunciation The way a word is said aloud.

proper noun A particular person, place, or thing.

proverb A saying that expresses common-sense wisdom in simple language.

purpose A goal, intent, or reason for doing something.

Q

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question To ask oneself questions about a selection before, during, and after reading.

quotation The exact words spoken or written by someone.

quotation marks Punctuation marks at the beginning and end of a quotation.

R

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realistic fiction A type of story that includes characters and events that are like people and events in real life.

reasons The explanation for why readers should think or act in a certain way.

reference materials Sources, either print or digital, that contain facts and information on a wide range of subjects.

regular verb Verb that adds *-ed* or *-d* to its present tense to show action that happened in the past; may use helping verbs *has*, *have*, *had*.

repetition Repeating of a sound, word, phrase, line, or stanza.

research report Writing that tells what a writer learned from doing research about a topic.

resolution The solution to a problem.

response essay Writing that involves stating an opinion about a topic.

rhyme scheme The pattern created by rhyming words.

rhythm The pattern or beat created by the number and syllables in a line.

root The base, or building block, of a word.

S

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salutation A word of greeting to begin a letter.

scene A section of a play.

science fiction A story based on scientific ideas and that is often set in the future.

scientific ideas Concepts or principles that relate to science.

semicolon Mark of punctuation used to link or separate parts of a sentence.

sensory details Details that appeal to the five senses and create a picture through writing.

sensory language Words and phrases that appeal to the five senses.

sentence A group of words expressing a complete thought.

sequence The order in which events happen.

series A list of three or more items written in the same form.

setting The time and place in which a story occurs.

simile A comparison between two unlike things using *like* or *as*.

simple predicate The main word that tells what the subject is or does.

simple subject The main word that tells whom or what the sentence is about.

singular noun Names one person, place, or thing.

singular possessive noun Noun that shows ownership by one person or thing.

source Anything that supplies information.

source list The names of all the resources from which information is taken for a report.

stage directions Text in a play that tells actors how to act and helps readers picture the action.

story structure The basic parts of a story's plot.

subject pronoun A word that takes the place of a noun and is used as the subject of a sentence.

subject-verb agreement A rule stating that subjects and verbs must be both singular or both plural.

subjective Based on personal thoughts or beliefs.

subordinating conjunction A conjunction that combines two clauses into a complex sentence.

suffix An affix that is added to the end of a word and that changes the meaning of the word.

summarize To retell the main ideas of a text.

summary The main ideas of a text, retold in one's own words.

superlative adjective An adjective used in a comparison of more than two people, places, or things.

superlative adverb Formed by putting *most* in front of an adverb and used to compare more than two people, places, or things.

supporting details Facts, examples, descriptions, and other evidence used to develop and expand on a main idea.

synonym A word that has a similar meaning as another word.

T

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technical text Text that includes facts and domain-specific words and phrases that provide readers with a deeper understanding of a topic.

text and graphic features Elements, such as headings and illustrations, that organize and support or add information to a text.

text evidence Details in the selection that support an inference.

text features Parts of the text, such as titles, headings, or special type.

text structure The way an author organizes ideas and information in a text.

theme The central message or idea.

thesaurus A reference source that lists related words, usually in the form of synonyms and antonyms.

third-person limited point of view A narrator tells the story using “he,” “she,” or “they.”

timeline A line that shows the sequence of important events in a specific time span.

title The name of a book or other creative work.

tone A writer's particular attitude toward a subject.

topic The subject of a text.

topic sentence The sentence that clearly states the main idea of a paragraph.

traits Ways of speaking and acting that show what a character is like.

transition A word, phrase, or clause that shows readers how one idea is linked to another.

V

variable Something that changes.

verb tense A verb form that shows time, sequence, state, or condition.

visuals Illustrations, charts, and other graphics that enhance a text.

voice An author's style, which reveals his or her personality and feelings.

W

word origin The language or region in which a word originated.

word root A part of a word that has meaning but cannot always stand alone and to which prefixes and suffixes are added.

X

x-axis Horizontal line that charts one of the variables in a graph.

Y

y-axis Vertical line that charts one of the variables in a graph.