



Sixth Grade Basic Skills Reading Comprehension and Skills



**Basic reading skills activities
necessary for developing the skills
students need to succeed!**

Written by: Elizabeth E. Hanson

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Name _____

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Student Page Completion Chart

Page No.	Skill	Passed	Date
3	Reading Comprehension - Lighthouses	<input type="checkbox"/>	
4	Reading Comprehension - Lights, Camera, Action	<input type="checkbox"/>	
5	Reading Comprehension - Kids in the Goldfields	<input type="checkbox"/>	
6	Reading Comprehension - E.B. White: The Author Who Spun Charlotte's Web	<input type="checkbox"/>	
7	Reading Comprehension - Light Bulbs	<input type="checkbox"/>	
8	Reading Comprehension - Theodore Roosevelt: The Trust Buster	<input type="checkbox"/>	
9	Reading Comprehension - Thomas Edison	<input type="checkbox"/>	
10	Reading Comprehension - Alexander Graham Bell	<input type="checkbox"/>	
11	Reading Comprehension - Literature	<input type="checkbox"/>	
12	Reading Comprehension - Early Colonial Homes	<input type="checkbox"/>	
13	Reading Comprehension - Loch Ness Monster	<input type="checkbox"/>	
14	Reading Comprehension - Test-Taking	<input type="checkbox"/>	
15	Reading Comprehension - The Liberty Bell	<input type="checkbox"/>	
16	Reading Comprehension - Fables	<input type="checkbox"/>	
17	Reading Comprehension - Statue of Liberty	<input type="checkbox"/>	
18	Reading Comprehension - Harriet Tubman	<input type="checkbox"/>	
19	Reading Comprehension - The Louvre Museum	<input type="checkbox"/>	
20	Reading Comprehension - Soccer	<input type="checkbox"/>	
21	Vocabulary	<input type="checkbox"/>	
22	Vocabulary	<input type="checkbox"/>	
23	Prepositions	<input type="checkbox"/>	
24	Direct Objects	<input type="checkbox"/>	
25	Linking Verbs	<input type="checkbox"/>	
26	Compound Words	<input type="checkbox"/>	
27	Prefixes	<input type="checkbox"/>	
28	Prefixes	<input type="checkbox"/>	
29	Suffixes	<input type="checkbox"/>	
30	Suffixes	<input type="checkbox"/>	
31	Antonyms	<input type="checkbox"/>	
32	Types of Sentences	<input type="checkbox"/>	
33	Types of Sentences	<input type="checkbox"/>	
34	Sentences, Fragments, Run - on Sentences	<input type="checkbox"/>	
35	Sentences, Fragments, Run - on Sentences	<input type="checkbox"/>	
36	Sentences, Fragments, Run - on Sentences	<input type="checkbox"/>	
37	Sentences, Fragments, Run - on Sentences	<input type="checkbox"/>	
38	Writing Business Letters	<input type="checkbox"/>	
39	Writing Personal Letters	<input type="checkbox"/>	
40	Writing a Paragraph	<input type="checkbox"/>	

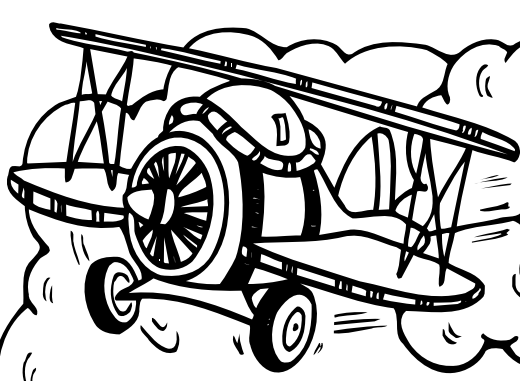


Table of Contents

Reading Comprehension Stories

Lighthouses.....	3
Lights, Camera, Action.....	4
Kids in the Goldfields.....	5
E.B. White: The Author Who Spun <u>Charlotte's Web</u>	6
Light Bulbs.....	7
Theodore Roosevelt: The Trust-Buster.....	8
Thomas Edison.....	9
Alexander Graham Bell.....	10
Literature.....	11
Early Colonial Homes.....	12
Loch Ness Monster.....	13
Test-Taking.....	14
The Liberty Bell.....	15
Fables.....	16
Statue of Liberty.....	17
Harriet Tubman.....	18
The Louvre Museum.....	19
Soccer.....	20

Reading Skills

Vocabulary.....	21
Vocabulary.....	22
Prepositions.....	23
Direct Objects.....	24
Linking Verbs.....	25
Compound Words.....	26
Prefixes.....	27
Prefixes.....	28
Suffixes.....	29
Suffixes.....	30
Antonyms.....	31
Types of Sentences.....	32
Types of Sentences.....	33
Sentences, Fragments, Run-ons.....	34
Sentences, Fragments, Run-ons.....	35
Sentences, Fragments, Run-ons.....	36
Sentences, Fragments, Run-ons.....	37
Writing Business Letters.....	38
Writing Personal Letters.....	39
Writing Paragraphs.....	40
Writing Paragraphs.....	41
Answer Keys.....	42-48

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Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Lighthouses

Lighthouses have stood on or near the shores of coastal areas for thousands of years. They help ship captains to know the position of their ships both day and night. A lighthouse also warns ship captains if they are too close to land or of dangerous rocks and reefs in the water. In the daytime, a lighthouse can be recognized by its simple tower-like structure. At night, flashes from a powerful light inside the lighthouse go out across the ocean to show its location.

Sometimes fog rolls in thick over the ocean and neither the lighthouse nor the flashing light can be seen. If this happens, the lighthouse keeper may sound a foghorn. The foghorn's sound spreads far out over the waters. It lets the people navigating great steamships and smaller boats know which way to go to get through the fog.

Inside a lighthouse tower, there is a long stairway leading up to the light at the top. There is also a walkway around the outside of the light. From there, the keeper can be a watchman looking out far over the sea. It is also from the walkway that giant glass windows are kept clean on the outside so that the light shines at its brightest.

Although lighthouses have been around for a long time, their use has diminished since the 1940's. This is due to increased usage of electronic navigational aids. In the 1900's, there were about 1,500 lighthouses in use, but today, only about 350 are used for navigational purposes.

1. What is the purpose of a lighthouse?

2. When is a foghorn sounded? What is a foghorn's purpose?

3. Where are lighthouses located?

4. Why is it important to keep a lighthouse's windows clean?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Lights, Camera, Action

Puppies, puppies everywhere! Jumping, sniffing, chewing, barking, yipping, acting! Acting? Yes, acting! Were there really 101 dalmations on the movie 101 Dalmations? No, there were more! During six months of filming, Gary Gero, the head animal trainer for the movie, and his team of 20 trainers had their hands full while training four adult dalmations and 230 puppies to be doggy actors. Gary has worked on many movies, including Ace Ventura, Pet Detective. The puppies for the movie, 101 Dalmations, came from dalmatian breeders all over England where the movie was filmed. Gary was excited to work with dalmations. "Fortunately," Gary says, "dalmations are very trainable." Why were there so many puppies? The puppies grew so quickly that they were replaced every two to four weeks by new litters. That way, the dogs would look the same age throughout the movie. None of the puppies got sick during the filming of the movie. If they had, they could have visited an animal hospital built just for the movie. When the puppies finished their acting jobs, they went back to their breeders. Some of the crew members took some of the dogs home, however, because they had become attached to the dalmations!



1. What breed of dog is this story about? (Circle the answer)

- A. puppies
- B. dalmations
- C. pets

2. How many months did it take to film the movie 101 Dalmations ?

3. How many puppies were used in the movie?

4. Why does Gary like working with dalmations?

5. Why were so many puppies needed?

6. Where did the puppies go after the filming was over?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Kids in the Goldfields

Close your eyes for a minute and imagine that you can travel back in time. You are in California in 1850, just after the Gold Rush begins. You are still a child, but your life is completely different. Your family may live in a tent, a rough shelter of pine boughs or a tiny cabin. Your chores begin early in the morning when you haul water from the river, collect fir wood, or feed the family's animals before taking care of younger brothers and sisters. There is no school, but you will work hard all day long. Your parents need all of the help you can give to them. If you are a boy, you may help your father pan for gold or hunt for rabbits, quail and squirrels. Girls, on the other hand, might gather berries or wild edible plants in the forest. If your mother runs a restaurant out of your family's tent, you might wait on tables or wash dishes. You might sing, dance or play an instrument to entertain miners and get paid in gold dust or coins. When the saloons are empty, you can run a wet pin along the cracks in the floorboards to pick up any gold dust spilled by miners the night before.

What do you think? Would you enjoy the danger, excitement, hardship, and adventure of the California Gold Rush?

1. According to this story, what chores might a kid have had during the gold rush?

2. About how many years ago did the gold rush begin?

3. What time of day did daily chores begin?

4. What were some differences between a girl's and a boy's chores?

5. Name some modern conveniences that you would not have had at this time in history.

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

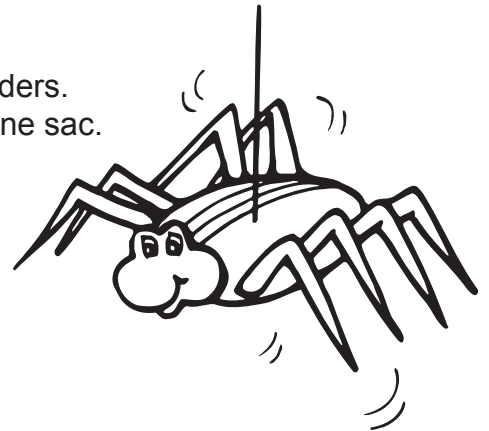
E.B. White: The Author Who Spun Charlotte's Web

One day, on a small farm in Maine, a man sat in a barn watching a large gray spider spin a web. That man was E.B. White. Andy, as White's friends called him, thought that spiders were spectacular creatures. He thought that one day he might like to write a children's book about a spider. He had already written many articles, essays and poems. He had also written one children's book called Stuart Little.

Andy would never rush into turning an idea into an article or book. He felt that he needed to let his ideas "ripen." For years, Andy continued to think about writing a children's book about a spider. He did some of his best thinking while he meandered around his farm. Once, while he was cleaning his barn, he found a spider's egg sac. Andy wanted to see the eggs hatch, but he was scheduled to leave on a trip to New York City. He found a small box and carefully placed the egg sac inside of it. When he arrived at his hotel, he put the box on the dresser. One morning he woke up and there were hundreds of baby spiders scurrying across the dresser. Years later, he began to write Charlotte's Web. It has become a timeless story about true friendship.

1. What is the main idea of this story? (Circle the answer)

- A. Spiders can live in a box.
- B. E.B. White had always wanted to write a story about spiders.
- C. There are hundreds of baby spiders hatched from just one sac.



2. What did E.B. White's friend's call him? (Circle the answer)

- A. Andy
- B. a crazy man
- C. Stuart Little

3. How did Andy feel about spiders?

4. Why did Andy bring the egg sac to New York?

5. Why did White take so long to start writing his book about a spider?

6. Where did E.B. White do his best thinking? (Circle the answer)

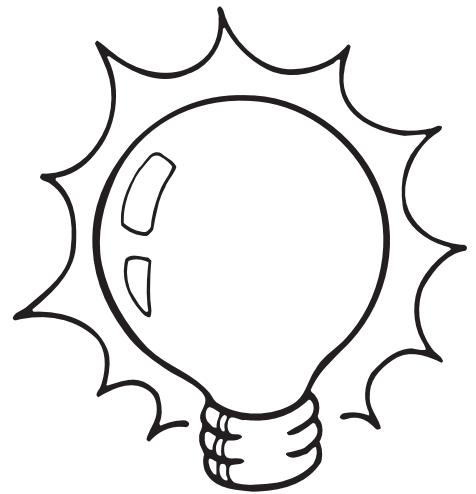
- A. on his farm
- B. on an airplane
- C. in New York City

Read the story and answer the questions.

Light Bulbs

Inside of a light bulb, there is a tiny coil of wire called a filament. The filament is held between two large wires. This is the part of the bulb that glows with light. The metal in the filament is specially made to conduct electricity with some resistance. This resistance is similar to friction. As electrons travel through the filament, their ability to flow is lessened by the resistance caused by this special type of wire. When a light switch is turned on, electricity is sent to the light bulb and the filament inside both conducts and restricts the flow of electrons. This resistance produces heat. The filament gets so hot that it glows. The glass of the light bulb is there for protecting things that are near the filament. This protection is needed because the temperature of the filament can reach up to 4,500 degrees Fahrenheit.

1. What is the main idea of this story? (Circle the answer)
 - A. Wires have the ability to glow.
 - B. Don't ever touch a filament.
 - C. How a light bulb lights up.
2. What is the tiny coil of wire inside the bulb called? (Circle the answer)
 - A. a filament
 - B. a friction coil
 - C. a resistance meter
3. Why is there a glass shield around the filament?



4. What happens to make a light bulb light up when you turn on a light switch ?

5. Would you ever want to touch a glowing filament? Why or why not?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Theodore Roosevelt: The Trust Buster

Theodore Roosevelt was the twenty-sixth President of the United States. He was an active reformer. One of his reforms dealt with preventing companies from forming trusts. A trust was created when businesses joined together to form large monopolies. Roosevelt was not against big business, but he wanted the government to have the power to make sure that big businesses acted fairly. He realized that the number of trusts were rapidly increasing. The problem with a trust was that they would put pressure on smaller businesses to either join the trust or face the possibility of going out of business. Sometimes the trusts would also agree to raise prices on their goods. Consumers, in turn, would have to pay more for these companies' products.

During Roosevelt's presidency, the government began to file suit against these large trusts, charging that a trust's goal was to force smaller companies out of business and reduce competition. For this reason, some people called him a "trust buster." Roosevelt claimed that he did not want to break apart trusts. He only wanted to ensure that they acted in a fair manner .

1. What is the main idea of this story? (Circle the answer)
 - A. Roosevelt was a champion for small businesses.
 - B. Roosevelt was a champion for big businesses.
 - C. Roosevelt wanted businesses to operate in a fair manner .

2. What is a trust?

3. What did trusts do that Roosevelt did not approve of?

4. What was Roosevelt's intention in having the government sue the trusts?

5. Do you agree with Roosevelt's actions? Why or why not?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Thomas Edison

Thomas Edison was born in 1847 and died in 1931. He was one of the greatest inventors of all time. During this time, he obtained 1,093 patents. This is more patents than any other individual in American history. Thomas Edison was a man who had no formal education. He attended school for a few months in a one-room school house. After becoming impatient with this type of schooling, his mother decided to instruct him at home. His mother introduced him to physics, chemistry and other sciences. He was also said to have read every book in his local library .

As Edison matured, he became a good businessman. Early in his career , he hired assistants and set up a laboratory where he could work on his new inventions. He obtained financial backing for some of his products and eventually manufactured and sold them to the public. By his mid-30's, Edison had become world famous and by his mid-40' s, he had achieved the status of being a millionaire.

Some of the most famous inventions of Thomas Edison include electrical lighting and the phonograph. He is also famous for his improvements to the telegraph and telephone.

1. What is the main idea of this story? (Circle the answer)

- A. Thomas Edison was a great inventor.
- B. Thomas Edison was a millionaire.
- C. You can learn a lot by being homeschooled.

2. Why did Edison's mother decide to teach him at home?

3. In what ways was Edison a good businessman?

4. Was Edison able to earn a living from his inventions?

5. What were Edison's most famous inventions?

6. Look up information on Thomas Edison. List two of his inventions not listed in the paragraph.

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Alexander Graham Bell

Alexander Graham Bell lived from the years 1847-1922. He is best remembered for inventing the telephone. Before he invented the telephone, he taught speech to deaf students and was a professor at Boston University. Bell's interest in speech led him to experiment with transmitting speech electronically. He thought that sound-wave vibrations could be converted into electric currents at one end of a wire. Then, the current could be reconverted into identical sound waves on the receiving end of the wire. While working on this experiment, he heard the sound of a plucked reed coming through the end of the line where he was working. The sound had originated from another room where his assistant, Watson, was working. The two men had discovered a way to transmit sounds. The transmitting of words would come later with more experimenting.

On March 7, 1876, the U.S. Patent Office issued a patent to Bell for his idea of the telephone. Three days later, while Bell and Watson were working on the invention, Watson heard the words, "Mr. Watson, come here. I want you!" These words were coming through the receiving apparatus invented by Bell. The work of Bell and Watson paved the way for telephone service in the United States. On July 9, 1877, the first telephone company, Bell Telephone Company, was opened for business.

1. What is the main idea of this story? (Circle the answer)
 - A. Sound waves can be converted into electric currents.
 - B. The telephone is the greatest invention of all time.
 - C. Alexander Graham Bell invented the telephone.
2. What did Bell do to earn a living before experimenting with transmitting speech?

3. What was the first thing Bell and Watson discovered while experimenting with transmitting speech?

4. Did Bell receive the patent before or after successfully inventing the telephone?

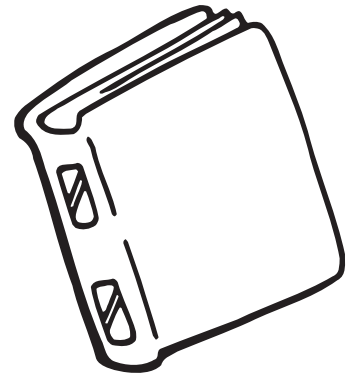
5. What were the first words heard through Bell's telephone?

Read the story and answer the questions.

Literature

Literature is divided into two main categories: fiction and non-fiction. Fiction is a story that the author creates from his imagination. Often the author will draw on real-life experience and research the material to make sure that the information is accurate, but overall, the story is not a true story. Novels like Harry Potter and the Sorcerer's Stone, Artemis Fowl, and Maniac Magee are examples of popular fiction read by many elementary and middle school students. Non-fiction is based on fact and true situations. Textbooks, newspapers, magazine articles and the encyclopedia are good examples of non-fiction writing. If you were preparing a science project or history report, you would use non-fiction materials as references. Two types of non-fiction writing are expository writing and persuasive writing. In expository writing, the writer will explain how to do something or explain how something works. In persuasive writing, the author will attempt to persuade the reader to agree with the writer.

- What is the main idea of the story? (Circle the answer)
 - Two main categories of literature are fiction and non-fiction.
 - Only fiction is fun to read.
 - Non-fiction writing is drawn from textbooks.
- A word that means "to bring about, cause or make" is:
(Circle the answer)
 - research
 - create
 - persuade
- Give an example of one fiction and one non-fiction literary work not listed here.



fiction: _____ non-fiction: _____

- Why would an author research material for a fictional novel?
-

- Circle the correct word to show what type of writing the following would be.

A book about a cat who drives a car to outer space: fiction non-fiction

A newspaper article about a boy won a bicycle race: fiction non-fiction

A book about the life of Harry Truman: fiction non-fiction

A story of how a man grew wings and flew to France: fiction non-fiction

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Early Colonial Homes

When the first colonists landed in America, they had to find shelter quickly. Their first homes were crude bark and mud huts, log cabins, or dugouts, which were simply caves dug into hillsides. Soon the settlers sought to replace these temporary shelters with more permanent and comfortable homes. Until the late seventeenth century, most of the first permanent colonial homes were very simple in style. Almost all of the New England colonists - those settling in the northern areas of Massachusetts, Connecticut, Rhode Island and New Hampshire - used wood to build their permanent homes. Some of the houses had thatched roofs. Thatched roofs caught fire easily, though, and were later replaced by roofs made out of wooden shingles. The outside walls were also covered with wooden shingles to make the homes warmer and less drafty. In the middle Colonies - New York, Pennsylvania, New Jersey and Delaware - the Dutch and German colonists often made brick or stone houses that were two-and-a-half to three-and-a-half stories high. Many Southern colonists - those living in Virginia, Maryland, North Carolina, South Carolina and Georgia - lived on large farms called plantations. Their homes were usually made of brick.

By the eighteenth century, some colonists had become wealthy enough to replace their simple homes with mansions, often similar to homes built by wealthy people in England. These colonial homes were called "Georgian" houses because they were popular during the years that Kings George I, George II and George III ruled in England. These houses were usually made of brick and featured columns, ornately carved doors and elaborate gardens.

1. What were the earliest homes of colonists like?

2. What were the advantages of using wooden shingles?

3. What did Dutch and German colonists use to build their homes?

4. What were Georgian houses?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Loch Ness Monster

In Scotland, residents have told tales for many years of the Loch Ness monster , also affectionately called “Nessie”. Loch Ness is a lake in northern Scotland. The story of the Loch Ness Monster dates back to 565 A.D. The creature supposedly has flippers and a long dinosaur-like neck and head.

In the 1930’s, reported of sightings of the Loch Ness Monster increased. This was because a new highway had been built and the lake became more accessible to people. In 1934, a visiting doctor, Dr. Kenneth Wilson, claimed to have photographed Nessie. The photograph shows a large body with a tall neck arching above it. Evidence was later reported claiming that the photo was a hoax. The Loch Ness Phenomena Investigation Bureau was formed in 1961 to search for Nessie. Although this bureau found large moving objects in the lake, scientists were not sure if this was one large animal or a large school of fish. In the 1970’ s and in the 1990’ s, the area was again explored in search of the legendary monster . On these occasions, however, no credible evidence was found to support the existence of the Loch Ness Monster.

1. What is the main idea of this story? (Circle the answer)
 - A. The Loch Ness monster is a harmless sea creature.
 - B. “Nessie” is a good nickname for the Loch Ness Monster .
 - C. Stories of the Loch Ness Monster have been told for many many years.

2. How do people describe this creature?

3. Why did sightings of the Loch Ness Monster increase in 1930?

4. Who claimed to have photographed the Loch Ness Monster?

5. Why was the Loch Ness Phenomena Investigation Bureau formed?

6. What was the result of the searches for Nessie in the 1970’ s and 1990’ s?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Test-Taking

If you want to make good grades, learning how to take a test can be as important as learning the material being tested. There are two main types of tests given in schools. One type of test is an essay test. When you take an essay test, the teacher will give instructions to write out the answers in complete sentences. You must check your answers to make sure the sentences are not fragments or run-on sentences. Remember, a sentence must have a subject and a predicate and it must express a complete thought. The second type of test is called an objective test. Objective tests are those that have multiple-choice, true-false, matching or completion questions. When you take either type of test, be sure to read the directions carefully before beginning. Refer to the directions again during the test if necessary. Be sure to look over the entire test before beginning, and think about how much time you can spend on each question. Don't make the mistake of spending too much time on one question. If you get stuck on a question, continue with the test and return to the difficult question later.

1. What is the main idea of this story? (Circle the answer)

- A. Essay tests are more difficult than objective tests.
- B. You have to study a lot for an objective test.
- C. Learning how to take a test is important.

2. List three examples of objective-type test questions.

3. What should you do before you begin to answer test questions.

4. What should you do if you get stuck on a question?

5. What are the two main types of tests given in schools?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

The Liberty Bell

The Liberty Bell is located in Philadelphia, Pennsylvania. The bell was first rung on July 8, 1776 to announce the adoption and the signing of the Declaration of Independence by the Founding Fathers of our country. Inscribed on the Liberty Bell are the words, "Proclaim Liberty throughout the land unto all the inhabitants thereof." The original name of the bell was the Province Bell. The name was changed to the Liberty Bell after the signing of the Declaration of Independence. It was rung every year on the anniversary of the signing of the Declaration of Independence until 1835, when the bell broke. Now a ceremony is held near the Liberty Bell to honor the anniversary, but the bell is not rung. There was one special occasion when the bell was rung. On June 6, 1944, when the Allied forces landed on the beaches of Normandy in France on D-Day, officials again rang the bell. Thousands of tourists still view the Liberty Bell every year when visiting Philadelphia.

1. What is the main idea of this story? (Circle the answer)
 - A. The Liberty Bell is an important part of the history of the United States.
 - B. Philadelphia is the home of the Liberty Bell.
 - C. The Liberty Bell has been damaged.
2. A word that means "the annual or yearly commemoration of an event" is? (Circle the answer)
 - A. occasion
 - B. anniversary
 - C. officials

3. What event occurred on July 8, 1776?

4. By what name was the Liberty Bell first known?

5. For what one event was the Liberty Bell rung after 1835?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Fables

Fables are short stories that teach a lesson, also called a moral. This is a form of literature dating back thousands of years. Sometimes, rather than telling a child to behave, a parent would relate a fable that explained what could happen if a child did not behave. Many fables are credited to a slave named Aesop who lived about 600 B.C. Aesop did not tell his stories just to entertain, but to comment on politics and politicians. Fables are a part of an “oral tradition,” meaning they were handed down by word of mouth instead of being written down.

The characters in most fables are animals, plants or things that can talk and act like a human being. Over time, specific animals had become associated with specific characteristics. For example: an owl became associated with wisdom and a fox with slyness. Using animals, plants or other things as characters may cause a fable to seem simple, but a moral taught by a fable can be a valuable life lesson.

1. Following is a short version of one Aesop’s Fables. After reading the story, decide what you think the moral of the story is and write it on the lines beneath the fable.

After fishing all day, the fisherman finally caught a very small fish. The fish, terribly upset, pleaded with the fisherman and said, “Please throw me back into the sea. When I become a large fish, you can catch me again and I will make a better meal for you.” The fisherman laughed and said, “A small meal today is better than taking a chance on a larger meal, maybe never.”

2. What word means “to amuse”? (Circle the answer)
A. tradition
B. literature
C. entertain

3. Why did Aesop tell his stories?

4. What do you think “oral tradition” means?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Statue of Liberty

The Statue of Liberty is located on Liberty Island at the entrance to New York Harbor. This statue was a gift from the people of France to the people of the United States. It was presented as a sign of friendship between the two countries. It is one of the largest statues ever built. Upon completion of the statue, it was taken apart and packed into 214 wooden crates. The crates arrived by ship in the United States on June 17, 1885. The statue then had to be reassembled. On October 28, 1886, The Statue of Liberty was dedicated with an official ceremony as a memorial to the alliance between France and America.

Those who visit New York Harbor can see this beautiful statue of a tall woman in a long gown holding a torch over her head. Ever since the statue was placed on Liberty Island, over twelve million immigrants (people leaving their countries and moving to another) from countries such as Ireland, Germany and Italy have been greeted by this symbol of freedom. After a long trip across the Atlantic Ocean, immigrants would stand along the railing of their ships to look at "Lady Liberty." Today, people who visit New York City can take a ferry ride to Liberty Island and tour the Statue of Liberty.

1. What is the main idea of this story? (Circle the answer)
 - A. Many people still the Statue of Liberty each year .
 - B. The Statue of Liberty is a symbol of friendship and freedom.
 - C. The Statue of Liberty was packed in 214 boxes.
2. A word that means "something that represents something else" is: (Circle the answer)
 - A. freedom
 - B. symbol
 - C. monument
3. Why did the French people give the Statue of Liberty to the American people?

4. What does the Statue of Liberty look like?

5. What does the word "immigrant" mean?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Harriet Tubman

Harriet Tubman was born a slave on a plantation in Maryland in 1820. When the owner of the plantation died, she was afraid that she would be sold to work on another plantation. Instead of waiting for this possibility, she escaped to the North in 1849. When she arrived at her destination in Philadelphia, she vowed to return to Maryland to help other slaves escape. During the 1850's she returned to Maryland 19 times and helped about 300 slaves to escape. She used homes of friendly people, both black and white, who helped her in her mission. This network of useful homes and people was called the "underground railroad." Tubman was neither ever caught nor did she ever lose a slave during her rescue missions. She was heard to have said, "I never ran my train off the track, and I never lost a passenger." Angry slave owners agreed to reward a total of about \$40,000 to anyone who could capture Harriet Tubman, but still, she was never captured.

During the Civil War, Tubman served as a nurse and a spy for the Union Army in South Carolina. After the war, she helped raise money for black schools. Later in her life, she established a home in Auburn for elderly and poor African Americans. This establishment became known as the Harriet Tubman Home.

1. What is the main idea of this story? (Circle the answer)
 - A. The Underground Railroad was not really a train.
 - B. Harriet Tubman did a lot to free slaves and help African Americans.
 - C. No one could capture Harriet Tubman

2. Why did Harriet Tubman want to escape from the plantation in Maryland?

3. What was the "underground railroad"?

4. What did Harriet Tubman do for the Union Army?

5. In what ways did Harriet Tubman help African Americans after the Civil War?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

The Louvre Museum

The Louvre Museum is located in Paris, France. Some would say that the Louvre is the most important museum in the world. If you laid out all of its galleries in a straight line, the distance covered by the galleries would be about 8 miles long. Exhibits in the Louvre consist of art from all over the world. The Louvre was not always a museum. It was built around the year 1200. At that time, the purpose of this building was as a fortress. During the mid-1300' s, King Charles had the building remodeled and he used it as his country home. In the mid-1500' s, the Louvre was again remodeled on the orders of King Francis I. During this remodeling phase, the Louvre began to take on its present appearance. King Francis desired to transform the building into a great palace that could rival any of the great Renaissance architecture in Italy . The palace was reconstructed and redecorated. Its grounds were ornamented with Greek and Roman statues. The expansion ended in 1670. In 1793, after King Louis XIV moved his court to nearby Versailles', the building was turned into a public museum. During the 1800' s, under the direction of Napoleon I, two long wings were added to the Louvre. The last major development of the Louvre building was in 1984 when a modernization project was begun. For this project, an enormous glass pyramid was added to the courtyard of the building. The pyramid is now the main entrance to the museum.

1. For what purpose was the Louvre building originally built?

2. Why did King Francis I have the building remodeled in the mid-1500' s?

3. What were some changes that King Francis made to the Louvre?

4. Under the direction of Napoleon I, what changes were made to the Louvre?

5. Look up the Louvre Museum in an encyclopedia. Name some of the works of art you could see in the museum.

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Soccer

The most popular sport in the world is soccer . In most European and Latin American countries, it is the national sport. A game similar to soccer was probably played in China as early as 400 B.C. The Romans also played a game similar to soccer around the year 200 A.D. Around the year 1100, children in London began to play a game also similar to soccer . During the 1800's, many English school children played soccer. As the game developed, many rules were being added or changed. One of the problems with the game was that each school played by their own rules and they also interpreted rules differently from other teams. The first official rules of soccer were established in 1848. This happened when school representatives met at Trinity College in Cambridge, England. By the late 1800's, the game had begun to spread throughout the world. By 1900, official soccer associations had been established in Belgium, Chile, Denmark, Italy , the Netherlands and Switzerland. In 1904, an official international soccer association was founded. The first World Cup soccer championship was played in 1930 in Montevideo, Uruguay . The World Cup is now held every four years. The popularity of soccer will probably continue to thrive and grow as it has certainly stood the test of time thus far .

1. What is the purpose of this passage? (Circle the answer)
A. to trace the history of the game of soccer
B. to tell how soccer rules were developed
C. to convince the reader that soccer is the best sport ever
2. Around what year did children in London begin to play soccer?

3. Why were official soccer rules established in 1848?

4. Which countries had established official soccer associations by 1900?

5. Where and when was the first World Cup championship played?

Name _____

Skill: Vocabulary

Sometimes, if you do not know the meaning of a word in a sentence, you can figure it out by reading the words around it. This is called using context clues.

Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. do not like	g. sleeping
b. sorry	h. made larger
c. not believable	i. happy
d. lit up	j. not correct
e. quick	k. deadly
f. rich	l. unaware

1. _____ Once the picture was amplified, we could see the details better.
2. _____ No one agreed with her opinion because her argument was invalid.
3. _____ It seems implausible to me that I could fly out of the window .
4. _____ During hibernation, an animal can remain dormant for many weeks.
5. _____ She is so rude to me that I really disdain her.
6. _____ He was totally oblivious to the fact that we were giving him a surprise party .
7. _____ Susan was blissful when her name was called as the science fair winner .
8. _____ Sam was remorseful after he broke the valuable vase.
9. _____ Before making a rash decision, please think it over for a while.
10. _____ The flashlight was so powerful that it illuminated the entire room.
11. _____ Since poison can be fatal, it needs to have a warning label on it.
12. _____ We had become so opulent that we could afford to buy whatever we wanted.

Name _____

Skill: Vocabulary

Sometimes, if you do not know the meaning of a word in a sentence, you can figure it out by reading the words around it. This is called using context clues.

Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. top	g. win
b. funny	h. telling
c. shone	i. shake
d. supported	j. trustworthy
e. ask	k. allow
f. think about	l. likeable

1. _____ Your room is such a mess and I will not tolerate it any more!
2. _____ The joke was so hilarious that I laughed all day long.
3. _____ Please inquire about the status of the order. It should have been here by now.
4. _____ I was so cold that my hands began to quiver.
5. _____ Although we practiced more than any other team, we did not prevail.
6. _____ The rays of light radiated over the entire field.
7. _____ The old man was very skilled at narrating interesting stories about the old days.
8. _____ The weight of the boards is sustained by the brace beneath it.
9. _____ His words are so veracious that no one would ever doubt him.
10. _____ His question was so difficult that I had to ponder it for a while.
11. _____ Upon reaching the mountain's apex, the mountain climbers planted a huge flag.
12. _____ Felicia has so many friends. That's probably because she's just so amiable.

Name _____

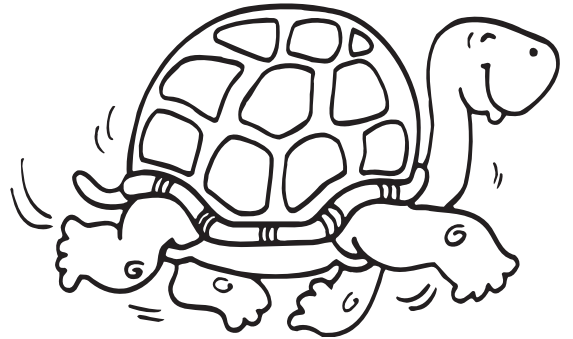
Skill: Prepositions

A preposition is a connecting word that shows the relationship between a noun or pronoun and another word in a sentence. Some examples of prepositions are: in, on, under, above, by, about, with, of, before, after, through, over and between.

Example: The book is **under** the towel. The book is **with** Laura. The book is **by** the door.
The book is **about** a cat. The book is **in** the bag. The book **on** the table.

Fill in each blank with a preposition that will complete each sentence.

1. The cow jumped _____ the moon.
2. His sister found the cat _____ the house.
3. Jack was _____ the box.
4. Fred can dance _____ Sara.
5. The girl was _____ aisles three and four.
6. She looked right _____ the window.
7. Would you stand _____ me?
8. My mother is _____ the kitchen.
9. The turtle hides _____ his shell.
10. The jogger ran _____ the gym.
11. I started packing _____ the storm.
12. We cleaned up _____ the party.
13. I climbed _____ the table when I saw her.
14. We hung the picture _____ the wall.
15. It's in the cabinet _____ the stove.



Name _____

Skill: Direct Objects

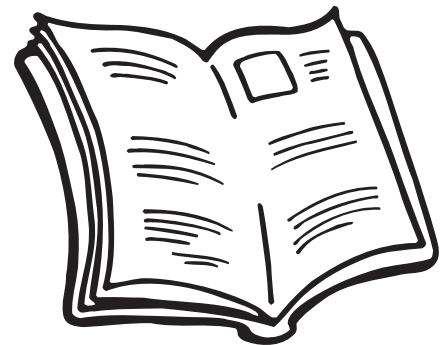
A direct object is usually a noun or a pronoun. It answers the question “what?” or “whom?” about the verb in the sentence.

Example: Joey threw the **ball**. The direct object is ball; it tells what Joey threw .

Sally met her **teacher** yesterday. The direct object is teacher; it tells whom Sally met.

Fill in each blank with the word that is the direct object in each sentence.

1. I ate the cake. _____
2. Sam played the guitar. _____
3. Jesse led the group. _____
4. The painter painted the portrait. _____
5. The teacher read the book. _____
6. Malcolm dunked the basketball in the net. _____
7. James was given a medal for high achievement. _____
8. The pilot flew the airplane very low. _____
9. The clown sang the blues. _____
10. Fred played hockey for his school team. _____
11. Susan swims laps every day. _____
12. I only have three slices of pizza. _____
13. I gave my camera to Frank. _____
14. I saw George at the movie theater. _____
15. Wendy took her sister to the park. _____



Name _____

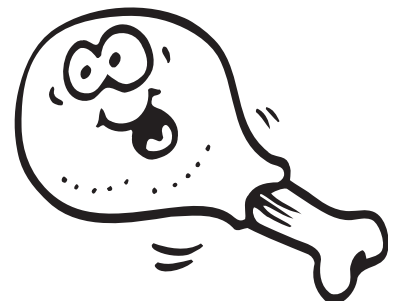
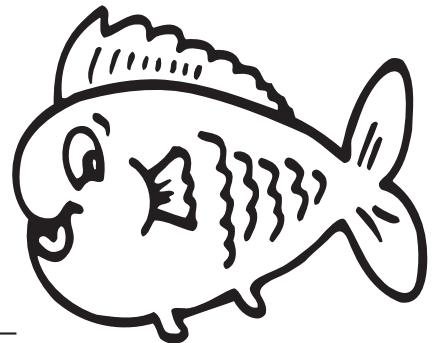
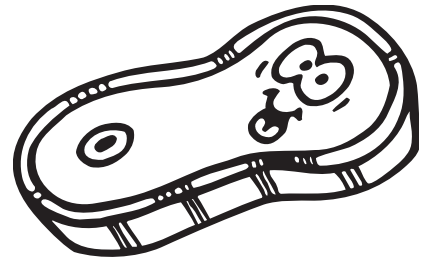
Skill: Linking Verbs

Most verbs express action. Linking verbs do not express actions such as throwing, eating, singing or running. Rather, they tell us something about the subject itself. The most common linking verb is “to be” and its various forms. Other verbs that can be used as linking verbs are: grow , turn, prove, look, feel, sound, smell, taste, appear , remain, keep and stay.

Example: “Feel” as a linking verb—Barbara **feels** bad. (tells about Barbara)
“Feel” as an action verb—Barbara **feels** the cat’s fur. (tells what Barbara is feeling)

Underline the verb in each sentence. In the blank, write “action” if the verb is an action verb or “linking” if the verb is a linking verb.

1. Mr. Connor seems mad. _____
2. The house smells good after it is cleaned. _____
3. Derrick smells the cooked turkey. _____
4. These cookies are delicious. _____
5. The chef tasted the meal. _____
6. That steak tastes good. _____
7. She looks beautiful in the gown. _____
8. Roger looks out of the window all day long. _____
9. I kept the book. _____
10. The bread kept fresh in the bread box. _____
11. Mary was proved wrong. _____
12. I proved my theory was correct. _____
13. I felt awful about the bad grade. _____
14. We could feel the roughness of the fabric. _____



Name _____

Skill: Compound Words

A compound word is formed by combining two words together to form a new word. Butterfly , sunshine and upstairs are examples of compound words.

Fill in the blanks below to make a new compound word. Choose a word from the word bank to make your new words.

pop	box	ship	cap	earth
book	run	week	coat	wood
ball	base	while	tooth	tea
hood	field	ground	cake	over
basket	left	neck	oat	light

1. _____yard

2. rain_____

3. _____brush

4. drift_____

5. _____overs

6. foot_____

7. _____away

8. battle_____

9. _____end

10. camp_____

11. _____corn

12. cup_____

13. _____quake

14. ice_____

15. _____worm

16. knee_____

17. _____cup

18. knight_____

19. _____ball

20. mean_____

21. _____tie

22. push_____

23. _____meal

24. sun_____

Name _____

Skill: Prefixes

A prefix is a syllable or group of syllables that you can combine with a word to change its meaning or to create a new word.

Look up the meanings of the following prefixes. Write each meaning in the blank.

- | | |
|---------------|----------------|
| 1. fore _____ | 2. trans _____ |
| 3. un _____ | 4. tri _____ |
| 5. uni _____ | 6. co _____ |
| 7. quad _____ | 8. im _____ |
| 9. re _____ | 10. sub _____ |
| 11. non _____ | 12. mal _____ |
| 13. mis _____ | 14. mid _____ |

Add a prefix from above to the following words. Write a definition of the new word.

root word	new word	meaning of new word
15. atlantic	_____	_____
16. angle	_____	_____
17. take	_____	_____
18. nourished	_____	_____
19. write	_____	_____
20. way	_____	_____
21. tie	_____	_____
22. head	_____	_____
23. toxic	_____	_____

Name _____

Skill: Prefixes

A prefix is a syllable or group of syllables that you can add to the beginning of a word to change its meaning or to create a new word. Read over the prefixes and their meanings below .

anti—against	co—together	in—not	mini—small	pre—before	super—above
bene—good	dis—lack of	mal—bad	mis—wrong	re—again	trans—across
bi—two	il—not	micro—small	non—not	semi—half	un—not
bio—life	im—not	mid—middle	post—after	sub—under	uni—one

Write a brief meaning of each of the words below .

1. costar _____
2. postgame _____
3. midday _____
4. superpower _____
5. unfit _____
6. impolite _____
7. disability _____
8. minibike _____
9. benefit _____
10. semicircle _____
11. submarine _____
12. antipoverty _____
13. biorhythms _____
14. nonvoter _____
15. transmit _____
16. unicycle _____
17. misbehave _____
18. microchip _____
19. uniform _____
20. indecent _____
21. malfunction _____
22. rewrite _____
23. bilingual _____
24. pretest _____
25. antifreeze _____
26. bivalve _____
27. illiterate _____
28. substandard _____
29. reclaim _____
30. semiprivate _____

Name _____

Skill: Suffixes

A suffix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. Read over the suffixes and their meanings below.

Suffixes	Meaning	Examples
ion, tion	state of being, act of	action, exploration
er, or, ar, ist	one who does something	teacher, liar, artist
able, ible	able to be	lovable, edible
ness	state of, condition of	goodness
less	without	hairless
ful	full of, like	tearful
en	to be made of, to make	golden
ly, y	when, how, like, in the manner of	kindly, noisy
ize, fy	to cause to be	vaporize, dignify

Write a brief meaning of each of the words below .

1. supervisor _____
2. terrorist _____
3. juicy _____
4. careful _____
5. buyer _____
6. sleepless _____
7. wooden _____
8. tenderly _____
9. sadness _____
10. beggar _____
11. fantasize _____
12. purify _____

Name _____

Skill: Suffixes

A suffix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. The suffixes **—y**, **—ly** and **en** can change a root word to an adjective or an adverb.

Add the given suffixes to the words below to make adjectives and adverbs.

add —y

add —ly

add —en

rock _____

glad _____

froze _____

stick _____

rapid _____

sunk _____

curl _____

quick _____

broke _____

blood _____

loose _____

chose _____

Use a new word from above to complete each sentence.

1. We brought the car in to be repaired because it was _____.
2. Mary's long _____ hair was simply beautiful.
3. She will _____ work at home tomorrow.
4. My hands were in cold water for so long that they felt _____.
5. I knew that the steak wasn't cooked enough because it was so _____ inside.
6. We must go _____ if we want to get there before the others.
7. To get home, we had to cross a steep _____ path.
8. The bird flapped its wings _____ in order to fly.
9. You need to cover the fruit _____ with some plastic wrap.
10. The search crew continued to look for the _____ ship.
11. Paul was the student _____ to compete in the spelling bee.
12. The floor felt _____ because of the honey that had spilled on it.

Name _____

Skill: Antonyms

An antonym is a word that is the opposite of another word.

Examples: unique/common bravely/cowardly

Fill in each of the blanks below with an antonym of the word given. Choose words from the word bank. Use a dictionary to look up the meanings of words that you do not know .

condemn	bogus	hired	care
generous	improve	serene	hero
unskilled	oblivious	energetic	burly

1. confused _____
2. bona fide _____
3. adroit _____
4. mercenary _____
5. villain _____
6. cognizant _____
7. impair _____
8. lethargic _____
9. lanky _____
10. apathy _____
11. parsimonious _____
12. absolve _____



Name _____

Skill: Types of Sentences

There are four types of sentences.

1. A **declarative sentence** makes a statement.

Example: All classes will attend the assembly.

2. An **imperative sentence** gives a command or makes a request.

Example: Tell the truth.

3. An **interrogative sentence** asks a question and is followed by a question mark.

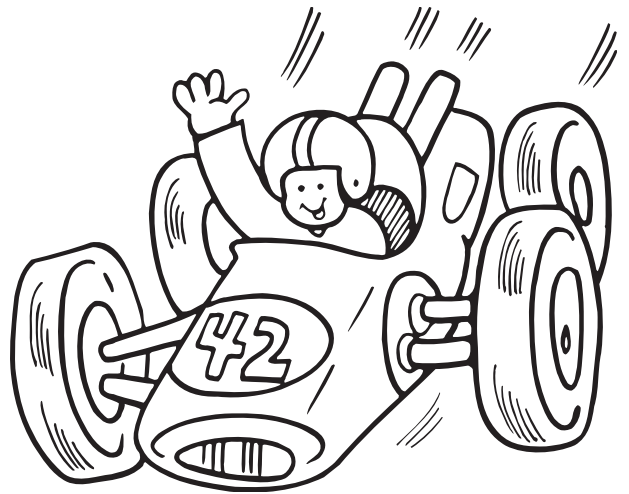
Example: Where are you going?

4. An **exclamatory sentence** expresses strong feeling, and is followed by an exclamation point.

Example: Everyone get out now!

Read each sentence below. In the blank next to each sentence, write “D” for declarative, “IMP” for imperative, “INT” for interrogative or “EX” for exclamatory .

1. _____ Please, keep it quiet.
2. _____ Do not blast your stereo.
3. _____ The engine in the car is very powerful.
4. _____ That noise must stop now!
5. _____ Can you speak French?
6. _____ Keep off the grass.
7. _____ Sign-ups for softball will be held this Saturday .
8. _____ How many students bought a yearbook?
9. _____ Many students listen to music while studying.
10. _____ This is crazy!
11. _____ Our soccer coach demonstrated the correct way to kick the ball.
12. _____ Help, I'm about to fall!
13. _____ I bought some peanut butter at the store.
14. _____ Why did you put that there?



Name _____

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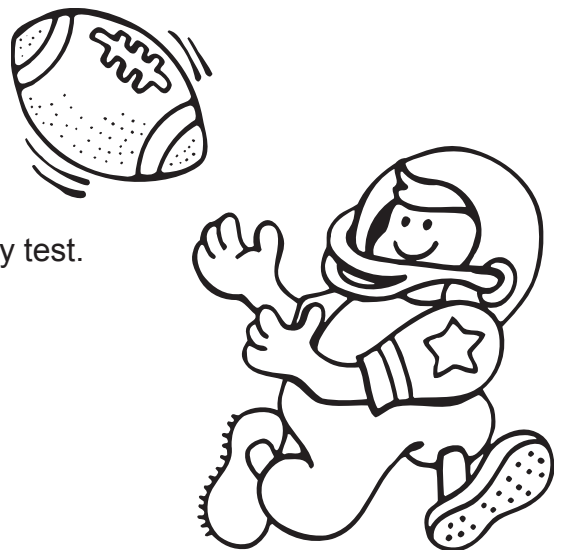
Example: Where are you going?

4. An **exclamatory sentence** expresses strong feeling, and is followed by an exclamation point.

Example: Everyone get out now!

Read each sentence below. In the blank next to each sentence write “D” for declarative, “IMP” for imperative, “INT” for interrogative or “EX” for exclamatory .

1. _____ Go to your classrooms now.
2. _____ Are there any volunteers for this project?
3. _____ He caught the ball!
4. _____ Have you met our new friends?
5. _____ There will be twenty words on the vocabulary test.
6. _____ I will deliver the information to Mr. Jackson.
7. _____ Who wants to feed the dog?
8. _____ Do not touch!
9. _____ Where will the meeting be held?
10. _____ Copy the homework assignment written on the blackboard.
11. _____ Mrs. Johnson will be the new drama teacher .
12. _____ Wipe the mud from your shoes.
13. _____ My lunch fell on the floor!
14. _____ Our morning schedule has been changed.



Name _____

Skill: Sentences, Fragments, Run-on Sentences

A **sentence** has a subject and a predicate and it expresses a complete thought.

Example: All of the students went to the play.

A **sentence fragment** is a group of words that does not express a complete thought.

Example: Went to the play.

A **run-on sentence** consists of two or more sentences separated by a comma or by no punctuation at all.

Example: All of the students went to the play they really enjoyed it.

Each of the following groups of words are either a sentence, a fragment or a run-on sentence. Identify each type of expression. Write either "S" for sentence, "F" for fragment or "R" for run-on in the blank beside each sentence.

1. _____ Having seen all of the cars outside.
2. _____ Pile the books in the corner put the pencils in the box.
3. _____ A young enthusiastic teacher like Mr. Rogers.
4. _____ Select one dessert from the table.
5. _____ Only the girls will have recess the boys must attend the meeting.
6. _____ Because the movie ended late, we missed our ride home.
7. _____ Come home immediately, I have just made dinner and it is getting cold, you know I don't like it when you are late because then we all have to wait for you.
8. _____ After dinner, everyone can go outside.
9. _____ Near the books.
10. _____ Schedule her dentist appointment for next month.
11. _____ The list will be posted by the front door.
12. _____ Many students signed up for the cooking class so be sure to get there early, there are never enough seats and then some people have to stand in the back.
13. _____ When we see him coming around the corner.
14. _____ Do you want to go to lunch I am going to the Burger Hut at noon.

Name _____

Skill: Sentences, Fragments, Run-on Sentences

Rewrite each of the following fragments as a complete sentence.

1. My close friend Ryan.

2. Usually while I am studying.

3. Everyone laughing out loud.

4. A book by Mary Thomas.

5. Turning red.

Make changes to the following run-on sentences to make them grammatically correct.

6. Go over to Aunt Mary's house for dinner be sure to get to there before five o'clock.

7. Pablo is an extremely talented artist he loves to paint fruit bowls.

8. It is very cold outside today Mark should wear his coat and hat.

Name _____

Skill: Sentences, Fragments, Run-on
Sentences

Rewrite each of the following fragments as a complete sentence.

1. The lengthy directions.

2. Never before in history.

3. Amazingly very few.

4. Whoever is responsible.

5. The winning team.

Make changes to the following run-on sentences to make them grammatically correct.

6. This game doesn't make any sense to me, it didn't come with any instructions.

7. Mary is such a lucky person it seems as though she wins every contest.

8. I went to the store I was all out of milk.

Name _____

Skill: Sentences, Fragments, Run-on Sentences

Match each sentence fragment in the first column to a fragment from the second column to make complete sentence.

- | | |
|--------------------------------|---------------------------------------|
| 1. Tall tales were passed down | while hopping on one foot? |
| 2. The early settlers | was difficult to carry. |
| 3. Beck practices gymnastics | crossed the plains in covered wagons. |
| 4. The tuba in the music room | from generation to generation. |
| 5. Can you skip rope | every day after school. |

In each blank, write "F" if the group of words is a fragment or "S" if it is a sentence.

6. _____ None of my friends like liver.
7. _____ Went skating last night.
8. _____ Answered most of the questions.
9. _____ Mrs. Hill will chaperone our class trip.
10. _____ Collects cans for recycling.
11. _____ The coach taught us a new skill.
12. _____ All of our problems were solved.
13. _____ My newborn baby sister.
14. _____ These rules will be strictly enforced.
15. _____ Listing the students in the class one by one.
16. _____ My new friend.
17. _____ I drove the car so slowly that I arrived late.
18. _____ Sitting in the chair.



Name _____

Skill: Writing Business Letters

A business letter should always contain some standard elements. Below is a listing of some elements that should be present in a basic business letter:

- 1. heading** (the sender's address)
- 2. inside address** (the receiver's address)
- 3. salutation** such as: Dear Sir or Madam: or Dear Mr. Kelsey:
- 4. body of the letter** which is the message you wish to convey
- 5. closing** such as: Best Regards, Sincerely, or Thank you for your help,
- 6. sender's signature**

Use the following information to complete the business letter below .

- 1. Heading:** September 19, 2005 • Julie Jones • 8283 Maple Lane • Old Town, DE 17790
- 2. Inside Address:** Mr. George Brown • Kid's Toy Company • 12 Pebble Road • Newport, MS 90983
- 3. Salutation:** Address the letter to Mr. George Brown.
- 4. Body:** Write a letter telling Mr. Brown about a new toy you would like to see in Kid' s Toy Company. Ask him when he thinks Kid's Toy Company might have the toy in their stores.
- 5. Closing:** Select an appropriate closing for your letter .
- 6. Signature:** be sure to sign your name.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name _____

Skill: Writing Personal Letters

A personal letter should always contain some standard elements. Below is a listing of some elements that should be present in a basic personal letter:

1. **date** that you are writing the letter
2. **greeting** such as: Dear Aunt Sally, or Dear Mary,
3. **body of the letter** which is what you want to say
4. **closing** such as: Yours Truly, or Best Wishes,
5. sender's **signature**

Use the following information to complete the personal letter below .

1. **Heading:** November 15, 2004
2. **Greeting:** Address the letter to your Uncle Joe.
3. **Body:** Write a letter telling your Uncle Joe that you enjoyed his visit. Thank him for a gift that he gave to you. Ask him when you can go to visit him.
4. **Closing:** Select an appropriate closing for your letter .
5. **Signature:** Be sure to sign your name.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Skill: Writing a Paragraph

A paragraph can be written to give information or to persuade someone of something. A good paragraph will have a main idea which is the topic sentence. It will also have details that support the topic sentence.

Write a paragraph to give information about your new bicycle and why you like it. Fill in the following information.

1. Title of your Paragraph:

2. Topic Sentence:

3. Reasons why you like your new bike:

4. Retell the main idea:

Write a paragraph using the information you have written above.

Name _____

Skill: Writing a Paragraph

A paragraph can be written to give information or to persuade someone of something. A good paragraph will have a main idea which is the topic sentence. It will also have details that support the topic sentence.

Write a paragraph to persuade your parents to take you and your brothers and sisters on a skiing vacation.

Fill in the following information.

1. Title of your Paragraph:

2. Topic Sentence:

3. Reasons why you and your family should go skiing:

4. Retell the main idea:

Write a paragraph using the information you have written above.

Answer Key

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

Thomas Edison

Thomas Edison was one of the greatest inventors of all time. He was born in 1847 and died in 1931. During his lifetime, he had over 1,000 patents. He is most famous for his invention of the light bulb. He also invented the phonograph and the motion picture camera. He was a very hard worker and he worked very long hours every day. He was a very curious person and he always wanted to know how things worked. He was a very creative person and he always came up with new ideas. He was a very determined person and he never gave up on anything. He was a very successful person and he became one of the richest men in the world. He was a very famous person and he was loved by everyone. He was a very great person and he was one of the best inventors of all time.

1. What did Edison invent?
 A. The light bulb
 B. The phonograph
 C. The motion picture camera
 D. The light bulb, the phonograph, and the motion picture camera

2. Why was Edison so successful?
 A. He was very hard working.
 B. He was very curious.
 C. He was very creative.
 D. He was very determined.

Edison was impatient with the schools provided. He hired assistants to help him. He was able to obtain financing for his projects. Yes.

the phonograph and electrical lighting

Answers will vary

9

Page 9

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

Early Colonial Homes

When the first colonists landed in America, they had to find places to live. They had to build houses that were strong and that could protect them from the weather. They had to build houses that were easy to build and that were easy to live in. They had to build houses that were simple and that were practical. They had to build houses that were built with the materials that were available to them. They had to build houses that were built with the skills that they had. They had to build houses that were built with the help of their neighbors. They had to build houses that were built with the help of their families. They had to build houses that were built with the help of their friends. They had to build houses that were built with the help of their community. They had to build houses that were built with the help of their God.

1. What were the houses of the early colonists like?
 A. They were simple and practical.
 B. They were built with the materials that were available to them.
 C. They were built with the skills that they had.
 D. They were built with the help of their neighbors, families, friends, and community.

crude bark and mud huts, caves dug into hillsides

They did not catch fire as easily as a thatched roof.

brick or stone

Mansions that were popular during the years of Kings George I, II and III

12

Page 12

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

Alexander Graham Bell

Alexander Graham Bell had been deaf since he was a child. He had a passion for learning the deaf language. He had a passion for learning how to help deaf people. He had a passion for learning how to communicate with deaf people. He had a passion for learning how to live with deaf people. He had a passion for learning how to love deaf people. He had a passion for learning how to be deaf.

1. How did Bell become deaf?
 A. He was born deaf.
 B. He became deaf when he was a child.
 C. He became deaf when he was an adult.
 D. He became deaf when he was an old man.

2. How did Bell learn to communicate with deaf students?
 A. He learned to sign language.
 B. He learned to read lips.
 C. He learned to use a telephone.
 D. He learned to use a typewriter.

He taught speech to deaf students.

How did Bell invent the telephone?
 A. He was inspired by the sound of the human voice.
 B. He was inspired by the sound of the telephone.
 C. He was inspired by the sound of the typewriter.
 D. He was inspired by the sound of the typewriter.

3. How did Bell invent the telephone?
 A. He was inspired by the sound of the human voice.
 B. He was inspired by the sound of the telephone.
 C. He was inspired by the sound of the typewriter.
 D. He was inspired by the sound of the typewriter.

A way to transmit sounds.

How did Bell invent the telephone?
 A. He was inspired by the sound of the human voice.
 B. He was inspired by the sound of the telephone.
 C. He was inspired by the sound of the typewriter.
 D. He was inspired by the sound of the typewriter.

4. How did Bell invent the telephone?
 A. He was inspired by the sound of the human voice.
 B. He was inspired by the sound of the telephone.
 C. He was inspired by the sound of the typewriter.
 D. He was inspired by the sound of the typewriter.

after

“Mr. Watson, come here. I want you!”

13

Page 10

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

Loch Ness Monster

The Loch Ness Monster is a legendary creature that is said to live in Loch Ness, Scotland. It is a long-necked creature that is about 30 feet long and 6 feet wide. It has a long neck and a small head. It has a long tail and it is said to be very fast. It is said to be very intelligent and it is said to be very curious. It is said to be very friendly and it is said to be very helpful. It is said to be very kind and it is said to be very generous. It is said to be very brave and it is said to be very courageous. It is said to be very strong and it is said to be very powerful. It is said to be very wise and it is said to be very knowledgeable. It is said to be very good and it is said to be very kind. It is said to be very beautiful and it is said to be very lovely. It is said to be very charming and it is said to be very attractive. It is said to be very cute and it is said to be very adorable. It is said to be very sweet and it is said to be very nice. It is said to be very funny and it is said to be very hilarious. It is said to be very interesting and it is said to be very fascinating. It is said to be very exciting and it is said to be very thrilling. It is said to be very scary and it is said to be very terrifying. It is said to be very creepy and it is said to be very disturbing. It is said to be very creepy and it is said to be very disturbing.

1. How did the Loch Ness Monster get its name?
 A. It was named after the Loch Ness.
 B. It was named after the Loch Ness monster.
 C. It was named after the Loch Ness monster.
 D. It was named after the Loch Ness monster.

It has flippers and a long dinosaur-like head and neck.

because a highway had been built, giving more access to the area

Dr. Kenneth Wilson

to search for the Loch Ness monster

No credible evidence was found to support its existence.

14

Page 13

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

Literature

Literature is a collection of written works that are considered to be of artistic or intellectual value. It includes novels, short stories, plays, poems, and essays. Literature is a reflection of the human condition and it is a way to explore the human experience. Literature is a way to learn about the world and about ourselves. Literature is a way to connect with others and to share our experiences. Literature is a way to live and to love.

1. What is the main idea of the story?
 A. Literature is a collection of written works that are considered to be of artistic or intellectual value.
 B. Literature is a reflection of the human condition and it is a way to explore the human experience.
 C. Literature is a way to learn about the world and about ourselves.
 D. Literature is a way to connect with others and to share our experiences.

2. How did the author use the text to support his main idea?
 A. He used examples of literature to support his main idea.
 B. He used examples of literature to support his main idea.
 C. He used examples of literature to support his main idea.
 D. He used examples of literature to support his main idea.

Ans. will Vary Ans. will Vary

to make sure that information is accurate

1. How did the author use the text to support his main idea?
 A. He used examples of literature to support his main idea.
 B. He used examples of literature to support his main idea.
 C. He used examples of literature to support his main idea.
 D. He used examples of literature to support his main idea.

2. How did the author use the text to support his main idea?
 A. He used examples of literature to support his main idea.
 B. He used examples of literature to support his main idea.
 C. He used examples of literature to support his main idea.
 D. He used examples of literature to support his main idea.

15

Page 11

Name _____ Read the story and answer the questions. **Jeff Reading Comprehension**

True History

History is the study of past events, particularly those that have shaped the human condition. It is a way to learn about the world and about ourselves. History is a way to connect with others and to share our experiences. History is a way to live and to love.

1. How did the author use the text to support his main idea?
 A. He used examples of history to support his main idea.
 B. He used examples of history to support his main idea.
 C. He used examples of history to support his main idea.
 D. He used examples of history to support his main idea.

2. How did the author use the text to support his main idea?
 A. He used examples of history to support his main idea.
 B. He used examples of history to support his main idea.
 C. He used examples of history to support his main idea.
 D. He used examples of history to support his main idea.

multiple choice, true-false, matching and completion

read the directions carefully and look over the entire test

continue with the test and return to the question later

essay tests and objective tests

16

Page 14

Answer Key

Name _____ Date _____

Read the story and answer the questions.

The Liberty Bell

The Liberty Bell is located in Philadelphia, Pennsylvania. The bell was first rung on July 4, 1776 to announce the signing of the Declaration of Independence by the Continental Congress. The bell was cast in 1752 and was used to ring the Liberty Bell. The bell was first rung on July 4, 1776 to announce the signing of the Declaration of Independence. It was first rung on July 4, 1776 to announce the signing of the Declaration of Independence. It was first rung on July 4, 1776 to announce the signing of the Declaration of Independence.

1. What is the main idea of the story?
The Liberty Bell is a symbol of American independence.

2. How did the Liberty Bell become a symbol of American independence?
The Liberty Bell was first rung on July 4, 1776 to announce the signing of the Declaration of Independence.

3. What word does the author use to describe the Liberty Bell?
The Liberty Bell is a symbol of American independence.

4. The Liberty Bell was first rung and the Declaration of Independence was signed on the Province Bell when the Allied forces landed in Normandy on D-Day.

18

Page 15

Name _____ Date _____

Read the story and answer the questions.

Recent History

Recent history has been a time of great change in the world. In 1945, the end of World War II brought a new era of peace and stability. The world was united in a common goal of rebuilding and creating a better future. The world was united in a common goal of rebuilding and creating a better future. The world was united in a common goal of rebuilding and creating a better future.

1. What is the main idea of the story?
The world was united in a common goal of rebuilding and creating a better future.

2. How did the world become a better place?
The world was united in a common goal of rebuilding and creating a better future.

3. What word does the author use to describe the world?
The world was united in a common goal of rebuilding and creating a better future.

4. The world became a better place when the Allied forces landed in Normandy on D-Day. She didn't want to be sold to another plantation. A network of useful homes and people. She served as a nurse and a spy. She raised money for black schools, she established a home in Auburn for poor and elderly African Americans.

18

Page 18

Name _____ Date _____

Read the story and answer the questions.

Friend

Friend is a word that means a person who is close to you. It is a word that means a person who is close to you. It is a word that means a person who is close to you. It is a word that means a person who is close to you. It is a word that means a person who is close to you.

1. What is the main idea of the story?
Friend is a word that means a person who is close to you.

2. How did the author describe a friend?
Friend is a word that means a person who is close to you.

3. What word does the author use to describe a friend?
Friend is a word that means a person who is close to you.

4. You should be satisfied with what you have today because if you wait for something better to come along, you may end up with nothing. to entertain and to comment on politics and politicians This is when a story is not written down, but told and retold over time by word of mouth.

18

Page 16

Name _____ Date _____

Read the story and answer the questions.

The Leaning Tower

The Leaning Tower of Pisa is a famous landmark in Italy. It is a tower that leans to the right. It is a tower that leans to the right. It is a tower that leans to the right. It is a tower that leans to the right. It is a tower that leans to the right.

1. For what purpose was the Leaning Tower originally built?
The Leaning Tower of Pisa is a famous landmark in Italy. It is a tower that leans to the right.

2. How did the tower become a leaning tower?
The Leaning Tower of Pisa is a famous landmark in Italy. It is a tower that leans to the right.

3. What word does the author use to describe the tower?
The Leaning Tower of Pisa is a famous landmark in Italy. It is a tower that leans to the right.

4. He wanted the building to be as good as or better than the Italian Renaissance buildings. added Greek and Roman statues(it was redecorated two long wings were added Answers will vary- The Mona Lisa, Venus de Milo

18

Page 19

Name _____ Date _____

Read the story and answer the questions.

Sticks of Liberty

The Sticks of Liberty are a symbol of American independence. They are sticks that are made of wood. They are sticks that are made of wood. They are sticks that are made of wood. They are sticks that are made of wood. They are sticks that are made of wood.

1. What is the main idea of the story?
The Sticks of Liberty are a symbol of American independence.

2. How did the author describe the sticks?
The Sticks of Liberty are a symbol of American independence.

3. What word does the author use to describe the sticks?
The Sticks of Liberty are a symbol of American independence.

4. It was a sign of friendship as a sign of friendship a tall woman in a long gown holding a torch someone who leaves his/her country to move to another country

17

Page 17

Name _____ Date _____

Read the story and answer the questions.

Home

Home is a place where you live. It is a place where you live. It is a place where you live. It is a place where you live. It is a place where you live.

1. What is the main idea of the story?
Home is a place where you live.

2. How did the author describe home?
Home is a place where you live.

3. What word does the author use to describe home?
Home is a place where you live.

4. Around 1100 because until then, teams were playing by different rules and they would all interpret rules differently Belgium, Chile, Denmark, Italy, the Netherlands Switzerland

18

Page 20

Answer Key

Name _____ Skill: Vocabulary

Directions: If you do not know the meaning of a word in a sentence you can figure it out by looking for context clues. This is called using context clues.

Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. do not like	d. warning
b. sorry	e. trap larger
c. not interested	f. happy
d. at all	g. not correct
e. quick	h. usually
f. risk	i. arrows

- Check the picture we studied. We could see the words under _____.
- We are agreed with her opinion because her argument was really _____.
- I was surprised to see that I could fly out of the window _____.
- During his vacation, our animal care center donated for many weeks _____.
- She is so quick to try that I rarely disbelieve her _____.
- The one really saddest of the two that we were going to see surprised partly _____.
- Our new teacher was the same way called us to answer his question _____.
- Even now, basketball players from the volunteer state _____.
- Before visiting a job interview, please look it over for a while _____.
- The highlight was so wonderful that it distinguished the entire event _____.
- There's nothing more to think. I really have to answer right now as a _____.
- My best friend is quick to see that we could afford to buy whatever we wanted _____.

31

Page 21

Name _____ Skill: Vocabulary

Directions: If you do not know the meaning of a word in a sentence you can figure it out by looking for context clues. This is called using context clues.

Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. fly	d. wet
b. sorry	e. falling
c. arrive	f. shake
d. disappointed	g. not really
e. risk	h. advice
f. risk about	i. breathe

- Her work is such a mess and I will not breathe a word _____.
- _____ the game was so difficult that I stopped it all together.
- _____ please breathe about the state of the world. I should have been here by now.
- I can't see that the two teams began to shake _____.
- _____ although we practiced every day any other team up did not practice.
- _____ the type of light reflected over the entire field.
- _____ the star was very excited and excitedly screaming across about the old show.
- _____ the weight of the reports is substituted by the breeze beneath it.
- _____ get ready to go or excited that you are excited over about this.
- _____ the question was so difficult that I had to shake it for a while _____.
- _____ after meeting the musician, I asked the musician whether I could shake the _____.
- _____ attach her to many friends. The probability because she is just to breathe _____.

32

Page 22

Name _____ Skill: Vocabulary

Directions: Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. do not like	d. warning
b. sorry	e. trap larger
c. not interested	f. happy
d. at all	g. not correct
e. quick	h. usually
f. risk	i. arrows

31

Name _____ Skill: Compound Words

Directions: Read the definitions to see if you know what the word means. Write the word from the list below in the blank next to each sentence.

tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth

- I ate the cake _____.
- I have played the guitar _____.
- James led the group _____.
- The teacher used the _____.
- The teacher used the _____.
- Melissa turned the basketball in the net _____.
- Michael was glad to make his first flight _____.
- The girl has the airplane _____.
- The teacher used the _____.
- Paul played hockey for his school team _____.
- Sammy always has something _____.
- I really have been where of _____.
- I want to come to Park _____.
- I love George at the circus because _____.
- Henry had her sister in the _____.

34

Page 24

Name _____ Skill: Vocabulary

Directions: Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. fly	d. wet
b. sorry	e. falling
c. arrive	f. shake
d. disappointed	g. not really
e. risk	h. advice
f. risk about	i. breathe

32

Name _____ Skill: Compound Words

Directions: Read the definitions to see if you know what the word means. Write the word from the list below in the blank next to each sentence.

tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth

- I ate the cake _____.
- I have played the guitar _____.
- James led the group _____.
- The teacher used the _____.
- The teacher used the _____.
- Melissa turned the basketball in the net _____.
- Michael was glad to make his first flight _____.
- The girl has the airplane _____.
- The teacher used the _____.
- Paul played hockey for his school team _____.
- Sammy always has something _____.
- I really have been where of _____.
- I want to come to Park _____.
- I love George at the circus because _____.
- Henry had her sister in the _____.

34

Page 25

Name _____ Skill: Vocabulary

Directions: If you do not know the meaning of a word in a sentence you can figure it out by looking for context clues. This is called using context clues.

Use context clues to figure out the meaning of the underlined word in each sentence. Choose a definition from the list below and write the letter of the correct definition in the blank beside the sentence.

a. fly	d. wet
b. sorry	e. falling
c. arrive	f. shake
d. disappointed	g. not really
e. risk	h. advice
f. risk about	i. breathe

- The one prepared _____ the picnic.
- His advice found the oil _____ near _____ the house.
- _____ was _____ in _____ the box.
- Paul and James _____ with _____.
- The girl was _____ between _____ and _____.
- She looked right _____ through _____ the window.
- Please go ahead _____ by _____.
- My mother is _____ in _____ the kitchen.
- The apple falls _____ in _____ the pond.
- The paper was _____ near _____ the girls.
- I missed painting _____ before _____ the signs.
- His attempt at _____ after _____.
- I climbed _____ on _____ the table when I took her _____.
- His help for picture _____ on _____ the wall.
- I is to be painted _____ above _____ the ribbon.

33

Page 23

Name _____ Skill: Compound Words

Directions: Read the definitions to see if you know what the word means. Write the word from the list below in the blank next to each sentence.

tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth
tooth	tooth	egg	egg	earth

- I ate the cake _____.
- I have played the guitar _____.
- James led the group _____.
- The teacher used the _____.
- The teacher used the _____.
- Melissa turned the basketball in the net _____.
- Michael was glad to make his first flight _____.
- The girl has the airplane _____.
- The teacher used the _____.
- Paul played hockey for his school team _____.
- Sammy always has something _____.
- I really have been where of _____.
- I want to come to Park _____.
- I love George at the circus because _____.
- Henry had her sister in the _____.

34

Page 26

Answer Key

Name _____

Task: Substitutes

A prefix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following prefixes. Write each meaning in the blank.

1. front _____ across
 2. not _____ three
 3. one _____ together
 4. four _____ not, in, within, to
 5. again _____ under
 6. not _____ bad
 7. wrong _____ in the middle of

Write a brief meaning of each of the words below.

1. transatlantic _____ meaning of over great
 2. triangle _____ having three angles
 3. mistake _____ to take wrongly
 4. malnourished _____ badly nourished
 5. rewrite _____ to write again
 6. midway _____ in the middle of
 7. unite _____ to not be tied
 8. forehead _____ front of the head
 9. nontoxic _____ not toxic

37

Page 27

Name _____

Task: Substitutes

A suffix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following suffixes. Write each meaning in the blank.

1. -ly _____ quickly
 2. -ful _____ gladly
 3. -ness _____ sticky
 4. -er _____ rapidly
 5. -ly _____ quickly
 6. -ness _____ loosely
 7. -er _____ frozen
 8. -ly _____ broken
 9. -ness _____ chosen

Write a brief meaning of each of the words below.

1. -ly _____ quickly
 2. -ful _____ gladly
 3. -ness _____ sticky
 4. -er _____ rapidly
 5. -ly _____ quickly
 6. -ness _____ loosely
 7. -er _____ frozen
 8. -ly _____ broken
 9. -ness _____ chosen

38

Page 30

Name _____

Task: Substitutes

A prefix is a syllable or group of syllables that you can add to the beginning of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following prefixes. Write each meaning in the blank.

1. -together _____ after the game
 2. -power _____ a great power
 3. -polite _____ not polite
 4. -bike _____ small bike
 5. -circle _____ half circle
 6. -poverty _____ against poverty
 7. -voter _____ not a voter
 8. -wheel _____ having one wheel
 9. -chip _____ small chip
 10. -decent _____ not decent
 11. -again _____ write again
 12. -before _____ test before
 13. -valves _____ having two valves
 14. -standards _____ below standards
 15. -private _____ partly private

Write a brief meaning of each of the words below.

1. -together _____ after the game
 2. -power _____ a great power
 3. -polite _____ not polite
 4. -bike _____ small bike
 5. -circle _____ half circle
 6. -poverty _____ against poverty
 7. -voter _____ not a voter
 8. -wheel _____ having one wheel
 9. -chip _____ small chip
 10. -decent _____ not decent
 11. -again _____ write again
 12. -before _____ test before
 13. -valves _____ having two valves
 14. -standards _____ below standards
 15. -private _____ partly private

39

Page 28

Name _____

Task: Substitutes

A prefix is a syllable or group of syllables that you can add to the beginning of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following prefixes. Write each meaning in the blank.

1. -together _____ after the game
 2. -power _____ a great power
 3. -polite _____ not polite
 4. -bike _____ small bike
 5. -circle _____ half circle
 6. -poverty _____ against poverty
 7. -voter _____ not a voter
 8. -wheel _____ having one wheel
 9. -chip _____ small chip
 10. -decent _____ not decent
 11. -again _____ write again
 12. -before _____ test before
 13. -valves _____ having two valves
 14. -standards _____ below standards
 15. -private _____ partly private

Write a brief meaning of each of the words below.

1. -together _____ after the game
 2. -power _____ a great power
 3. -polite _____ not polite
 4. -bike _____ small bike
 5. -circle _____ half circle
 6. -poverty _____ against poverty
 7. -voter _____ not a voter
 8. -wheel _____ having one wheel
 9. -chip _____ small chip
 10. -decent _____ not decent
 11. -again _____ write again
 12. -before _____ test before
 13. -valves _____ having two valves
 14. -standards _____ below standards
 15. -private _____ partly private

40

Page 31

Name _____

Task: Substitutes

A suffix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following suffixes. Write each meaning in the blank.

1. -er _____ one who supervises
 2. -izes _____ one who terrorizes
 3. -juice _____ like juice
 4. -full _____ full of care
 5. -buys _____ one who buys
 6. -without _____ without sleep
 7. -made _____ made of wood
 8. -in _____ in the manner of being tender
 9. -state _____ state of being sad
 10. -begs _____ one who begs
 11. -causing _____ causing to be like a fantasy
 12. -in _____ in the manner of being pure

Write a brief meaning of each of the words below.

1. -er _____ one who supervises
 2. -izes _____ one who terrorizes
 3. -juice _____ like juice
 4. -full _____ full of care
 5. -buys _____ one who buys
 6. -without _____ without sleep
 7. -made _____ made of wood
 8. -in _____ in the manner of being tender
 9. -state _____ state of being sad
 10. -begs _____ one who begs
 11. -causing _____ causing to be like a fantasy
 12. -in _____ in the manner of being pure

41

Page 29

Name _____

Task: Substitutes

A suffix is a syllable or group of syllables that you can add to the end of a word to change its meaning or to create a new word. Place your answers in the blank and your handwriting below.

Look up the meanings of the following suffixes. Write each meaning in the blank.

1. -er _____ one who supervises
 2. -izes _____ one who terrorizes
 3. -juice _____ like juice
 4. -full _____ full of care
 5. -buys _____ one who buys
 6. -without _____ without sleep
 7. -made _____ made of wood
 8. -in _____ in the manner of being tender
 9. -state _____ state of being sad
 10. -begs _____ one who begs
 11. -causing _____ causing to be like a fantasy
 12. -in _____ in the manner of being pure

Write a brief meaning of each of the words below.

1. -er _____ one who supervises
 2. -izes _____ one who terrorizes
 3. -juice _____ like juice
 4. -full _____ full of care
 5. -buys _____ one who buys
 6. -without _____ without sleep
 7. -made _____ made of wood
 8. -in _____ in the manner of being tender
 9. -state _____ state of being sad
 10. -begs _____ one who begs
 11. -causing _____ causing to be like a fantasy
 12. -in _____ in the manner of being pure

42

Page 32

Answer Key

Name _____ Skill: Types of Sentences

Read each sentence below. In the blank next to each sentence write "I" for independent, "D" for dependent, "IMP" for independent, or "INT" for subordinate.

- IMP I'll go to your appointment later.
- INT After I finish my homework for the project?
- EX EX "I'll thought" he said.
- INT After you read our book tonight?
- D There will be happy words on the celebratory list.
- D I'll follow the instructions for my experiment.
- INT She wants to hold the job?
- EX Do not leave!
- INT Where will the meeting be held?
- IMP Give the homework assignment earlier on the blackboard.
- D My intention will be the new algebra section.
- IMP After the mail from your address.
- EX My watch fell on the floor.
- D Our morning activities have been changed.

33

Page 33

Name _____ Skill: Inferences, Paragraphs, Point of View

Read each of the following paragraphs as a complete sentence.

I am so confused by the lengthy directions.
 Never before in history has this happened.
 There were amazingly few people at the party.
 Whoever is responsible for this will pay.
 The winning team.
 The winning team went out for pizza.
 Make changes to the following text or sentences to make them grammatically correct.

- The game team. I made my team to be a star. I'm sure with my instruction.
- It was such a lucky person I was as though she always wins.
- Mary is such a lucky person. It seems as though she wins every contest.
- I went to the store because I was all out of milk.

34

Page 36

Name _____ Skill: Inferences, Paragraphs, Point of View

Read each sentence below. In the blank next to each sentence write "I" for independent, "D" for dependent, "IMP" for independent, or "INT" for subordinate.

- F Having seen all of the cars outside.
- R They put the books in the corner just for people to find.
- F A young enthusiastically watched the old. He says.
- S Next time I'll meet her in the park.
- R City the girls will have to learn to be a team that played the winning.
- S Because the team would like, we need our old team.
- R Come home immediately. I have just made dinner and it is getting cold. You know I do. This is what you and the kitchen have all been to do for you.
- S After dinner, everyone can go outside.
- F Near the books.
- S Schedule for school adjustment for the book.
- S The list will be printed by the book club.
- R Many students agreed on the coming class so the work to get these books. There are more enough books and the school people have to think of the book.
- F When the car has been coming around the corner.
- R Do you want to go to lunch? I am going to the Region that it was.


34

Page 34

Name _____ Skill: Inferences, Paragraphs, Point of View

Read each sentence below. In the blank next to each sentence write "I" for independent, "D" for dependent, "IMP" for independent, or "INT" for subordinate.

- The only person who was helping on one last.
- The only person who was not afraid to vary.
- Next person's generation. I cannot be afraid to be a generation.
- The title of the book is not.
- Can you see the sign? I have generation to generation.
- On each book, write "I" if the group of words is a fragment or "D" if it is a sentence.
- S None of my friends has lost.
- F Most students are right.
- F Advanced most of the students.
- S We'll all get together and play the.
- F Children can be making.
- S The next night on a new day.
- S All of our problems were solved.
- F My students have been.
- F Learning the students in the class one by one.
- F My new books.
- S I think the car is already that I printed last.
- F Being in the park.



35

Page 37

Name _____ Skill: Inferences, Paragraphs, Point of View

Read each of the following paragraphs as a complete sentence.

I enjoy spending time with my close friend Ryan.
 Usually while I am studying, my dog just sleeps.
 The play ended with everyone laughing out loud.
 My favorite book is a book by Mary Thomas.
 My face was turning red because of the joke.
 Make changes to the following text or sentences to make them grammatically correct.

- It is very cold outside today. Mark should wear his coat and hat.
- It is very cold outside today. Mark should wear his coat and hat.
- Pablo is an extremely talented artist. He loves to paint fruit bowls.
- It is very cold outside today. Mark should wear his coat and hat.

36

Page 35

Name _____ Skill: Inferences, Paragraphs, Point of View

Read each sentence below. In the blank next to each sentence write "I" for independent, "D" for dependent, "IMP" for independent, or "INT" for subordinate.

- Building the castle is a challenge. I think it will be a challenge.
- It is very cold outside today. Mark should wear his coat and hat.
- It is very cold outside today. Mark should wear his coat and hat.
- It is very cold outside today. Mark should wear his coat and hat.

Read the following information by carefully reading the following text.

Mr. George Brown
 Kid's Toy Co.
 12 Pebble Road
 Newport, MS 90983

Sept. 19th, 2005
 Julie Jones
 8283 Maple Ln.
 Old Town, DE 17790

Dear Mr. Brown,
 I have heard of a new toy that can make people invisible. I would really like to buy this. Can you order some of these to sell in your store? If so, when do you think you will have them in stock?
 Answers will vary.
 Sincerely,
 Kelly

38

Page 38

Answer Key

Name _____

Read Writing a Paragraph

A paragraph can be written to give information or to persuade someone of something. A good paragraph will have a main idea which is the topic sentence. It will also have details that support the topic sentence.

Write a paragraph to persuade your parents to let you visit your boyfriend and sisters on a date on the following information.

1. Use of your Paragraph _____

2. Topic Sentences _____

3. Supporting Details _____

4. Closing _____

5. Signatures _____

Dear Uncle Joe,

I am so glad that you came to visit us. I love hearing all of your funny stories about my mom when she was little. It was so nice of you to drive all that way to see us. I also want to thank you for the ice skates that you gave me. I just love them. I will practice hard so that you can see me skate the next time you are here.

I am getting out of school soon and I am wondering if we can come to visit you during the summer. Please write back soon to let us know.

Hope to see you soon,
 Nancy

1. 11/15/2004

Answers will vary.

I love hearing all of your funny stories about my mom when she was little. It was so nice of you to drive all that way to see us. I also want to thank you for the ice skates that you gave me. I just love them. I will practice hard so that you can see me skate the next time you are here.

I am getting out of school soon and I am wondering if we can come to visit you during the summer. Please write back soon to let us know.

Hope to see you soon,
 Nancy

41

Name _____

Read Writing a Paragraph

A paragraph can be written to give information or to persuade someone of something. A good paragraph will have a main idea which is the topic sentence. It will also have details that support the topic sentence.

Write a paragraph to give information about your new bicycle and why you like it.

1. Use of your Paragraph _____

2. Topic Sentences _____

3. Supporting Details _____

4. Closing _____

5. Signatures _____

My New Bike

My parents just gave me a new bike and I love it. It is red. It goes faster than my old bike. It is bigger than my old bike. My new bike is just great!

Write a paragraph using the information you have written above.

My New Bike

My parents just gave me a new bike and I love it. I have always wanted to have a red bike and that is the color that they picked out for me. I also love my new bike because it can go much faster than my old bike. This bike has ten speeds and the old one only had one speed. Another reason I love my new bike is because it is much bigger than my old bike. I have grown a lot since I had received my old bike. That old one was way too small. Now I have a bike that is the right size for me. All of my friends came over to see my new bike. They all loved it too. My new bike is great!

Answers will vary.

My New Bike

My parents just gave me a new bike and I love it. I have always wanted to have a red bike and that is the color that they picked out for me. I also love my new bike because it can go much faster than my old bike. This bike has ten speeds and the old one only had one speed. Another reason I love my new bike is because it is much bigger than my old bike. I have grown a lot since I had received my old bike. That old one was way too small. Now I have a bike that is the right size for me. All of my friends came over to see my new bike. They all loved it too. My new bike is great!

41

Name _____

Read Writing a Paragraph

A paragraph can be written to give information or to persuade someone of something. A good paragraph will have a main idea which is the topic sentence. It will also have details that support the topic sentence.

Write a paragraph to persuade your parents to let you and your boyfriend and sisters on a date on the following information.

1. Use of your Paragraph _____

2. Topic Sentences _____

3. Supporting Details _____

4. Closing _____

5. Signatures _____

Let's go Skiing!

It would be great if we could all go skiing.

We haven't gone on a family vacation in a long time. All of us love to play in the snow. It would be great to spend some time together.

Please take us skiing for the holidays.

Write a paragraph using the information you have written above.

Let's Go Skiing!

Answers will vary.

It would be great if we could all go skiing! We haven't gone on a family vacation in a long time. Our winter holidays are coming soon and this would be a great time to go. All of us love to play in the snow, so we could do that when we are not skiing. Sally and I could build a great big snowman. It seems like we are all so busy lately and we never do things together, so this would be a great time for all of us to spend time together. Please take us skiing for the holidays.

41