

Grade 5



# Practice Book O



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# Contents

## Unit I • Challenges

School Contests <i>Miss Alaineus</i>	Vocabulary . . . . . 1 Comprehension: Plot Development . . . . . 2 Comprehension: Character and Plot Chart . . . . . 3 Fluency . . . . . 4 Text Features: Photographs and Captions . . . . . 5 Vocabulary Strategy: Synonym . . . . . 6 Phonics: Short Vowels . . . . . 7
American Legends <i>Davy Crockett Saves the World</i>	Vocabulary . . . . . 8 Comprehension: Plot Development . . . . . 9 Comprehension: Plot and Setting Chart . . . . . 10 Fluency . . . . . 11 Text Features: Toolbar and Link . . . . . 12 Vocabulary Strategy: Compound Words . . . . . 13 Phonics: Long Vowels . . . . . 14
Trees for Life <i>Time for Kids: Forests of the World</i>	Vocabulary . . . . . 15 Comprehension: Compare and Contrast . . . . . 16 Comprehension: Venn Diagram . . . . . 17 Fluency . . . . . 18 Study Skill: Using the Library, Media Center . . . . . 19 Vocabulary Strategy: Homographs . . . . . 20 Phonics: Words with /ü/, /ū/, /ù/ . . . . . 21
Exploring Space <i>Ultimate Field Trip 5: Blasting Off to Space Academy</i>	Vocabulary . . . . . 22 Comprehension: Main Idea and Details . . . . . 23 Comprehension: Main Idea and Details . . . . . 24 Fluency . . . . . 25 Literary Elements: Rhyme Scheme and Rhythm . . . . . 26 Vocabulary Strategy: Context Clues . . . . . 27 Phonics: Words with /är/, /âr/, /ôr/ . . . . . 28
Rescue Dogs <i>Pipolo and the Roof Dogs</i>	Vocabulary . . . . . 29 Comprehension: Cause and Effect . . . . . 30 Comprehension: Cause and Effect Chart . . . . . 31 Fluency . . . . . 32 Text Feature: Charts . . . . . 33 Vocabulary Strategy: Synonyms . . . . . 34 Phonics: Words with /ür/, /îr/ . . . . . 35
Unit I Vocabulary Review	. . . . . 36, 37

## Unit 2 • Discoveries

People Helping Animals <i>Shiloh</i>	Vocabulary . . . . . 38 Comprehension: Plot Development . . . . . 39 Comprehension: Inferences Chart . . . . . 40 Fluency . . . . . 41 Text Features: Photographs and Captions . . . . . 42 Vocabulary Strategy: Idioms . . . . . 43 Phonics: Compound Words . . . . . 44
Slithery Snakes! <i>Rattlers!</i>	Vocabulary . . . . . 45 Comprehension: Main Idea and Details . . . . . 46 Comprehension: Main Idea Web . . . . . 47 Fluency . . . . . 48 Literary Elements: Hero and Personification . . . . . 49 Vocabulary Strategy: Context Clues . . . . . 50 Phonics: Plurals . . . . . 51
Remembering the Past <i>Time for Kids:</i> <i>Maya Lin: Architect</i> <i>of Memory</i>	Vocabulary . . . . . 52 Comprehension: Main Idea and Details . . . . . 53 Comprehension: Main Idea Web . . . . . 54 Fluency . . . . . 55 Study Skill: Using the Internet . . . . . 56 Vocabulary Strategy: Inflected Endings . . . . . 57 Phonics: Inflected Endings . . . . . 58
The Caribbean Islands <i>The Night of San Juan</i>	Vocabulary . . . . . 59 Comprehension: Problem and Solution . . . . . 60 Comprehension: Problem and solution Chart . . . . . 61 Fluency . . . . . 62 Text Feature: Charts . . . . . 63 Vocabulary Strategy: Suffixes . . . . . 64 Phonics: Words with /ô/, /ou/, /oi/ . . . . . 65
Cowboys and Cowgirls <i>Black Cowboys</i> <i>Wild Horses</i>	Vocabulary . . . . . 66 Comprehension: Plot Development . . . . . 67 Comprehension: Inferences Chart . . . . . 68 Fluency . . . . . 69 Literary Elements: Repetition and Assonance . . . . . 70 Vocabulary Strategy: Antonyms . . . . . 71 Phonics: VCCV Pattern . . . . . 72
Unit 2 Vocabulary Review	. . . . . 73, 74

## Unit 3 • Turning Points

The American Revolution <i>Sleds on Boston</i> <i>Common</i>	Vocabulary . . . . . 75 Comprehension: Plot Development . . . . . 76 Comprehension: Conclusions Chart . . . . . 77 Fluency . . . . . 78 Literary Elements: Meter and Alliteration . . . . . 79 Vocabulary Strategy: Build Word Families . . . . . 80 Phonics: V/CV and VC/V Patterns . . . . . 81
The Right to Vote <i>When Esther Morris</i> <i>Headed West</i>	Vocabulary . . . . . 82 Comprehension: Relevant Facts and Details . . . . . 83 Comprehension: Fact and Opinion Chart . . . . . 84 Fluency . . . . . 85 Text Feature: Time Line . . . . . 86 Vocabulary Strategy: Pronunciation Key . . . . . 87 Phonics: V/V Pattern . . . . . 88
Protecting the Environment <i>Time for Kids:</i> <i>Beyond the Horizon</i>	Vocabulary . . . . . 89 Comprehension: Author's Purpose . . . . . 90 Comprehension: Author's Purpose Chart . . . . . 91 Fluency . . . . . 92 Study Skill: Study Strategies . . . . . 93 Vocabulary Strategy: Prefixes . . . . . 94 Phonics: VCCCV Pattern . . . . . 95
Desert Habitats <i>My Great-Grandmother's</i> <i>Gourd</i>	Vocabulary . . . . . 96 Comprehension: Compare Characters, Settings, Events . . . . . 97 Comprehension: Venn Diagram . . . . . 98 Fluency . . . . . 99 Text Feature: Process Diagram . . . . . 100 Vocabulary Strategy: Denotation and Connotation . . . . . 101 Phonics: Accented Syllables . . . . . 102
Into the Future <i>Zathura</i>	Vocabulary . . . . . 103 Comprehension: Plot Development . . . . . 104 Comprehension: Conclusions Diagram . . . . . 105 Fluency . . . . . 106 Text Features: Headline and Byline . . . . . 107 Vocabulary Strategy: Synonyms . . . . . 108 Phonics: Final /ər/ . . . . . 109
<b>Unit 3 Vocabulary Review</b>	. . . . . 110, 111

## Unit 4 • Experiences

Civil Rights <i>Goin' Someplace Special</i>	Vocabulary . . . . .	112
	Comprehension: Plot Development . . . . .	113
	Comprehension: Character and Setting Chart . . . . .	114
	Fluency . . . . .	115
	Text Feature: Time Line . . . . .	116
	Vocabulary Strategy: Recognize Homophones . . . . .	117
	Phonics: Final /əl/, /ən/ . . . . .	118
Animal Defenses <i>Carlos and the Skunk</i>	Vocabulary . . . . .	119
	Comprehension: Author's Purpose . . . . .	120
	Comprehension: Author's Purpose Chart . . . . .	121
	Fluency . . . . .	122
	Text Features: Deck and Headings . . . . .	123
	Vocabulary Strategy: Context Clues . . . . .	124
	Phonics: More Accented Syllables . . . . .	125
Democracy <i>Time for Kids: Getting Out the Vote</i>	Vocabulary . . . . .	126
	Comprehension: Relevant Facts and Details . . . . .	127
	Comprehension: Fact and Opinion Chart . . . . .	128
	Fluency . . . . .	129
	Study Skill: Parts of a Book . . . . .	130
	Vocabulary Strategy: Prefixes and Suffixes . . . . .	131
	Phonics: Accented Syllables in Homographs . . . . .	132
Extreme Weather <i>Hurricanes</i>	Vocabulary . . . . .	133
	Comprehension: Recognize Organizational Patterns . . . . .	134
	Comprehension: Description Chart . . . . .	135
	Fluency . . . . .	136
	Literary Elements: Personification, Imagery, Onomatopoeia . . . . .	137
	Vocabulary Strategy: Multiple-Meaning Words . . . . .	138
	Phonics: Words with /chər/, /zhər/ . . . . .	139
Trickster Tales <i>The Catch of the Day: A Trickster Play</i>	Vocabulary . . . . .	140
	Comprehension: Author's Purpose . . . . .	141
	Comprehension: Author's Purpose Chart . . . . .	142
	Fluency . . . . .	143
	Text Feature: Charts . . . . .	144
	Vocabulary Strategy: Relationships . . . . .	145
	Phonics: Words with <i>-ance</i> , <i>-ence</i> . . . . .	146
Unit 4 Vocabulary Review	. . . . .	147, 148

## Unit 5 • Achievements

North Pole, South Pole <b><i>Spirit of Endurance</i></b>	Vocabulary . . . . . 149 Comprehension: Problem and Solution . . . . . 150 Comprehension: Problem and Solution Map . . . . . 151 Fluency . . . . . 152 Text Feature: Primary Sources: Journals and Letters . . . . . 153 Vocabulary Strategy: Base and Root Words with Affixes . . . . . 154 Phonics: Words with Soft <i>g</i> . . . . . 155
Fantastic Foods <b><i>Weslandia</i></b>	Vocabulary . . . . . 156 Comprehension: Theme . . . . . 157 Comprehension: Theme Chart . . . . . 158 Fluency . . . . . 159 Text Features: Hyperlinks and Keywords . . . . . 160 Vocabulary Strategy: Word Origins . . . . . 161 Phonics: Homophones . . . . . 162
Learning from Nature <b><i>Time for Kids: A Historic Journey</i></b>	Vocabulary . . . . . 163 Comprehension: Cause and Effect . . . . . 164 Comprehension: Cause and Effect Chart . . . . . 165 Fluency . . . . . 166 Study Skill: Dictionary/Thesaurus . . . . . 167 Vocabulary Strategy: Antonyms . . . . . 168 Phonics: Prefixes <i>dis-</i> , <i>in-</i> , <i>mis-</i> , <i>pre-</i> . . . . . 169
Talking in Codes <b><i>The Unbreakable Code</i></b>	Vocabulary . . . . . 170 Comprehension: Author's Point of View . . . . . 171 Comprehension: Author's Point of View Chart . . . . . 172 Fluency . . . . . 173 Literary Elements: Consonance and Symbolism . . . . . 174 Vocabulary Strategy: Context Clues . . . . . 175 Phonics: Suffixes <i>-less</i> , <i>-ness</i> . . . . . 176
Whales <b><i>The Gri Gri Tree</i></b>	Vocabulary . . . . . 177 Comprehension: Plot Development . . . . . 178 Comprehension: Plot and Setting Chart . . . . . 179 Fluency . . . . . 180 Text Feature: Graphs . . . . . 181 Vocabulary Strategy: Latin Roots . . . . . 182 Phonics: Adding <i>-ion</i> . . . . . 183
<b>Unit 5 Vocabulary Review</b>	. . . . . 184, 185

## Unit 6 • Great Ideas

Fairy Tales <i>The Golden Mare, the Firebird, and the Magic Ring</i>	Vocabulary . . . . .	186
	Comprehension: Chronological Order . . . . .	187
	Comprehension: Sequence Chart . . . . .	188
	Fluency . . . . .	189
	Text Feature: Venn Diagram . . . . .	190
	Vocabulary Strategy: Recognize Homophones . . . . .	191
	Phonics: Greek Roots . . . . .	192
Camping Out <i>Skunk Scout</i>	Vocabulary . . . . .	193
	Comprehension: Plot Development . . . . .	194
	Comprehension: Judgments Chart . . . . .	195
	Fluency . . . . .	196
	Text Feature: Photographs and Captions . . . . .	197
	Vocabulary Strategy: Multiple-Meaning Words . . . . .	198
	Phonics: Latin Roots . . . . .	199
Improving Lives <i>Time for Kids: A Dream Comes True</i>	Vocabulary . . . . .	200
	Comprehension: Techniques of Persuasion . . . . .	201
	Comprehension: Fact and Opinion Chart . . . . .	202
	Fluency . . . . .	203
	Study Skill: Everyday Communications . . . . .	204
	Vocabulary Strategy: Context Clues . . . . .	205
	Phonics: Words from Mythology . . . . .	206
Balloon Flight <i>Up in the Air: The Story of Balloon Flight</i>	Vocabulary . . . . .	207
	Comprehension: Relevant Facts and Details . . . . .	208
	Comprehension: Fact and Opinion Chart . . . . .	209
	Fluency . . . . .	210
	Literary Elements: Simile and Metaphor . . . . .	211
	Vocabulary Strategy: Greek Roots . . . . .	212
	Phonics: Number Prefixes <i>uni-, bi-, tri-, cent-</i> . . . . .	213
Scientists at Work <i>Hidden Worlds</i>	Vocabulary . . . . .	214
	Comprehension: Chronological Order . . . . .	215
	Comprehension: Sequence Chart . . . . .	216
	Fluency . . . . .	217
	Literary Elements: Symbolism and Figurative Language . . . . .	218
	Vocabulary Strategy: Use Latin and Greek Word Parts . . . . .	219
	Phonics: Words with <i>-able, -ible</i> . . . . .	220
Unit 6 Vocabulary Review . . . . .		221, 222



Name \_\_\_\_\_

**A. Select the best word from the choices in parentheses.  
Then write the correct word on the line provided.**

1. Have you seen the (categories, corners) of talents that will be allowed at the talent contest? \_\_\_\_\_
2. Did you see the size of the stage? It's (slow, gigantic)! \_\_\_\_\_
3. We walked to the contest in the rain, and now our clothes are (soggy, dry).  
\_\_\_\_\_
4. The man was tired, so he (slumped, sat up) in his chair and went to sleep.  
\_\_\_\_\_
5. Cynthia twisted (blocks, strands) of hair around her finger.  
\_\_\_\_\_
6. If we write a paper, will Mr. Price give us extra (credit, time)?  
\_\_\_\_\_
7. Our school has lights in front of the stage, so all of the performers have a (luminous, dark) glow on their faces. \_\_\_\_\_
8. All of the performers were quite (splendid, capable) of putting on a good show. \_\_\_\_\_

**B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The **characters** are the people or animals in a story. The **plot** is a series of events that take the characters through an experience or change. In some stories the plot includes a problem that a character has to solve.

**Read the passage and answer the questions below.**

Tuesday I caught a bad cold and had to stay home from school. The next day was Wednesday, and Mrs. Mandle always assigned an essay that day. That afternoon I called my best friend, Roberto. He is a great writer and listens carefully to Mrs. Mandle's essay questions. However, when I called Roberto, his voice was muffled and what he said wasn't very clear.

"Mike," Roberto said, "the essay is on 'what makes blueberry pies?'"

"What?" I said. "The essay is on 'what makes blueberry pies?'"

"Yes," he said. "I hope you feel better. I have to go to digger now."

That night I wrote about blueberry pies and how to make them. The next day I felt better and went to school. I saw Roberto and talked about my blueberry pie essay.

"Blueberry pies?" Roberto asked. "We didn't have to write about blueberry pies. Our essay was about 'what makes blue skies.'"

1. Who are the characters in this passage? \_\_\_\_\_

\_\_\_\_\_

2. What is Mike's main problem? \_\_\_\_\_

\_\_\_\_\_

3. Why does Mike call Roberto for the essay question? \_\_\_\_\_

\_\_\_\_\_

4. What could Mike have done differently to solve his essay problem?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

As you read *Miss Alaineus*, fill in the Character and Plot Chart.

Character	Plot

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How does the information you wrote in this Character and Plot Chart help you analyze the story structure of *Miss Alaineus*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pauses and breaks in the text.**

10 Freddy slapped the table as he snorted. “Check this out,  
Eva!” he said between chuckles.

15 Freddy grabbed my sketchbook and held it up next to my  
26 startled face. Eva frowned, looked confused, and then finally  
35 a gigantic smile crossed her face.

41 “You’re good, Nadia,” she said. “But, I don’t get it.”

51 What I’d drawn was a cartoon of *me*, with an oversized  
62 head and tiny body. I’d added my trademark features.

71 A banner at the top read, “Science UN-Fair.” Question marks  
81 spun around my head and I had a very confused look—a  
93 perfect caricature, I might add.

98 Freddy turned to me and said, “Eva was in the nurse’s  
109 office during fifth period. Remember? She got hurt playing  
118 soccer during lunch.”

121 “Oh, yeah,” I said. And then I told Eva what she had  
133 missed. 134

**Comprehension Check**

1. Who is the main character of this story? **Character**
2. What did Nadia draw in her sketchbook? **Plot Development**

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



Name \_\_\_\_\_

**Photographs** or drawings provide a visual image of what is happening in the story. **Captions** help explain what the photographs or drawings are about.

Look at the drawing and read the caption. Then answer the questions.



*Fifth graders learn about fitness and health by running a one mile race.*

1. What does the drawing show? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What other information do you learn from the caption? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

You can learn the meaning of an unfamiliar word by using the words around it as clues. Look at the words that appear near the word that you don't know, and try to find a **synonym** of that word to help you figure out its meaning. Remember that a synonym is a word with a similar meaning.

**Circle the synonym of the underlined word in each sentence.**

1. The size of the hot-air balloon decreased and diminished as air was let out of it.
2. The awful sound was unbearable and it woke me up.
3. The roses flourished and thrived more than any other plant in Mrs. Lyon's garden.
4. It can be hazardous to play near a downed power line because electric currents are dangerous.
5. Chris was modest about winning his national award because he is humble.
6. The extravagant party had circus performers, an orchestra, and chefs. Bob thought it was too expensive for only a few guests.
7. The letter was anonymous so the sender is unknown.
8. The basketball team returned victorious because they had won the state championship.
9. The teachers said soda is prohibited because bottles are forbidden in the gym.
10. The paper towel will soak up the spilled milk because it will absorb all the moisture.



Name \_\_\_\_\_

The letters *a*, *e*, *i*, *o*, and *u* usually stand for the short vowel sounds /a/ in *damp*, /e/ in *ten*, /i/ in *sit*, /o/ in *hop*, and /u/ in *fun*. Some words with short vowel sounds do not follow this pattern. For example, *ea*, as in *head*, can have the /e/ sound and *ou* followed by *gh*, as in *rough*, can have the /u/ sound.

**Place each word in the column that describes the short vowel sound found in the word.**

batch	rough	stump	jut	tenth
dove	myth	nick	sense	cot
lead	notch	scan	tough	damp
lot	stamp	sick	fence	rhythm

short <b>a</b>	short <b>e</b>	short <b>i</b>	short <b>o</b>	short <b>u</b>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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**At Home:** Work with a parent or helper to add as many words as possible to each column in the chart.

Name \_\_\_\_\_

**A. Choose a word from the box to complete each sentence.**

impress	wring	fireball	original
commenced	advertisement	elected	sauntered

- I just saw an \_\_\_\_\_ for a new book about Davy Crockett.
- Davy Crockett packed his bag and \_\_\_\_\_ his trip.
- Davy Crockett could easily \_\_\_\_\_ people because he could do so many things.
- Davy Crockett had to \_\_\_\_\_ a dead limb off a big oak tree.
- Davy Crockett rode a flaming-hot \_\_\_\_\_ into space.
- He was \_\_\_\_\_ to Congress when he received more votes than anyone else.
- I \_\_\_\_\_ back to the library, thinking about Davy Crockett as I strolled along.
- The \_\_\_\_\_ tall tale about Davy Crockett was told in the 1800s.

**B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

The **plot** is a series of events that take the characters through an experience or change. In some stories, the plot includes a problem that a character must solve. The **setting** is where and when the story takes place.

**Read the tall tale below. Identify the setting and the events in the plot.**

When a speeding comet threatened to crash into Earth, everyone turned to Davy Crockett for help. Davy Crockett was the biggest, strongest, most courageous man alive. If anyone could save Earth, Davy Crockett could!

Everyone gathered around Davy as he prepared to climb the tallest mountain in Texas. "I'll hop right up to the top of this mountain," he exclaimed, "and grab that comet by the tail. I'll toss it away quicker than you can say 'howdy-do.'"

The people held their breath as Davy took long strides up the mountain. His legs were a blur because they moved so quickly. The crowd gasped when Davy disappeared into the clouds. Would Davy stop the comet?

Just then, the crowd jumped back with a loud roar. Davy had grabbed the comet's tail. He twirled the comet around like a lasso and then sent it flying into outer space.

Davy hadn't even begun to sweat! Davy Crockett proved once again that there was nothing he couldn't do.

**Summary:** \_\_\_\_\_

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Name \_\_\_\_\_

As you read *Davy Crockett Saves the World*, fill in the Plot and Setting Chart.

Plot	Setting

How does the information you wrote in this Plot and Setting Chart help you analyze the story structure of *Davy Crockett Saves the World*?



Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

Back then it wasn't easy to feed a large family. Luckily  
 11 Johnny possessed a green thumb. From the time that he was  
 22 two years old, it seemed as if Johnny could just look at  
 34 a seed and a plant commenced to grow. So Johnny and his  
 46 green thumb fed his large family.

52 There was plenty of food, but dinnertime was extremely  
 61 noisy in Johnny's house. Why, it was as if a volcano was  
 73 exploding at dinnertime! As soon as the food hit the table,  
 84 the children shouted and complained.

89 "Tommy's apple pie is bigger than mine!"  
 96 "Why are we having apple juice again?"

103 All that noise gave Johnny a headache, so he would take  
 114 his dinner outside and escape to his favorite spot, the apple  
 125 orchard. There, Johnny felt at home. 131

**Comprehension Check**

1. What kind of person is Johnny? **Character**
2. How did Johnny's family benefit from his green thumb? **Plot Development**

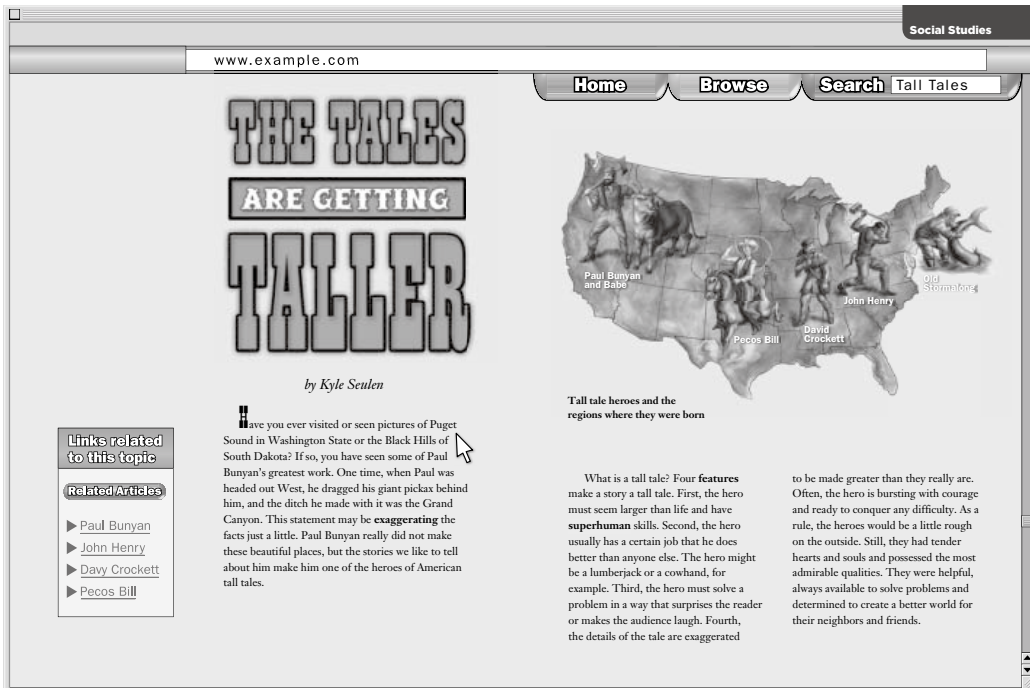
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

A **toolbar** is a strip of symbols that allows you to visit different features on a Web site. A **link** is an electronic connection on a Web site that provides direct access to other information.

Use the Web site page to answer the questions.



1. Why is the toolbar important? \_\_\_\_\_  
\_\_\_\_\_
2. What do links do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. On this Web site, how else would you get information on tall tales?  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

Sometimes two smaller words are put together to form a **compound word**. Recognizing the smaller words can help you figure out the compound word's meaning. For example, **newspaper** is a compound word made from the words **news** and **paper**. The word **newspaper** means "paper on which news is published."

**Underline the compound word in each sentence. Then write the compound word's meaning using the meaning of smaller words to help you.**

1. The storyteller told an exciting tale about Davy Crockett. \_\_\_\_\_  
\_\_\_\_\_
2. One story is about how Pecos Bill tames a whirlwind. \_\_\_\_\_  
\_\_\_\_\_
3. I wrote a story about Sluefoot Sue in my notebook. \_\_\_\_\_  
\_\_\_\_\_
4. The townspeople decided to ask Davy Crockett for help. \_\_\_\_\_  
\_\_\_\_\_
5. We could see for miles from the top of the skyscraper. \_\_\_\_\_  
\_\_\_\_\_
6. For dinner, Davy Crockett ate homegrown tomatoes in his salad. \_\_\_\_\_  
\_\_\_\_\_
7. Today we will cut the grass with our electric lawnmower. \_\_\_\_\_  
\_\_\_\_\_
8. I bought some groceries and a magazine from the shopkeeper. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Words that have the VCe pattern usually have a long vowel sound, as in *fame*, *mine*, and *bone*. The vowel digraphs *ai* and *ay* usually stand for the long *a* sound, as in *pail* and *play*. The digraphs *ee* and *ea* stand for the long *e* sound, as in *see* and *heap*. The digraphs *oa* and *ow* can stand for the long *o* sound, as in *boat* and *flow*. The vowel *i* can stand for the long *i* sound in words such as *wind*, *wild*. The letters *igh* in *high* can also stand for the long *i* sound.

**A. Write the words from the box that have the same long vowel sound as the first word in each row. Underline the letters that make the long vowel sound.**

coach	bike	wheat	pain	may	deep
steam	flight	slate	towing	mind	float

- rake \_\_\_\_\_
- feet \_\_\_\_\_
- kite \_\_\_\_\_
- flow \_\_\_\_\_

**B. Write a sentence using as many long vowel sound words as possible.**

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Name \_\_\_\_\_

**A. Choose the word from the box that best completes each sentence.**

quest

settings

reduce

buffet

major

1. Air pollution is a \_\_\_\_\_ environmental problem.
2. During storms, winds \_\_\_\_\_ trees causing several of them to fall.
3. Our \_\_\_\_\_ in the unexplored forest was to find new plants and animals that live there.
4. Rain forests are located in many different kinds of \_\_\_\_\_, and can be found all over the world.
5. Firefighters try to \_\_\_\_\_ the number of wildfires by reminding people to watch their campfires closely.

**B. Use the sentences in part A to help define these vocabulary words.**6. **settings:** \_\_\_\_\_  
\_\_\_\_\_7. **quest:** \_\_\_\_\_  
\_\_\_\_\_8. **major:** \_\_\_\_\_  
\_\_\_\_\_9. **reduce:** \_\_\_\_\_  
\_\_\_\_\_10. **buffet:** \_\_\_\_\_  
\_\_\_\_\_

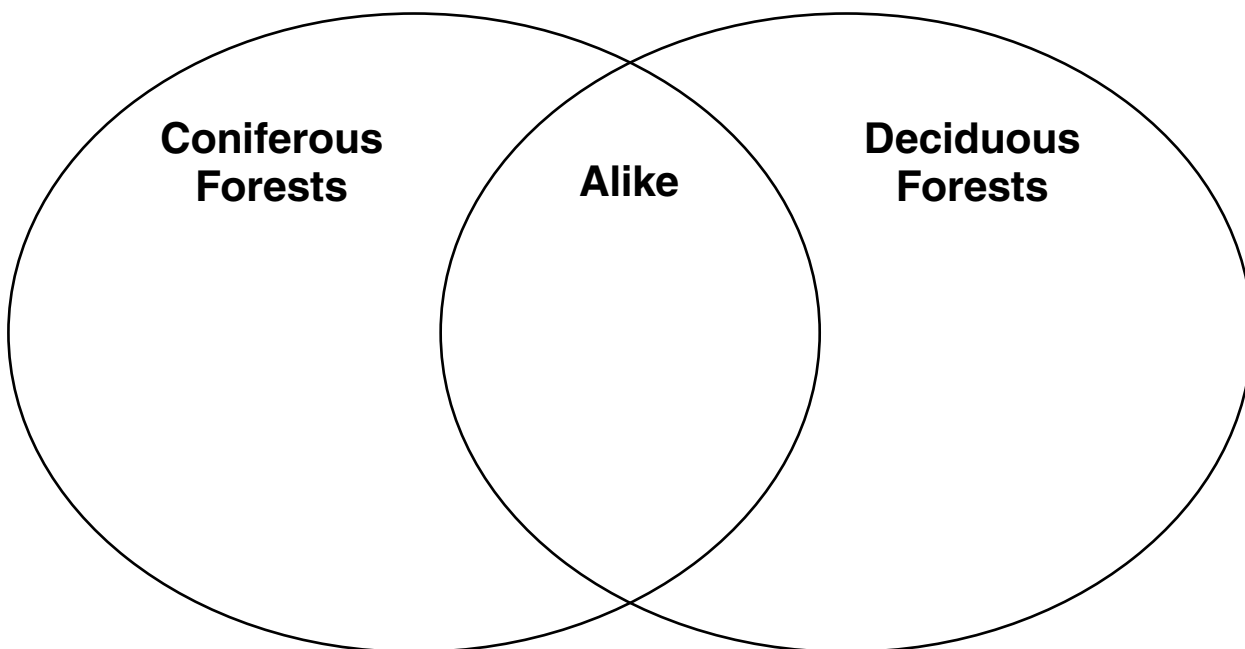
Name \_\_\_\_\_

One way to organize information in a nonfiction text is to **compare** and **contrast**. When you compare two things, you show how they are similar. When you contrast two things, you show how they are different.

**Read the passage below. Then complete the Venn diagram with information about the two kinds of forests.**

Two important biomes, or communities of plants and animals in a particular climate, are the coniferous forest biome and the deciduous forest biome. Coniferous forests are made up primarily of trees that bear cones, such as spruce and fir. Because no leaves fall to the ground and decompose, the soil in coniferous forests is not very rich. Coniferous forests are often found in colder climates in parts of North America, Europe, and Asia.

Deciduous forests have trees with leaves. Oak and maple trees are found in deciduous forests. When leaves fall to the ground and decay, they make the soil very rich. The climate of a deciduous forest is mild. These forests are also found in North America, Europe, and Asia.

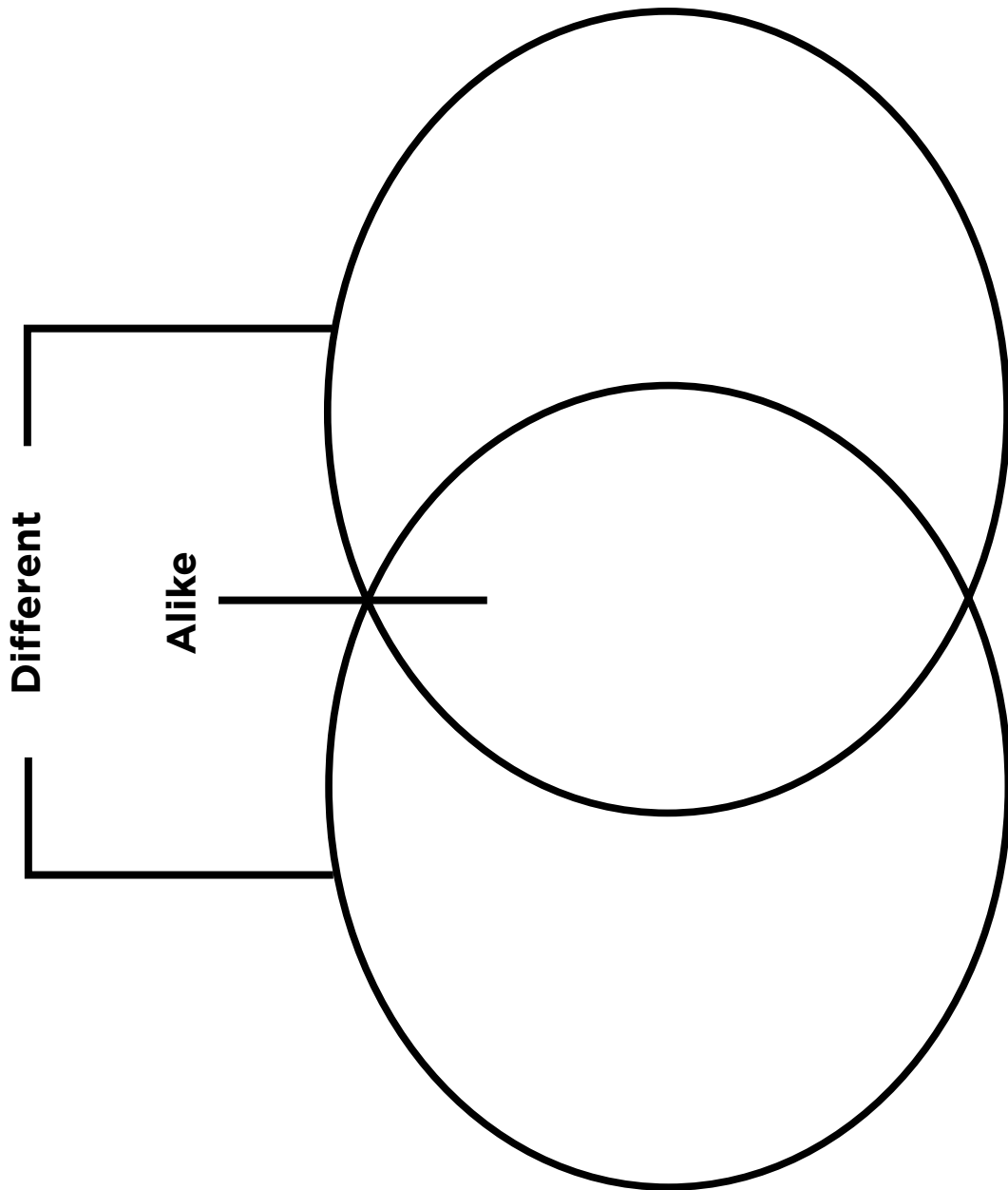




Name \_\_\_\_\_

Comprehension:  
Compare and Contrast

As you read "Forests of the World", fill in the Venn Diagram.



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How does the information you wrote in this Venn Diagram help you analyze text structure of "Forests of the World"?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

8 Two thousand years ago, redwood forests stretched along  
 17 the Pacific Coast of North America. Today only about  
 28 four percent of them remain. These survivors live in a narrow  
 37 band along the foggy coasts of Oregon and northern  
 47 California. Part of that forest stands just north of San  
 52 Francisco. This is Muir Woods.

63 The **secluded**, or hidden, setting of Muir Woods is a deep  
 72 canyon. In this narrow valley, strong winds cannot **buffet**  
 74 the redwoods.

83 Visitors compare Muir Woods to a cathedral—a silent,  
 94 dark church with a very high ceiling. The silence of Muir  
 104 Woods comes from its green carpet of moss that hushes  
 114 footsteps. It is dark because the trees grow closely together,  
 123 shutting out most sunlight. The “high ceiling” comes from  
 134 the tall redwoods. These are the tallest trees in the world.  
 143 Most grow to be about 200 to 275 feet (61 to 84 m) tall.

**Comprehension Check**

1. How has the population of redwoods changed over the years? **Compare and Contrast**
2. Why can the wind not buffet the redwoods? **Plot Development**

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



Name \_\_\_\_\_

A **library** often holds more than collections of books and magazines. Due to advances in technology, information can be stored and presented in many different forms. To use a library or **media center** successfully, choose the correct resources.

**Choose the resource from the chart that would provide useful information for each item below. Write the name of the resource on the line provided.**

Sample of Media Center Resources
Thomas Pakenham's book of photographs about trees around the world
online encyclopedia, key words "wildfire" and "containment"
CD entitled <i>The Music of the Brazilian Rain Forest</i>
video documentary called <i>Three Forest Biomes and the Animals that Live in Them</i>
print encyclopedia, volume B, article about common trees
CD-ROM entitled <i>Maps, Geography, and the Environment</i>

- Which resource would you use to read articles about these common trees in the United States: black cherry, box elder, black willow?  
\_\_\_\_\_
- Which resource would you use to hear what a typical day in a rain forest sounds like? \_\_\_\_\_  
\_\_\_\_\_
- Which resource would you use to find pictures of a tree named "General Sherman" in California and a tree called a "dancing lime" in Germany? \_\_\_\_\_  
\_\_\_\_\_
- Which resource would you use to learn about techniques used to control wildfires? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Sometimes words have one spelling but two distinct pronunciations and two different meanings. These words are called **homographs**. You can use a dictionary to learn the different definitions and pronunciations of a homograph. For example, if you look up the word **bass** in a dictionary, you will find that it is a kind of fish (pronounced with a short **a** vowel sound). You will also find that **bass** pronounced with a long **a** vowel sound) refers to a deep sound or tone.

Use a dictionary to write the meanings and pronunciations of these homographs.

Word	Pronunciation	Definition
1. buffet	a. _____	_____
	b. _____	_____
2. bow	a. _____	_____
	b. _____	_____
3. tear	a. _____	_____
	b. _____	_____
4. wind	a. _____	_____
	b. _____	_____
5. object	a. _____	_____
	b. _____	_____



Name \_\_\_\_\_

- The vowel *u* in *tuna*, the vowels *oo* in *soon*, and the letters *ew* in *grew* can stand for the /ü/ sound. The VCe pattern in *plume* can also stand for the /ü/ sound.
- The vowel *u* in *music*, the vowels *ue* in *cue*, the letters *ew* in *few*, and the VCe pattern in *cute* can also stand for the /ū/ sound.
- The vowels *oo* can also stand for the /ù/ sound in *book*.

**Read each sentence. Circle the word that has the vowel sounds in *loon*, *mule*, or *book*. Then write the word in the column for that vowel sound.**

1. It is important to prune a tree's branches.
2. Don't fasten those hooks to the tree branches!
3. The wildfire has a deep yellow hue.
4. My handbook about trees has great pictures.
5. We plant a few trees in the park each year.
6. Some flutes are made from trees.
7. This tree will provide wood for the people.
8. There are many ways to use that timber.
9. The horse carried the food up the hill.

<b>loon</b> /ü/	<b>mule</b> /ū/	<b>book</b> /ù/



Name \_\_\_\_\_

**A. Match each vocabulary word with its definition. Write the vocabulary word on the line provided.**

mission	function	maze	environment
disasters	gravity	adjusted	zone

1. the air, water, soil, and all the other things surrounding a person, animal or plant \_\_\_\_\_
2. special assignment or job \_\_\_\_\_
3. changed or rearranged \_\_\_\_\_
4. terrible and unexpected events \_\_\_\_\_
5. a confusing system of paths or passageways \_\_\_\_\_
6. to work properly \_\_\_\_\_
7. the force that attracts objects to Earth \_\_\_\_\_
8. an area set off from other areas \_\_\_\_\_

**B. Answer each question.**

9. Why is **gravity** important? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. How might a **maze** slow you down? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

The **main idea** of a passage is what the passage is all about. It is the most important point that an author makes about a topic. It is sometimes stated at the beginning of a paragraph. The rest of the sentences then give **details** that help to support or explain the main idea.

**Read the two paragraphs below, and identify the main idea of the passage on the lines provided. Then include at least two details that help to support the main idea.**

### Becoming an Astronaut

Astronauts must go through difficult training because just about everything is done differently in space. Astronauts must learn how to walk and work without gravity. They must practice wearing spacesuits. They must even learn how to eat and sleep while weightless.

Many different machines help the astronauts prepare for space travel. Some machines are simulators, or machines that recreate some of the conditions of outer space here on Earth. The 1/6 Gravity Chair simulates the moon's weaker gravity. On the moon a person weighs one-sixth of what he or she weighs on Earth. In the Multi-Axis Trainer (MAT), astronauts experience what it is like to be in a tumbling spacecraft. The Five Degrees of Freedom (5DF) Chair simulates the challenges of floating weightlessly.

**Main Idea:** \_\_\_\_\_

\_\_\_\_\_

**Details:** \_\_\_\_\_

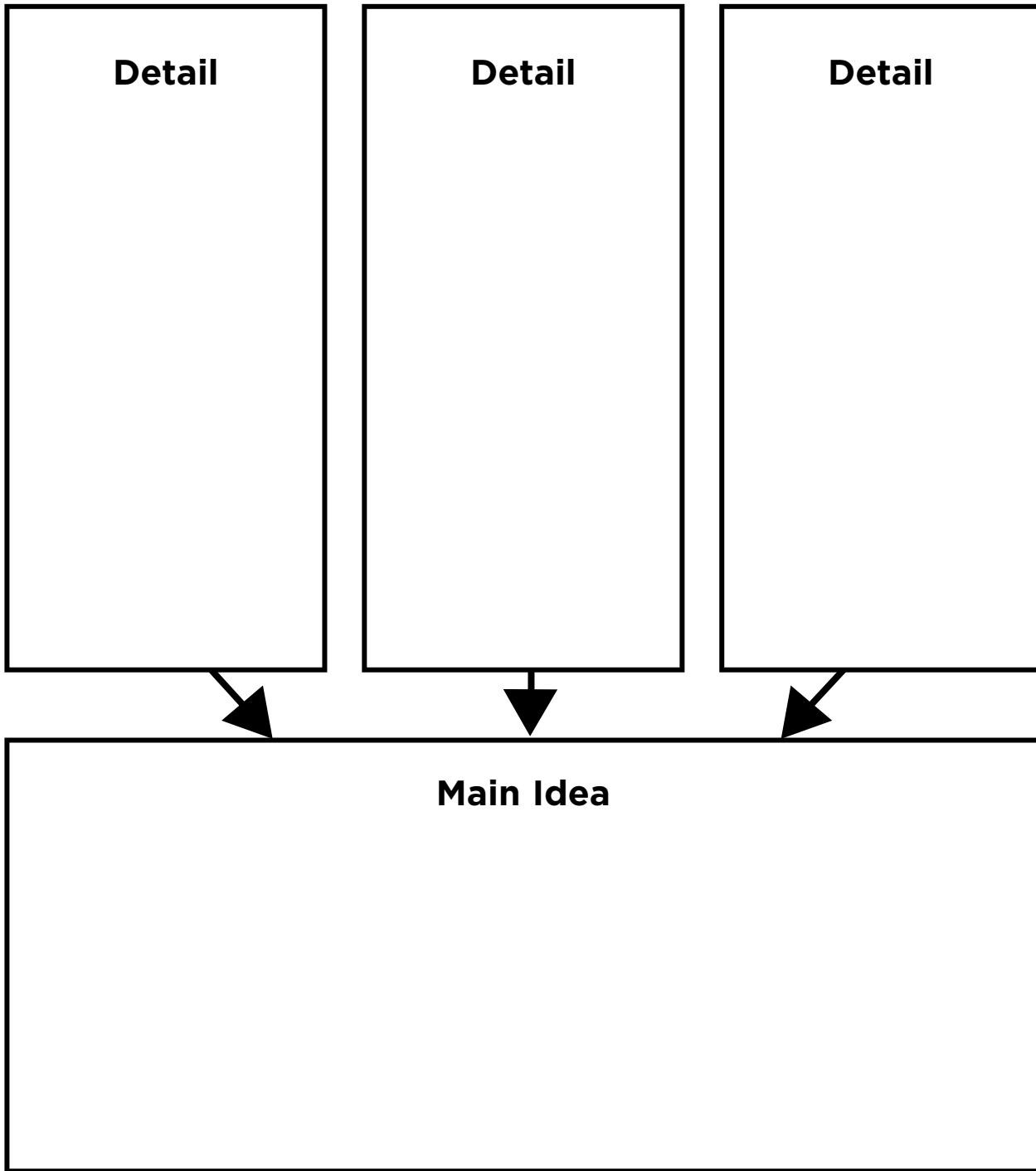
\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

As you read *Ultimate Field Trip 5*, fill in the Main Idea Chart.



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How does the information you wrote in this Main Idea Chart help you generate questions about *Ultimate Field Trip 5*?





Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

10 | People on Earth have long looked at Mars with excitement  
 20 | and fear. Mars is Earth's nearest neighbor and has an  
 29 | environment similar to Earth's in many ways. The surface  
 42 | of Mars is much like the surface of parts of Earth, dry and  
 49 | hard. Temperatures on Mars range from  $-225^{\circ}$  to  $60^{\circ}$   
 55 | Fahrenheit ( $-140^{\circ}$  to  $25^{\circ}$  Celsius). There are important  
 65 | differences, too. The atmosphere of Mars is almost all carbon  
 74 | dioxide and doesn't have enough oxygen to support humans.  
 85 | On Mars, **gravity**, the force that pulls us toward the ground,  
 93 | is not as strong as gravity on Earth.  
 103 | However, of all the planets in the solar system, Mars  
 115 | is the one that seems most possible for humans to visit and  
 128 | even colonize. It is close to us, and it has a surface and  
 surface temperature most similar to that of Earth. 136

**Comprehension Check**

1. Why does Mars seem like the most likely planet for humans to visit? **Main Idea and Details**
2. What are some differences between Earth and Mars? **Compare and Contrast**

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



Name \_\_\_\_\_

When you read poetry, pay attention to the poem's **rhyme scheme** and **rhythm**. The rhyme scheme is a pattern of words that have the same ending sound, such as *light* and *tight*. Rhythm is the regular repetition of accented or stressed syllables in the lines of a poem. Rhythm gives the poem a steady beat, almost like that of music.

**A. In the poem below, fill in the blanks by choosing a word from the list that completes the rhyme scheme. Write the word on the lines provided.**

right

round

glow

roar

1. We're in the rocket, set to go.

The lift-off lights begin to \_\_\_\_\_.

2. The engines rumble, then they \_\_\_\_\_.

Can we still run right out the door?

3. The spacecraft rolls from left to \_\_\_\_\_.

And soon we rocket out of sight.

4. But wait! It's over. We're all safe and sound.

Oh, it was just the simulator spinning \_\_\_\_\_.

**B. Identify the rhythm in these lines of the poem. Underline the accented syllables.**

The spacecraft rolls from left to right.

And soon we rocket out of sight.

But wait! It's over. We're all safe and sound.

Oh, it was just the simulator spinning round.



Name \_\_\_\_\_

If you are reading and come to an unfamiliar word, look at the other words in the sentence. These words might give you hints as to the meaning of the unfamiliar word. We call these hints **context clues**. For example, context clues might explain or describe an unfamiliar word.

**Use context clues to help define the underlined words in the passage. Circle the letter of the response that best completes each sentence.**

1. At the U.S. Space Academy, we felt what it was like to be weightless and float through the air.

**If you are weightless, you are not affected by \_\_\_\_\_.**

- a. air                                      b. gravity                                      c. space

2. Astronauts use simulators in order to feel like what it will be like in space.

**What are simulators \_\_\_\_\_?**

- a. machines                                      b. portals                                      c. missions

3. Since space has no atmosphere, special suits need to be worn to supply astronauts with air and protect them from the sun.

**The special suits provide \_\_\_\_\_.**

- a. sunlight and gravity      b. gas and bubbles      c. protection from the sun and air

4. The mission crew was asked to deploy the robot that was being stored to work on a broken satellite.

**The robot was deployed to complete an \_\_\_\_\_.**

- a. operation                                      b. orbit                                      c. astronaut

5. Someday it might be possible to colonize the moon so people could live there.

**You cannot colonize a place without \_\_\_\_\_.**

- a. sidewalks                                      b. people                                      c. bikes



Name \_\_\_\_\_

- The letters *ar* usually stand for the /är/ sound in *car* and *carve*.
- The letters *ear* and *are* can stand for the /âr/ sound in *bear* and *care*.
- The letters *or*, *ore*, *oar*, *our* can stand for the /ôr/ sound in *for*, *core*, *roar*, and *your*.

**A. Underline the words in the paragraph that have the /är/ sound in *car*, /âr/ sound in *bear*, or the /ôr/ sound in *for*. Then sort them on the chart below.**

The astronauts climbed aboard their space ship. They wore space suits made from special fabric. Their goal was to travel far into space and explore a nearby star. During the flight, they had many chores to do. They also had to take care not to tear holes in their suits.

**B. Sort the underlined words in the paragraph according to the vowel + *r* sound.**

/är/ sound in <i>car</i>	/âr/ sound in <i>bear</i>	/ôr/ sound in <i>for</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name \_\_\_\_\_

Choose the vocabulary word that best replaces the underlined word or words. Write your choice on the line provided.

fragrance

celebration

variety

moistened

cooperation

canceled

theory

transformed

1. One possible explanation for the roof dogs' disappearance was that they flew off into the night. \_\_\_\_\_
2. If you have a collection of different types of dogs, some will most likely be working dogs. \_\_\_\_\_
3. When called into action, the search-and-rescue dog changed from a friendly pet into a life-saving hero. \_\_\_\_\_
4. There is usually a joyful party at the animal shelter when a dog finds a new home. \_\_\_\_\_
5. Most dogs can smell any odor or pleasant scent. \_\_\_\_\_
6. With shared efforts, the dog and the park rangers found the lost camper. \_\_\_\_\_
7. Even when rain has dampened a scent trail, dogs with good noses will be able to follow the smell. \_\_\_\_\_
8. The search was called off when a dog found the missing person in the woods. \_\_\_\_\_

Name \_\_\_\_\_

A **cause** is the reason something happens. An **effect** is the result, or what happens. Many story events are connected through cause-and-effect relationships. Signal words such as *because*, *so*, *as a result* help readers identify cause-and-effect relationships.

**Read the passage. On the lines below, write the most likely cause or effect.**

Sherri's collie, Hap, was a talented herding dog. Hap's job was to run out to the field and gather the sheep every morning and evening. Hap nudged the sheep to get them to move.

One evening Hap ran up to Sherri, barking wildly and running in circles. Sherri grabbed her coat and ran after the dog. Hap led Sherri out to the field. None of the sheep were moving. Sherri followed Hap to the edge of a deep hole. "Now I see what's wrong," Sherri said. She slid down into the hole next to a little lamb that couldn't get out. "Good job, Hap," she said. Sherri carried the frightened creature out of the hole.

Sherri released the lamb back into the herd. The sheep started to move, and Hap urged them along. Now everyone would go home together.

1. **Cause:** \_\_\_\_\_

**Effect:** The sheep walked from the field to the ranch.

2. **Cause:** Hap barked wildly and ran in circles.

**Effect:** \_\_\_\_\_

3. **Cause:** Hap ran to the hole.

**Effect:** \_\_\_\_\_

4. **Cause:** \_\_\_\_\_

**Effect:** The sheep finally started to move.



Name \_\_\_\_\_

As you read *Pipolo and the Roof Dogs*, fill in the Cause-and-Effect Chart.

Cause	→	Effect
	→	
	→	
	→	
	→	

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How does the information you wrote in this Cause-and-Effect Chart help you generate questions about *Pipolo and the Roof Dogs*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to tempo.**

13 “It’s finally here!” I said to myself as I got off the school  
 23 bus that Friday afternoon. “And it’s going to be great!”  
 34 I had been patient. I’d waited and waited for the big  
 47 family party. It was just one day away. From all over the city  
 58 and even as far away as Baltimore, my family was meeting  
 69 at our house for a cookout supper Saturday night. My older  
 80 sister, Mai, was excited, too. She had promised to decorate our  
 91 backyard and even string little lights all over the trees and  
 100 bushes. We’d start today, and then finish up tomorrow  
 110 morning before her big soccer game. I never missed Mai’s  
 120 soccer games. She and her team were the city champions,  
 128 and their games were really fun to watch.  
 But now it was time to decorate the yard. 137

**Comprehension Check**

1. Why is the narrator excited? **Cause and Effect**
2. What is Mai’s responsibility for the party? **Plot Development**

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





Name \_\_\_\_\_

**Charts** are useful to organize and display information. Charts allow you to list a series of things in one column and information about those things in other columns. A chart usually has headings at the top of each column to describe the information the columns contain.

Use the chart about different dog breeds to answer the questions below.

Dogs with Jobs		
Breed	Originally Used For . . .	Now Often Used To . . .
Welsh Corgi	driving other people's cattle off protected land	gather livestock and herd animals home
Dalmatian	running beside coaches to clear a path for the horses	be companion animals
Newfoundland	dragging carts and carrying heavy loads	rescue people from water
golden retriever	picking up game for hunters	serve as guide dogs for people who are blind

1. What task did golden retrievers originally perform? \_\_\_\_\_  
\_\_\_\_\_
2. How are Dalmatians put to use today? \_\_\_\_\_  
\_\_\_\_\_
3. How is a Welsh Corgi's job today different from its original job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Which breed is now known for rescuing people in the water? \_\_\_\_\_  
\_\_\_\_\_
5. Which breed is often used to help people who are blind? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Synonyms** are words that have very similar meanings. A thesaurus contains lists of synonyms. A dictionary often includes synonyms for a word along with the word's definition.

**aroma** *n.* smell, scent, odor

**brave** *adj.* courageous, fearless

**dog** *n.* hound, mutt, pooch

**village** *n.* metropolis, town, city

Use the thesaurus entries in the box to find synonyms for the underlined word in each sentence. Rewrite each sentence using one of the synonyms.

1. The aroma of baking bread made my mouth water.

---



---

2. The brave firefighter rescued three people from the burning building.

---



---

3. Our village was growing larger and larger as new people moved in.

---



---

4. We saw a spotted dog with long fur sitting by our door.

---



---



Name \_\_\_\_\_

The letters *ur*, *er*, *ir*, or *ear* can stand for the /ûr/ sound in *fur*, *her*, *bird*, and *earn*. The letters *ear* and *eer* can stand for the /îr/ sound, as in *fear* and *deer*.

**A. Place each word in the column that best represents its vowel sound.**

squirm      dreary      engineer      verse      clear  
 nerve      lurch      learn      sneer      ear

<i>fur</i> /ûr/	<i>fear</i> /îr/
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

**B. Answer the questions using the chart above.**

11. How can the /ûr/ sound be spelled?

\_\_\_\_\_

12. How can the /îr/ sound be spelled?

\_\_\_\_\_



Name \_\_\_\_\_

celebration    gigantic    impress    quest    disasters

**A. Complete the following sentences using words from the box.**

1. Davy was on a \_\_\_\_\_ to save the world from destruction.
2. A \_\_\_\_\_ meteor was headed straight for Earth.
3. He never tried to \_\_\_\_\_ anyone with his amazing strength.
4. Earthquakes and hurricanes are examples of natural \_\_\_\_\_.
5. His friends held a big \_\_\_\_\_ to show their thanks.

**B. Write a sentence of your own for each of the following words.**6. slumped \_\_\_\_\_  
\_\_\_\_\_7. settings \_\_\_\_\_  
\_\_\_\_\_8. wring \_\_\_\_\_  
\_\_\_\_\_9. adjusted \_\_\_\_\_  
\_\_\_\_\_10. variety \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each question, and circle the letter of your answer.**

- Which of the following best describes someone slumped in a chair?
  - alert
  - drooping
  - proper
- Which of the following would impress a teacher?
  - a well-written paper
  - a low score on a test
  - falling asleep during class
- What happens when strong winds buffet trees?
  - the trees die
  - the trees get knocked about
  - the winds have no effect
- If a towel has been moistened, how will it feel to the touch?
  - warm
  - scratchy
  - damp
- In what type of environment do most students spend their day?
  - a forest
  - a gymnasium
  - a classroom

**B. Use each of the following words in a sentence.**

- luminous** \_\_\_\_\_  
\_\_\_\_\_
- sauntered** \_\_\_\_\_  
\_\_\_\_\_
- function** \_\_\_\_\_  
\_\_\_\_\_
- gravity** \_\_\_\_\_  
\_\_\_\_\_
- fragrance** \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Use the correct word from the list.**injury  
slurpmournful  
shriekssympathy  
decencydelivering  
bulletin board

1. The mother felt \_\_\_\_\_ toward the hawk.
2. The boy was delighted to put a picture of the hawk on the \_\_\_\_\_.
3. Did you hear the \_\_\_\_\_ of all those birds?
4. I saw them \_\_\_\_\_ the hawk to the veterinarian.
5. The hawk had suffered an \_\_\_\_\_ but was going to survive.
6. The mother and child had the \_\_\_\_\_ to stop the car and take care of the hawk.
7. The mother took one long \_\_\_\_\_ and finished her smoothie.
8. People can become very \_\_\_\_\_ when they see injured animals.

**Use the vocabulary words to answer the questions.**

9. **bulletin board** Why is a bulletin board a good place to put important things or notices?

---



---

10. **mournful** What does it mean to be mournful?

---



---

Name \_\_\_\_\_

**Making inferences** can help you trace the **plot development** of a story. To make inferences, use story clues and your own knowledge. Then you make a logical decision about story events not directly stated in the text, but that contribute to the development of the plot.

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

Maria walked into the kitchen with a frown on her face. Her mother was standing over the counter, chopping red peppers. Maria sat down on a small stool.

Maria's mother looked up from her cutting board. "Maria, you need to cheer up. Rowdy wasn't your dog. It's not fair for you to keep him."

"I know," Maria began. "I'll be all right. I'll just miss when Rowdy jumps on my belly when I'm lying on the floor. I'll miss when he curls up in that shoe box. I'll just miss him."

Maria's mother stopped chopping and walked over beside her daughter. "Sweetie, don't you worry. Your birthday is right around the corner and I know just what to get you."

Maria's face lit up. "Oh, mom!" she exclaimed, hugging her mother.

1. How is Maria feeling in the beginning of the story? How do you know?

\_\_\_\_\_

2. How is Maria feeling at the end of the story? How do you know?

\_\_\_\_\_

3. How big is Rowdy? How do you know?

\_\_\_\_\_

4. What do you think will happen on Maria's birthday?

\_\_\_\_\_



Name \_\_\_\_\_

As you read *Shiloh*, fill in the Inferences Chart.

Plot Clues	What You Know	Inferences

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How does the information you wrote in this Inferences Chart help you monitor comprehension of *Shiloh*?





Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

Just past the admissions window, not far from a display of  
 11 llamas, Mrs. Battaglia assembled her students. She blew her  
 20 nose, cleared her throat, and said, “There are ten endangered  
 30 animals here at the zoo. *Achoo!*”  
 36 “Bless you,” someone muttered.  
 40 “Thank you. In groups of three, you are to visit them and  
 52 answer all of the questions on your worksheet.”  
 60 Alice noticed that Mrs. Battaglia’s eyes were red and  
 69 tearing. She glanced at Wendy, who giggled. For all her talk  
 80 about their fascinating blood cells, Mrs. Battaglia was clearly  
 89 too allergic to go anywhere near actual animals.  
 97 “At the end of today, your group will choose one—*achoo!*—  
 108 animal. It will be your assignment to find a way to raise  
 120 money for that animal at the school fundraiser in two weeks.”  
 131 Wendy grabbed Alice’s hand. “Let’s go together,” she  
 139 said. 140

**Comprehension Check**

1. What does *allergic* mean in this passage? **Context Clues**
2. How do you think Mrs. Battaglia feels about the field trip to the zoo?  
**Plot Development**

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



Name \_\_\_\_\_

A **photograph** can help you see what a story or article is explaining or describing. The photograph's **caption** provides more information about what you see in the photograph.

Look at the photograph, read the caption, and then put a check beside the statements that would be included in the article.



People come to choose and adopt animals at the animal shelter.

1. \_\_\_\_\_ Ten dogs, five cats, seven kittens, and twelve puppies were adopted in all.
2. \_\_\_\_\_ The Lions Club will be holding their annual fair from July 30 through August 4.
3. \_\_\_\_\_ There was a clown giving out balloons and a cowboy offering free pony rides.
4. \_\_\_\_\_ There was an Adoption Fair at the Third Street animal shelter today.
5. \_\_\_\_\_ Eleven-year-old Richard Vitarelli went home with a beagle pup.
6. \_\_\_\_\_ People were encouraged to take prospective pets out of their crates and get acquainted with the animals.



Name \_\_\_\_\_

An **idiom** is a phrase that cannot be understood from the meaning of the separate words in it. You can often find idioms in the dictionary.

**A. Match each idiom to what it means. Then write the correct letter on the line provided.**

- |  |   |
|--|---|
| 1. _____ At the eleventh hour          | a. decide something quickly without thinking about it |
| 2. _____ Beat around the bush          | b. forever  |
| 3. _____ Jump to a conclusion          | c. avoiding an issue or avoiding giving an answer     |
| 4. _____ Until you're blue in the face | d. at the last minute                                 |

**B. Circle the idiom in each sentence. Write the meaning of the idiom on the next line.**

5. It's important to keep your chin up even if your team is losing the big game.

\_\_\_\_\_

6. My best friend moved far away so I am feeling blue.

\_\_\_\_\_

7. Jose is a go-getter so it wasn't a shock when he was elected student president.

\_\_\_\_\_

8. Rain or shine the picnic will happen tomorrow.

\_\_\_\_\_



Name \_\_\_\_\_

**A. Make a compound word. Fill in the equation using the words from the box in order to make the best compound word. Write the compound word on the last line.**

place  
papercake  
ballparent  
burgerprint  
quakeshore  
yard

- |           |   |       |   |       |
|-----------|---|-------|---|-------|
| 1. news   | + | _____ | = | _____ |
| 2. base   | + | _____ | = | _____ |
| 3. earth  | + | _____ | = | _____ |
| 4. ham    | + | _____ | = | _____ |
| 5. finger | + | _____ | = | _____ |
| 6. back   | + | _____ | = | _____ |
| 7. fire   | + | _____ | = | _____ |
| 8. pan    | + | _____ | = | _____ |
| 9. grand  | + | _____ | = | _____ |
| 10. sea   | + | _____ | = | _____ |

**B. Split each compound word into two smaller words. Write each word on the lines provided.**

- |                  |       |       |
|------------------|-------|-------|
| 11. overcrowded: | _____ | _____ |
| 12. password:    | _____ | _____ |
| 13. commonplace: | _____ | _____ |
| 14. zookeeper:   | _____ | _____ |
| 15. tumbleweed:  | _____ | _____ |



Name \_\_\_\_\_

**A. From each pair of words below, circle the word that best completes the sentence. Then write the correct word on the line provided.**

1. Snakes are (predators / reptiles) because they live by hunting and eating other animals. \_\_\_\_\_
2. There are about 30 (brands / species) of rattlesnake. \_\_\_\_\_
3. A rattler shakes its tail as a warning before (fleeing / lunging) toward you.  
\_\_\_\_\_
4. You can (survive / avoid) a snake bite if you get help right away.  
\_\_\_\_\_
5. Snakes can feel another animal approaching because the ground (vibrates / twists). \_\_\_\_\_
6. Rattlesnakes often blend in with their (surroundings / forests), which makes them hard to see. \_\_\_\_\_
7. The hikers were (unprepared / alert) after rattlesnakes were spotted on the trail. \_\_\_\_\_
8. A rattlesnake shoots poison through its fangs when it bites its (prey / venom). \_\_\_\_\_

**B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The **main idea** is the most important point an author makes in the story. **Details** are facts that support this main idea and are found throughout the story. By recognizing the main idea and details, you will be able to easily remember the most important information about a story.

**The introductory paragraphs below come from “Rattlers!” Read the paragraphs and answer the questions about the main idea and supporting details.**

Rattlesnakes have a bad reputation. No wonder! They look mean. They sound spooky. And you know about their nasty bite. But mostly they’re misunderstood. So here is all you ever wanted to know about rattlesnakes.

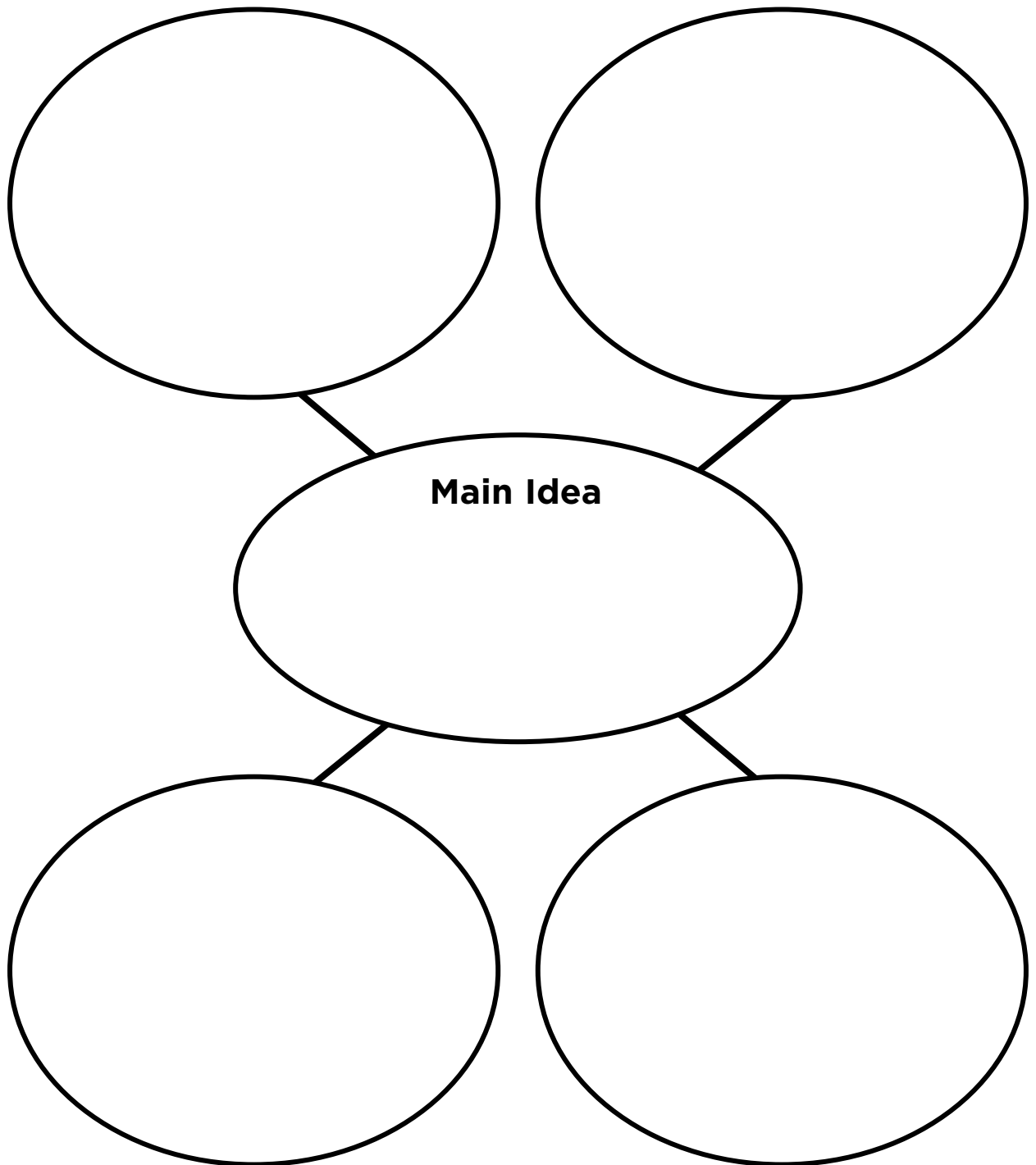
They are a group of snakes that have what no other snakes have: rattle-tipped tails. They also have thick bodies, wide heads, cat-like eyes, and long, hollow fangs that fold away when they’re not needed. Their dull colors and patchy patterns help them blend with their surroundings.

1. After reading the paragraphs, what do you think is the main idea of “Rattlers!”? Circle the letter of your answer.
  - a. Rattlesnakes are poisonous snakes that eat other animals.
  - b. Rattlesnakes have a bad reputation because they are misunderstood.
  - c. People must be brave to study rattlesnakes in the wild.
2. List three details about the characteristics of rattlesnakes that support the main idea.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

As you read *Rare Rattler Rescue* fill in the Main Idea Web.



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**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

11 Sea snakes live in the waters of the Indian and Pacific  
 20 Oceans. Since snakes are cold-blooded and depend on warmth  
 30 from their **surroundings**, their range is limited to the warm  
 40 tropics and nearby seas. Many live near coral reefs, those  
 50 stony underwater ridges that attract sea life of all kinds.

61 The total number of snake **species** is over 2,700. There are  
 73 only about 50 species of true sea snakes. But sea snakes may  
 80 be the most numerous of all snakes.

92 Most sea snakes are from two feet to a little more than  
 104 three feet long. A few grow to about eight feet. Most sea  
 114 snakes have slender bodies that help them move through the  
 128 water easily.

140 Living in the sea is a challenge for the sea snakes. They  
 142 have adapted to the sea in several ways. One way is through  
 144 their shape.

**Comprehension Check**

1. Why do sea snakes have to live in warm waters? **Main Idea and Details**
2. What is one way that sea snakes have adapted to living in water? **Main Idea and Details**

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





Name \_\_\_\_\_

Legends are stories that come down from the past, based on the traditions of a people or region. The **hero** is the main character in a legend, who often does something brave to help others.

**Personification** is the assignment of human characteristics to an animal, a thing, or an idea.

**Read the following passage from “How Poison Came into the World.” Answer the questions on the lines provided.**

Long ago, when the Earth was young, the Choctaw people loved to swim in the cool waters on the bayou. But the Choctaw had to be very careful when swimming because a poisonous plant grew in the heart of the bayou. This plant lived below the surface of the water, so swimmers could not see it until it was too late.

The plant, however, did not want to hurt his friends the Choctaw. As more people fell ill, the poor plant became sadder and sadder. Finally, he decided to give away his poison. The plant called the chiefs of the wasps and snakes to meet with him. He asked them to take his poison.

1. Who is the hero in “How Poison Came into the World”? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

2. How is the plant personified? \_\_\_\_\_

\_\_\_\_\_

3. How does the legend reflect a certain region or people? \_\_\_\_\_

\_\_\_\_\_

4. What sacrifice do you think the plant will make? \_\_\_\_\_

\_\_\_\_\_

5. What is the point of this legend? \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

As you read, you can use **context clues** to help you define unfamiliar words. Context clues restate what unfamiliar words mean.

**Look for context clues to help you define the underlined word in each sentence. Then write the meaning of the underlined word on the line provided.**

1. Many species, or kinds, of rattlesnake are found in the United States.  
\_\_\_\_\_
2. A rattlesnake shoots venom, or poison, through its fangs when it bites.  
\_\_\_\_\_
3. Rattlers blend in with their surroundings because their dull colors and patchy skin match their environment. \_\_\_\_\_
4. The fangs of a rattlesnake fold away when they're unnecessary, or not needed. \_\_\_\_\_
5. Rattlesnakes use pits, or dents, on their heads to sense the body heat of other animals. \_\_\_\_\_
6. When a rattlesnake shakes its tail, the rattle vibrates and makes noise.  
\_\_\_\_\_
7. Snakes can move quickly, even though they just slither, or slide, along.  
\_\_\_\_\_
8. Some animals are not bothered, or harmed, by rattlesnake venom.  
\_\_\_\_\_



Name \_\_\_\_\_

Add the letter **s** to most words to make them plural. Add **-es** to words that end in **s**, **x**, **z**, **ch**, or **sh** to form plurals. For example, **bunch** becomes **bunches**. When a word ends in the letter **y** and has a consonant before the **y**, change the **y** to **i** and then add **-es**. For example, the plural form of **bunny** is **bunnies**.

**A. Write the plural form of each word on the line provided.**

1. risk \_\_\_\_\_
2. century \_\_\_\_\_
3. compass \_\_\_\_\_
4. ability \_\_\_\_\_
5. rattler \_\_\_\_\_
6. loss \_\_\_\_\_
7. academy \_\_\_\_\_
8. tax \_\_\_\_\_

**B. Look at each plural word below. Then write the singular form of the word on the line provided.**

9. tongues \_\_\_\_\_
10. pouches \_\_\_\_\_
11. babies \_\_\_\_\_
12. forests \_\_\_\_\_
13. stories \_\_\_\_\_
14. branches \_\_\_\_\_
15. dictionaries \_\_\_\_\_



Name \_\_\_\_\_

**A. Write the word that best completes each sentence.**

dedicated      artifacts      site      exhibits      equality

1. When the museum was \_\_\_\_\_, people gave speeches at the ceremony.
2. A monument should be at a \_\_\_\_\_, or location, that everyone can reach easily.
3. People can learn from the past by viewing items in museum \_\_\_\_\_.
4. Objects, or \_\_\_\_\_, from the days of slavery are on display at the museum.
5. Many monuments honor those who helped bring \_\_\_\_\_ to other people.

**B. Write new sentences for all of the vocabulary words used above. Then underline the vocabulary word.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The **main idea** is the major, or most important, point of a story. The **supporting details** are facts and information that reinforce the main idea. When you summarize a story, you briefly tell the main idea and at least one strong supporting detail in your own words.

**A. Read the paragraphs below. Then write the main idea and one detail on the lines provided.**

Maya Lin is an architect who has designed several important monuments and memorials in the United States. She has a special talent for creating spaces that touch people's emotions. Lin's works honor people who were part of history.

Lin's Vietnam Veterans Memorial Wall has become the most visited monument in Washington, D.C. The memorial is a large black granite wall with names carved into the stone. Not everyone liked the memorial at first. However, it eventually helped many veterans and their families by honoring those who served.

Main idea: \_\_\_\_\_

\_\_\_\_\_

Detail: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Now summarize the entire passage. Use the main idea and details of the paragraphs in your summary.**

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

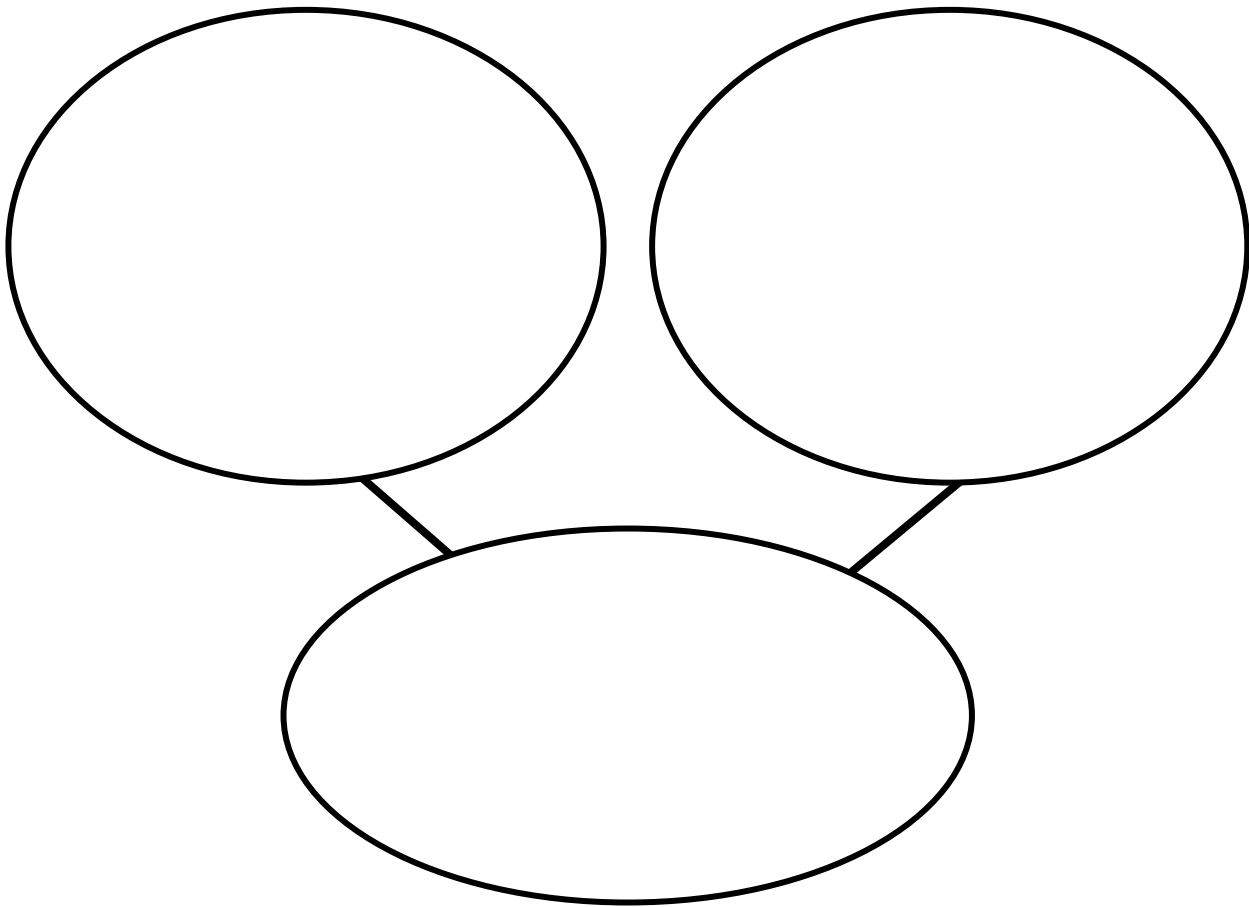
\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

As you read “Maya Lin: Architect of Memory,” fill in the Main Idea Web.



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How does the information you wrote in this Main Idea Web help you summarize “Maya Lin: Architect of Memory”?



Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

11 Why did so many people leave their homes? Why did they  
 21 leave behind everything they knew? Why did they risk their  
 32 lives and their families' lives to come to the United States?  
 40 Many were escaping hunger, poverty, or religious and  
 49 political persecution. The United States was their land of  
 59 hope. Many thought the streets were paved with gold. That's  
 69 why Ellis Island is called the "Golden Doors." Today's Ellis  
 79 Island is a museum honoring this important part of our  
 80 history.  
 90 To most immigrants, the United States was the land of  
 100 opportunity. It was a place where **equality** for all was  
 110 possible. To get there people saved everything they earned to  
 122 buy a ticket on a ship. Some came alone and bid their  
 131 families farewell forever. Others saved enough to bring their  
 139 families. For most immigrants the preparation and the  
 143 journey were not easy.

**Comprehension Check**

1. What is the main idea of this passage? **Main Idea and Details**
2. What are some reasons immigrants came to America? **Main Idea and Details**

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



Name \_\_\_\_\_

The **Internet** offers many online resources for research. Search engines are tools that enable you to search the Internet for information about a subject. You can use key words in a search engine to find information.

**Use the Internet entries below to answer the questions.**

1. Castle Clinton National Monument (National Park Service)  
Write to 26 Wall Street, New York, NY 10005.  
[www.nps.gov/cacl/](http://www.nps.gov/cacl/)
2. The Immigration Experience  
Castle Garden, also known as Castle Clinton, was New York's first official immigration center. [www.nyc.gov/html/nyc100/html/imm\\_stories/museum/](http://www.nyc.gov/html/nyc100/html/imm_stories/museum/)
3. Clinton Castle—NY Military Museum and Veterans Research Center  
Castle Clinton was one of more than a dozen forts built to defend New York Harbor.  
[www.dmna.state.ny.us/forts/fortsA\\_D/clintonCastle.htm](http://www.dmna.state.ny.us/forts/fortsA_D/clintonCastle.htm)

1. What would be key words to use in a search engine to find information about this place? \_\_\_\_\_  
\_\_\_\_\_
2. Which Web site could you visit to learn about the military history of Castle Clinton? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Which Web site could you visit to learn about immigrants who went through Castle Clinton? \_\_\_\_\_  
\_\_\_\_\_
4. Which Web site could you visit to learn when Castle Clinton became a national monument? \_\_\_\_\_  
\_\_\_\_\_





Name \_\_\_\_\_

You can change the form of a word by adding a suffix such as **-ed** or **-ing**. This will create **inflected endings**. The inflected ending **-ed** is added to a verb to show that something happened in the past. The inflected ending **-ing** is added to a verb to show that something is happening in the present.

Remember these spelling rules:

1. If the base word ends with a consonant, double the final consonant before adding **-ed** or **-ing**.
2. If the base word ends in **y**, change the **y** to **i** before adding **-ed**.
3. If the base word ends in silent **e**, drop the **e** before adding **-ed** or **-ing**.

**Add inflected endings to the words in parentheses, and write the new words on the lines.**

Our family is (take) \_\_\_\_\_ a vacation in Washington, D.C.  
 As I research the city, I am (list) \_\_\_\_\_ how many sites  
 there are to visit. I am (plan) \_\_\_\_\_ to see many monuments  
 and memorials. (See) \_\_\_\_\_ the Lincoln Memorial is  
 an exciting thought. I am going (jog) \_\_\_\_\_ past the  
 Washington Monument. There are new places to visit, such as the National  
 Museum of the American Indian. I (ask) \_\_\_\_\_ my best  
 friend for her ideas about fascinating places to go. She said that I should  
 see the Vietnam Veterans Memorial Wall. Apparently, many people (cry)  
 \_\_\_\_\_ when they visited the Vietnam Veterans Memorial  
 Wall. I have (log) \_\_\_\_\_ all my research notes in a journal  
 that I will take on our trip.



Name \_\_\_\_\_

An **inflected ending** is an ending that is added to a word to show a change in the way the word is used. When you add an inflected ending, follow the spelling rules shown in the examples below to keep the vowel sound of the base word the same. Add **-ing** for present tense and **-ed** for past tense.

Examples:

hope + **-ing** = hoping      Drop the silent **e** so that **hope** keeps a long **o** sound.

hop + **-ing** = hopping      Double the end consonant so that **hop** keeps a short **o** sound.

deny + **-ed** = denied      Change the **y** to **i** so that deny keeps a long **e** sound and the long **i** sound of **y**.

Say the words below aloud. Add the best inflected endings from the box to the base words. Write the new word on the line using the spelling rules. Use the tense in parentheses to help you.

-ing

-ed

- |                     |   |       |   |       |
|---------------------|---|-------|---|-------|
| 1. drip (present)   | + | _____ | = | _____ |
| 2. amuse (present)  | + | _____ | = | _____ |
| 3. jog (present)    | + | _____ | = | _____ |
| 4. qualify (past)   | + | _____ | = | _____ |
| 5. rake (present)   | + | _____ | = | _____ |
| 6. rely (past)      | + | _____ | = | _____ |
| 7. forbid (present) | + | _____ | = | _____ |
| 8. ease (present)   | + | _____ | = | _____ |
| 9. apply (past)     | + | _____ | = | _____ |
| 10. regret (past)   | + | _____ | = | _____ |



Name \_\_\_\_\_

- A. From the box, choose a vocabulary word with a meaning similar to the underlined word or words in each sentence. Write the vocabulary word on the line provided.**

forbidden  
blared

reluctant  
gossiped

mischievous  
elegant

hesitation  
irresistible

1. Without a pause, I agreed to travel with my mother to Puerto Rico.  
\_\_\_\_\_
2. I was unwilling to give up another day of the trip. \_\_\_\_\_
3. I talked casually with friends about my aunts and uncles in Puerto Rico.  
\_\_\_\_\_
4. The loudspeaker boomed loudly when it announced our flight.  
\_\_\_\_\_
5. The woman's tasteful, stylish outfit caught our attention.  
\_\_\_\_\_
6. The urge to talk to her was impossible to ignore. \_\_\_\_\_
7. I tried to keep quiet because talking to strangers was not allowed.  
\_\_\_\_\_
8. The naughty children made faces at the people walking past.  
\_\_\_\_\_

- B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Characters will often face a problem throughout a story. Their efforts to solve this problem make up the events of the plot. By recognizing the **problem and solution** you will be able to summarize the entire story.

**Read the story below. Then complete the story chart.**

We were flying to the Dominican Republic to visit my father's family, and I was anxious. I had never been on a plane before. When the plane was about to take off, my brother told me to close my eyes and picture myself on a beach. Soon I was lying in the sun and watching the palm trees. By the time I opened my eyes, the plane had already taken off and we were cruising smoothly.

When we arrived, we headed straight for the beach. Soon, my cousins wanted to go in the water. Unfortunately, I didn't know how to swim. One of my cousins had brought an inflatable tube. Carefully, I waded out to where they were swimming and floated safely in the tube.

The next day, my cousins went snorkeling. Because I couldn't swim, I was used to being in shallow water. I was afraid to go into deeper water. But after hearing my cousins talk about the amazing fish and coral reefs, I decided I wanted to go, too. I asked my father to float on a raft with me. He sat in the raft, close to where we snorkeled. I wore a life jacket to keep me on the surface of the water. We swam all day. It was wonderful!

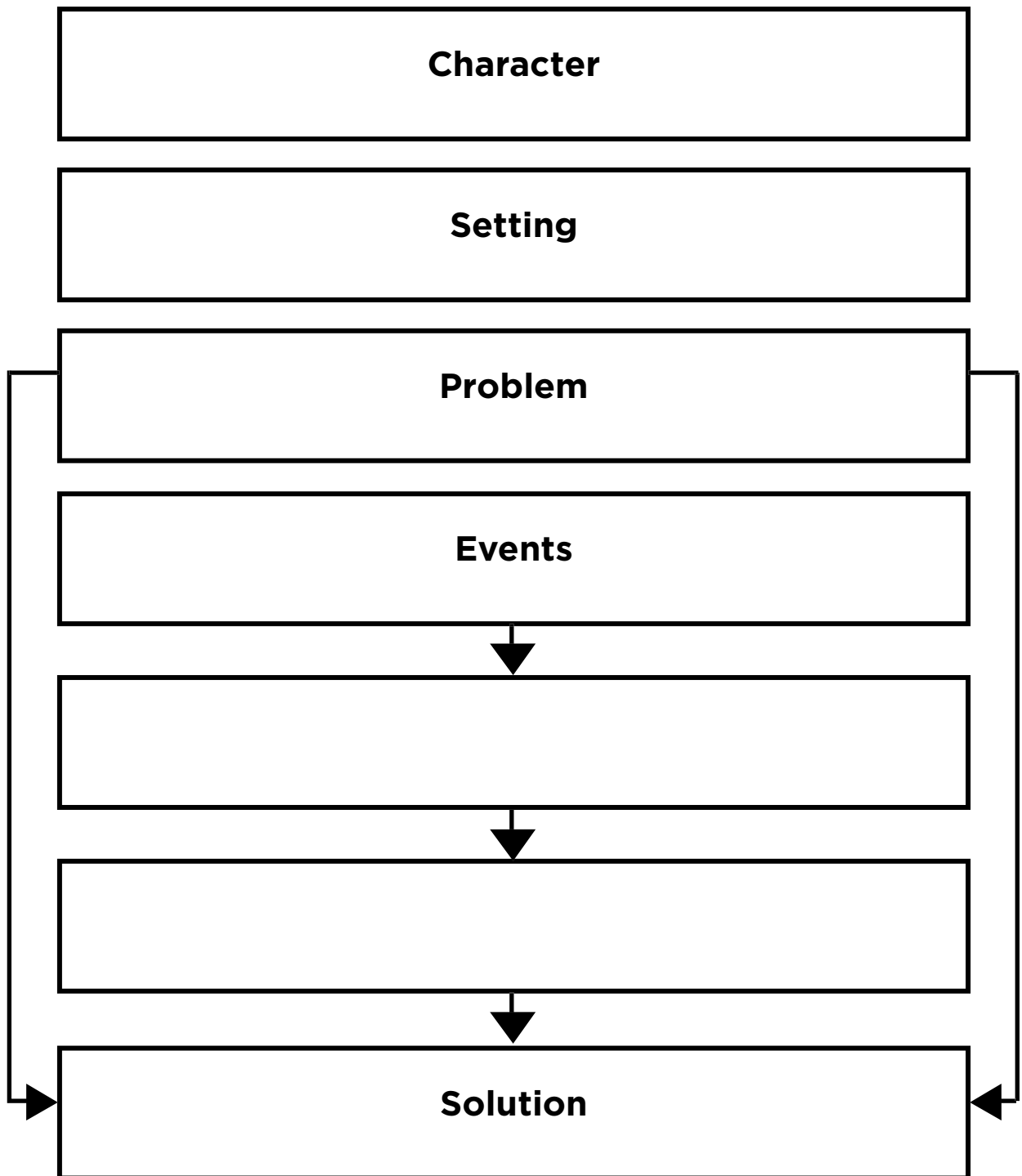
**Fill in the three solutions that match the problems below.**

Problem	Solution
1. The narrator is nervous about flying.	_____ _____
2. The narrator doesn't know how to swim.	_____ _____
3. The narrator is afraid to go into deeper water.	_____ _____



Name \_\_\_\_\_

As you read *The Night of San Juan*, fill in the Story Map.



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How does the information you wrote in the Story Map help you summarize *The Night of San Juan*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pauses and intonation.**

10 Soledad would roll out of bed each and every morning,  
 20 even before the rooster started crowing. She would grab her  
 29 backpack. Then she'd give her grandfather Sebastián a goodbye  
 36 kiss and set off on a one-hour march down a dusty road.

41 Soledad took the same road to school each day. She always  
 52 found something new along the way. Sometimes it was the way  
 63 the sun sparkled on some bright green leaves. Another time it  
 74 might be a bird singing a song.

81 Some days the walk to school seemed to take forever. The  
 92 hot sun would beat down on Soledad and the dusty road. So  
 104 she would stop to rest under a *ceiba* (SAY-bah) tree. She loved  
 116 observing everything around her. A short distance away, Soledad  
 125 might spot a pair of **mischievous** lizards chasing each other in  
 136 circles at the edge of the dirt road. 144

**Comprehension Check**

1. How would you describe Soledad? **Character**
2. What does the word *mischievous* mean? **Vocabulary**

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



Name \_\_\_\_\_

An almanac is a reference book that is published each year. Almanac entries have **charts** that provide brief facts and statistics about a topic. Charts are a good place to find information on history, geography, and government.

**Look at the incomplete chart on Puerto Rico. Match each piece of information with the correct heading. Write the letter of your answer on the correct line.**

### Commonwealth of Puerto Rico

1. **Population (2003):** \_\_\_\_\_
2. **Official languages:** \_\_\_\_\_
3. **Total land area:** \_\_\_\_\_
4. **Capital:** \_\_\_\_\_
5. **Flower:** \_\_\_\_\_
6. **Climate:** \_\_\_\_\_

- a. Flor de maga (Puerto Rican hibiscus)
- b. Spanish and English
- c. San Juan
- d. 3,425 square miles
- e. 3,885,877
- f. Mild, with an average temperature of 77° F



Name \_\_\_\_\_

**Suffixes** are word parts added to the ends of base words to change their meanings or their parts of speech.

- The suffix **-ity** means “the state of.” For example, when you add the suffix **-ity** to **visible**, the word **visibility** means “the state of being visible.”
- The suffix **-ion** means “act or process.” When you add **-ion** to **demonstrate**, the word **demonstration** means “the act of demonstrating.”
- The suffix **-ous** means “having the qualities of.” For example, when you add **-ous** to the word **poison**, the word **poisonous** means “having the qualities of poison.”

In each sentence, underline the word that includes the suffix **-ity**, **-ion**, or **-ous**. Then write each word and its meaning. Remember that there may be spelling changes when you add the suffix.

1. The mischievous girl liked to play tricks on her sisters.

---

2. Amalia has the ability to make friends easily.

---

3. With no hesitation, the boy loudly declared, “I want to go, too!”

---

4. Juan was suspicious of his younger brother when the last cookie disappeared.

---

5. Our Spanish teacher always makes us work on our pronunciation.

---





Name \_\_\_\_\_

- The /ô/ sound can be spelled **aw**, as in **law**, or **au**, as in **haul**, or **ough**, as in **bought**.
- The /ou/ sound can be spelled **ou**, as in **counter**, or **ow**, as in **cow**.
- The /oi/ sound can be spelled **oi**, as in **boil**, or **oy**, as in **loyal**.

**Write the words below in the correct column according to their vowel sounds. Remember that different letters can make the same vowel sounds. Circle the letters in each word that make the /ô/, /ou/, or /oi/ vowel sound.**

dawdle      brought      crowd      toil      sought  
 joint      loyal      noise      mountain      loud  
 daughter      fountain      sprawls      foil      point  
 house      thought      bawl      royal      mouse

/ô/ sound, as in <i>law</i>	/ou/ sound, as in <i>now</i>	/oi/ sound, as in <i>boy</i>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____



Name \_\_\_\_\_

**A. Select the correct vocabulary word from the choices in parentheses. Write the word on the line provided.**

1. Horses were important to the cowboy's job. They enabled the cowboy to travel easily over the (vastness, horizon) of the countryside.  
\_\_\_\_\_
2. The cowboys had great (hunger, enthusiasm) for their job and eagerly helped the rancher herd the cattle. \_\_\_\_\_
3. Sometimes it seemed as though the horses could ride all the way to the (horizon, vastness), where the land met the sky. \_\_\_\_\_
4. The (vastness, presence) of the horses helped keep the cattle under control. \_\_\_\_\_
5. Both cows and horses had to be careful not to slip into a (horizon, ravine). Such a steep, narrow canyon was a danger. \_\_\_\_\_
6. Horses (suspended, swerved) around the cows to keep the herd moving in the right direction. \_\_\_\_\_
7. The cowboys and their horses relaxed as the campfire (flickered, swerved) and flashed. \_\_\_\_\_
8. The horses slept with the cowboys' spurs (flickered, suspended) from the top of their saddles. \_\_\_\_\_

**B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Making inferences** can help you trace the **plot development** of a story. You make inferences when you use clues in the story and your own knowledge to make decisions about events that are not directly stated in the story.

**Read each passage, then make an inference about the situations and characters.**

1. Bob Lemmons saw the wild mustangs and pulled the reins to slow his horse, Warrior. The mustangs looked up but didn't run.

**Inference: Bob slowed his horse because**

---

2. Bob was the only cowboy who could get close to the wild horses. They accepted him into the herd.

**Inference: Bob's relationship with horses was**

---

3. The sky darkened, and Bob saw lightning flash around him. He quickly led Warrior to a ravine for shelter.

**Inference: Bob and Warrior sought shelter because**

---

4. The mustang stallion fought Bob and Warrior. Bob guided Warrior's blows and the stallion fell, returning meekly to the herd.

**Inference: The leaders of the mustang herd after the fight are**

---

5. **Analyze your inferences. What do they tell you about Bob's life as a cowboy?** \_\_\_\_\_
- 
- 



Name \_\_\_\_\_

As you read *Black Cowboy, Wild Horses*, fill in the Inferences Chart.

Plot Clues	What You Know	Inferences

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How does the information you wrote in the Inferences Chart help you monitor comprehension of *Black Cowboy, Wild Horses*?



Name \_\_\_\_\_

**As I read, I will pay attention to expression, phrasing, and tempo.**

11 Alice was born in 1902 on a ranch near Red Lodge,  
 19 Montana. Because they traveled on horses, the Greenough  
 30 family kept dozens of them to ride. Alice also fed cattle,  
 40 roped them, and rounded them up. She developed the riding  
 and roping skills that would later bring her fame.

49 Alice had seven brothers and sisters, five of whom wound  
 59 up working in rodeos. They became known as the “Riding  
 69 Greenoughs.” Alice later said, “We learned to ride before we  
 79 could walk.”

81 Ranch life was busy. The family planted, grew, and  
 90 harvested crops. Cattle had to be rounded up and fed.  
 100 Someone had to tame the horses and teach them to carry a  
 112 rider or pull a wagon. In addition, the fences needed fixing,  
 123 and the buildings and machines needed repairs. 130

**Comprehension Check**

1. What were some of the chores on the Greenoughs’ ranch? **Main Idea and Details**
2. Why do you think five of the Greenoughs ended up working in rodeos? **Plot Development**

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



Name \_\_\_\_\_

When you read poetry, pay attention to features often used with poetic language. For example, poems often include **repetition**, which occurs when a line or a sequence of lines appears more than once. **Assonance** is the repetition of the same or similar vowel sounds in a series of words, usually words with different consonant sounds. Repetition and assonance give poems a musical quality and rhythm.

### Read the poem. Then answer the questions.

- 1 There once was a filly named Blaze,
- 2 Who wouldn't come out of the rain.
- 3 First that filly got soaked.
- 4 Then she grew hoarse and croaked,
- 5 Which put out that filly named Blaze.

1. In which lines do you see repetition? \_\_\_\_\_  
\_\_\_\_\_
2. What is the example of assonance in the repeated words? \_\_\_\_\_  
\_\_\_\_\_
3. What other examples of assonance do you see in line 1? \_\_\_\_\_  
\_\_\_\_\_
4. What is the example of assonance in line 2? \_\_\_\_\_  
\_\_\_\_\_
5. Is there an example of assonance in line 3? \_\_\_\_\_  
\_\_\_\_\_
6. Is there an example of assonance in line 4? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

An analogy is a statement that compares two pairs of words. The relationship between the two words in the first pair is the same as the relationship between the two words in the second pair. **Antonyms**, two words with opposite meanings, can be used in analogies.

criticize

cry

energetic

absence

soft

**Complete each analogy by providing an appropriate antonym from the box. Then write one sentence using one pair of words.**

1. feebly is to strongly as tired is to \_\_\_\_\_

---



---

2. presence is to \_\_\_\_\_ as arrive is to depart

---



---

3. light is to heavy as \_\_\_\_\_ is to hard

---



---

4. awake is to sleep as praise is to \_\_\_\_\_

---



---

5. laugh is to \_\_\_\_\_ as smile is to frown

---



---



Name \_\_\_\_\_

Some words contain a Vowel-Consonant-Consonant-Vowel (VCCV) pattern. The two consonants in the middle of the word may be the same. In the word **valley**, for example, the consonant **l** is repeated. In some words, such as **winter**, the consonants are different (**n** and **t**).

blizzard    mutter    pigment    stack    wall    gallop  
 champion    empire    worship    fifteen    truck

**A. Identify the words that have a VCCV spelling pattern. Then write them on the lines.**

---



---

**B. Sort the words you chose into columns according to whether they have two consonants that are the same or two consonants that are different in their VCCV pattern.**

**Words with the Same Consonants**

**Words with Different Consonants**

_____	_____
_____	_____
_____	_____
_____	_____

**C. Complete each word by choosing the correct pair of letters. Then write the letters on the line.**

- ho \_\_\_\_\_ ow      (ll    gh)
- fla \_\_\_\_\_ er      (gm    tt)
- de \_\_\_\_\_ ist      (nt    pp)





Name \_\_\_\_\_

**A. Read each word in the first column. Find its synonym, or the word closest in meaning, in the second column. Then write the letter of the word on the line.**

Column 1	Column 2
_____ 1. shrieks	a. devoted
_____ 2. predators	b. displays
_____ 3. exhibits	c. screams
_____ 4. mischievous	d. canyon
_____ 5. ravine	e. naughty
_____ 6. dedicated	f. hunters

reluctant      mournful      gossiped      presence      equality

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

- The women \_\_\_\_\_ about what had taken place the night before.
- At first, Mom and Dad were \_\_\_\_\_ to have a dog stay in the house.
- The \_\_\_\_\_ of humans frightened the wild animals.
- The people's faces at the war memorial were \_\_\_\_\_.
- There was a small plaque explaining that the soldiers had fought for \_\_\_\_\_.

Name \_\_\_\_\_

**A. Read each question. Then write your answer, using complete sentences, on the line provided.**

1. What does it mean to alert?

\_\_\_\_\_

2. If the lights flickered, what did they do?

\_\_\_\_\_

3. When is something irresistible?

\_\_\_\_\_

4. What are artifacts, and where might you find them?

\_\_\_\_\_

5. What is an example of something that vibrates?

\_\_\_\_\_

6. What does it mean to slurp a bowl of soup?

\_\_\_\_\_

**B. Write a definition for each of the following words.**

1. delivering

\_\_\_\_\_

2. survive

\_\_\_\_\_

3. elegant

\_\_\_\_\_

4. suspended

\_\_\_\_\_

5. blared

\_\_\_\_\_

Name \_\_\_\_\_

**Complete each sentence by choosing the best word from the box.**

swagger  
governornavigation  
spunkpatriots  
starktyrant  
instruct

1. All of the proud British soldiers marched with a \_\_\_\_\_ as they approached the town.
2. Paul Revere and others were great American \_\_\_\_\_ who loved their country and warned the colonists of British attacks.
3. The American colonists needed someone with \_\_\_\_\_ to lead the revolution.
4. The \_\_\_\_\_ of the *Somerset*, a British ship, was not an easy task, especially in the dangerous seas.
5. Many American colonists believed that they were being treated cruelly by a \_\_\_\_\_.
6. A \_\_\_\_\_ helped keep order and enforce the laws in the American colonies.
7. The landscape was \_\_\_\_\_ on the night of Paul Revere's famous midnight ride.
8. Paul Revere tried to \_\_\_\_\_ the colonists to prepare for war.

Name \_\_\_\_\_

As you read, you can **draw conclusions** by thinking about different pieces of information. This helps you arrive at a new understanding about the **plot development** in a story.

**Read the following lines from “The Midnight Ride of Paul Revere.”  
Then answer the questions.**

You know the rest in the books you have read  
How the British Regulars fired and fled,  
How the farmers gave them ball for ball,  
From behind each fence and the farmyard wall,  
Chasing the red-coats down the lane,  
Then crossing the fields to emerge again  
Under the trees at the turn of the road,  
And only pausing to fire and load.

1. What conclusion can you make about the colonists fighting the British Regulars? What evidence supports your conclusion?

---



---



---



---

2. Did the British retreat? What line(s) from the poem support your conclusion?

---

3. How do you know that the colonists were determined to gain their independence? What was the result of their fight for freedom?

---



---



---



Name \_\_\_\_\_

**As you read *Sleds on Boston Common*, fill in the Conclusions Chart.**

Text Clues	Conclusion

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How does the information you wrote in the Conclusions Chart help you make inferences and analyze *Sleds on Boston Common*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pauses.**

10 Life in the colonies was changing. Roads had been built  
 19 connecting the cities. The colonies were trading with one  
 28 another more. People and ideas were moving along with  
 38 goods. These changes had made the ties among the colonists  
 46 stronger. They were beginning to feel more American  
 than British.

48 Then, in 1765, the British passed the Stamp Act. It was  
 58 one of the taxes that the British were using to help pay for  
 71 their war with France.

75 The colonists were furious. It wasn't only the money,  
 84 although times were hard. They were angry because they  
 93 hadn't voted for this tax. The colonists believed that only  
 103 representatives they chose could ask them to pay taxes.  
 111 The colonists said there could be "no taxation without  
 121 representation."

122 And so the first step toward the American Revolution  
 131 began over a fight about taxes.

137 Colonists refused to pay the stamp tax. Some people  
 146 boycotted, or refused to buy, British goods or enter any store  
 157 that carried British goods. 161

**Comprehension Check**

1. What caused the colonists to feel more American than British?

**Cause and Effect**

2. Why were colonists so angry about the Stamp Act? **Main Idea and Details**

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



Name \_\_\_\_\_

Narrative poetry is poetry that tells a story or gives an account of events. **Meter** is the regular arrangement of accented and unaccented syllables in a line of poetry. **Alliteration** is the repetition of the same first letter or sound in a series of words.

**A. Read the passage from the poem. Mark the meter of each line by separating the syllables with a slash. Then underline the accented syllables. Then answer the questions.**

Meanwhile, his friend, through alley and street,  
Wanders and watches, with eager ears,  
Till in the silence around him he hears  
The muster of men at the barrack door,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore.

**1. Based on this passage, how do you know the poem is narrative poetry?**

---



---



---

**2. Which lines use alliteration? Give examples.**

---



---



---

**B. Rewrite the following line so that it uses alliteration.**

**3. Marching down to their boats on the shore.**

---



Name \_\_\_\_\_

Many long words have smaller root words within them. With many words it is easy to **build word families** by adding a suffix or a prefix.

**A. For the words listed below, write an additional word that is part of the same word family.**

1. patriot

unpatriotic \_\_\_\_\_

2. tyrant

tyrannical \_\_\_\_\_

3. navigate

navigation \_\_\_\_\_

4. govern

governor \_\_\_\_\_

**B. Complete the sentence by using the correct word from the word families above.**

5. The American colonists created their own \_\_\_\_\_.

6. A person who is not loyal to his or her country is said to be \_\_\_\_\_.

7. Paul Revere showed great \_\_\_\_\_ for the American colonies during his midnight ride.

8. The \_\_\_\_\_ of the *Somerset*, a British ship, had to have good eyesight.



Name \_\_\_\_\_

The point at which two syllables meet determines whether the vowel sound is long or short. If the syllable ends in a vowel, as in the word **hu-man**, then the vowel sound is long and has a **V/CV pattern**. If the syllable ends in a consonant, then the vowel sound is short and has a **VC/V pattern**, as in **wag-on**.

**Say the words below and break them into syllables. Then write the word in syllables on the lines provided. Write *long* if the word has a V/CV pattern. Write *short* if the word has a VC/V pattern.**

1. humor \_\_\_\_\_
2. pilot \_\_\_\_\_
3. lemon \_\_\_\_\_
4. punish \_\_\_\_\_
5. lazy \_\_\_\_\_
6. legal \_\_\_\_\_
7. comet \_\_\_\_\_
8. profile \_\_\_\_\_
9. frozen \_\_\_\_\_
10. proper \_\_\_\_\_
11. waken \_\_\_\_\_
12. tuna \_\_\_\_\_



Name \_\_\_\_\_

**Choose a vocabulary word from the choices in parentheses.  
Then write the correct word on the line provided.**

1. I will write a letter to my (representative/attorney) in Congress about this problem. \_\_\_\_\_
2. (Colonel/Physician) is one of the highest ranks among the officers in the army. \_\_\_\_\_
3. Before Christina Smith was elected to Congress, she was a representative in the state (legislature/suffrage). \_\_\_\_\_
4. To (submit/qualify) as a voter, you must be at least eighteen years old.  
\_\_\_\_\_
5. Congress is still debating, so they will delay, or (submit/postpone), the vote until next week. \_\_\_\_\_
6. She knew that the old law was not (satisfactory/escorted) for today.  
\_\_\_\_\_
7. When we finish writing, we can (submit/qualify) our letters to our representatives. \_\_\_\_\_
8. Our (attorney/physician) will present our case to the judge.  
\_\_\_\_\_

Name \_\_\_\_\_

A **fact** is a statement that can be proven true. An **opinion** is a statement that a person believes, but that cannot be proven true. A **relevant detail** is an important piece of information that may be either a fact or an opinion.

**Use information from “When Esther Morris Headed West,” to decide whether each statement below is a fact or an opinion. Write your choice in the box next to each sentence. Then explain each of your decisions, and whether the fact or opinion is a relevant detail.**

Statement	Fact or Opinion	Explanation of Decision
Esther Morris was a very smart person.		
Benjamin Sheeks thought that women’s suffrage was hogwash.		
In 1869 the Wyoming legislature voted to give the women of Wyoming the vote.		
The people who lived in Wyoming in 1869 were pleasant.		
Esther ran for office after women in Wyoming got the vote.		
After Esther Morris was elected, she did a good job as justice of the peace.		

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**At Home:** Write three sentences that are facts and three sentences that are opinions.

Name \_\_\_\_\_

**As you read *When Esther Morris Headed West*, fill in the Fact and Opinion Chart.**

Fact	Opinion

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How does the information you wrote in the Fact and Opinion Chart help you evaluate *When Esther Morris Headed West*?



Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

11 The fight for woman's rights started with the fight to end  
 19 slavery. Beginning in the 1820s, many women became active  
 27 in the struggle for the abolition (ab-uh-LISH-uhn), or end,  
 of slavery.

29 One woman who worked hard to fight slavery was  
 38 Lucretia Mott. In 1833 she started a women's antislavery  
 46 society in Philadelphia. She went to London to attend the  
 56 first World's Anti-Slavery Convention. Women had to sit  
 64 behind a curtain. They couldn't be seen or heard. Lucretia  
 74 Mott was furious.

77 Also attending the London convention was Elizabeth  
 84 Cady Stanton. She, too, was angry at the limited role that  
 95 women were allowed. She and Mott became friends. Mott  
 104 was some 20 years older, but they shared many of the  
 114 same views.

116 The two friends began to talk with other women who  
 126 were working to free the slaves. They talked about how hard  
 137 women's lives were. They talked about the need to make  
 147 changes. They talked about how they might work together to  
 157 fight for their own rights. 162

**Comprehension Check**

1. What does the word *abolition* mean? **Context Clues**
2. How did Lucretia Mott fight to end slavery? **Main Idea and Details**

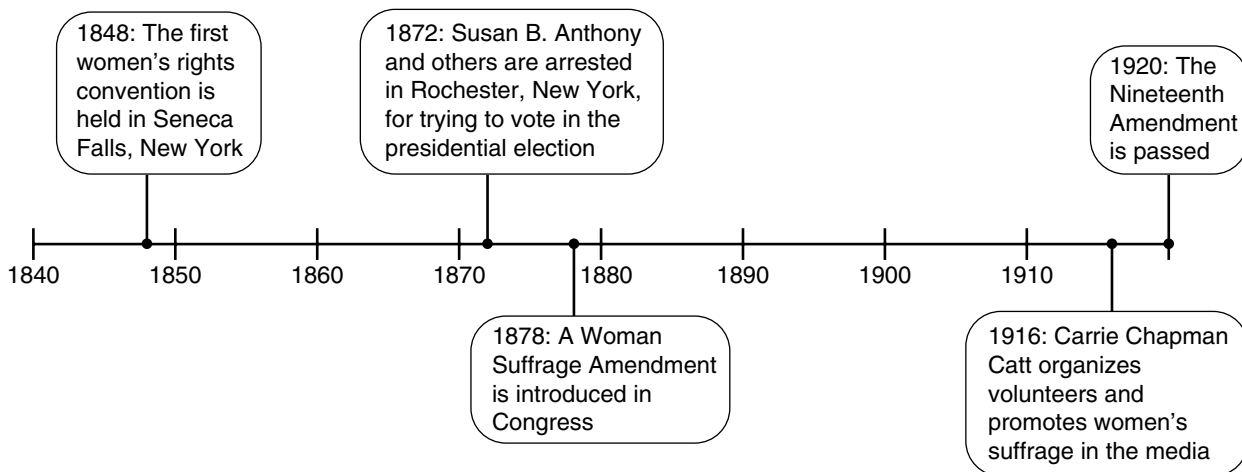
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

A **time line** is a diagram of several events arranged in the order in which they took place. A time line helps to arrange information in an easy, visual way.

### Important Events in the Women's Suffrage Movement



Use the time line to answer the following questions:

1. What is this time line about? \_\_\_\_\_  
\_\_\_\_\_
2. How many years does the time line cover? \_\_\_\_\_
3. What happened in 1872? \_\_\_\_\_  
\_\_\_\_\_
4. Where was the first women's rights conference in the United States held?  
\_\_\_\_\_
5. Who traveled across America to organize volunteers?  
\_\_\_\_\_
6. Which happened first: Seneca Falls Convention or the Nineteenth Amendment is ratified? \_\_\_\_\_



Name \_\_\_\_\_

A dictionary tells you a word's meaning, and it includes a **pronunciation key** that tells you how to say a word correctly. Look at these symbols from a dictionary's pronunciation key:

Long vowel sounds have a line over the letter: *ē* as in *feed*; *ā* as in *face*.

Short vowel sounds use the letter itself: *i* as in *kid*; *u* as in *submit*.

The "oo" sound has one dot over *u*: *û* as in *book*.

The "ew" sound has two dots over *u*: *ü* as in *crew*.

Notice how words are spelled when pronunciation symbols are used:

*fās* = face

submit = submit

kid = kid

*bûk* = book

*crÿ* = crew

**Using pronunciation symbols for the vowel sounds, rewrite the words below.**

**Example:** true \_\_\_\_\_ *trÿ* \_\_\_\_\_

1. riot \_\_\_\_\_
2. postpone \_\_\_\_\_
3. five \_\_\_\_\_
4. made \_\_\_\_\_
5. took \_\_\_\_\_
6. sun \_\_\_\_\_
7. look \_\_\_\_\_
8. holiday \_\_\_\_\_
9. waist \_\_\_\_\_
10. frigid \_\_\_\_\_



Name \_\_\_\_\_

Some words have a pattern with a syllable break between two vowels. This is called the **V/V pattern**. The word ***fuel***, for example, has a syllable break between the vowel ***u*** and the vowel ***e***. This pattern is also found in words with more than two syllables, such as the word ***idea***, which has a syllable break between the vowel ***e*** and the vowel ***a***.

**Underline the words below that have a V/V pattern. Then draw a line between the two vowels in each underlined word to show where the V/V pattern is found.**

diary \_\_\_\_\_

fluid \_\_\_\_\_

piano \_\_\_\_\_

hoarse \_\_\_\_\_

minus \_\_\_\_\_

diameter \_\_\_\_\_

meteor \_\_\_\_\_

ruin \_\_\_\_\_

poet \_\_\_\_\_

patriot \_\_\_\_\_

riot \_\_\_\_\_

trial \_\_\_\_\_

valley \_\_\_\_\_

diet \_\_\_\_\_

casual \_\_\_\_\_

meander \_\_\_\_\_

about \_\_\_\_\_

cruel \_\_\_\_\_

rodeo \_\_\_\_\_

fought \_\_\_\_\_

closet \_\_\_\_\_

genuine \_\_\_\_\_

radio \_\_\_\_\_

without \_\_\_\_\_





Name \_\_\_\_\_

**A. Choose the word from the list that best completes each sentence.**

humanity    inevitable    unheeded    enlightened    prevailing

1. It is \_\_\_\_\_ that the landfill will close because it is full.
2. The mayor's speech last year about the importance of recycling seems to have gone \_\_\_\_\_.
3. Many people believe that pollution is a \_\_\_\_\_ cause of Earth's extreme weather.
4. Scientists have become more \_\_\_\_\_ about the effects of pollution.
5. An improved environment would help all of \_\_\_\_\_.

**B. Write a sentence for each vocabulary word.**

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Remember that authors usually have one of four main **purposes** for writing: to inform, persuade, entertain, or explain.

**A. Read each paragraph below. Then write what you think was the author's main purpose for writing.**

1. John Muir was one of America's greatest conservationists. He worked hard to convince people in the U.S. government to protect wilderness areas. He also helped to found the Sierra Club in 1892.

Author's Purpose: \_\_\_\_\_

2. Remember that heroes come in all shapes and sizes. You, too, can be an uncommon hero! Donate to our fund to help save endangered animals.

Author's Purpose: \_\_\_\_\_

3. Once upon a time in a village in China, a very special young woman was born. At that time girls were not considered good luck. Liu proved this belief to be wrong when she saved her village from destruction.

Author's Purpose: \_\_\_\_\_

**B. Write a short passage in which your purpose for writing is to explain. Use the lines below to write your passage.**

---



---



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---



---



---



---



Name \_\_\_\_\_

As you read "Beyond the Horizon", fill in the Author's Purpose Chart.

Clues	Author's Purpose



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How does the information you wrote in this Author's Purpose Chart help you evaluate the author's purpose for writing "Beyond the Horizon"?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pauses.**

12 The U.S. is the third biggest country in the world. Its area  
is 3,717,813 square miles.

15 We're doing a good job of filling all this space. Since  
26 1900, the U.S. population has gone from 76 million people to  
35 over 294 million in 2004. It's **inevitable** that our numbers  
43 will grow.

45 As our country grows, people and animals sometimes  
53 find that they share a neighborhood! Humans need more and  
63 more space to live. They sometimes take land that wild  
73 animals need for food or shelter. Many homes are now built  
84 on the edge of forests. We build houses by lakes. Living  
95 together is not easy for **humanity** or the animals. We must  
106 learn to live together and to respect each other. We have to  
118 learn to be good neighbors.

123 Today more and more people live outside of cities. As  
133 a result, our landscape is changing. Family farms are sold.  
143 Forests are cleared. And houses are built on the land. 153

**Comprehension Check**

1. How is population growth affecting wild animals? **Relevant Facts**
2. How is the landscape in the United States changing? **Main Ideas and Details**

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



Name \_\_\_\_\_

Using an outline can help you group facts and organize information while you study. First skim, or quickly read, the article. Next scan, or look carefully, for the titles, headings, and key vocabulary words of the article. Then write your notes in an outline.

Look at the outline below. Then answer the questions.

### Environmental Dangers

#### I. Global warming

- A. Pollution is making it inevitable that ice at Earth's poles will melt.
- B. Coastlines and weather will change.

#### II. Damage to the ozone layer

- A. Ozone gas protects us from the sun.
- B. Pollution has caused the amount of ozone to decrease.

#### III. Acid rain

- A. Pollution from fossil fuels mixes with rain.
- B. Acid rain can harm trees, wildlife, and buildings.

1. What sort of information follows the Roman numerals? \_\_\_\_\_

---



---

2. What sort of information follows the capital letters? \_\_\_\_\_

---



---



Name \_\_\_\_\_

A **prefix** is a word part that can be added to the beginning of a word to change the word's meaning. Knowing what a prefix means can help you learn what a word means. For example, the prefix **re-** means **again**, **anew**, or **back/backward**. The prefix **in-** can mean **within**, **into**, or **toward**. Both the prefix **in-** and the prefix **un-** can mean **not**.

Write the prefix of each word. Write the word's meaning. Then use the word in a sentence of your own.

Prefix	+	Word	=	New Word	Meaning
re	+	new	=	renew	to make new again
in	+	side	=	inside	on the inner side, within something

1. **resend** Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. **unhappy** Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. **review** Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. If the word **heeded** means "noticed," what does **unheeded** mean?

Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_



Name \_\_\_\_\_

Words that follow a **vowel-consonant-consonant-consonant-vowel pattern (VCCCV)** usually have two syllables. To divide these words into syllables, look for consonant blends—pairs of letters that work together to make one sound. These blends include pairs of letters such as the **pl** and **gr** found in words like **complain** and **pilgrim**. You cannot separate the sounds in a consonant blend: com/plain and pil/grim.

Compound words often fall into the VCCCV pattern. The consonant blend may appear in either the first or the second syllable. Divide compound words into syllables between the two smaller words, for example, cock/pit and foot/print.

**Draw a line in each word to show the syllable break. Then group the words according to how they break, VC/CCV or VCC/CV, in the chart.**

- |           |           |          |
|-----------|-----------|----------|
| endless   | instant   | pumpkin  |
| orphan    | reckless  | kingdom  |
| hilltop   | handsome  | halfway  |
| concrete  | district  | complete |
| grassland | monster   | control  |
| landlord  | bookshelf | children |

VCC/CV	VC/CCV

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**At Home:** Look for words with a VC/CCV or VCC/CV word pattern in a newspaper, book, or magazine.

Name \_\_\_\_\_

**A. Choose the word from the box that best completes each sentence.**gnarled  
gushedparched  
brimminglandscape  
scrawnyscorching  
progress

1. The plants and trees began to dry and shrink from the heat of the \_\_\_\_\_ sun.
2. The twisted, \_\_\_\_\_ branches of the old tree provided little shade for picnickers.
3. The desert hare was thin and \_\_\_\_\_ from lack of food.
4. The heat slowed the explorers \_\_\_\_\_ across the sand.
5. The summer sun made the land look \_\_\_\_\_ from the lack of water.
6. Water \_\_\_\_\_ from a broken irrigation hose, flooding the crops.
7. The rains transformed the dry, stark \_\_\_\_\_ into bright fields of green.
8. Soon the buckets were \_\_\_\_\_ with water from the heavy rain.

**B. Choose two of the vocabulary words and write a new sentence for each.**

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

When you read a story, identify similarities and differences between characters, settings, and events. **Comparing and contrasting** helps readers remember important story elements and details.

**Read the story below. Then answer the questions.**

Last summer the Lopez family had spent their vacation in Florida. Danny remembered swimming in the Atlantic Ocean, where the water had been the perfect temperature. This year, he was stuck in the Nevada desert in the middle of nowhere, with no water nearby. And it was hot! What were they going to do all day besides watch the vultures circling in the sky? Last year he remembered going swimming with dolphins. This year he'd probably wind up as a vulture's lunch!

When his sister Maria asked him to search for more firewood, Danny trudged down the path near the dried-up creek. A few bushes and small trees grew near some rocks along the banks. Suddenly, Danny thought he heard a sound coming from behind the trees. Great, he thought. It's probably a puma! Danny looked around for a rock to use for a weapon. Then suddenly the sound grew louder. Danny's sister appeared suddenly, laughing out loud. "Sorry," she said. "I didn't mean to scare you. I just thought I should look for some firewood too."

"Very funny," said Danny. "When we were in Florida last year, I didn't have to worry about pumas!"

"Oh, come on, Danny," said Maria. "We both enjoyed Florida, but this camping trip will be fun too. You'll see!"

Florida Coast	Both	Nevada desert
<b>Weather:</b> _____ _____		<b>Weather:</b> _____ _____
<b>Danny:</b> _____ _____		<b>Danny:</b> _____ _____
<b>Maria:</b> _____ _____		<b>Maria:</b> _____ _____
<b>Animals:</b> _____ _____		<b>Animals:</b> _____ _____

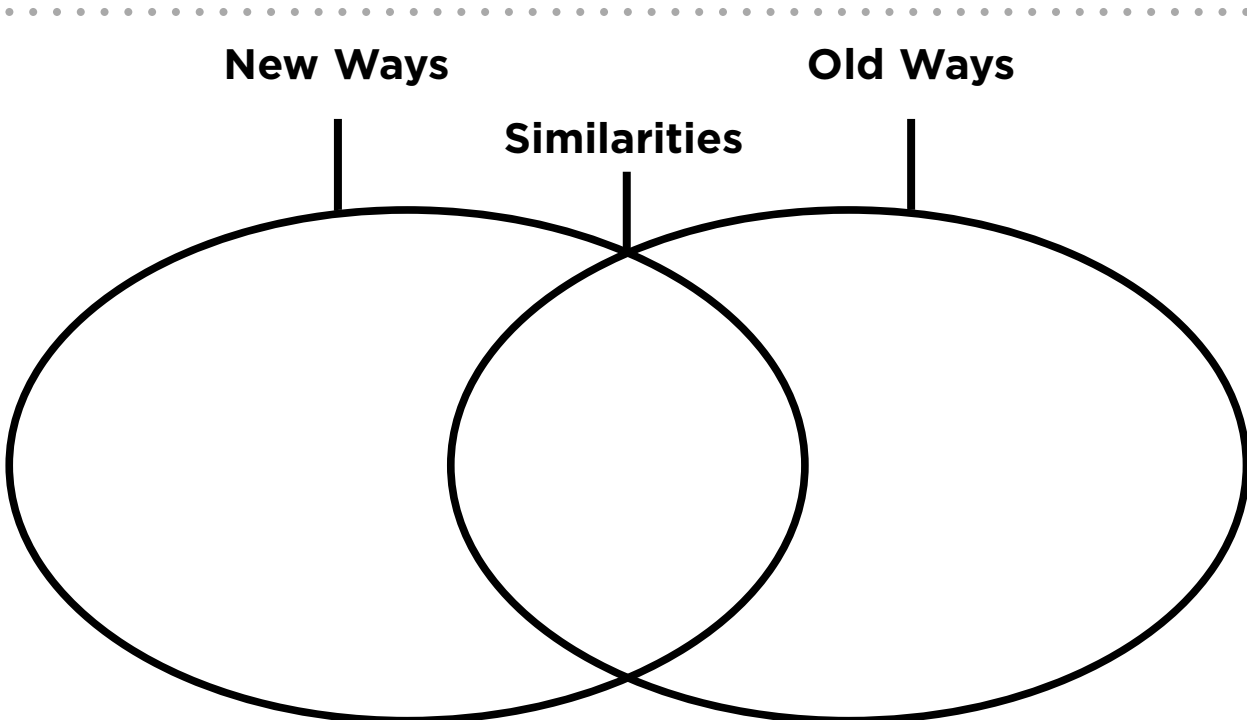
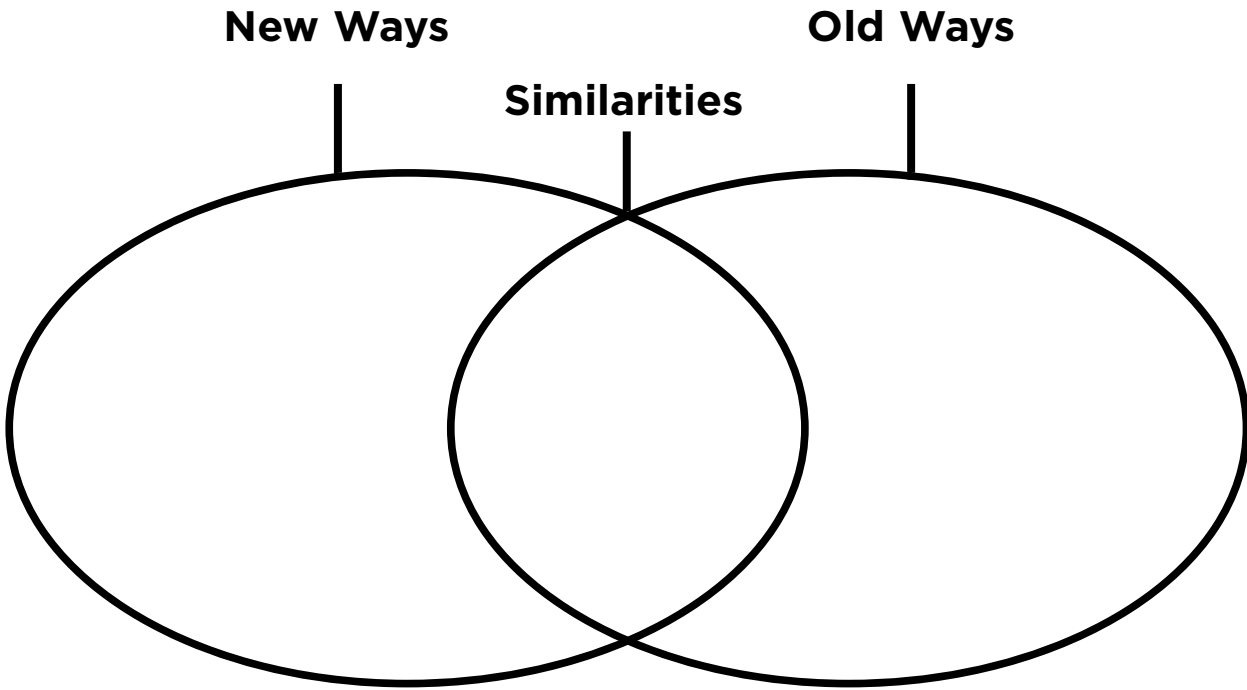
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**At Home:** Make a chart that compares and contrasts your favorite food with the favorite food of a family member or helper.

Name \_\_\_\_\_

As you read *My Great-Grandmother's Gourd*, fill in the Venn Diagrams.



How does the information you wrote in the Venn Diagrams help you make inferences and analyze *My Great-Grandmother's Gourd*?

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Name \_\_\_\_\_

**As I read, I will pay attention to tempo.**

8 The Mojave and Colorado deserts are two entirely  
 17 different ecosystems that exist side by side. Although they  
 27 are both arid, they look different, have different weather, and  
 are occupied by different living things.

33 These deserts are different because they are at two  
 42 different elevations, their height above sea level. The  
 50 Colorado Desert is below 3,000 feet in elevation. It has less  
 60 rainfall, fewer plants, and higher temperatures than the  
 68 Mojave Desert. The Mojave is over 3,000 feet in elevation.  
 77 It has more rainfall and temperatures can dip below freezing.

87 So Joshua Tree National Park contains two quite different  
 96 deserts. But the most remarkable thing about this park is  
 106 the area between the two deserts. This transition area is very  
 117 thin, generally less than a mile wide. In this slim zone,  
 128 animals and plants from both sides of the park are abundant.  
 139 But the cholla (CHOY-uh) cactus rules the zone. Don't walk  
 148 too close to this "jumping" cactus or the spiny needles will  
 159 snag you. Ouch! 162

**Comprehension Check**

1. Compare and contrast the Mojave and Colorado deserts. **Compare and Contrast**
2. What is the transition area? **Relevant Facts**

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

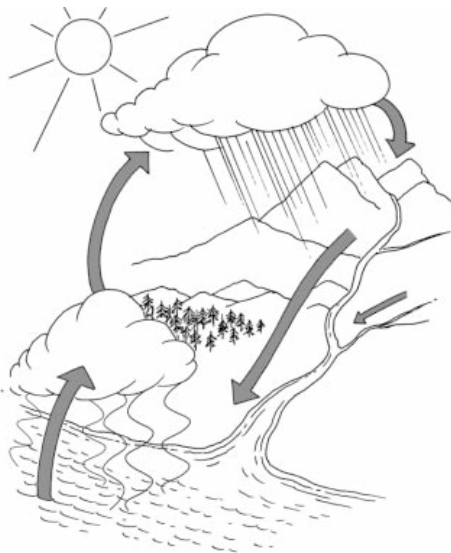


Name \_\_\_\_\_

A **process diagram** is a drawing that shows how something is put together, how something works, or how something changes over time. In a diagram, the important parts of an object are labeled.

Below is a diagram of the water cycle. Use it to answer the questions.

**2. Condensation:** The water vapor rises, forms clouds, and is cooled by the air.



**3. Precipitation:** Water returns to Earth as rain, snow, or other precipitation. Some water seeps into the ground. Some water returns to the ocean.

**1. Evaporation:** The sun heats water in the soil, rivers, lakes, and oceans. The water evaporates and turns into water vapor, a gas.

1. What are two forms of precipitation? \_\_\_\_\_

2. What is the gas that results from evaporation called? \_\_\_\_\_

3. What does the water vapor form during condensation? \_\_\_\_\_

4. Where does water go when it falls back to Earth as precipitation?

\_\_\_\_\_

\_\_\_\_\_

5. What source of energy drives the water cycle? \_\_\_\_\_

6. What causes water to change from clouds into precipitation?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

The exact meaning of a word is called a **denotation**. Synonyms can carry positive or negative feelings, or **connotations**. For example, a thin person can be called **scrawny**, which has a negative connotation, or **lean**, which has a more positive connotation. Whether a word has a positive or a negative connotation often depends on a person's experience with the word. Some words are neutral and have no connotations.

**Look at the chart below. For each neutral word, find a synonym that has either a negative or a positive connotation. You may use a thesaurus or dictionary for help to find words. Then write the word's exact meaning in the last column.**

Neutral	Positive	Negative	Exact Meaning
smell		stink	
house	mansion		
filled	brimming		
unusual		strange	
plant		weed	
well-dressed		overdressed	
laugh	chuckle		
noise	music		

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**At Home:** Look through a newspaper or magazine to find examples of advertisements that use words with positive or negative connotations.

Name \_\_\_\_\_

In words that have more than one syllable, one syllable is always stressed, or accented, more than the others. A stressed syllable can appear at the beginning or at the end of a two syllable word. The unaccented syllable often has the unaccented vowel sound /ə/. For example, the second syllable of the word *confirm* is accented. The first syllable has the /ə/ sound.

Look at each word below and circle the accented syllable. Then use a dictionary to check your work and write the pronunciation on the line provided.

- |              |       |             |       |
|--------------|-------|-------------|-------|
| 1. helpful   | _____ | 9. venom    | _____ |
| 2. control   | _____ | 10. layer   | _____ |
| 3. common    | _____ | 11. canal   | _____ |
| 4. loser     | _____ | 12. perplex | _____ |
| 5. above     | _____ | 13. welcome | _____ |
| 6. lentil    | _____ | 14. salmon  | _____ |
| 7. pronounce | _____ | 15. provoke | _____ |
| 8. golden    | _____ | 16. tension | _____ |



Name \_\_\_\_\_

**A. Label each sentence True if the boldface vocabulary word is used correctly. If a sentence is False, explain why on the line below.**

1. A **defective** toy is in good working order. \_\_\_\_\_  
\_\_\_\_\_
2. If positions are **reversed** during a class debate, your team begins arguing for the opposite opinion. \_\_\_\_\_  
\_\_\_\_\_
3. A **meteor** comes from deep inside Earth. \_\_\_\_\_  
\_\_\_\_\_
4. A **robot** is a living thing. \_\_\_\_\_  
\_\_\_\_\_
5. If you see a tree branch that is **dangling**, it is lying on the ground. \_\_\_\_\_  
\_\_\_\_\_
6. My sister played with a spinning top that **rotated** in circles. \_\_\_\_\_  
\_\_\_\_\_
7. The tired runner **staggered** to the finish line, looking as if he might fall down. \_\_\_\_\_  
\_\_\_\_\_
8. You might use the **tokens** from a board game to buy lunch. \_\_\_\_\_  
\_\_\_\_\_

**B. Choose two vocabulary words and use them in a sentence.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

As you read, you can **draw conclusions** by thinking about different pieces of information. This helps you arrive at a new understanding about a story's **plot development**.

**Read the two paragraphs below, then answer the questions. Describe the clues that helped you draw a conclusion.**

It was almost noon. Maria had been watching the clock for the last half hour. Wouldn't Mrs. Jones ever stop talking? Maria thought again of the green apple in her lunchbox. She could almost taste it. Then her stomach began to growl.

What conclusion can you draw about Maria? \_\_\_\_\_

Story clues: \_\_\_\_\_

Experience clues: \_\_\_\_\_

Evan picked at his cereal. He knew he should have studied harder last night, but the dates all ran together in his head. Why did he have to learn American history anyway? For the third time, his mother told him to hurry. He put on his coat. He felt a sudden wave of dread.

What conclusion can you draw about Evan? \_\_\_\_\_

Story clues: \_\_\_\_\_

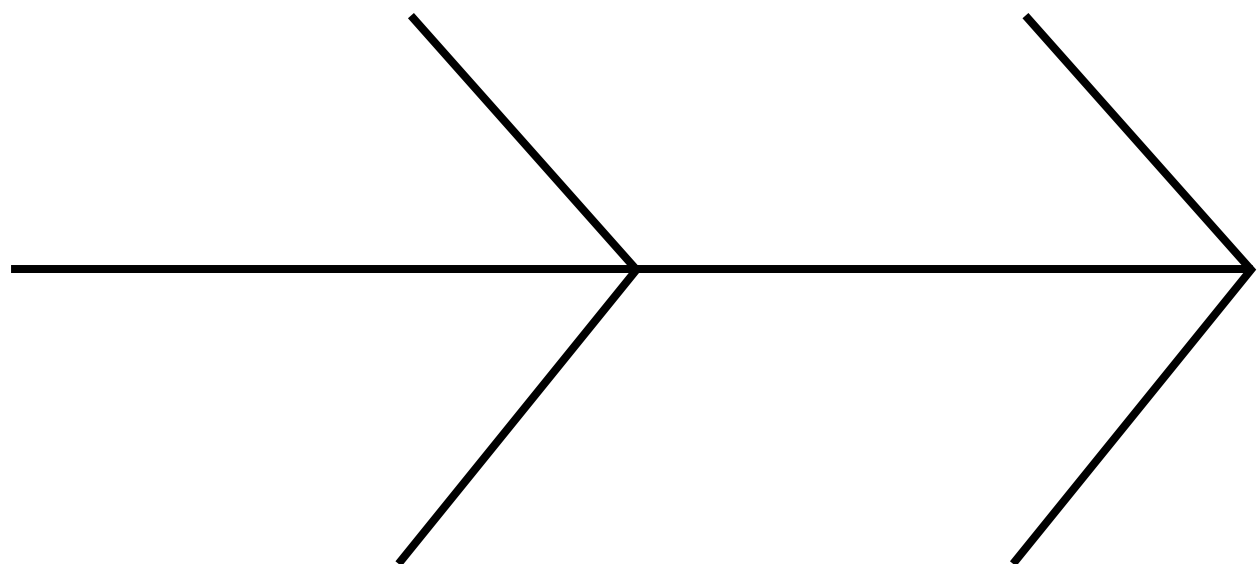
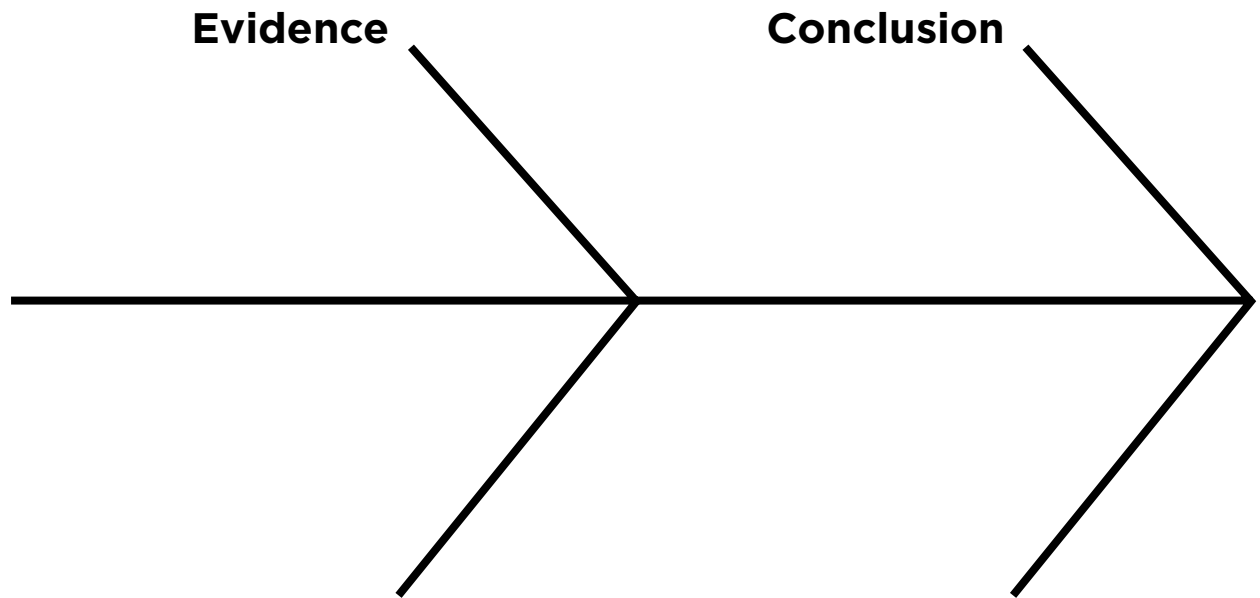
Experience clues: \_\_\_\_\_





Name \_\_\_\_\_

As you read *Zathura*, fill in the Conclusions Diagrams.



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How does the information you wrote in the Conclusions Diagrams help you make inferences and analyze *Zathura*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

6 *Robomation* was Gregory and Anthony’s favorite  
 14 magazine. It had articles about space exploration, science  
 23 experiments kids could do at home, and stories about  
 33 traveling to other planets. Plus, winners of the contests got  
 43 out-of-this-world prizes. Or so Gregory heard. He had yet to  
 51 win a single contest despite many, many tries.  
 58 “Gregory! Anthony!” That was Gregory’s mom calling  
 68 them from the kitchen. From her tone, Gregory could tell  
 80 there was something she wanted him to do, and he dreaded it.  
 89 “Yes, Mom,” he answered right away. “What is it?”  
 100 “Why don’t you go outside,” she called out. “It’s such a  
 112 beautiful day. Go get some fresh air and exercise. A bunch of  
 119 kids are shooting baskets across the street.”  
 128 Gregory knew his mother was talking about Jordan Veras  
 139 and the “cool” gang. Gregory didn’t fit in with their group,  
 150 though he had tried often. Maybe, if he were someone else. . . .  
 159 “Okay, Mom,” Gregory sighed. He knew his Mom was  
 right about the exercise. 163

**Comprehension Check**

1. Why was *Robomation* Gregory and Anthony’s favorite magazine? **Main Idea and Details**
2. Why isn’t Gregory excited about going outside? **Plot Development**

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



Name \_\_\_\_\_

Newspaper articles tell about current events or trends. They answer the questions who, what, where, when, why, and how. A **headline** is a short title about an event or subject that is designed to grab the reader's attention. A **byline** tells who wrote the article.

**Read the newspaper article below, then answer the questions.**

Will Robots Replace Humans in Space?

by Rachel Ambrose

*Dixon Daily* Staff Writer

Will we ever have the same inspirational feelings for a robot that we had for Neil Armstrong or Sally Ride? No, but robots might soon be the astronauts of the future. The major advantage of using robots in space is that they do not need food, air, or rest. Robots can work 24 hours a day, seven days a week. They can carry out tasks that are too dangerous, difficult, or impossible for their human counterparts to do. Robots come in all different shapes and sizes. They can perform faster and with fewer errors than humans. Probably the most convincing reason for using robots in space is that they can be replaced, while human beings cannot.

1. What is the article about? \_\_\_\_\_  
\_\_\_\_\_
2. Who wrote this article? \_\_\_\_\_
3. For which newspaper does the writer work? \_\_\_\_\_
4. Why is the headline important to this article? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Create a new headline for this article. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

An analogy is a comparison of two pairs of words. **Synonyms**, or words with the same meaning, can be used in analogies. The two words in the first pair match in the same way that the two words in the second pair match.

Read this example: Big is to large as thin is to slim.

The words **big** and **large** are synonyms, and the words **thin** and **slim** are synonyms.

**Complete each analogy by writing a synonym for the first word in the second pair of words.**

1. Take is to grab as break is to \_\_\_\_\_.
2. Freedom is to liberty as talk is to \_\_\_\_\_.
3. Find is to discover as work is to \_\_\_\_\_.
4. Try is to attempt as shiver is to \_\_\_\_\_.
5. Car is to automobile as column is to \_\_\_\_\_.
6. Location is to place as choose is to \_\_\_\_\_.
7. Gift is to present as hole is to \_\_\_\_\_.
8. Country is to nation as ruler is to \_\_\_\_\_.
9. Drum is to instrument as friend is to \_\_\_\_\_.
10. Meal is to dinner as land is to \_\_\_\_\_.



Name \_\_\_\_\_

The **schwa-r /ər/** sound is a vowel sound often found in unaccented syllables. The three most common spellings for words that end in the **/ər/** sound include **ar**, **er**, and **or**.

**A. Fill in the blanks with the correct ending sound: ar, er, or.**

- |                |                   |
|----------------|-------------------|
| 1. spid _____  | 7. err _____      |
| 2. broth _____ | 8. vap _____      |
| 3. coll _____  | 9. equat _____    |
| 4. doll _____  | 10. peddl _____   |
| 5. jogg _____  | 11. barb _____    |
| 6. schol _____ | 12. generat _____ |

**B. Write a paragraph using at least six words from the list above. Make sure you underline each word.**

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Name \_\_\_\_\_

**A. Match each description with the correct person in the box. Write your answer on the line next to the description.**

patriots    governor    attorney    representative    defective

1. someone who practices law and represents people in court  
\_\_\_\_\_
2. people who love and support their country \_\_\_\_\_
3. an elected official who stands for the views of a certain group of people  
\_\_\_\_\_
4. the elected leader of a state or political body \_\_\_\_\_
5. having a flaw or weakness \_\_\_\_\_

**B. Complete each sentence with a word from the box.**

inevitable    gushed    prevailing    swagger    gnarled

6. It was once a \_\_\_\_\_ belief that certain natural resources would last forever.
7. The \_\_\_\_\_ branches of the ancient tree twisted up into the sky.
8. The proud soldier strode past with a \_\_\_\_\_ in his step.
9. Unless people work to stop pollution, damage to Earth's environment is \_\_\_\_\_.
10. As the snow melted, water ran into the streams and \_\_\_\_\_ down the mountain.

Name \_\_\_\_\_

**A. Match each word on the left with its antonym on the right. Write the letter of your answer on the line.**

- |                      |                  |
|----------------------|------------------|
| 1. _____ enlightened | a. wet           |
| 2. _____ scrawny     | b. moved forward |
| 3. _____ parched     | c. ignorant      |
| 4. _____ reversed    | d. plump         |

**B. On the lines provided, write a synonym from the words in the box for each word below. Then write a sentence for that word.**

bare      ignored      delay      burning      acceptable      turned

5. stark \_\_\_\_\_

\_\_\_\_\_

6. postpone \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. satisfactory \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. unheeded \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. rotated \_\_\_\_\_

\_\_\_\_\_

10. scorching \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Match the vocabulary word with its definition. Then write the correct word on the line.**

blurted  
fare

permission  
spectacular

scald  
clenched

autograph  
chiseled

1. sensational, fantastic \_\_\_\_\_
2. burn \_\_\_\_\_
3. spoke suddenly \_\_\_\_\_
4. carved \_\_\_\_\_
5. closed together tightly \_\_\_\_\_
6. consent \_\_\_\_\_
7. a person's signed name \_\_\_\_\_
8. price charged for public transportation \_\_\_\_\_

**B. Write a paragraph using at least three vocabulary words. Underline each vocabulary word you use.**

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Name \_\_\_\_\_

When you summarize a story, you briefly retell it in your own words. You can describe the **characters** (people in the story), **setting** (place where the story happens), and plot development in a summary.

**Read this story, and then summarize it. Include information about the characters, setting, and development of the plot.**

'Tricia Ann listened carefully to her grandmother, Mama Frances. Everyone listened carefully to Mama Frances because the old woman was wise, strong, and had a no-nonsense attitude. She also had a huge heart.

"'Tricia Ann," Mama Frances said, "it's your first trip alone downtown. Don't let anyone give you what-for, you hear? You keep going to Someplace Special with your head held high." Mama Frances was determined to boost her granddaughter's pride and self-confidence.

'Tricia Ann walked through the city. She saw sign after sign proclaiming Whites Only and Colored Section. White people glared at her as she passed them on the sidewalk. She wanted to run home crying. But 'Tricia Ann held her head high and walked bravely through the city streets.

Finally, she was there! 'Tricia Ann climbed the steps to the public library, her very own special place, where everyone was welcome. She knew that Mama Frances was right: March proudly, and you will get to where you want to go.

**Summary:** \_\_\_\_\_

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Name \_\_\_\_\_

As you read *Goin' Someplace Special*, fill in the Character and Setting Chart.

Character	Setting

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How does the information you wrote in the Character and Setting Chart help you analyze the story structure of *Goin' Someplace Special*?



Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

8 Josie and Franklin had heard Gramma's stories many  
 19 times, but they never got tired of them. There was something  
 30 so comforting about Gramma's voice. Josie felt as if she were  
 41 being wrapped in a warm, fuzzy blanket when she listened to  
 49 Gramma's stories. And even though Franklin was 14 going  
 61 on 15, he still liked to hear Gramma's stories about her life in  
 the South.

63 Now Franklin got up from the step where he had been  
 74 sitting. "Gramma, I have to go do my math homework. I'll  
 85 see you at dinner."

89 Josie stayed where she was. Like Gramma, Josie loved  
 98 nature, but living in the city didn't provide much. She looked  
 109 around the neighborhood. Outside their second-floor  
 115 apartment, Gramma had planted window boxes, bright with  
 123 red and white geraniums. Other than that a few spindly trees  
 134 that grew between the sidewalk and the curb were the only  
 145 green, growing things that Josie could see.

152 Other neighbors were sitting on their front stoops, too,  
 161 hoping for a cool evening breeze. 167

**Comprehension Check**

1. Why does Josie enjoy listening to Gramma's stories? **Plot Development**
2. What do Josie and her grandmother have in common? **Main Idea and Details**

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

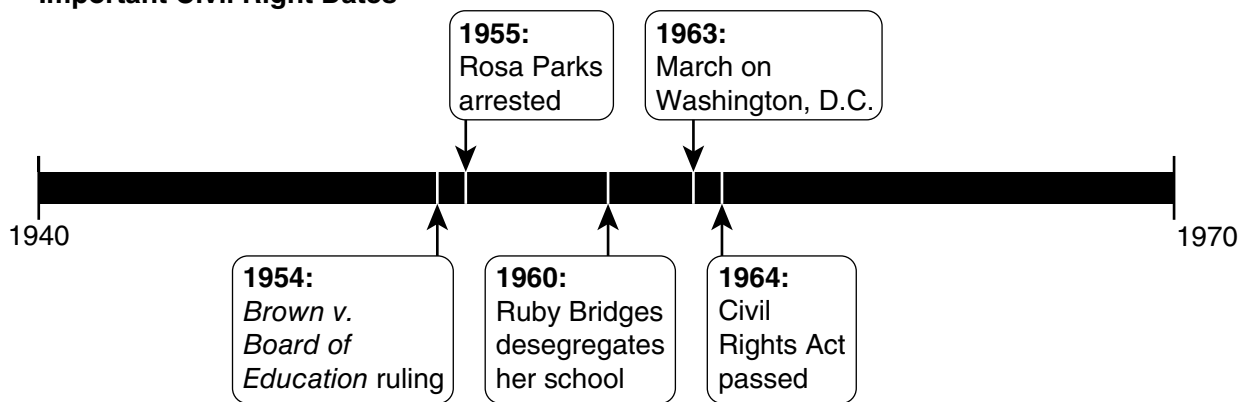


Name \_\_\_\_\_

A **time line** is a diagram that organizes information. Time lines help you keep track of events in the order in which they took place.

Look at the time line. Then answer the questions.

Important Civil Right Dates



1. What is this time line about? \_\_\_\_\_  
\_\_\_\_\_
2. What happened in 1955? \_\_\_\_\_
3. What happened first: the Civil Rights Act or the *Brown v. Board of Education* ruling? \_\_\_\_\_
4. To which city did civil rights protesters march in 1963? \_\_\_\_\_
5. Would Rosa Parks have been arrested for refusing to give up her seat after 1964? Explain your answer. \_\_\_\_\_  
\_\_\_\_\_
6. Where would this event appear on the time line? In 1946, the United States Supreme Court bans segregation on buses that travel across state lines.  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Homophones** are words that sound the same but have different spellings and different meanings. Sometimes you need to read the words around a homophone to know which spelling and meaning makes the most sense.

**A. Write the word from the box that best completes each sentence.**

fair  
fare

their  
there

way  
weigh

bored  
board

Grandma always gives me bus \_\_\_\_\_ to go downtown. I \_\_\_\_\_ the bus and sit in the last seat. It isn't \_\_\_\_\_ that I have to sit in the back, but I'm never \_\_\_\_\_. I watch people carry \_\_\_\_\_ packages. Those bundles must \_\_\_\_\_ so much! I ride the bus all the \_\_\_\_\_ to the library. I'm so happy when I'm \_\_\_\_\_.

**B. Circle the two homophones in each sentence. Then answer the question.**

1. The wind blew my blue hat away.

Which word refers to a color? \_\_\_\_\_

2. I had to write the right word for each item on the test.

Which word means correct? \_\_\_\_\_

3. Marta took one more turn and won the spelling bee.

Which word means that someone has gained victory? \_\_\_\_\_

4. It is great to live in our state's capital because we can visit the capitol any time.

Which word refers to a building? \_\_\_\_\_



Name \_\_\_\_\_

Many words have unaccented final syllables. Some of these words end with the **/əl/ sound**, as you hear in the word *bottle*. Other words have a final **/ən/ sound**, as you hear in the word *sharpen*. The final /əl/ may be spelled as **-el, -le, -il** or **-al**. The final /ən/ may be spelled as **-en, -in, -an, -on**, or **-ain**.

**Circle the word in each pair that has a final unaccented syllable containing the /əl/ or /ən/ sound. Then write the letters that make the final sound in each word you circled.**

- |               |          |       |
|---------------|----------|-------|
| 1. human      | moan     | _____ |
| 2. winner     | basin    | _____ |
| 3. signal     | prevail  | _____ |
| 4. tell       | angel    | _____ |
| 5. nozzle     | tale     | _____ |
| 6. bacon      | zone     | _____ |
| 7. train      | captain  | _____ |
| 8. global     | bale     | _____ |
| 9. barrel     | sell     | _____ |
| 10. real      | able     | _____ |
| 11. listen    | lessened | _____ |
| 12. practical | all      | _____ |
| 13. slogan    | lagoon   | _____ |
| 14. will      | pencil   | _____ |
| 15. rain      | mountain | _____ |



Name \_\_\_\_\_

**A. In the sentences below circle correct if the boldface vocabulary word is used properly. If not, circle incorrect.**

1. The boring television show was **arousing** the children's interest.

**correct**      **incorrect**

2. The baby deer that was **nestled** in the grass looked peaceful.

**correct**      **incorrect**

3. The **secluded** spot was ideal for a picnic because it was out in the open where everyone could see it.

**correct**      **incorrect**

4. The boy knocked on the doors of all the **arroyo** in the village to apologize for the smell of his shoes.

**correct**      **incorrect**

5. The **unpleasant** encounter with the skunk is one of Carlos's unhappiest memories.

**correct**      **incorrect**

6. The **behavior** of the animal's fur helps it blend in with its surroundings.

**correct**      **incorrect**

**B. Write two sentences that use the vocabulary word correctly.**

7. **stunned** \_\_\_\_\_

\_\_\_\_\_

8. **glimpse** \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Authors have a purpose, or reason, for writing. An **author's purpose** might be to persuade, to inform, to explain, or to entertain.

Read each passage below. On the lines provided, write whether the author's main purpose is to persuade, to inform, to explain, or to entertain. Then write a sentence to explain your answer.

1. If you're thinking of finding a new hobby, then you should seriously consider bird-watching. First of all, it involves spending time outdoors. Many trips are planned with groups of people, so bird-watching is a good way to make new friends. Best of all, you get to see many interesting birds. Pick up your binoculars today!

**Author's purpose:** \_\_\_\_\_

\_\_\_\_\_

2. I frantically called to my dog Frisky, but it was already too late. She had spotted the skunk and was running after it happily. Frisky just wanted to play, but the skunk didn't know that. As the skunk lifted its tail, Frisky leaned down to get a sniff, and the skunk sprayed her right in the face. Poor Frisky! And poor me! I had to give her a bath.

**Author's purpose:** \_\_\_\_\_

\_\_\_\_\_

3. A skunk is a small, furry animal with black and white markings. Skunks are part of the weasel family. They are best known for the highly offensive liquid that they spray when they are frightened. This smelly liquid is called musk. A skunk can spray its musk as far as ten feet.

**Author's purpose:** \_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_

As you read *Carlos and the Skunk*, fill in the Author's Purpose Chart.

Clues	Author's Purpose

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How does the information you wrote in the Author's Purpose Chart help you evaluate *Carlos and the Skunk*?



**At Home:** Have student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to intonation.**

10 Lizards, turtles, and snakes are all reptiles. They live in  
 21 a world full of danger. Predators are on the prowl, looking  
 32 to eat reptiles that aren't careful. Animals may try to steal  
 42 their territory or their eggs, or eat them. Reptiles aren't  
 52 helpless though. They have many defenses they can use to  
 57 protect themselves and their homes.

70 In the face of a threat, a reptile's usual behavior is to avoid  
 80 it. Lizards dart away. Snakes slither away. Turtles hide in  
 91 their shells or slip into the water. Escape is sometimes the  
 102 only way to live another day. Often, though, staying out of  
 112 trouble isn't possible. That's when a reptile uses its defenses  
 125 to help it stay alive. It may use color, size, special body parts,  
 136 or even deadly poison to survive. Read on to learn more.

145 Sometimes a reptile can't run away from danger. Most  
 156 will then try to scare the predator away. Some change the  
 way they stand. Others change the way they look. 165

**Comprehension Check**

1. What is the main idea of this passage? **Main Idea and Details**
2. What special defenses may reptiles use? **Main Idea and Details**

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



Name \_\_\_\_\_

A **deck** is a short preview of a magazine article that is designed to grab the reader's attention. **Headings** are subtitles that break an article into different parts. They help readers organize information so it is easier to understand.

**Read the magazine article "Animal Self-Defense." Then answer the questions.**

### Animal Self-Defense

by Elle Wainwright

If you were a wild animal about to become someone's dinner, what would you do? Run? Hide? Fight? Animals may do any of these things when they feel threatened.

#### Hide and Seek

Some adaptations help animals hide. An animal can seem to disappear by using camouflage.

1. What is the title of the article? \_\_\_\_\_  
\_\_\_\_\_
2. What is the byline? \_\_\_\_\_  
\_\_\_\_\_
3. What is the deck? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the heading? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

You can define an unknown word by using **context clues**, the words around an unknown word that give you clues to the word's meaning.

**Circle the context clues in each sentence that can help you figure out the meaning of the underlined word. Then write the definition of the underlined word on the line.**

- The skunk, unaware how badly Tina smelled after spraying her, walked away as if nothing happened.  
unaware: \_\_\_\_\_
- The hiker was a coward and was frightened at even the smallest sound.  
coward: \_\_\_\_\_
- The location of the town was unknown, but Tom believed he knew where the place was.  
location: \_\_\_\_\_
- The boat had a tough time navigating the rough seas, but the dolphins had no problem making their way through the waves.  
navigating: \_\_\_\_\_
- The thornbug's camouflage was flawless, and the students marveled at its perfect disguise.  
flawless: \_\_\_\_\_
- He was so grouchy after being sprayed by the skunk that nothing could change his grumpy mood.  
grouchy: \_\_\_\_\_
- The pesky mosquito annoyed the girl as it buzzed in her ear.  
pesky: \_\_\_\_\_
- The cliffs marked the southern boundary of the village, and the river marked the northern edge.  
boundary: \_\_\_\_\_



Name \_\_\_\_\_

Accented syllables may have vowel sounds that are neither long nor short. Each of these vowel sounds can be spelled in several different ways.

<b>Sound</b>	<b>Spelling</b>	<b>Example</b>
/ou/	ou, ow	count, plow
/ô/	al, aw, au, ough	all, crawl, haul, thought
/oi/	oi, oy	boil, boy

**Read the words below. Listen to the vowel sound in each accented syllable. Then place the words below in the correct column of the chart according to the vowel pattern in the accented syllable of each word.**

flawless	thoughtless	loyal	foil
allow	power	grouchy	powder
applause	toiling	doubting	
toying	faucet	fall	

<b>/ou/ (ou, ow)</b>	<b>/ô/ (al, aw, au, ough)</b>	<b>/oi/ (oi, oy)</b>

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**At Home:** Think of two additional words for each column of the chart.

Name \_\_\_\_\_

compelled  
unenthusiastically

presidential  
succeed

disrespectful  
preoccupied

**A. Choose a word from the box that means the same as the italicized words or phrases. Then write the word on the line.**

Voting is an important right, but many people do not feel *the urge* \_\_\_\_\_ to vote. It is especially important to vote when the election is *for the president* \_\_\_\_\_. The Vice President is also important because he or she can *follow in sequence* \_\_\_\_\_ to the presidency, if something happens to the president. Some people are *engrossed* \_\_\_\_\_ with their jobs and families and forget to vote. Many people respond *with no excitement* \_\_\_\_\_ when given the chance to cast their ballots. I even saw someone who was *rude* \_\_\_\_\_ to workers at the polls because everyone had to wait a long time to vote. Yet, the time and effort will pay off because voting on election day makes you feel proud.

**B. Write two sentences using a vocabulary word. Then underline the vocabulary word.**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Both facts and opinions can be relevant details that help you understand the main idea.

**Read the paragraph. Then answer the questions.**

Voting is an important part of American citizenship. Typically, only a little more than half of voting-age Americans vote in a presidential election. There was only a 17% turnout of voters between the ages of 18 to 29 for the most recent presidential election. Volunteers send out e-mails, make phone calls, and go door-to-door to remind people to vote. Yet, there are many reasons people do not vote. Here are the top reasons people gave for not voting in a recent presidential election:

1. No time off or too busy	5. Out of town
2. Not interested	6. Other reasons
3. Ill, disabled, or had an emergency	7. Forgot
4. Did not like the candidates	

1. Find one opinion in the selection. How is the opinion relevant to the main idea?

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2. Why do you think volunteers make phone calls, send e-mails, and go door-to-door asking people to vote? \_\_\_\_\_

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3. Why might someone be of the opinion that it is disrespectful for people of voting age not to vote? \_\_\_\_\_

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Name \_\_\_\_\_

**As you read “Getting Out the Vote”, fill in the Fact and Opinion Chart.**

<b>Fact</b>	<b>Opinion</b>

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How does the information you wrote in this Fact and Opinion Chart help you evaluate “Getting Out the Vote”?





Name \_\_\_\_\_

**As I read, I will pay attention to pauses.**

9 Do you have strong feelings about something? Do others  
 18 feel differently? Often this can happen in families. Maybe  
 28 family members ask you to help keep your home clean.  
 39 They say that you live in the home, and it's **disrespectful**  
 50 for you to ignore your responsibility. On the other hand, the  
 61 mess does not bother you. You think that those who are  
 73 **preoccupied** with the mess should be the ones to clean it up.  
 84 Or your family members may point out that the ones who  
 96 pay the bills should make the rules of the house. You think  
 106 that everyone in the house should help make the rules.  
 118 A debate like this may go back and forth for some time.  
 129 Each person tries to convince the others that he or she  
 142 is right. In a situation like this one, no one is really right  
 153 or wrong. Yet each person wants to win. What is the  
 answer? 154

**Comprehension Check**

1. Who do some family members think should make the rules? **Main Idea and Details**
2. What is a debate? **Relevant Facts and Details**

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



Name \_\_\_\_\_

If you can identify the **parts of a book**, you can easily find the information that you need.

Read the chart below. Then write the correct part of a book to answer each question.

Front of a book	Back of a book
<b>Title page:</b> tells the book's title and author	<b>Index:</b> an alphabetical listing of names and topics and the page numbers that apply to each item
<b>Chapter titles:</b> tells the names of the chapters	<b>Glossary:</b> an alphabetical list of words and definitions
<b>Table of contents:</b> lists the chapter titles and the page number on which each chapter begins	<b>Endnotes:</b> notes that give additional information
	<b>Bibliography:</b> a list of writings that includes the date and place of publication

- Which part of a book has notes that give additional information? \_\_\_\_\_
- In which part of a book can you find the definitions of words? \_\_\_\_\_
- Where can you find the first page number of a chapter? \_\_\_\_\_
- Which two parts of a book are arranged in alphabetical order? \_\_\_\_\_  
\_\_\_\_\_
- How could you learn whether a topic or person you are researching is mentioned in a book? \_\_\_\_\_
- How could you find information about books or articles that an author used to write the book you are reading? \_\_\_\_\_



Name \_\_\_\_\_

**Prefixes** and **suffixes** are word parts that can be added to a word to change the word's meaning. A prefix is added to the beginning of a word, and a suffix is added to the end of a word.

Prefixes	Meaning	Suffixes	Meanings
<i>dis-</i>	not	<i>-ial</i>	having to do with
<i>un-</i>	not	<i>-ful</i>	showing, full of
<i>re-</i>	anew, again	<i>-ly, -ally</i>	in the manner of

Write the prefix, suffix, or both for each word. Write the word's meaning. Then use the word in a sentence.

- restart                      Prefix: \_\_\_\_\_                      Suffix: \_\_\_\_\_  
     **Meaning:** \_\_\_\_\_  
     **Sentence:** \_\_\_\_\_
- disrespectful              Prefix: \_\_\_\_\_                      Suffix: \_\_\_\_\_  
     **Meaning:** \_\_\_\_\_  
     **Sentence:** \_\_\_\_\_
- presidential                Prefix: \_\_\_\_\_                      Suffix: \_\_\_\_\_  
     **Meaning:** \_\_\_\_\_  
     **Sentence:** \_\_\_\_\_
- unenthusiastically      Prefix: \_\_\_\_\_                      Suffix: \_\_\_\_\_  
     **Meaning:** \_\_\_\_\_  
     **Sentence:** \_\_\_\_\_
- residential                 Prefix: \_\_\_\_\_                      Suffix: \_\_\_\_\_  
     **Meaning:** \_\_\_\_\_  
     **Sentence:** \_\_\_\_\_



**At Home:** Write five prefixes and five suffixes on slips of paper. Then take turns adding each prefix or suffix to a base word.

Name \_\_\_\_\_

**Homographs** are words that are spelled the same way but have different meanings. Sometimes words that are homographs will be accented, or stressed, on different syllables. The part of speech and the meaning of the word depends on which syllable is accented.

**Circle the syllable in each underlined homograph that should be accented to make the sentence correct. Use a dictionary to help you.**

1. An election is a contest between two or more candidates.
2. The lawyer will contest the decision the judge made.
3. Candidates must watch their conduct while debating each other.
4. The maestro will conduct the orchestra.
5. The conflict was broadcast on television.
6. Luckily, her schedule did not conflict with ours.
7. Politics is a subject that many people feel strongly about.
8. The king did not subject his people to cruel punishments.
9. Every minute detail must be followed in the line of presidential succession.
10. A minute passed before I was called into the doctor's office.
11. He will probably refuse to run in the election.
12. Tim does not throw refuse in the recycling bin.
13. I am content to live in a democracy that offers so many freedoms.
14. The content of her speech was in the outline.



Name \_\_\_\_\_

**A. Select the correct word from the vocabulary words within the parentheses. Then write your choice on the line.**

(Hurricanes / Atmospheres) \_\_\_\_\_ are tropical storms with rain and strong swirling winds. Hurricanes form over the ocean where warm water is (available / beautiful) \_\_\_\_\_ as a source of energy. The (property / atmosphere) \_\_\_\_\_ surrounding a hurricane uses moisture from the warm water to power the storm. When a hurricane moves toward land, a (surge / destruction) \_\_\_\_\_ of water can cause flooding in coastal areas. When a hurricane finally makes (waves / contact) \_\_\_\_\_ with the land, high winds are a serious threat. These powerful storms can cause much (destruction / atmosphere) \_\_\_\_\_ to (surges / property) \_\_\_\_\_. The cost of (contacts / damages) \_\_\_\_\_ from a hurricane can reach billions of dollars.

**B. Write your own paragraph about hurricanes using at least three vocabulary words. Then underline each vocabulary word.**

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Name \_\_\_\_\_

**Description** is an organizational pattern authors sometimes use in textbook writing. Signal words and phrases such as *most important*, *for example*, *for instance*, or *to begin with* alert readers about an upcoming list or set of characteristics.

**Read the paragraph. Then answer the questions below.**

Hurricane Andrew was one of the worst hurricanes to hit the United States. Andrew first formed in the warm waters of the southern Atlantic Ocean in August 1992. To begin with, the storm had winds of only 40 miles per hour. As the storm continued to move over the warm ocean, it gained energy and grew stronger. When the wind speed reached 74 miles per hour, the storm was officially a hurricane and was named Andrew. Then Andrew's winds climbed to 155 miles per hour! Next, heavy rain moved onshore as Andrew made landfall in southern Florida. Seven inches of rain fell, and storm tides were as high as 17 feet. Hurricane Andrew caused significant destruction to property in the United States. Final damages eventually totaled \$25 billion.

1. What was the first fact the author gives about the storm that became Hurricane Andrew? \_\_\_\_\_  
\_\_\_\_\_
2. What was the initial wind speed of the storm? \_\_\_\_\_  
\_\_\_\_\_
3. What signal word or phrase does the author use to describe Andrew's wind speed before it became a hurricane? \_\_\_\_\_
4. The author uses *next* to alert you to what descriptive fact? \_\_\_\_\_  
\_\_\_\_\_
5. What were the final damage costs? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

As you read *Hurricanes*, fill in the Description Chart.

Signal Words	Descriptive Facts



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How does the information you wrote in the Description Chart help you analyze the text structure of *Hurricanes*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

9 The Brodie family—mother, father, two boys, three cats,  
 19 a dog, and an iguana—was watching television on Monday  
 25 evening, May 3, 1999. An afternoon thunderstorm was  
 35 creating tornadoes to the southwest of their home in the  
 46 suburbs of Oklahoma City, Oklahoma. It looked as if a big  
 46 tornado was headed their way.

51 The Brodies knew that the best place to be during a  
 62 tornado is in the basement or under heavy furniture in a  
 73 small room without windows. They went into their  
 81 underground tornado shelter.

84 The tornado that swept through heavily populated  
 91 Oklahoma City on the night of May 3 was classified as  
 101 an F5 tornado, the most powerful ever recorded.

108 A group in another underground shelter felt the tornado  
 117 pass directly over their heads. The walls of the shelter started  
 128 to vibrate. Then, according to a witness, the group heard  
 138 “one big crack” as the house above them was lifted off its  
 150 foundation.

151 The tornado was part of the Oklahoma Tornado Outbreak  
 160 of May 1999. 162

**Comprehension Check**

1. What should you do to stay safe during a tornado? **Main Idea and Details**
2. Where did the Brodies keep safe during the tornado? **Relevant Facts and Details**

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





Name \_\_\_\_\_

Elements used in poetry include **personification**, or giving human characteristics to an animal, thing, or idea. Another element is **imagery**, or the use of descriptions to create vivid pictures in the reader's mind. Also **onomatopoeia**, or the use of words that imitate the sounds of an object or action is used in poetry.

### Read the poems and answer the questions.

Rabbit Mother sings her babies to sleep.  
Tells them not to worry about the rain that splashes down,  
Or that flash of lighting and sudden crash of thunder.  
Her babies safe in a hillside burrow and Rabbit Mother taps her toes.  
Waiting out another hurricane.

1. What literary devices does the poem above contain? How do you know?

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2. What examples of onomatopoeia are used to describe the hurricane?

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Hurricane  
Spinning leaves, flowing water.  
All rotating together.  
Like water spinning down the drain of an enormous bathtub.  
Clockwise in the South. Counterclockwise in the North.  
No toys, no bubbles.  
Only wind and rain, and the hope that soon all will be safely dried  
With the fluffy towel of sunshine.

3. What literary device does this poem have? How do you know?

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---



---



Name \_\_\_\_\_

Words with more than one meaning are **multiple-meaning words**. You can use context clues or other words in the sentence to help you figure out the most appropriate meaning. Sometimes you may need to consult a dictionary to find all the different meanings of the word.

**Write a definition of the underlined word based on how it is used in the sentence.**

1. When a hurricane's eye passes over you, the wind stops blowing.

**Eye** means: \_\_\_\_\_  
\_\_\_\_\_

2. An eye will allow you to see your surroundings.

**Eye** means: \_\_\_\_\_  
\_\_\_\_\_

3. Even during the worst of the storm, my mother maintained her image of calm.

**Image** means: \_\_\_\_\_  
\_\_\_\_\_

4. The postcard had an image of a very famous painting on it.

**Image** means: \_\_\_\_\_  
\_\_\_\_\_

5. A hurricane watch was issued, so we prepared to leave.

**Watch** means: \_\_\_\_\_  
\_\_\_\_\_

6. My watch stopped keeping time because the battery died.

**Watch** means: \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

The sounds you hear in the final syllable of the words *culture* and *measure* can be spelled in different ways, including **-ture**, **-cher**, and **-sure**. Listen to the final syllables in the words *measure* (**/zhər/ sound**) and *culture* (**/chər/ sound**).

**A. Choose the word in each pair that has a final syllable that sounds like the final syllable in *measure*. Then write the word on the line.**

**measure**

1. searcher / azure \_\_\_\_\_
2. pleasure / rancher \_\_\_\_\_
3. seizure / fracture \_\_\_\_\_
4. mixture / treasure \_\_\_\_\_
5. enclosure / gesture \_\_\_\_\_
6. leisure / fixture \_\_\_\_\_

**B. Choose the word in each pair that has a final syllable that sounds like the final syllable in *culture*. Then write the word on the line.**

**culture**

7. legislature / leisure \_\_\_\_\_
8. future / azure \_\_\_\_\_
9. butcher / pleasure \_\_\_\_\_
10. seizure / nature \_\_\_\_\_
11. mixture / erasure \_\_\_\_\_
12. teacher / ledger \_\_\_\_\_
13. creature / enclosure \_\_\_\_\_
14. pressure / gesture \_\_\_\_\_
15. exposure / nurture \_\_\_\_\_



Name \_\_\_\_\_

appreciation  
educatewares  
burdenstreasurer  
riverbankmerchandise  
unfortunate

Replace the underlined word or words in each sentence with a word from the box.

1. The story of the fisher can teach readers about how people's greed can often get them in trouble. \_\_\_\_\_
2. The fisher sat by the edge of the river and thought of a way to trick people.  
\_\_\_\_\_
3. The Market Club hired a person who manages money to help count all the money made at the market. \_\_\_\_\_
4. At the market, the basket-maker set out her collection of wares for all to see.  
\_\_\_\_\_
5. The fisher tricked others into leaving part of their heavy loads with him.  
\_\_\_\_\_
6. Each person carefully carried his or her products across the log in order to reach the market. \_\_\_\_\_
7. He hoped that people would express their gratitude by paying him well.  
\_\_\_\_\_
8. The fisher's plan did not work, and he felt very unlucky. \_\_\_\_\_

Name \_\_\_\_\_

An **author's purpose** is his or her reason for writing the story. The purpose may be to inform, to entertain, to persuade, or to explain.

**Read the summary of *The Catch of the Day*. Then answer the questions about the author's purpose.**

A Griot introduced himself as a keeper of history, a teacher, and a storyteller, and told a group of children a story of a fisher who decided to trick many people who were trying to get to the market. The fisher shook a log to convince each person it was unsafe to cross with so much merchandise. Finally, the ones who were tricked discovered what the Fisher was up to and decided to trick him. As the fisher crossed the bridge they shook the log so hard that he fell into the water. On the riverbank, the people the fisher tricked laughed and laughed. And later that day they ate a fine fish dinner!

1. When the Griot explains who he is, is the author's main purpose to explain, to entertain, to persuade, or to inform? Explain.

---



---

2. When the author describes how the Fisher was tricked, is her main purpose to entertain, to explain, to persuade, or to inform? Explain.

---



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3. In what ways might the author's purpose be to persuade people?

---



---

4. What do you think is the author's purpose for writing *The Catch of the Day*?

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**At Home:** Find a story that was written to entertain, to persuade, to inform, or to instruct. Write a paragraph about how you can tell that this is the purpose.

Name \_\_\_\_\_

**As you read *The Catch of the Day*, fill in the Author's Purpose Chart.**

Clues	Author's Purpose



How does the information you wrote in the Author's Purpose Chart help you evaluate *The Catch of the Day*?



Name \_\_\_\_\_

**As I read, I will pay attention to tempo.**

**NARRATOR 1:** Well, at least it isn't a raging river that Brer Rabbit has to cross, just a creek. Though it is higher than usual, and the rain is still coming down hard.

**BRER RABBIT:** *(to the audience)* Well, that wasn't too bad. If getting my feet a little wet is the most **unfortunate** thing that happens tonight, I'll be just fine. *(He shakes off the wetness and looks around. Then, putting his hand to his ear, he listens for a moment.)* Music! I do believe I hear a party shaping up! *(He rubs his hands together eagerly.)* And that means dancing, and dancing means food to feed the dancers, and that means a fine time is had by all. *(He heads offstage with a hop, skip, and a jump.)*

**NARRATOR 2:** And indeed, a fine time is had by all, especially Brer Rabbit, who doesn't give another thought to the weather. He tries every dance and every dish and finds them all to his total satisfaction. 165

**Comprehension Check**

1. What does Brer Rabbit enjoy about parties? **Main Idea and Details**
2. How does Brer Rabbit feel about the weather? **Plot Development**

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



Name \_\_\_\_\_

Charts give the reader information in easy-to-read columns and rows.

Read the chart below. Then answer the questions.

### Restaurant Food Order

Food Item	Price per Pound	Number of Pounds	Total Cost
Ground Beef	\$2.00	50	\$100.00
Shrimp	\$5.00	50	\$250.00
Tomatoes	\$1.00	100	\$100.00
Green Beans	\$0.50	50	\$25.00

- Which of the foods on the chart has the highest price per pound?  
\_\_\_\_\_
- Which of the foods does the restaurant need the most of?  
\_\_\_\_\_
- Which item will cost the restaurant the most money to buy in this order?  
\_\_\_\_\_
- Suppose the restaurant needs to order 80 pounds of green beans. What would be the new total cost? \_\_\_\_\_





Name \_\_\_\_\_

An analogy shows the **relationship** between two pairs of words. The relationship between the two words in the first pair is the same as the relationship between the two words in the second pair.

drink	story	crops	baskets	fingers
fox	merchandise	hopping	leather	fish
song	eagle	painter	needle	mailbox

**Choose a word from the box to complete each analogy.**

1. Banker is to money as farmer is to \_\_\_\_\_.
2. Library is to books as store is to \_\_\_\_\_.
3. Bird is to flying as rabbit is to \_\_\_\_\_.
4. Baker is to bread as basketmaker is to \_\_\_\_\_.
5. Nibble is to eat as sip is to \_\_\_\_\_.
6. Yam is to vegetable as trout is to \_\_\_\_\_.
7. Clap is to hands as snap is to \_\_\_\_\_.
8. Vain is to crow as sneaky is to \_\_\_\_\_.
9. Shirt is to cloth as shoes are to \_\_\_\_\_.
10. Poet is to poem as author is to \_\_\_\_\_.
11. Griot is to story as singer is to \_\_\_\_\_.
12. Dog is to wolf as parrot is to \_\_\_\_\_.
13. Microscope is to scientist as paintbrush is to \_\_\_\_\_.
14. Email is to computers as letter is to \_\_\_\_\_.



Name \_\_\_\_\_

The suffixes **-ance** and **-ence** mean “the state or quality of.” They are suffixes with unstressed vowels.

Complete each word by adding *-ance* or *-ence*. Then write the completed word on the line. Use a dictionary to help you find the syllable that is stressed. Say each new word to hear how it is pronounced. Circle the stressed syllable in each word.

1. ambul\_\_\_\_\_
2. resid\_\_\_\_\_
3. bal\_\_\_\_\_
4. subst\_\_\_\_\_
5. import\_\_\_\_\_
6. assist\_\_\_\_\_
7. abs\_\_\_\_\_
8. persist\_\_\_\_\_
9. attend\_\_\_\_\_
10. disturb\_\_\_\_\_
11. independ\_\_\_\_\_
12. perform\_\_\_\_\_
13. refer\_\_\_\_\_
14. eleg\_\_\_\_\_
15. emerg\_\_\_\_\_



Name \_\_\_\_\_

**A. From each pair of words in parentheses, choose the word that best completes each sentence, and write it on the line.**

1. The laser lightshow was a (secluded/spectacular) \_\_\_\_\_ display of color and light.
2. The (surge/permission) \_\_\_\_\_ of the tides often reached the highest points of the beach.
3. The students showed their (behavior/appreciation) \_\_\_\_\_ by giving the principal a plaque when she retired.
4. The increasingly cold weather (blurted/compelled) \_\_\_\_\_ us to put on our warmest coats.
5. The sculptor (chiseled/clenched) \_\_\_\_\_ his name in the statue.
6. I asked the celebrity for his (autograph/contact) \_\_\_\_\_ to prove to my friends that I met him.

**B. Use the words from the box to fill in the blanks in the paragraph below.**

damages hurricanes riverbank available destruction wares

After the \_\_\_\_\_ struck, everything changed. The fierce storms caused a great deal of \_\_\_\_\_, and \_\_\_\_\_ were high. The market along the \_\_\_\_\_ was hit especially hard. The river flooded its banks, and many merchants lost their \_\_\_\_\_. Although it was difficult to recover from the storms, the townspeople found support from neighbors who made food and supplies \_\_\_\_\_.

Name \_\_\_\_\_

**A. Match each word on the left with its synonym on the right.  
Write the letter of your choice on the line provided.**

- |                    |               |
|--------------------|---------------|
| 1. ___ available   | a. teach      |
| 2. ___ stunned     | b. dazed      |
| 3. ___ preoccupied | c. follow     |
| 4. ___ succeed     | d. payment    |
| 5. ___ educate     | e. unoccupied |
| 6. ___ fare        | f. distracted |

**B. Choose the adjective from the box that best describes each noun phrase. Use each adjective only once. Then use the adjective in a sentence.**

presidential unpleasant clenched nestled secluded unfortunate

7. A hidden or hard-to-find area \_\_\_\_\_  
\_\_\_\_\_
8. an election for the leadership of the United States \_\_\_\_\_  
\_\_\_\_\_
9. a run of bad luck \_\_\_\_\_  
\_\_\_\_\_
10. the way an animal has curled up snugly in the grass \_\_\_\_\_  
\_\_\_\_\_
11. a sensation that causes discomfort \_\_\_\_\_  
\_\_\_\_\_
12. a tightly closed fist \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

abandon  
dismantledtreacherous  
laborexpedition  
triumphuninhabited  
frigid**A. Write the vocabulary word that best completes each sentence.**

1. Glaciers can be \_\_\_\_\_ because they have deep holes hidden under thin ice.
2. The scientist wanted to go on an \_\_\_\_\_ to the North Pole to learn more about the animals that live there.
3. Scientists \_\_\_\_\_ in the freezing weather to build a station.
4. The \_\_\_\_\_ water was hard for the boat to navigate through because of all the ice and snow.
5. People have been known to \_\_\_\_\_ over the tough environment at the North Pole.
6. They \_\_\_\_\_ the tents and packed the pieces onto the boat.
7. The early explorers had to \_\_\_\_\_ their shacks when they left Antarctica.
8. Until recently, Antarctica was \_\_\_\_\_ by humans.

**B. Read each question. Then write the vocabulary word that best answers the question.**

9. If you were on a special mission with a specific purpose, what would you be on? \_\_\_\_\_
10. What is another word for “be successful” or “win”? \_\_\_\_\_
11. If a building was not lived in for a very long time, what would it be?  
\_\_\_\_\_
12. How would you describe a road with dangerous curves and no sidewalks?  
\_\_\_\_\_

Name \_\_\_\_\_

Read each of the following passages from *Spirit of Endurance*. For each passage, tell what problem Shackleton and his crew faced. Explain how they solved the problem.

The crew dismantled the dogloos and brought all the animals back on board because they were afraid that the ice would break under the dogs.

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Luckily, the destruction of *Endurance* happened in slow motion. This gave the crew plenty of time to unload food and equipment. As the ship continued to break up, the pile of gear on the ice grew larger. Everything that could be taken off the ship was removed. The crew worked without a break. Their survival would depend on saving everything that might come in handy.

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Their mountaineering equipment wasn't the best gear they could have wished for on a climb such as this one. They had an ax and fifty feet of rope. They studded the soles of their boots with nails for a better grip on the icy peaks. They rested for several days. Then, with food for three days and a small camping stove, they set out, crossing the first snowfield by moonlight.

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

As you read *Spirit of Endurance*, fill in the Problem and Solution Map.

<b>Problem</b>
----------------

<b>Attempt</b>	→	<b>Outcome</b>
----------------	---	----------------

<b>Attempt</b>	→	<b>Outcome</b>
----------------	---	----------------

<b>Attempt</b>	→	<b>Outcome</b>
----------------	---	----------------

<b>Solution</b>
-----------------

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How does the information you wrote in the Problem and Solution Map help you generate questions about *Spirit of Endurance*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to pronunciation.**

8 Imagine planning an expedition to Mars today. What  
 19 would you wear? What would you eat? How would you travel  
 29 on Mars's surface? In 1900 the North and South Poles were  
 41 almost as alien to explorers as Mars is to us today. Because  
 53 the Poles are the farthest points from the sun all year long,  
 64 they don't receive its warmth and strong light. Each has an  
 extremely cold, dry climate. They are places of ice and snow.

75 The North and South Poles are similar. But they have  
 85 differences, too. The North Pole is surrounded by water. In  
 95 winter it is frozen solid, but in summer the ice breaks up. The  
 108 South Pole is land. It's a continent called Antarctica that has  
 119 mountains, valleys, and plains. When it is summer on the  
 129 North Pole, it is winter at the South Pole. They are as far  
 142 from each other as it is possible to be on Earth.

153 Both places have little food or shelter. There are no trees.  
 164 It is bitterly cold. 168

**Comprehension Check**

1. How are the North and South Poles alike and different? **Compare and Contrast**
2. Why are the Poles the coldest places on Earth? **Main Idea and Details**

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





Name \_\_\_\_\_

A primary source is information that comes from the time being studied. **Journals** and **letters** are two types of primary sources. Journals provide daily records written by a person for his or her own use. Letters are a way for people to share information with others through writing.

**Use the passage to answer the questions.**

October 12

The group and I arrived safely in Antarctica today. The wildlife here is wonderful! I already have seen a colony of Adelie penguins and managed to make some sketches of them in my notebook.

The Adelie penguin

- has a white front and a black back.
- has a white ring around its eyes.
- is about 30 inches tall.
- weighs 11 pounds.
- eats fish. (Must remember to learn more about their diet tomorrow.)

1. What type of primary source is the passage above? How can you tell?

---



---



---

2. In what ways does the primary source show that the author has witnessed the events described?

---



---



---

3. Based on the passage, what is another primary source that you can expect to see with this one?

---



Name \_\_\_\_\_

A **base word** is a word that can stand alone. A **root word** is a word part that forms the core of a longer word. Base and root words can be changed by adding **affixes**. Affixes are word parts such as prefixes that are added to the beginnings of a word or suffixes that are added to the end of a word. For example, the prefix **un-** means “not.” The suffix **-able** means “able to.” When these affixes are added to the root word **bear**, they form the new word **unbearable**, meaning “not able to bear.”

For each word, find the root or base word. Then rewrite the word, dividing it into its parts by drawing slashes. Underline the root or base word.

1. unbreakable \_\_\_\_\_
2. unkindness \_\_\_\_\_
3. independence \_\_\_\_\_
4. leadership \_\_\_\_\_
5. abandonment \_\_\_\_\_
6. international \_\_\_\_\_
7. worthless \_\_\_\_\_
8. autograph \_\_\_\_\_
9. preview \_\_\_\_\_
10. transportable \_\_\_\_\_



Name \_\_\_\_\_

Some words that are spelled with the letter **g** have a hard **g** sound.

**Bag, rug, gone,** and **igloo** are examples of words with the hard **g** sound.

Some other words have a **soft g** sound. **Age, edge, engine, gentle,** and **giraffe** are examples of words with a soft **g** sound. The **g** is usually soft when followed by **e, i,** or **y.** Some words with the **soft g** sound are spelled with **j** instead of with **g.**

Say aloud the words below. Circle each word that has a soft **g** sound.

- |             |              |
|-------------|--------------|
| 1. major    | 11. journal  |
| 2. village  | 12. margin   |
| 3. guess    | 13. village  |
| 4. barge    | 14. inject   |
| 5. agile    | 15. surge    |
| 6. eggshell | 16. goggles  |
| 7. grind    | 17. glaciers |
| 8. urgent   | 18. enlarge  |
| 9. dodge    | 19. legend   |
| 10. jolt    | 20. range    |



Name \_\_\_\_\_

bedlam  
traditionalcivilization  
strategyshortage  
complexoutcast  
reflected**A. Choose words from the box to complete the sentences below.**

1. When fall came, there was no \_\_\_\_\_ of fruit from the large orchard.
2. The shiny leaves \_\_\_\_\_ the bright light of the afternoon sun.
3. The gymnasium was \_\_\_\_\_ after the basketball team won the championship.
4. Breeding hybrid fruits and vegetables is \_\_\_\_\_ work, but eating them is simple.
5. The teacher taught his students to always include everyone and not to make anyone feel like an \_\_\_\_\_.
6. Dusting the plants with flour was part of their \_\_\_\_\_ to protect the tomato plants from insects.
7. Our \_\_\_\_\_ holiday dessert is apple pie.
8. Our \_\_\_\_\_ has a long history of growing grain to feed people and trading the extra grain for other goods.

**B. Possible definitions of the vocabulary words are below.****Circle whether the given definition is true or false.**

9. T F strategy: a careful plan
10. T F outcast: a well-liked individual
11. T F shortage: an abundance or a large amount
12. T F complex: hard to understand or do

Name \_\_\_\_\_

The **theme**, or **essential message** of a story, is the overall idea or message about life that the author wants to give readers. To find the theme, think about what happens as a result of the characters' words and actions. This will help you to figure out what the author thinks is meaningful and important.

**Read the passage. Then answer the questions.**

Wesley often found new ways of doing things that he liked better than the ordinary ways.

Some of Wesley's ideas helped him prove himself to the other children in the neighborhood. Before Wesley founded Weslandia, the children in the neighborhood had teased him because they did not understand him. Instead of fitting in by imitating the others, Wesley made friends by being himself.

1. Why did the other children tease Wesley? \_\_\_\_\_

---



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2. Do you think the author believes that imitating other people to get along is a good idea? Explain your answer.

---



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3. Do you agree with the author's opinion? Explain your answer.

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4. What is the theme or message of the story? Explain.

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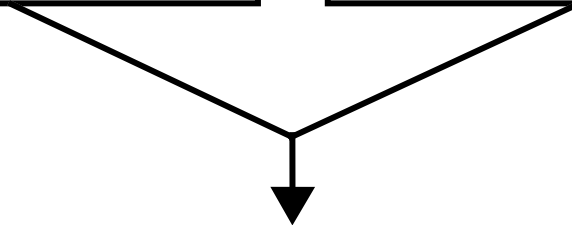


Name \_\_\_\_\_

As you read *Weslandia*, fill in the Theme Chart.

**What Does  
the Character  
Do and Say?**

**What Happens  
to the  
Character?**



How does the information you wrote in the Theme Chart help you make inferences and analyze *Weslandia*?



Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

11 I handed in my Jupiter report today, but I don't remember  
 22 anything about the planet. That's because as soon as I got  
 33 home, excitement ruled. I could hear the noise about half a  
 44 mile away. When I got to the farm, there was **bedlam!**  
 56 "Well, if you didn't plant it, then how did it get here?"  
 68 I heard my mother yelling. My father said he didn't know how  
 82 the peculiar plant got there but that it had to be gotten rid of  
 94 right away. He didn't want our crop to be spoiled by some  
 96 mystery fruit.  
 106 "Hey, what's going on?" I asked over all the commotion.  
 117 "This!" shouted my mother as she pointed to a strange tree  
 123 in the middle of the orchard.  
 136 At first glance, when I looked at the tree, it looked like all  
 147 the other trees. But then I noticed the extraordinary fruit. Each  
 161 piece was round and yellow and had a big red spot on it. There  
 was just one spot and each piece of fruit was the same. 173

**Comprehension Check**

1. What is the problem? **Problem and Solution**
2. Why does the father plan to get rid of the tree? **Main Idea and Details**

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

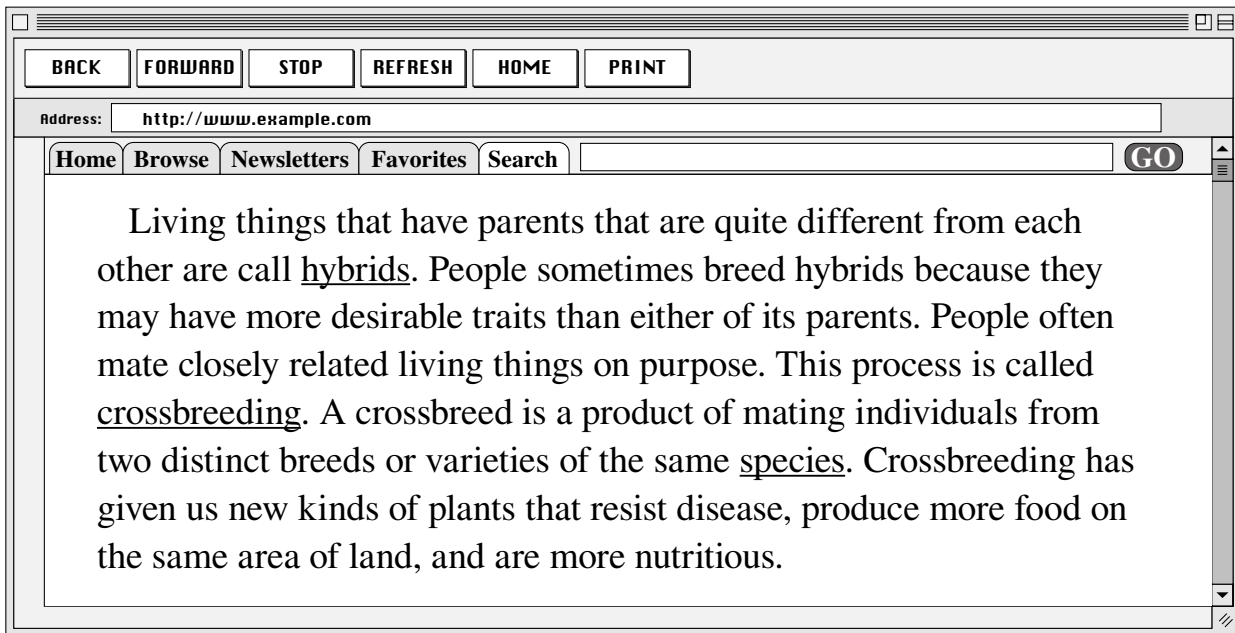


Name \_\_\_\_\_

A **hyperlink** is an electronic connection within text on a Web page that provides direct access to other documents or information.

A **key word** is a specific word that helps you find information.

Look at the sample online encyclopedia entry. Then answer the questions.



1. What are the hyperlinks on this page?  
\_\_\_\_\_
2. If you wanted to find out about different cat breeds, where would you type this information? What key words would you use?  
\_\_\_\_\_
3. If you wanted more information about different species, which hyperlink could you click on? How would you know?  
\_\_\_\_\_  
\_\_\_\_\_





Name \_\_\_\_\_

Use a dictionary when you want to check **word origins**. The definition may include information about the word's beginnings or how it has changed over time. It also may tell which language a word comes from or how or when a word became part of the English language.

**Find each of these words in the dictionary. Next to each word, tell from which language the word comes.**

1. taco \_\_\_\_\_
2. junk \_\_\_\_\_
3. car \_\_\_\_\_
4. reason \_\_\_\_\_
5. magenta \_\_\_\_\_
6. tortilla \_\_\_\_\_
7. city \_\_\_\_\_
8. dollar \_\_\_\_\_
9. guitar \_\_\_\_\_
10. cereal \_\_\_\_\_
11. music \_\_\_\_\_
12. radius \_\_\_\_\_



Name \_\_\_\_\_

**Homophones** are words that sound alike but that have different spellings and different meanings. For example, the words **flour** and **flower** sound alike, but **flour** is used to make bread, and a **flower** is the bloom of a plant.

**A. Choose the word that best completes each sentence. Circle the correct word.**

1. They took a (poll/pole) to see which brand of cereal people liked best.
2. She did not like to (waist/waste) time watching television.
3. Dad ate toast with red (current/currant) jelly for breakfast.
4. My aunt is running for city (counsel/council).
5. We waited at the (peer/pier) for the boat to arrive.
6. Her (presence/presents) was very important at the meeting.
7. Who is going to (peal/peel) all of these potatoes?
8. The hotel (sweet/suite) was too expensive.

**B. Write a sentence for each homophone.**

9. **accept:** \_\_\_\_\_

\_\_\_\_\_

10. **except:** \_\_\_\_\_

\_\_\_\_\_

11. **affect:** \_\_\_\_\_

\_\_\_\_\_

12. **effect:** \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Choose the correct word that best completes the following sentences. Then write a new sentence with the word.**

1. Our teacher tries to (instill/insert) a love of reading in each of us.

---

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2. A (botanist/naturalist) is a person who studies nature. \_\_\_\_\_

---

---

3. The (singular/diverse) life in the park included many types of trees and wildlife.

---

---

---

4. We planted a neighborhood garden in the (busy/vacant) lot.

---

---

---

5. We (separated/combined) the soil with sand to help it drain well.

---

---

---

Name \_\_\_\_\_

A **cause** is the reason why something happens, and an **effect** is the result, or the thing that happens.

**Match the causes with their effects from the box. Write the letter of the effect on the line next to the cause.**

**Effects:**

- a. Lewis and Clark were sent to explore the new territory.
- b. received help from friendly Native American tribes.
- c. created accurate journals that described people, places, and things.
- d. Lewis, Clark, and their team had very little to eat.
- e. doubling the size of the United States
- f. halting the expedition in order to catch one.

**Causes:**

1. Lewis and Clark took many breaks to write down everything they saw, which \_\_\_\_\_.
2. President Jefferson bought the Louisiana territory from France, thus \_\_\_\_\_.
3. The buffalo moved south for the winter, so \_\_\_\_\_.
4. Lewis and Clark did not know the land of the Louisiana Purchase, so they \_\_\_\_\_.
5. Lewis and Clark wanted to examine a prairie dog, which resulted in their \_\_\_\_\_.
6. President Jefferson wanted to find a water route to the Pacific Ocean, so \_\_\_\_\_.



Name \_\_\_\_\_

As you read “A Historic Journey”, fill in the Cause and Effect Chart.

Cause	→	Effect
	→	
	→	
	→	
	→	

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How does the information you wrote in this Cause and Effect Chart help you make inferences and analyze “A Historic Journey”?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to punctuation.**

8 Nature is amazingly complex. Every day many different  
18 things happen in nature. Look around and observe. What do  
21 you see happening?

32 Living things grow and die as the seasons change. Even the  
43 quietest place is not **vacant**. Insects fill the air. Animals search  
55 for food and build their homes. Fish and frogs splash in the  
67 water. And nature is so **diverse**, too. There are millions of kinds  
73 of plants and animals to study.

83 But learning from nature takes time and patience. And that's  
87 especially true of animals.

101 You can't just press a button on a hawk and have it tell you  
113 how fast it can fly. And chimps don't wear signs telling you  
125 how they take care of their young. To learn these things, you  
130 have to observe the animals.

140 The people you'll read about here each observed animals in  
150 a different way. And each gave the world something through  
160 his observations. Some helped us make sense of the natural  
170 world. Others helped us see the importance of protecting it.

**Comprehension Check**

1. What does the word **diverse** mean? **Context Clues**
2. What does it take to learn from nature? **Main Idea and Details**

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



Name \_\_\_\_\_

A **dictionary** entry tells you what a word means and how to pronounce it. It also tells whether a word is a noun, verb, or another part of speech. A **thesaurus** entry provides a list of words with similar meanings. It also contains parts of speech for each of the words.

**Use the sample dictionary and thesaurus entries below to answer the questions.**

Dictionary:

**na-ture** (nā chər) *n.*: 1. the basic character of a person 2. the physical world, especially living things and objects such as rocks and air

Thesaurus:

Natural: *n.*: normal, typical, regular

Natural: *n.*: inherent, ingrained

Nature: *n.*: type, kind

1. How many entries does the dictionary have for the word *nature*? \_\_\_\_\_
2. *Ingrained* is another word for \_\_\_\_\_.
3. Which definition of the word *nature* is the one studied by naturalists? How do you know? \_\_\_\_\_  
\_\_\_\_\_
4. Write the definition of *nature* that is used in this sentence: *True to her kind nature, the social worker delivered meals to the elderly.* \_\_\_\_\_  
\_\_\_\_\_
5. What are some other possible thesaurus entries for *nature*? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Antonyms** are words with opposite meanings. A thesaurus or dictionary is a tool that can help you find antonyms for a particular word.

**A. Read the paragraph. Write the antonym from the box for each underlined word.**

diverse    careful    incorrect    land    large    revealed

Lewis and Clark made a small \_\_\_\_\_ contribution to exploration. Without them the secrets of the enormous ocean \_\_\_\_\_ area known as the Louisiana Purchase may have never been hidden \_\_\_\_\_. Lewis and Clark were the first ones to explore the same \_\_\_\_\_ regions that make up the United States. They passed through the Great Plains, Badlands, and Rocky Mountains. They were very careless \_\_\_\_\_ about taking incorrect \_\_\_\_\_ notes about the people, plants, and animals they came across. With help from friendly Native American tribes, Lewis and Clark made it all the way to the Pacific Ocean.

**B. Use the antonym word pairs from above to write four sentences. Underline each antonym.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





Name \_\_\_\_\_

A **prefix** is an affix added to the front of a base or root word. By adding a prefix, you change the meaning of the word.

*In-* means “without; not.”

*Dis-* means “opposite or lack of; not.”

*Mis-* means “bad or wrong.”

*Pre-* means “before.”

**Add *in-*, *dis-*, *mis-*, or *pre-* to each of the words in the sentences below. Use context clues to help you decide which prefix to use.**

1. My teacher \_\_\_\_\_ approves of talking in class because it disturbs the other students.
2. A lumpy mattress can cause \_\_\_\_\_ comfort for your back.
3. You may need to \_\_\_\_\_ wash new clothes before you wear them.
4. The outfielder \_\_\_\_\_ judged the fly ball and did not make the catch.
5. You should not \_\_\_\_\_ judge food before you try it because you might actually like it.
6. My father \_\_\_\_\_ heats the oven before he puts the food in.
7. Rivals often \_\_\_\_\_ trust each other because they think the other person is trying to trick them.
8. The cheap toys were \_\_\_\_\_ expensive, so Mom agreed to buy them.
9. I \_\_\_\_\_ understood my teacher and wrote the wrong spelling word.
10. It is \_\_\_\_\_ honest to cheat on a test.



Name \_\_\_\_\_

enlisted  
invasionlocation  
corridorshield  
saggedreservation  
creased**A. Choose a vocabulary word from the box to complete each sentence.**

1. Grandfather said that his belief was his \_\_\_\_\_ from danger and kept him safe during the war.
2. The \_\_\_\_\_ of the class for the code talkers was secret.
3. His shoulders \_\_\_\_\_ at the thought of moving away from home.
4. We spoke both Navajo and English when we lived on the \_\_\_\_\_.
5. The \_\_\_\_\_ that led to the code talkers' classroom was long and narrow.
6. My grandfather's face was \_\_\_\_\_ from years of smiling and laughing.
7. Grandfather explained why he had \_\_\_\_\_ in the army when he was a young man.
8. The soldiers planned an \_\_\_\_\_ of enemy land.

**B. Write two sentences, each using a vocabulary word.**

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

The **author's point of view** is his or her opinion about the topic. The point of view affects how a story is written because the author chooses words and a tone that show his or her opinions, feelings, and beliefs.

**Read each passage. Then answer the questions.**

John raced up the trail, sending pebbles skidding behind him. When he reached his favorite hiding place, he fell to the ground out of breath. The river, full of late-summer rain, looked like a silver thread winding through his grandfather's farmland. They would be looking for him, but he was never coming down.

1. Explain the author's perspective on John's feelings.

---

---

2. What is the author's opinion about nature? How do you know?

---

---

His grandfather lifted him gently onto the horse. "The answer to that is in the code," he said. "The code name for America was 'Our Mother.' You fight for what you love. You fight for what is yours."

3. Explain how the author feels about the grandfather.

---

---

---

4. What do you think the author's opinion is on protecting the United States?

---

---



Name \_\_\_\_\_

As you read *The Unbreakable Code*, fill in the Author's Point of View Chart.

Clues	Author's Point of View



How does the information you wrote in the Author's Point of View Chart help you generate questions about *The Unbreakable Code*?



Name \_\_\_\_\_

**As I read, I will pay attention to pauses and intonation.**

8 During the American Revolution, a woman named Anna  
 18 Smith Strong spied for the American patriots. She wanted to  
 31 help defeat the British, but she had to be very careful. If she  
 43 were caught, she would be sent to prison, or maybe even executed.  
 53 Anna Smith Strong thought of a simple way to pass  
 62 messages to the American patriots. She used her clothesline!  
 73 Everyone had to hang out laundry to dry in the 1700s. Who  
 82 would suspect that on her clothesline hung secret messages?  
 92 There were six coves near where Strong lived. The Americans  
 103 needed to know where a British ship was hiding. Strong used  
 115 her laundry to signal in which cove the ship was hiding. She  
 128 hung her black petticoat at one end of the line. Then she hung  
 138 up the correct number of creased, white handkerchiefs to identify  
 147 the proper cove. Strong helped pass on important information—  
 and she was never caught. 152

**Comprehension Check**

- How did Anna Smith Strong send secret messages to American patriots?  
**Main Idea and Details**
- What would hang on Anna Smith Strong's clothesline if a British ship was hiding in the fourth cove? **Plot Development**

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



Name \_\_\_\_\_

In poetry, **consonance** is the repetition of end consonant sounds in a series of words. **Symbolism** is the use of a concrete object to represent an abstract idea.

Read each cinquain below and then answer the questions.

Brother	1
Tell us about	2
Fellow brave and fearless	3
Navajo saved country and lives	4
And hope.	5

1. Which word shows consonance with fearless in line 3? \_\_\_\_\_

2. How could line 5 be rewritten to continue the consonance in line 4?  
\_\_\_\_\_

Warning	1
Coding of words	2
In the puzzle of war	3
“Iron Fish” waiting underwater	4
Lives saved.	5

3. Which words in lines 3 and 4 show consonance? \_\_\_\_\_

4. The words “Iron Fish” probably symbolize which wartime vehicle?  
\_\_\_\_\_

5. Why might using a symbol in a poem interest the reader more than simply stating what the symbol represents? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

You can often figure out what an unfamiliar word is by using **context clues**, which are found by looking at other words in the sentence or in surrounding sentences.

**Circle all the context clues that help you define the underlined word in each sentence.**

1. During the drills, we said the same code over and over. We hoped that by repeating the code many times, it would be easy to remember.
2. Henry heard the wind always. The noise of the wind in the canyons especially was ceaseless. Its sound never stopped.
3. The fierceness of the Navajo Marines was well known. They were strong, brave, and powerful.
4. John felt anxiety about moving to Minnesota. He was nervous about living in a new place and worried about leaving.
5. Grandfather said that the code was a triumph. Each message was sent and received with success. Their goal had been reached!
6. Jen explained that only Navajos live on the reservation. The land is theirs to farm, protect, and enjoy.
7. Grandfather's face wrinkled as he laughed with his grandson. His cheeks scrunched up and lines appeared at the corners of his eyes.
8. When no rain fell, the leaves of Maria's favorite tree began to wither. They started to dry up and shrink.



Name \_\_\_\_\_

Phonics:  
Suffixes *-less* and *-ness*

Suffixes are word parts that are added to the end of words to change their meanings. When added to base words, the **suffixes** *-less* and *-ness* are unaccented syllables. They receive less stress than the base words.

Example: fond + *-ness* = fondness. **Fond** is the accented syllable, not the suffix *-ness*.

Remember the suffix *-less* means “without.” The suffix *-ness* means “the state or act of.”

For each word listed in the table below, write the meaning and the accented syllable. Write the accented syllable in capital letters. Follow the example below.

Base word + suffix	Meaning	Accented syllable
Example: fearless	without fear, brave	FEAR less
effortless		
fierceness		
stillness		
forgiveness		
meaningless		
harmless		
weakness		
weightlessness		
motionless		
gladness		





Name \_\_\_\_\_

attraction

emerged

inquire

focused

**A. Replace the underlined word or words in each sentence with a vocabulary word from the box.**

1. We concentrated on the waves and nothing else, hoping to see a whale.

\_\_\_\_\_

2. The immense blue whale finally rose into view from the water.

\_\_\_\_\_

3. If you ask at the library, the librarians can provide several books about whales. \_\_\_\_\_

4. The beautiful harbor was the town's greatest draw for tourists.

\_\_\_\_\_

**B. Read each sentence below. Choose the correct meaning of the underlined word. Circle the letter of your answer.**

5. The villagers had many discussions before they decided on a plan.

a. conversations      b. problems      c. parties

6. The sleeping adult seals were sprawled across the beach as their pups played in the surf.

a. in motion      b. awake and watchful      c. lying with limbs spread out

7. When she was frightened, the young child became unreasonable and wouldn't listen to her parents.

a. foolish and senseless      b. happy and cheerful      c. easily distracted

8. After the scientists assured them that it was safe to do so, they ventured to touch the whale.

a. feared      b. dared      c. planned

Name \_\_\_\_\_

The **plot** is a series of events that take the characters through an experience or change. In some stories, the plot includes a problem that a character faces. The **setting** is where and when the story takes place.

**Describe the setting and plot events in each passage on the lines provided.**

Ana Rosa sat down on her usual branch. Then she stared at the sea. She looked so hard and for so long that its blueness filled up her eyeballs, and she had to blink a lot so she wouldn't go blind.

The evening came and the sea's blueness turned gray. She watched and waited. Her stomach made grumbling noises but she muffled them with her hand.

Then, just as she began to think that maybe she had imagined it after all, she saw a splash of water rise up until it was high in the air.

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Then everyone watched Ana Rosa and waited. She stood there trembling, holding that notebook with her story. She knew right then that this was it. The whole world would find out about her.

She stopped thinking. She just started to read. She read and read until she turned to the last page of the story. There the other sea creatures invite the lonely sea monster to a big underwater fiesta.

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Name \_\_\_\_\_

As you read *The Gri Gri Tree*, fill in the Plot and Setting Chart.

Plot	Setting

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How does the information you wrote in this Plot and Setting Chart help you generate questions about *The Gri Gri Tree*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to tempo.**

8            “Hurry up!” Caitlin said to her brother Domenic.  
 17            Domenic was loaded down with his toolbox and some  
 28            lumber. “I’m walking as fast as I can!” he said. “Besides,  
 38            we’ve got all day tomorrow to work on the decorations.  
 41            What’s the hurry?”  
 51            It was Friday afternoon and Caitlin and Domenic were on  
 60            their way to their grandmother’s house. First thing Saturday  
 67            morning, they would get busy decorating Grandma’s  
 77            basement. They were having a big family party there on  
 79            Sunday afternoon.  
 87            Domenic had been studying about the ocean animals  
 100           that live on a coral reef. He and Caitlin had decided to turn  
 108           Grandma’s basement into an undersea world. Caitlin had  
 117           already sketched the cardboard fish that she would hang  
 127           from the ceiling. Domenic planned to build a treasure chest.  
 136           Then he and Caitlin would fill it with prizes.  
 145           “What a terrific idea!” Grandma said when she heard  
 155           their plans. “I’ll help with the decorations too and I . . . .”  
 163           Grandma’s voice trailed off. Her eyes were twinkling.  
                  That always happened when she had a truly great idea. 173

**Comprehension Check**

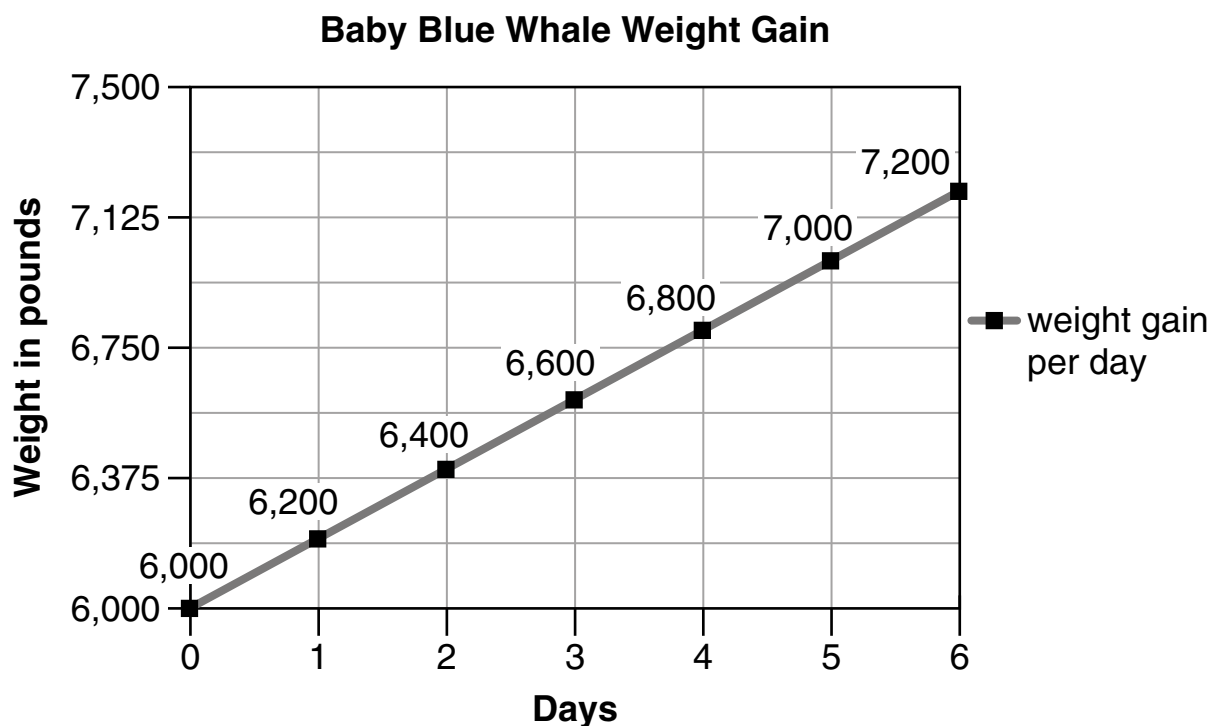
- How did Domenic and Caitlin come up with the theme for decorating Grandma’s basement? **Main Idea and Details**
- What do you think Grandma’s idea is? **Plot Development**

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



Name \_\_\_\_\_

A line **graph** shows how data changes over time.



The graph above shows the weight gain of the blue whales for one week. Use the graph to answer the questions below.

1. What is the title of this graph?  
\_\_\_\_\_
2. How much does the blue whale weigh on the first day?  
\_\_\_\_\_
3. How much weight does a blue whale gain per day? \_\_\_\_\_
4. How much will a blue whale weigh on day 7? How did you get your answer?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

A word root is part of a word that does not usually stand by itself as a base word. Prefixes or suffixes are attached to a word root. Many word roots are Latin in origin. If you know the meaning of the **Latin root**, you can figure out the meaning of an unfamiliar word.

Read each sentence. Write the meaning of each boldface word on the line provided. Use the table of Latin roots below to help you determine each definition.

Root	Meaning
duct	lead, take, bring
medius	middle
fortis	strong
tract	pull or draw

- Does water **contract** or expand when it freezes? \_\_\_\_\_  
\_\_\_\_\_
- The boys could not agree, so a **mediator** was called in to hear both arguments. \_\_\_\_\_  
\_\_\_\_\_
- The **aqueducts** brought water into the ancient city. \_\_\_\_\_  
\_\_\_\_\_
- Let's make a **deduction** based on the facts we know. \_\_\_\_\_  
\_\_\_\_\_
- The troops **fortified** the town in preparation for the enemy invasion. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

The suffix ***-ion*** means “act or process,” or “state or condition.” You must drop the **e** from words that end in silent **e** before adding ***-ion***. For example, the word ***separate*** must lose its **e** before you can add ***-ion*** to make the word ***separation***.

**Add *-ion* to the words in the box to complete each sentence below. Remember to drop the silent e before adding *-ion*.**

concentrate  
electexhaust  
decorateconfuse  
correctdiscuss  
locate

- The results of the \_\_\_\_\_ showed that the more experienced candidate won the most votes.
- The incomplete directions led to \_\_\_\_\_ among the students.
- They used the roses as \_\_\_\_\_ on the parade float.
- He was so focused during the test that nothing could break his \_\_\_\_\_.
- Staying up late can lead to \_\_\_\_\_ if you do not get enough sleep.
- Although the \_\_\_\_\_ of the park was marked on the map, she could not find it.
- The student worked very hard on his paper, and it needed only one small \_\_\_\_\_.
- When they could not agree, their \_\_\_\_\_ quickly became an argument.



Name \_\_\_\_\_

**A. Complete each sentence with the correct vocabulary word from the box.**

discussions    inquire    labor    abandon    uninhabited

1. People do not live in \_\_\_\_\_ places like Antarctica.
2. The construction workers were tired from the hard \_\_\_\_\_ of building a skyscraper.
3. The members of the tribe stayed up very late to have serious \_\_\_\_\_ about the future.
4. We had to \_\_\_\_\_ the ship when it began to sink.
5. It is important to \_\_\_\_\_ about directions to the campsite.

**B. Write the vocabulary word from the box that means almost the same as the underlined word or words.**

treacherous    dismantled    traditional    unreasonable    frigid

6. It was freezing \_\_\_\_\_ in the unheated house.
7. My father took apart \_\_\_\_\_ the vacuum cleaner to find out what was wrong with it.
8. It is customary \_\_\_\_\_ for my family to have turkey for Thanksgiving dinner.
9. Climbing up a steep mountain can be very dangerous \_\_\_\_\_.
10. The two men would not stop arguing about which road to take; they were being very difficult to reason with \_\_\_\_\_.



Name \_\_\_\_\_

**A. Use each of the vocabulary words in the box to write a sentence.**

combined    vacant    shield    attraction    shortage    strategy

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

**B. Match each word in column 1 with its antonym in column 2.****Write the letter of the correct word from column 2 on the line.****Column 1**

7. peace \_\_\_\_\_

8. failure \_\_\_\_\_

9. straight \_\_\_\_\_

10. member \_\_\_\_\_

11. simple \_\_\_\_\_

12. hidden \_\_\_\_\_

**Column 2**

a. emerged

b. outcast

c. complex

d. bedlam

e. creased

f. triumph

Name \_\_\_\_\_

**A. Select the correct word from the choices in parentheses. Then write the correct word on the line provided.**

1. The princess (descended / described) the stairs to meet the prince in the hall. \_\_\_\_\_
2. No princess was willing to (autograph / accompany) Prince Vincent down the aisle. \_\_\_\_\_
3. If the prince did not marry, the king would (despair / dismiss) him from the kingdom. \_\_\_\_\_
4. Prince Vincent was in (despair / delight), and his future looked hopeless. \_\_\_\_\_
5. The horse's (hunter / bridle) was broken, and the harness would not fit. \_\_\_\_\_
6. The queen welcomed the princess as her guest and served her (delicacies / intentions) from different nations. \_\_\_\_\_
7. The prince told the queen about his (decorations / intentions) to marry the princess. \_\_\_\_\_
8. The princess (dismissed / consented) to his proposal, and they lived happily ever after. \_\_\_\_\_

**B. Use two vocabulary words to write a sentence for each. Then underline the vocabulary word.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The sequence of events is the order in which things happen in a story. Determining the **chronological order** of events can help you summarize the action of a story.

**Place the correct number for the chronological order of events in the left column next to the event described in the right column.**

After Alexi spared the life of the Golden Mare, the horse became devoted to Alexi. Alexi became a huntsman for the Tsar. As his first order of business, Alexi captured the Firebird. Next, he asked Alexi to find Yelena the Fair so she could become his wife. Alexi persuaded Yelena to meet the Tsar. After Yelena discovered the Tsar's intention, she told the Tsar she would not get married without her grandmother's ring. The Golden Mare volunteered to fetch the ring from the lake. Yelena convinced the Tsar that she would turn a pot of water into a fountain of youth for him. The Tsar decided to test the water by having Alexi thrown in. Alexi survived and came out of the water with the ring. The Tsar was convinced that his youth would be restored but he became an infant instead. Since he was too young to rule, Alexi became the Tsar and married Yelena. Alexi released the Firebird and the Golden Mare.

Order	Events from <i>The Golden Mare, the Firebird, and the Magic Ring</i>
	Alexi becomes a huntsman for the Tsar and captures the Firebird.
	Alexi spares the life of the Golden Mare, and the horse devotes her life to him.
	Yelena follows Alexi to meet the Tsar.
	Alexi is thrown into the cauldron of boiling water and survives.
	Alexi becomes Tsar and releases the Golden Mare.
	The Golden Mare volunteers to fetch Yelena's magic ring.



Name \_\_\_\_\_

As you read *The Golden Mare, the Firebird, and the Magic Ring*, fill in the Sequence Chart.

Event
↓
↓
↓

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How does the information you wrote in this Sequence Chart help you summarize *The Golden Mare, the Firebird, and the Magic Ring*?



Name \_\_\_\_\_

**As I read, I will pay attention to pauses and intonation.**

12 Once upon a time, a really, really long time ago, there lived  
 21 a beautiful, kind-hearted girl named Katharine. You would  
 33 have thought that such a lovely girl would be happy. But she  
 33 was not. She was sad and terribly lonely.

41 For you see (as is to be expected in a story like this),  
 54 Katharine's life was filled with sorrow. Her mother died  
 63 when she was young. Her father brought her to live with her  
 75 Aunt Mara and cousins Melina and Ursula while he went off  
 86 to fight for the king. Her father loved Katharine dearly and  
 97 promised to return for her as soon as possible, but that  
 108 promise was made many years ago.

114 Over the years Katharine's cousins grew to hate her. They  
 124 knew that Katharine was kinder and more beautiful than they  
 134 were. Each day Melina and Ursula were meaner. They  
 143 ordered her around. Katharine was truly miserable.

150 So what did Katharine do all day? She did everything!  
 160 Inside she cooked and cleaned. Outside she planted, weeded,  
 169 and harvested the garden, fed the animals, cleaned the barn,  
 179 collected the eggs, and milked the cow. 186

**Comprehension Check**

1. Why was Katharine miserable? **Plot Development**
2. Why were Ursula and Melina cruel to Katharine? **Plot Development**

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



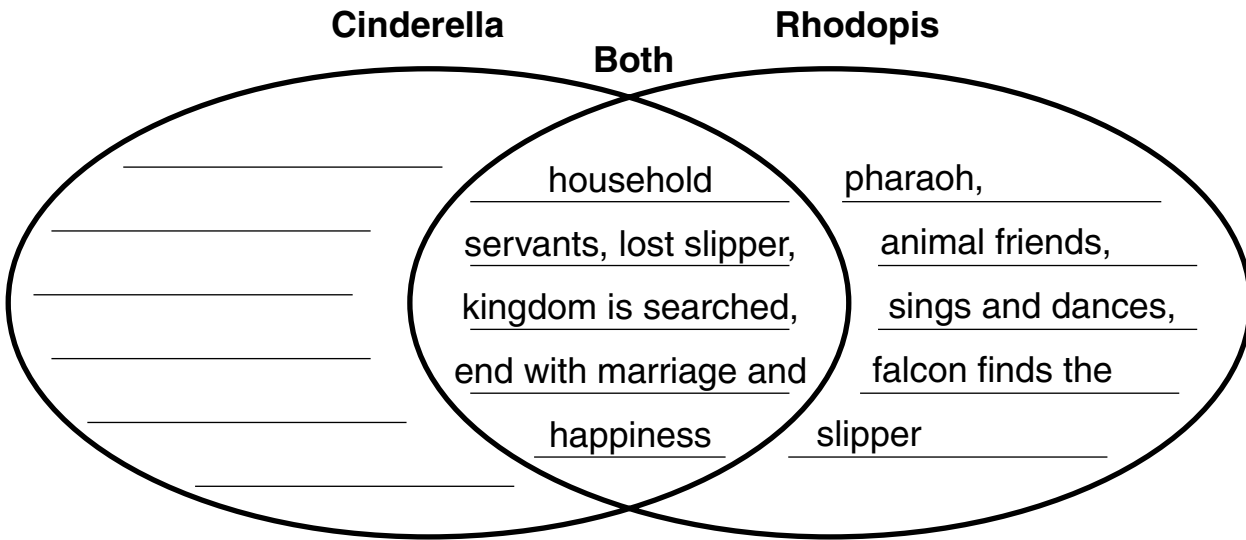
Name \_\_\_\_\_

A **Venn diagram** compares two things. Differences are written in the left and right circles. Similarities are written where the circles overlap.

**A. Read the summary of *Cinderella* and fill in the Venn diagram.**

**Cinderella**

Cinderella is a household servant with an evil stepmother, evil stepsisters, and a fairy godmother. She loses a slipper at a ball, and the prince searches the kingdom for the woman to whom it belongs. Cinderella and the prince get married and live happily ever after.



**B. Read the completed Venn diagram and write a summary of *Rhodopis*.**

**Rhodopis**

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Name \_\_\_\_\_

**Homophones** are words that sound the same but have different spellings and different meanings.

**A. Circle the word that makes sense in each sentence.**

1. Most fairy tales are stories that you have (herd / heard) before.
2. The hero often must race to complete a task in just one (hour / our).
3. In some stories, people try to (by / buy) happiness with jewels or gold.
4. My baseball team (one / won) the game.

**B. Write a word from the box next to each word to make pairs of homophones, and write a sentence using one of the homophones in the pair.**

pear

flower

course

hear

5. here \_\_\_\_\_

\_\_\_\_\_

6. coarse \_\_\_\_\_

\_\_\_\_\_

7. pair \_\_\_\_\_

\_\_\_\_\_

8. flour \_\_\_\_\_

\_\_\_\_\_



**At Home:** List three additional pairs of homophones. Choose three words, and correctly use each one in a sentence.

Name \_\_\_\_\_

Many words are Greek in origin. Word roots are small word parts that usually cannot stand on their own. Knowing the meanings of **Greek roots** can help you define unfamiliar words.

Read the table. Then write the correct word from the box below to complete each sentence.

Greek root	Meaning	Example
astr	star	astronaut
auto	self, same	automatic
photo	light	photogenic
mech	machine	mechanism
graph	thing written	graphic
phon	sound, voice	phonetic

photocopy  
biography

astronomer  
mechanic

automobile  
phonics

- The vehicle needed a \_\_\_\_\_ who knew how its engine worked.
- We studied sounds and syllables in our \_\_\_\_\_ class.
- Ms. Brown made one more \_\_\_\_\_ of the worksheet for the new student.
- The author wrote a \_\_\_\_\_ about Harriet Tubman.
- Thanks to the \_\_\_\_\_, we don't have to walk to school.
- An \_\_\_\_\_ looked at the stars through her telescope.





Name \_\_\_\_\_

**A. Match the vocabulary word with its definition. Then write the letter of the correct word on the line.**

- |                       |  |
|-----------------------|--|
| 1. ease _____         | a. joined together                           |
| 2. scenery _____      | b. disappointed or kept from doing something |
| 3. bundle _____       | c. working well together                     |
| 4. fused _____        | d. move carefully or slowly                  |
| 5. guaranteed _____   | e. landscape                                 |
| 6. supervise _____    | f. group of things held together             |
| 7. frustrated _____   | g. assured                                   |
| 8. coordination _____ | h. watch and direct                          |

**B. Fill in the paragraph using the eight vocabulary words from section A.**

My uncle \_\_\_\_\_ that we would enjoy the \_\_\_\_\_ of the mountains and lake. But the trip did not start out great. We tried to \_\_\_\_\_ the tent out of the stuffed car, but it wouldn't budge. Next, my older brother became \_\_\_\_\_ when he noticed the \_\_\_\_\_ of hamburgers was \_\_\_\_\_ together. Unfortunately, we did not bring any other food for dinner. We relied on the \_\_\_\_\_ of all three of us to get the hamburgers separated. While my uncle cooked, he wanted to \_\_\_\_\_ me as I unpacked the rest of the car. I was about to ask to go home when I saw two baby deer playing with each other. I guess being in nature is worth a frozen dinner and over-stuffed car.

Name \_\_\_\_\_

When you read a story, you make judgments about the characters and the things they say or do. Making judgments helps you evaluate what you read and understand the **plot development** of a story.

**Answer each question below. Then explain your answers.**

1. It takes Uncle Curtis three tries to find the exit to Mount Tamalpais. When Uncle Curtis finally makes it to the park, he is given a map of the campgrounds. He “didn’t even glance at it but threw it into the backseat.” Do you think he made a wise decision when he chose to ignore the map?

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2. Teddy and Bobby wear clothes appropriate for a San Francisco summer—sweatshirts and corduroys. The weather forecast for Mount Tamalpais is hot and humid. Teddy and Bobby decide to pack only sweatshirts and corduroys to take to the camp. What do you think of their clothing decision?

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3. Teddy and Bobby find that the hot dogs and hamburgers, which Teddy had packed in dry ice, are frozen solid. But Uncle Curtis tries to grill the frozen food before it has thawed. Do you think that Teddy’s method of packing the meat was successful?

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Name \_\_\_\_\_

As you read *Skunk Scout*, fill in the Judgments Chart.

Action	→	Judgment
	→	
	→	
	→	
	→	

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How does the information you wrote in this Judgments Chart help you monitor comprehension of *Skunk Scout*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to punctuation and inflection.**

9 Can you guess what main force created the Grand  
Canyon? It was the mighty Colorado River.

16 The Colorado is a huge, powerful river. In the spring,  
26 melted snow fills the river, and it becomes swift and wild.  
37 The river picks up rocks, huge boulders, sand, and pebbles  
47 and carries them along. Over millions of years, this gritty  
57 river water carved into layer after layer of rock. It carved the  
69 deepest canyon of all, the Grand Canyon.

76 One reason the river could carve the rock is that the rock  
88 was soft. Soft for rock, that is! Back in time, before there was  
101 a Grand Canyon, oceans covered the land.

108 Over millions of years, broken seashells, sand, mud, and  
117 clay fell to the bottom of the sea. These small bits of matter  
130 that settle on the sea bottom are called sediment. Over  
140 millions of years, the sediment turned into rock, called  
149 sedimentary rock. And this rock was soft enough for the river  
160 to be able to carve a deeper and deeper path through it.

172 But the Colorado River was not the only force to form the  
184 Grand Canyon. 186

**Comprehension Check**

1. How did the Colorado River help form the Grand Canyon? **Main Idea and Details**
2. What is sedimentary rock? **Relevant Facts and Details**

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



Name \_\_\_\_\_

**Photographs** or drawings and their **captions** give more information about the topic of an article.

Look at the drawing and read the caption. Then answer the questions.



*Whether camping, hiking, or biking, safety is important.*

1. What does the drawing show?

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2. What information do you learn from the caption? Relate it to the drawing.

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**At Home:** Find a photograph of a friend or family member. Write a caption and a paragraph to explain the photo.

Name \_\_\_\_\_

Words with more than one meaning are **multiple-meaning words**. You can use context clues, or other words in the sentence, to help you figure out the meaning. Sometimes you must use a dictionary to learn the different meanings of the word.

**A. Read each sentence. Then circle the letter next to the correct meaning of each underlined word.**

- My first camping trip might have been a disaster, but it turned out great.
  - physical strength
  - expressing possibility or doubt
- We had to change a flat tire on the way to the campground, but the spare tire worked fine.
  - extra
  - hold back or avoid
- After that we set up our tent near some trees and brush.
  - object with bristles on a handle
  - heavy growth of bushes
- Cavities in the rocks near the river were the perfect place to store our towels while we swam in the lake.
  - hollow places
  - decayed spots on teeth
- He still had some change in his pocket.
  - to become different
  - coins
- As the day came to a close, I was happy to be camping.
  - end
  - shut

**B. Use a dictionary to find two meanings of each multiple-meaning word listed below.**

- jam
  - \_\_\_\_\_
  - \_\_\_\_\_
- coat
  - \_\_\_\_\_
  - \_\_\_\_\_



Name \_\_\_\_\_

Many words in English have **Latin roots**. You can define unfamiliar words by recognizing a Latin root and using context clues.

Latin Roots	Meaning
aud	to hear
tract	to drag, draw
port	to carry
spect	to look
mit/miss	to send

Read the root chart and write the root of each underlined word in the sentences below. Then use context clues and the meaning of the Latin roots to write a definition of each underlined word.

- Making a campfire is tricky. First an adult must transport wood to your campsite. \_\_\_\_\_ **Transport means** \_\_\_\_\_.
- Then you must inspect the wood to make sure that it is dry. \_\_\_\_\_ **Inspect means** \_\_\_\_\_.
- When an adult lights the fire, you will notice an audible crackle and *pop* as the wood begins to burn. \_\_\_\_\_ **Audible means** \_\_\_\_\_.
- The spectacle of a roaring fire is a wonderful sight. \_\_\_\_\_ **Spectacle means** \_\_\_\_\_.
- For some people, the main attraction of a campfire is roasting marshmallows. \_\_\_\_\_ **Attraction means** \_\_\_\_\_.



Name \_\_\_\_\_

**A. Match the words with their definitions. Then write the letter on the line.**

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. rigid _____      | a. of or relating to the body        |
| 2. wheelchair _____ | b. not yielding or bending           |
| 3. interact _____   | c. simple or basic                   |
| 4. physical _____   | d. a chair mounted on wheels         |
| 5. elementary _____ | e. to act on or influence each other |

**B. Choose the word in parentheses that will complete each sentence. Then write the word on the line.**

6. Children should learn (physical, rigid) activities that they will still enjoy when they are adults. \_\_\_\_\_
7. Sports that allow you to (salute, interact) with the natural environment are exciting. \_\_\_\_\_
8. The team followed a (rigid, gracious) exercise routine that involved running a mile, 100 push-ups, and jumping rope everyday.  
\_\_\_\_\_
9. A person in a (parasol, wheelchair) can compete in the Paralympics.  
\_\_\_\_\_
10. Pete was new to sailing, so he took an (elementary, diverse) sailing class to learn more. \_\_\_\_\_

**C. Find the vocabulary words in the word search below.**

11. j u w o i c s p h y s i c a l l k j
12. a k j e l e m e n t a r y u e u y p
13. r i g y i u o w h e e l c h a i r z
14. a r l r i g i d l k j j f i n t e r



Name \_\_\_\_\_

You encounter techniques of **persuasion** every day. Persuasion is communication meant to convince you that you should believe something, act in a certain way, or participate in something. People trying to persuade you can use a variety of techniques.

### Techniques of Persuasion

**Testimonial:** a statement of support by a noteworthy person

**Bandwagon:** The product or activity is said to be popular with everyone.

**Emotional appeal:** Language is used to make a person feel strong emotions.

**Repetition:** a name being repeated many times

**Slogan:** a catchy phrase

### Match a technique of persuasion to each example.

- Our wheelchairs are used nationwide by all Paralympians everywhere.  
\_\_\_\_\_
- Boundless Playgrounds are fun! Boundless Playgrounds are safe!  
Boundless Playgrounds make memories! \_\_\_\_\_
- A GPS device in your hands makes your feet “Glad to Walk Positively  
Anywhere Safely.” \_\_\_\_\_
- Hi, I’m proud to use FastBreak Wheelchairs. Because of FastBreak  
Wheelchairs, I was named one of the top young athletes in the nation.  
\_\_\_\_\_
- Would you enjoy never going anywhere new, never hearing new sounds,  
and never meeting new people? Probably not. With GPS, you can be free to  
walk anywhere, any way, and any time that you want!  
\_\_\_\_\_



Name \_\_\_\_\_

As you read “A Dream Comes True”, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote in this Fact and Opinion Chart help you monitor comprehension of “A Dream Comes True”?



Name \_\_\_\_\_

**As I read, I will pay attention to punctuation and pronunciation.**

7 **Wheelchair** basketball is probably the oldest competitive  
 19 wheelchair sport. It began after World War II as a way to get  
 28 disabled veterans active. Now children ages 6 and up are  
 35 playing wheelchair basketball in gyms everywhere. They  
 49 play on the same size court and use most of the same rules as  
 59 their classmates. And they're getting a lot of exercise, too.

68 Only a few rules are adapted in wheelchair basketball.  
 80 For example, if a player takes more than two pushes of the  
 89 wheelchair while dribbling, a traveling penalty is called. Even  
 101 if only the wheel of a player's wheelchair goes out of bounds,  
 116 the player is out of bounds. A player who lifts out of his or her  
 128 seat to get a **physical** advantage gets charged with a foul. So  
 136 does a player whose feet touch the floor.

143 Like wheelchair hockey, each wheelchair basketball player  
 152 is classified according to his or her ability level.

158 Wheelchair basketball, like wheelchair hockey, takes  
 167 coordination. Players must use their hands to move their  
 178 wheelchairs. At the same time, they must be able to handle  
 180 the ball.

**Comprehension Check**

1. Why does wheelchair basketball take coordination? **Main Idea and Details**
2. Why are sports adapted for wheelchairs? **Cause and Effect**

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



Name \_\_\_\_\_

You see printed materials every day that provide information about the world around you. **Everyday communications** have many forms.

**Study the descriptions below. Then answer the questions.**

Consumer materials	Warranty: guarantees a product or its parts for a period of time Product instructions: explain how to operate a product
Directions	Maps explain how to get from one place to another.
Advertisements	Help-wanted ad: explains a particular job and how to apply for it Store ad: provides information about the store and its merchandise
Brochure	a small booklet that contains information about a place, service, person, or object
Newsletter	a printed report or letter giving information about a special group or organization

1. What might you read if you were looking for a job? \_\_\_\_\_
2. Would you read a brochure or a warranty to learn more about a museum exhibit? \_\_\_\_\_
3. A neighborhood club is planning a Fourth of July parade. What would you read to find out when and where the parade begins? \_\_\_\_\_
4. What might you read to learn how to operate your new camera?  
\_\_\_\_\_
5. What would you use to get directions from California to Texas?  
\_\_\_\_\_



Name \_\_\_\_\_

You can figure out the meaning of an unfamiliar word by using **context clues**, the words around the unfamiliar word.

**Read each sentence. Use context clues to help you define the boldface word. Then write the letter of the best choice on the line.**

1. During the game my **opponent** was the best player on the other team.

An opponent is \_\_\_\_\_.

- a. a competitor                      b. an ally                                      c. a coach

2. The athletes trained at a high **altitude** because it is much more difficult to run in the mountains.

Altitude is \_\_\_\_\_.

- a. an underwater cave      b. the height above sea level      c. a plateau

3. The winning women's basketball team looked **regal** with their gold medals and flowers on top of the podium.

Regal means \_\_\_\_\_.

- a. deprived of food              b. serious                                      c. like royalty

4. Joe was accompanied by his guide dog, who **escorted** him into the gymnasium.

To be escorted is to be \_\_\_\_\_.

- a. complex                              b. guided                                      c. called

5. For months the team practiced their **maneuvers** until the exercises became natural to them.

Maneuvers are \_\_\_\_\_.

- a. movements                      b. schedules                                      c. relationships



Name \_\_\_\_\_

The names of characters from Greek and Roman mythology are origins of many English words. Recognizing **words from mythology** can help you figure out the meanings of unfamiliar words.

**A. Match each word to the name from Greek or Roman mythology that best explains each word's origin. Then write the letter of the name on the line.**

- |                    |   |
|--------------------|---|
| 1. fortune _____   | a. Jove, the Roman god who controlled the weather         |
| 2. cosmic _____    | b. Fortuna, the Roman goddess of luck                     |
| 3. titanic _____   | c. Gaea, the Greek Earth goddess                          |
| 4. volcano _____   | d. Furies, angry spirits in Greek mythology               |
| 5. cereal _____    | e. Janus, the Roman god of beginnings                     |
| 6. jovial _____    | f. Cosmos, the Greek word for <i>universe</i>             |
| 7. geology _____   | g. Mount Olympus, the home of the gods in Greek mythology |
| 8. furious _____   | h. Titans, Greek giants who had enormous strength         |
| 9. January _____   | i. Ceres, the Roman goddess of grain                      |
| 10. Olympics _____ | j. Vulcan, the Roman god of fire                          |

**B. Use four words from the first column to make two sentences.**

11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

launched  
anchoredparticles  
hydrogendense  
scientificinflate  
companion**A. Choose the word from the list above that best completes each sentence. Then write the word on the line.**

- The hot-air balloon soared through the air because it was not \_\_\_\_\_, or held down, to the ground by anything.
- The balloons soar because the hot-air is light and the air surrounding it is heavy and \_\_\_\_\_.
- People in hot-air balloons are \_\_\_\_\_ into the sky.
- The large balloons \_\_\_\_\_ when they are filled with hot air.
- The small pieces of matter in air move faster as the air heats. Then the \_\_\_\_\_ spread out, and the balloon rises.
- \_\_\_\_\_ is a gas that is lighter than air, so it also can be used in hot-air balloons.
- Some people ride in hot-air balloons to do \_\_\_\_\_ experiments.
- You and a \_\_\_\_\_ might enjoy sharing a hot-air balloon ride.

**B. Label the statements True or False.**

- The science club launched the balloon, and it dug deep into the earth.  
\_\_\_\_\_
- You can inflate a balloon with hydrogen or hot air. \_\_\_\_\_
- The balloon will not move when it is anchored to the ground.  
\_\_\_\_\_
- To conduct scientific experiments you must bring a companion.  
\_\_\_\_\_

Name \_\_\_\_\_

When you read a selection, you look for **facts**, which are statements that can be proven true. Authors may also include their opinions, which may be **relevant details** that support the main idea but cannot be proven true.

**Read the pairs of sentences. Tell which sentence is a fact and which is an opinion.**

1. Today there are no clouds, no storms, and no high winds. It is a perfect day for ballooning.

---



---

2. Thousands of people belong to hot-air balloon clubs. Most people from different parts of the world like ballooning.

---



---

3. Joseph Montgolfier marveled that hot air rises. He and his brother built the first hot-air balloon. \_\_\_\_\_

---



---

4. Early hot-air balloons flew amazingly high. Early hot-air balloons carried no people.

---



---

5. The first public balloon flight was in France. A Frenchman was the best choice to ride in a balloon. \_\_\_\_\_

---



---





Name \_\_\_\_\_

As you read *Up in the Air: The Story of Balloon Flight*, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote in the Fact and Opinion Chart help you monitor comprehension of *Up in the Air*?



**At Home:** Have the student use the chart to retell the story.

Name \_\_\_\_\_

**As I read, I will pay attention to tempo and phrasing.**

12 It is a beautiful day at the football stadium. Fans fill the  
 22 seats and wait for the kickoff. Suddenly, a strange shadow  
 33 appears on the field. People sitting in the upper rows hear  
 44 a low whirring sound overhead. Floating in the sky is a  
 44 football-shaped balloon.

47 Most of us have seen them on television during sporting  
 57 events. They are like silent ships sailing on a sea of sky.  
 69 These strange-looking balloons are called blimps. They are  
 77 cousins to the hot-air balloon.

82 Blimps and hot-air balloons are part of a group of flying  
 93 machines known as lighter-than-air craft. They are filled  
 101 with gas that weighs less than air.

108 Blimps are also members of the airship family. Just like  
 118 boats, airships have motors and rudders. The motors give  
 127 airships speed. The rudders help steer. These additions make  
 136 airships very different from hot-air balloons. Hot-air balloons  
 144 have little control over their speed or direction. Airships can  
 154 even fly against the wind. 159

**Comprehension Check**

1. Compare and contrast blimps and hot-air balloons. **Compare and Contrast**

2. Where do people commonly see blimps? **Main Idea and Details**

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



Name \_\_\_\_\_

When you read poetry, you often encounter poetic elements such as **similes** and **metaphors**. Similes and metaphors use language to create striking or unexpected images for the reader. These are figures of speech that compare or associate two things. Similes use **like** or **as** in the comparison. Metaphors do not use **like** or **as**.

Read the poem to answer the following questions.

### Balloon Flight Haiku

It floats in the air  
Like a bird's loosened feather,  
drifting among blue.

The azure ocean  
above our very heads  
is where it sails high.

Unlike a feather,  
it is guided by someone  
who chooses its course.

1. What similes can you find in the haiku?

---

2. What metaphors can you find in the haiku?

---

3. What comparisons are made in the haiku?

---



---

4. Which comparison is not stated directly? How do you know the comparison is made?

---



---



Name \_\_\_\_\_

Many English words have roots that originally came from the ancient Greek language. Knowing what the **Greek root** means will help you figure out the meaning of the word.

Root	Meaning
hydro	water
aster/astro	star
dem	people
graph	write
log/logue	word
pod	foot

Use the chart above to help you choose which word is being described in each item below.

- The lightest gas, this element is found in water and all organic substances.  
(helium, hydrogen) \_\_\_\_\_
- This is a noun that means “a conversation, often in a story.”  
(dialogue, dialect) \_\_\_\_\_
- This object has three “feet.” (tricycle, tripod) \_\_\_\_\_
- This kind of political system allows the people to vote for their government.  
(democracy, monarchy) \_\_\_\_\_
- This is a form of communication that people use to write in Morse code.  
(telephone, telegraph) \_\_\_\_\_
- This is the study of the stars and planets. (geology, astronomy)  
\_\_\_\_\_



Name \_\_\_\_\_

Prefixes are word parts added to the beginning of other words or word parts. A prefix changes the word's meaning. Some prefixes refer to an amount and are called **number prefixes**.

prefix	number	example
uni-	1	unity
bi-	2	bicycle
tri-	3	triceratops
cent-	100	centennial

**A. Choose the best prefix for the boldface word. Then write the complete word on the line.**

- The girl put on her soccer \_\_\_\_\_ **form** before the game.  
\_\_\_\_\_
- Every \_\_\_\_\_ **meter** counts when carefully measuring the length of a board. \_\_\_\_\_
- The \_\_\_\_\_ **cycle** has three wheels. \_\_\_\_\_
- Stephanie was \_\_\_\_\_ **lingual** and knew two languages.  
\_\_\_\_\_

**B. Circle the prefix in each word. Then write a definition of the word that is based on the meaning of the prefix.**

- triangle \_\_\_\_\_
- universe \_\_\_\_\_
- bisect \_\_\_\_\_
- centipede \_\_\_\_\_
- tripod \_\_\_\_\_
- unicorn \_\_\_\_\_



Name \_\_\_\_\_

specimens  
biologyerupted  
scouredmurky  
researchdormant  
observer

**Choose the word that best replaces the underlined word or words. Then write the word on the line.**

1. If you are curious about the study of living things, you can make amazing discoveries. \_\_\_\_\_
2. First you must become someone who watches everything around you.  
\_\_\_\_\_
3. Your investigations might take you to a park or even to a lake, where you can study life under the water. \_\_\_\_\_
4. Sometimes a lake will look as though it has no activity, but it is really filled with life. \_\_\_\_\_
5. In the water you may find minerals to be cleaned back in the lab.  
\_\_\_\_\_
6. Even if the water is thick and dark, you will probably find something fascinating. \_\_\_\_\_
7. Take samples of the water so that you can study them under a microscope.  
\_\_\_\_\_
8. You may find evidence that a volcano exploded or evidence of other natural events in your water samples. \_\_\_\_\_

Name \_\_\_\_\_

Events in a story or steps in an experiment usually happen in **chronological order**. If you can recognize and follow the sequence, you will better understand what will happen next. Words such as *first*, *then*, *next*, *now*, and *finally* help signal the order in which events or steps occur.

**Read the scientific method. Label each step of the scientific method below.**

Scientific method is specific steps scientists take during an experiment. Scientists try to answer questions they have by performing several tests. By following a specific sequence during different experiments, they are able to determine the answers to their questions.

- 1. Initial or First Observation:** Scientists notice something and wonder why.
- 2. Gather Information:** Scientists try to find out more.
- 3. Hypothesis:** Scientists take their initial observation and create a question that can be tested. A hypothesis should make a prediction of the outcome.
- 4. Testing:** Scientists will perform experiments and record data.
- 5. Draw a Conclusion:** Using the information from their tests, scientists will compare this data to their hypothesis to see if their prediction is correct or not.

1. Finally I conclude my hypothesis was correct. The birds made a nest to hold their eggs. \_\_\_\_\_
2. Then I learned more from a book about birds laying eggs in the spring.  
\_\_\_\_\_
3. First I see two blue birds. One is flying from tree to tree. The other is gathering twigs. It is springtime. \_\_\_\_\_
4. Next I observe the birds for a week. They choose a large tree branch. The birds gather more twigs and start building a nest. I see three bird eggs.  
\_\_\_\_\_
5. I predict the birds will make a nest to hold their eggs.  
\_\_\_\_\_



Name \_\_\_\_\_

As you read *Hidden Worlds* fill in the Sequence Chart.

<b>Event</b>
↓
↓
.....
<b>Event</b>
↓
↓

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How does the information you wrote in the Sequence Chart help you summarize *Hidden Worlds*?





Name \_\_\_\_\_

**As I read, I will pay attention to pauses and intonation.**

11 The ocean is big. It covers about two-thirds of Earth. The  
 22 ocean is also deep—very deep. The ocean’s average depth is  
 32 more than 2 miles (3 kilometers). At its deepest it goes down  
 39 nearly 7 miles (11 kilometers). That’s taller than Mount  
 40 Everest.

40 Think of a place where animals live. You might think of  
 51 a forest or grassland. But what about the ocean? In fact, the  
 63 ocean makes up most of Earth’s habitat. But to this day, most  
 75 of the deep ocean has never been explored.

83 For centuries, people thought that the bottom of the deep  
 93 ocean was lifeless. It is very cold in the deep, dark ocean. No  
 106 light reaches the bottom. And water is heavy. All that water  
 117 presses down hard on the sea floor. How could anything live  
 128 down there?

130 But then scientists began exploring the deep. What they  
 139 found shocked them. On the deep sea floor, they discovered  
 149 a world beyond their wildest imagination. It is a strange  
 159 world teeming with bizarre life. 164

**Comprehension Check**

1. What is it like at the bottom of the ocean? **Main Idea and Details**
2. Why has not much of the deep ocean been explored? **Main Idea and Details**

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



Name \_\_\_\_\_

A myth is a traditional story that explains imaginary events from the past or a traditional world view. Myths describe how a custom, belief, or natural phenomenon came about. **Symbolism** is the use of concrete objects to represent abstract ideas or qualities. **Figurative language** uses imaginative language to describe objects, places, or people.

### Read the myth below, then answer the questions.

A long time ago there was one land and one people. Everyone lived together happily and in peace. Then two brothers were born who quarreled over everything. This made the Creator angry. In a voice like low, rumbling thunder, he told the brothers to shoot an arrow into the air. Each brother and his people would live where his arrow landed.

Soon the brothers started quarreling again. Once more the Creator became angry. This time he took away fire from everyone except for one old woman called Loo-Wit. The people stopped quarreling, and the Creator asked Loo-Wit to share her fire. In return, the Creator offered to grant her one wish. She chose to be young and beautiful. When the two brothers saw how beautiful Loo-Wit was, each of them wanted to marry her. Again there was quarreling, which caused the Creator to turn each brother into a mountain and also to make Loo-Wit a mountain.

1. The myth says that the brothers shot their arrows into the air. What does this explain? \_\_\_\_\_  
\_\_\_\_\_
2. What do the mountains symbolize? \_\_\_\_\_  
\_\_\_\_\_
3. Find an example of figurative language in the myth.  
\_\_\_\_\_



Name \_\_\_\_\_

Many words in English have ancient **Latin or Greek word parts**. Sometimes Latin or Greek word parts create a word family, or a group of words with a common feature or pattern. For example, the Greek root *geo* means “earth.” The words *geography*, *geology*, *geographer*, *geode*, *geometry*, and *geometric* form a word family based on the words’ Greek root *geo*.

<b>Origin</b>	Greek	Latin	Greek	Latin	Latin
<b>Word part</b>	bio	dict	tele	man	terr
<b>Meaning</b>	life	speak	far away	hand	earth

**Look at the Latin and Greek word parts above. Choose the word in parentheses that best fits with the other two words to form a word family. Then write the word on the line.**

1. bionic      biography      (biosphere/bicker)      \_\_\_\_\_
2. dictate      dictation      (dice/dictionary)      \_\_\_\_\_
3. telethon      telephone      (telescope/territory)      \_\_\_\_\_
4. manner      maneuver      (manicure/main)      \_\_\_\_\_
5. diction      dictator      (decorate/edict)      \_\_\_\_\_
6. manual      manufacture      (manuscript/mane)      \_\_\_\_\_
7. terrarium      terrestrial      (terrible/terrace)      \_\_\_\_\_
8. television      telegram      (telecast/teller)      \_\_\_\_\_
9. biology      biologist      (bisect/biographer)      \_\_\_\_\_
10. telescopic      telepathy      (telegraph/tale)      \_\_\_\_\_



Name \_\_\_\_\_

Some words end with **-able** or **-ible**. When they are added as suffixes they change the word's meaning. Both of these suffixes mean "able to be," "capable of being," "likely to," "worthy of being," "fit for," or "tending to."

**A. Think about adding *-able* or *-ible* to complete each word. Write the complete word on the line at the right.**

1. cap \_\_\_\_\_
2. invis \_\_\_\_\_
3. poss \_\_\_\_\_
4. us \_\_\_\_\_
5. suit \_\_\_\_\_

**B. Add the suffix *-able* or *-ible* to create a new word. Write the new word on the line. Then write a sentence containing that word.**

6. break \_\_\_\_\_  
\_\_\_\_\_
7. sense \_\_\_\_\_  
\_\_\_\_\_
8. convert \_\_\_\_\_  
\_\_\_\_\_
9. honor \_\_\_\_\_  
\_\_\_\_\_
10. collapse \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word in column 1. Find its antonym, or the word that is most nearly opposite in meaning, in column 2. Then write the letter of that word on the line.**

Column 1	Column 2
1. despair _____	a. hire
2. dismiss _____	b. clear
3. rigid _____	c. hope
4. elementary _____	d. thin or light
5. dense _____	e. flexible
6. murky _____	f. advanced

**B. Complete each sentence with the correct vocabulary word from the box.**

accompany intentions supervise physical companion bundle

7. Although he did not complete the project, his \_\_\_\_\_ were good.
8. For many people who live alone, a pet makes an excellent \_\_\_\_\_.
9. Grace offered to \_\_\_\_\_ Pete to the store so he would not be lonely on the long drive.
10. It is important to get some \_\_\_\_\_ exercise every day.
11. The mailman left a \_\_\_\_\_ of letters on the front step.
12. If there is no one to \_\_\_\_\_ the job, it may not be done correctly.

Name \_\_\_\_\_

**A. Use each of the vocabulary words in the box to make a sentence of your own.**

specimens   research   scientific   scenery   consented   ease

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B. Write the vocabulary word that means almost the same as the underlined word or words.**

observer   scoured   inflate   guaranteed   launched   erupted

7. Hot water burst forth from the geyser. \_\_\_\_\_
8. After cooking breakfast, I cleaned the greasy pan with a sponge.  
\_\_\_\_\_
9. The scientist kept his distance from the volcano; he was acting only as a watcher from afar. \_\_\_\_\_
10. The manufacturer assured customers that the product would work properly. \_\_\_\_\_
11. The children wanted to put air in the balloons. \_\_\_\_\_
12. The government sent off a satellite into space. \_\_\_\_\_