Common Core State Standards
Literacy eHandbook
Answer Key
Grade K
Part 1 READING: LITERATURE

1.1 Key Ideas and Details

Lesson A Ask and Answer Questions about Key Details

Practice

Students should ask a question about the story.

Lesson B Retell Familiar Stories

Practice

Students should use their own words to retell the main events.

Lesson C Story Parts

Practice

1. Possible answers: Little Wee Bear; Middle-sized Bear; Great Huge Bear; Goldilocks
2. Possible answers: the forest; a little house in the forest
3. Goldilocks goes into the three bears’ house.

1.2 Craft and Structure

Lesson A Ask and Answer Questions about Unknown Words

Practice

Students should identify unknown words and use context or picture clues to figure out the meanings.

Lesson B Kinds of Literature

Practice

Storybooks
Circle: picture of the book
Answers will vary.

Poems
Possible answers: Drinking some tea. Looking at me. Holding a flea.
Lesson C Identify Authors and Illustrators

Practice

Katie Sharp is the author. Jo Sinclair is the illustrator. An author writes the words. An illustrator draws the pictures.

1.3 Integration of Knowledge and Ideas

Lesson A Illustrations and Story Parts

Practice

Ann is using the apples to make good things to eat. The picture is from the middle of the story.

Lesson B Compare and Contrast

Practice

Students should identify one or more of the following similarities and differences.

Similarities: Both characters have to do all the work at home, but they get help so they can wear pretty clothing. Both characters meet someone important and get married to him. Both characters have two sisters whom the important person does not choose to marry. At the end of the story, both characters forgive the people who were mean to them.

Differences: Cinderella's stepsmother and stepsisters were lazy and mean, but Little Ashes' sisters were lazy and mean. Cinderella was covered with cinders, or ashes, because she slept by the fire, and Little Ashes was covered with ashes because she spent so much time cooking and taking care of the fire. Cinderella's fairy godmother gave her pretty clothes and a coach to go to the ball, but Little Ashes got materials from nature to make her clothes. Little Ashes did not need a coach. The important person Cinderella met was the prince, and she met him at the ball. Little Ashes met a powerful hero near his wigwam, or home. The prince did not know he wanted to get married until after he saw Cinderella, but the hero wanted to get married before he met Little Ashes. Cinderella forgave her stepsisters as soon as they asked her, but Little Ashes let the hero punish her sisters for a day and a night before she forgave them.

Students’ drawings should include at least one piece of information from each story.
2.1 Key Ideas and Details

Lesson A Ask and Answer Questions About Key Ideas

Practice
Students should ask a question about rainbows.

Lesson B Identify the Main Topic and Key Details

Practice

1. Trains are an important type of transportation.
2. Freight trains move cargo. Passenger trains take people where they need to go.

Lesson C Describe Connections in a Text

Practice

Describe Connections Between Two People

1. A teacher and a librarian both work at a school.
2. They have different jobs. A teacher has a class and helps students learn. A librarian helps students find books and do research in the library.

Describe Connections Between Events

Putting the seed in the soil and giving it water and sunlight caused the plant to grow.

Describe Connections Between Two Ideas

1. They are the same because they are solutions to the problem of what to do with the open space.
2. They are different because a garden is a place for growing plants, and a shed is a place for storing things.

Describe Connections Between Two Pieces of Information

1. Elephants have amazing noses.
2. Their trunks are up to seven feet long. Elephants can use their trunks to pick up things and to drink.
2.2 Craft and Structure

Lesson A Ask and Answer Questions About Unknown Words

Practice

Students should identify unfamiliar words and use context and picture clues to figure out the meanings.

Lesson B Identify Parts of a Book

Practice

Students should identify the book’s front cover and point out the title and author’s name. Students should also locate the title page (if any) and back cover.

Lesson C Authors and Illustrators

Practice

Students should point out Diane Parker as the author’s name and Sherry Rogers as the illustrator’s name. Students should explain that an author writes the words and an illustrator draws the pictures.

2.3 Integration of Knowledge and Ideas

Lesson A Illustrations and Text

Practice

It shows the sunflower seed starting to sprout. Next it will grow into a plant with leaves. Then it will grow tall, and a flower will bloom.

Lesson B Identify Reasons that Support Key Points

Practice

The main idea is that a clean classroom is good for everyone. The reasons are that supplies can get lost if they are left out, people can trip over toys that are on the floor, and books that are left out can get lost.
Lesson C Tell What Is the Same and Different in Two Texts

Practice

Compare and Contrast Illustrations and Photos

Students should identify one or more of the following similarities and differences.

**Same:** The sky is blue with a few clouds.
People like to be near water when it is hot.
People wear clothing that keeps them cool.
They protect themselves from getting too much sun.

**Different:** Some people go to a pool, and other people go to a beach.
Some people sit under an umbrella, and other people wear a hat.
Dogs can go to the beach, but they don’t go to a pool.
Boats sail in the water at the beach.
People can dig in the sand at the beach.
A pool has a ladder.

Compare and Contrast Descriptions

Students should identify one or more of the following similarities and differences.

**Same:** Both holidays have parades and bands.
On both holidays the whole family eats together.
There are also some family activities at night on both holidays.

**Different:** People eat hot dogs and watermelon on the Fourth of July, but on Thanksgiving people eat turkey and cranberry sauce.
On the Fourth of July there are fireworks at night, and on Thanksgiving people play games and tell stories at night.

Compare and Contrast How Things Are Done

Students should identify one or more of the following similarities and differences.

**Same:** Mari and Adam both spread something on bread.
Both sandwiches have two pieces of bread.
Mari and Adam put their sandwiches on a plate.
(Some students may say that both Mari and Adam have milk to drink.)

**Different:** Mari’s sandwich is peanut butter and jelly, and Adam’s sandwich is cheese with mustard.
Mari makes each side of the sandwich and then puts them together. Adam makes his sandwich by putting one thing on top of the other.
Mari’s plate has fruit, and Adam’s plate has carrots.
3.1 Print Concepts
Lesson A Understand Concepts of Print
Practice
Track Print
Students should point to each word as it is read.

Connect Sounds to Print
1. Circle: net
2. Circle: mug
3. Circle: top

Words and Spaces
1. Write: 3; Say: 2 spaces
2. Write: 3; Say: 2 spaces
3. Write: 4; Say: 3 spaces
4. Write: 4; Say: 3 spaces

Identify Upper- and Lowercase Letters
Circle: b
Circle: R
Circle: q
Circle: N
Circle: D

3.2 Phonological Awareness
Lesson A Rhyming Words
Practice
Possible answers: bat; fat; hat; gnat; pat; rat; vat; brat; chat; flat; scat; that
Possible answers: sight; fight; might; night; quite; right; tight; white; bright; fright
Possible answers: bee; key; knee; pea; tea; we; free; agree
*High* and *sky* rhyme.

Lesson B Syllables
Practice
Say and Count Syllables
robot: 2
fan: 1
pencil: 2
zipper: 2
cat: 1
key: 1

Blend Syllables
snow | man; snowman; ap | ple; apple
zip | per; zipper; wag | on; wagon

Segment Syllables
table; ta | ble; bucket; buck | et
monkey; mon | key; doctor; doc | tor;
lemon; lem | on

Blend and Segment Syllables
window; win | dow; window;
walrus; wal | rus; walrus
turtle; tur | tle; turtle;
apple; ap | ple; apple;
hammer; ham | mer; hammer
Lesson C Segment and Blend Onset and Rime

Practice
/b/...ug; bug; /f/...ox; fox
/s/...ock; sock; /m/...oon; moon;
/n/...ut; nut

Lesson D Say Sounds

Practice
Beginning Sounds
sun: /s/
nut: /n/; hat: /h/; bug: /b/

Middle Vowel Sounds
bug: /u/
pen: /e/; map: /a/
pot: /o/

Ending Sounds
sun: /n/
cap: /p/; mug: /g/
ham: /m/

Lesson E Add and Change Sounds

Practice
Add Sounds
1. Circle: picture of man
2. Circle: picture of hat

Change Sounds
1. rat; Circle: picture of rat
2. pen; Circle: picture of pen

3.3 Phonics and Word Study

Lesson A Animated Phonics Lessons

Answers are included in the animations.

Lesson B High-Frequency Words

Practice
Students should read the high-frequency words introduced.

Lesson C Word Family Work

Practice

Word Family Work 1
Circle: mop; Say: /m/; Circle: fox;
Say: /f/; Circle: cat; Say: /k/
Circle: can; Say: /k/; Circle: pin;
Say: /p/; Circle: pot; Say: /p/

Word Family Work 2
1. Circle: sit; hit
2. Circle: can; pan
3. Circle: box; fox
4. Circle: pen; ten

3.4 Fluency

Lesson A Developing Fluency

Practice
Read with Purpose and Understanding
As students are able, guide them to read the book fluently with purpose and understanding.
Part 4 WRITING

4.1 Text Types and Purposes
Answers will vary.

4.2 Production and Distribution
Answers will vary.

4.3 Research to Build and Present Knowledge
Lesson A Shared Research and Writing Process
Practice
Answers will vary.

Lesson B Answer Questions
Practice
1. They are at the market; in the text
2. Answers will vary; in my head
3. They buy lettuce, cucumbers, and tomatoes; putting it together
4. They will make salad; using the text and my head

Part 5 SPEAKING AND LISTENING

5.1 Comprehension and Collaboration
Lesson A Collaborative Discussion
Practice
Students should participate in collaborative discussions.

Lesson B Ask and Answer Questions
Practice
Ask and Answer Questions about Key Details
Students’ questions should be related to dentists.

Ask and Answer Questions to Get Help or Information
Students’ questions should be related to the scenarios.
5.2 Presentation of Knowledge and Ideas

Lesson A Use Details to Describe

Practice
Students should include descriptive details in their drawing and dictated sentences.

Lesson B Use Drawings and Pictures to Add Detail

Practice
Use Drawings to Add Detail 1
Students’ drawings should include information from the story.

Use Drawings to Add Detail 2
Students’ drawings should include details about the pet.

Lesson C Speak Clearly

Practice
Students should speak clearly during the class discussion.
6.1 Conventions of Standard English

Lesson A Handwriting Practice
Students’ handwriting should follow the models.

Lesson B Complete Sentences Practice
Recognize Sentences
Circle: Is the water cold?
Circle: Pat can play the piano.

Complete Sentences
1. hop
2. hot
3. map
4. (in either order) Dan; Pam

Say Sentences
Students should ask and answer questions to expand the sentence. They should also identify the capital letters, spacing, and end punctuation in the expanded sentences.

Lesson C Nouns Practice
Nouns and Proper Nouns
1. Circle: Jamal
2. Circle: Pam
3. Circle: Texas
4. Circle: Ken
5. Circle: Spot

Answers will vary.

Pronouns: I and Me
1. I
2. I
3. me
4. me
5. I
6. me

Nouns for One and More than One
1. Circle: cat
2. Circle: pans
3. Circle: cans
4. Circle: ax
5. Circle: hats
6. Circle: fans

Answers will vary.

Days, Months, and Holidays
1. Circle: Monday
2. Circle: Thanksgiving
3. Circle: June
4. Circle: June
5. Circle: Friday

Lesson D Adjectives Practice
Adjectives
Students should choose adjectives that describe the cat.

Students’ drawings should show an understanding of small and red.

Color Words
Students’ drawings should use the specified colors, including a color of their choice.

Number Words
1. Circle: one
2. Circle: five
3. Circle: two
4. Circle: three
Size and Shape Words

- **elephant**: Circle: big
- **mouse**: Circle: little
- **giraffe**: Circle: tall
- **gift**: Circle: square

Words from Our Senses

1. **blue**
2. **salty**
3. **sweet**
4. **wet**
5. **loud**

Lesson E Verbs

Practice

**Action Verbs**

1. Circle: swim
2. Circle: run
3. Circle: jump

**Present-Tense Verbs**

1. Circle and write: hops
2. Circle and write: runs
3. Circle and write: pecks
4. Circle and write: swim

**Past-Tense Verbs**

1. Circle: Yesterday Sam made lunch.
2. Circle: I tied my shoes.
3. Circle: Em saw a cat.

Lesson G Prepositions

**Practice**

1. Circle: in
2. Circle: above
3. Circle: on

Lesson H Capitalization

Practice

**Capitalize the First Word in a Sentence**

1. We
2. Come
3. The
4. She

**Capitalize the Pronoun I**

1. I
2. I
3. I
4. I
5. I; Answers will vary.

**Capitalize Dates**

Circle: June 2, 2011; August 15, 2004; March 30, 2005

**Capitalize Names**

Students should use a capital letter to write their name and a friend’s name.

Circle: Abby; Matt; Jamal

Lesson I End Punctuation

Practice

1. Possible answers: . or !
2. ?
3. Possible answers: . or !
4. ?
5. .
Lesson J Spelling
Practice
Spelling 1
can
net
mug
Spelling 2
Answers will vary.

6.2 Vocabulary Acquisition and Use
Lesson A Multiple-Meaning Words
Practice
Connect: picture of tie to My dad wears a tie.
Connect: picture of saw to We use a saw to cut wood.
Connect: picture of pen to I write with a pen.

Lesson B Determine Word Meanings
Practice
Adding -s and -ed
1. Circle: ed
   Circle: s
2. Circle: s
   Circle: ed
Adding re-, un-, and pre-
1. Circle: pre; to heat before
2. Circle: re; to use again
3. Circle: un; to not tie, or to undo

Adding -ful and -less
1. Circle: ful; full of use
2. Circle: less; without clouds
3. Circle: ful; full of thought, or caring

Lesson C Explore Word Relationships
Practice
Sort Words into Groups
Circle: giraffe; sheep; fox
Underline: couch; chair; desk
Know Opposites
Connect: shout to whisper
Connect: tall to short
Connect: laugh to cry
Students’ drawings should show an understanding that big and small are opposites.
Make Real-Life Connections
Students’ connections should show an understanding of the word chilly.
Act Out Shades of Meaning
Students should act out the verbs, if possible, and discuss how the meanings are the same and different.

Lesson D Learn and Use New Words
Practice
Students should choose an unfamiliar word from the poem. Their pictures and sentences should demonstrate an understanding of the word.
1.1 Key Ideas and Details

Lesson A Ask and Answer Questions About Key Details

Practice
1. The sky is blue. It has white, fluffy clouds. The sun is out.
2. The sky gets darker. There is lightning too.
3. Answers will vary.

Lesson B Retell Stories

Practice
Sequence Chart
First: Turtle is walking to the pond. Bunny races past him.
Next: Bunny races back to Turtle and asks what is wrong. Turtle says he is too slow.
Then: Bunny tells Turtle to wait. She hops down the trail.
Last: Bunny brings Turtle skates. They race off together.

1. Bunny brings skates to help Turtle.
2. A good friend helps others.

Lesson C Use Key Details to Describe Story Parts

Practice
1. Possible answer: having a birthday today.
2. Possible answer: her herb and flower garden.
3. that Miss Burns thinks everyone forgot her birthday.
4. that lots of people remember and come to her garden.

1.2 Craft and Structure

Lesson A Identify Words and Phrases

Practice
1. messy (in two places); dirty; sloppy; smelly; rusty; muddy; sticky
2. happy; lucky
Lesson B Compare Fiction and Informational Texts

Practice
Possible answers:
1. The book is fun to read.
2. It doesn’t tell any facts.
3. It tells a lesson about life.
4. The book has facts about firefighters.
5. It has a photograph.
6. It helps you learn about firefighters.

Lesson C Identify Point of View

Practice
1. They want green paint and don’t have any.
2. They can mix the blue and yellow paint.
3. He learned to mix blue and yellow paint to make green paint.

1.3 Integration of Knowledge and Ideas

Lesson A Use Illustrations and Details

Practice
1. They are two chipmunks.
2. It is a river with a log across it.
3. Sequence Chart
   First: The chipmunks saw some nuts across the river.
   Next: They walked on a log to get the nuts.
   Then: They carried the nuts back on their heads.
   Last: They made eight trips.

Lesson B Compare and Contrast

Practice
Possible answers:
1. They helped make something.
2. One made a park. The other made a fort.
2.1 Key Ideas and Details
Lesson A Ask and Answer Questions About Key Details
Practice
1. The date of their flight was 1903.
2. The two brothers got along well.
3. Answers will vary.

Lesson B Identify the Main Topic and Key Details
Practice
1. The main topic is how a frog changes in its life.
2. Underline: The eggs hatch. Next, tadpoles come out.
   Underline: Then the tadpole begins to lose its tail.
   Underline: It grows legs in the front and back.
   Underline: Finally, the tadpole becomes a frog.

Lesson C Describe Connections in a Text
Practice
Compare and Contrast
1. They are both mammals. They both have fur.
2. Mother koalas have a pouch for babies. Koalas eat only plants. Most bears eat plants and animals.

Cause and Effect
1. (one of the following) so; Because
2. (one of the following pairs)
   Cause: The land in Fresno was too dry to grow crops.
   Effect: Farmers put in water pipes.
   Cause: Pipes carried water to the crops.
   Effect: The crops began growing well.
2.2 Craft and Structure

Lesson A Ask and Answer Questions About Words and Phrases

Practice

1. *inventor*: He came up with ideas for things that would make people’s lives better.
2. *Franklin Stove*: Two uses are heating and cooking.
3. *lightning rod*: Possible answers: What are lightning rods for? They protect houses from lightning.

Lesson B Locate Facts and Information

Practice

1. The story starts on page 6.
2. The page tells how to apologize.
3. It means “to have a sudden fear.”

Lesson C Compare Information from Pictures vs. from Words

Practice

Possible answers:

1. (one of the following) It is a small city. It is in Connecticut.
2. Stamford is near Norwalk.

2.3 Integration of Knowledge and Ideas

Lesson A Describe Key Ideas

Practice

1. Possible answers: People are working on a house. A family and dog are nearby.
2. Possible answers: The Gomez’s house was destroyed by a fire. They were on vacation when it happened. Builders are making a new house for them. The Gomez family is excited to move into their new house.
3. The Gomez family is getting a new house.
Lesson B Identify Reasons that Support Key Points

Practice
1. Circle: Firefighters are heroes.
2. Underline: They rush to put out fires when the alarm sounds. They run into dangerous places and climb tall ladders to save people. They teach people how to be safe if there is a fire.

Lesson C Tell What Is the Same and Different in Two Texts

Practice
Photos and Illustrations
1. (one of the following) They show vegetable gardens. They show people.
2. One shows people giving food away. The other shows a woman picking food.
3. Possible answer: People like to have fresh food.

Descriptions
1. (one of the following) They are about the same town. Both say people like to visit the town.
2. One is about the man who started the town. The other is about people who came to live there.
3. Possible answer: This town has a German past.

How Things are Done
1. (one of the following) They say to put the fork on the left. They say to put the knife and spoon on the right.
2. One says to fold the napkin. The other does not.
3. Possible answers: The napkin can go on top of the plate or to the left of it.
3.1 Print Concepts

Lesson A Understand Concepts of Print

Practice

Identify the First Word
1. Box: Pat; The; The
2. Box: I; I; I; Now
3. Box: I; It; I; It

Understand Capitalization 1

A.
Circle: D; Underline: an has a dog.
Circle: T; Underline: he dog can walk.
Circle: T; Underline: he dog can run.

B.
1. a
2. B
3. c
4. D
5. e
6. F
7. G
8. h
9. i
10. J

Understand Capitalization 2

1. Circle: M
2. Circle: W
3. Circle: J; A
4. Circle: I; J
5. Circle: P
3.2 Phonological Awareness

Lesson A Distinguish Short Vowels from Long Vowels

Practice

Short $a$ and Long $a$
1. Say: cat; gate; Circle: cat
2. Say: can; tape; Circle: can
3. Say: snail; rat; Circle: rat
4. Say: mat; whale; Circle: mat

Short $e$ and Long $e$
1. Say: cheese; hen; Circle: cheese
2. Say: pen; beak; Circle: beak
3. Say: bed; leaf; Circle: leaf
4. Say: seal; leg; Circle: seal

Short $i$ and Long $i$
1. Say: pig; pie; Circle: pig
2. Say: bike; lips; Circle: lips
3. Say: kite; six; Circle: six
4. Say: fish; fire; Circle: fish

Short $o$ and Long $o$
1. Say: goat; box; Circle: goat
2. Say: bone; pot; Circle: bone
3. Say: fox; phone; Circle: phone
4. Say: notes; lock; Circle: notes

Short $u$ and Long $u$
A.
Say: bug; mule; cube; drum
Connect: bug to drum
Connect: cube to mule

B.
Say: mule; tub; duck; cube
Circle: tub; duck

Lesson B Blend Sounds in Words

Practice

Blend Sounds in Words
Monitor students to check their understanding of blending sounds to form words.

Lesson C Say Sounds

Practice

Beginning Sounds
Students should say each word and beginning sound.
Connect: fox to fish
Connect: bed to ball
Connect: kite to key

Middle Vowel Sounds
Students should say each word and middle sound.
Connect: pen to net
Connect: fan to cap
Connect: nut to mug

Ending Sounds
Students should say each word and ending sound.
Connect: sun to pan
Connect: bug to dog
Connect: cup to mop

Lesson D Segment Words into Sounds

Practice

Students should say each word and each sound in the word. They should identify the following number of sounds:
1. 2
2. 3
3. 3
4. 3
3.3 Phonics and Word Study
Lesson A Animated Phonics Lessons
Answers are included in the animations.

Lesson B High-Frequency Words
Practice
Answers will vary.

3.4 Fluency
Lesson A Develop Fluency Practice
Read with Purpose and Understanding
Students should read the selections with a focus on purpose and understanding.

Read with Accuracy, Appropriate Rate, Phrasing, and Expression
Students should read the selections with a focus on accuracy, appropriate rate, phrasing, and expression.

Use Self-Monitoring Strategies
Students should read the selections with a focus on self-monitoring strategies.
Part 4 WRITING

4.1 Text Types and Purposes
Answers will vary.

4.2 Production and Distribution
Answers will vary.

4.3 Research to Build and Present Knowledge

Lesson A Use the Research Process
Answers will vary.

Lesson B Answer Questions

Practice

1. Tom and Dad are at the market.
   Circle: In the text

2. Answers will vary.
   Circle: In my head

3. They bought lettuce, celery, cucumbers, and tomatoes.
   Circle: Searched the text

4. Tom and Dad are going to make salad.
   Circle: In my head and the text
Part 5 SPEAKING AND LISTENING

5.1 Comprehension and Collaboration

Lesson A Collaborative Discussions

Practice
Students should participate in collaborative discussions.

Lesson B Ask and Answer Questions

Practice
Students should ask questions and identify resources.

5.2 Presentation of Knowledge and Ideas

Lesson A Use Details, Ideas, and Feelings to Describe

Practice

Use Details to Describe
Possible answers:
1. lovely
2. wonderful
3. kind
4. colorful

Use Main Ideas to Describe
Possible answers:
1. Isaac Newton had many ideas about science.
2. I do many things at school.
3. Snow globes show a lovely picture of winter.
4. My neighbors work together on the block party.

Use Feelings to Describe
Answers will vary.
Lesson B Use Drawings and Pictures to Express Ideas, Thoughts, and Feelings

Answers will vary.

Lesson C Use Complete Sentences When Speaking

Practice

Use Complete Sentences When Writing

1. No
2. Yes
3. Yes
4. No
5. Yes
6. No

Use Complete Sentences When Speaking

Answers will vary.
6.1 Conventions of Standard English

Lesson A Handwriting

Practice
Students’ handwriting should follow the models.

Lesson B Sentences

Practice

Sentences 1
Circle: Sentences 1, 2, 4, and 7.

Sentences 2
A.
1. can jump
2. Possible answers: The bat; Pam
3. Possible answers: ran; can jump
4. Pam

B.
5. Answers will vary.

Word Order in Sentences 1
A.
Circle: Sentences 1, 3, and 4.

B.
Answers will vary.

Word Order in Sentences 2
1. Pam can go with us.
2. C
3. C
4. She jumps up and down.
5. C

Subjects and Predicates
A.
1. Circle: The cat
2. Circle: Mom
3. Circle: The birds
4. Circle: The chair

B.
5. Circle: danced
6. Circle: wears
7. Circle: reads
8. Circle: rides

Statements 1
Underline: Statements 1, 3, 4, 5, and 6.

Statements 2
1. Circle: She runs and jumps.
2. Circle: Jack rides with me.
3. Circle: My cap is in here.
4. Circle: Sam can play this.

Questions 1
A.
Write Q for Sentences 1, 3, 4, and 6.

B.
Answers will vary.

Questions 2
2. Circle: .
3. Circle: ?
5. Circle: ?
6. Circle: ?

Exclamations 1
Circle: Exclamations 1, 3, 4, and 6.
Exclamations 2
1. Circle: !
2. Circle: !
3. Circle: .
5. Circle: .
6. Circle: !

Writing Sentences 1
1. She can use my help.
2. Where did it land?
3. Look at it go up!
4. The wind will help now.

Writing Sentences 2
1. Here are the bricks, Dad.
2. We like to help you.
3. Will you help, too?
4. Can you pick up bricks?
5. What a big help you are!

Joining Sentences 1
1. S
2. C
3. C
4. S
5. C
6. C

Joining Sentences 2
1. Possible answers: Rob played in the sand, and Tony went swimming.
   Rob played in the sand, but Tony went swimming.
2. Do you want an apple, or do you want an orange?
3. I want to go to the park, but it is too far away.
4. We looked at the sky, and we saw a rainbow!

Lesson C Nouns

Practice

Nouns 1
A.
1. Circle: dog
2. Circle: grass
3. Circle: mom
4. Circle: ant
5. Circle: sand
6. Circle: hill
B.
Monitor students to check their understanding of nouns.

Nouns 2
1. pig
2. hill
3. mom
4. dad
5. log
6. pal

Singular and Plural Nouns

A.
1. Circle: jobs
2. Circle: kids
3. Circle: beds
4. Circle: dogs
5. Circle: pots
6. Circle: eggs
B.
Students should read each plural noun and say the corresponding singular noun.
Adding -s and -es 1
1. boxes
2. dishes
3. glasses
4. branches
5. brushes

Adding -s and -es 2
A.
1. pets
2. boxes
3. eggs
4. dishes
5. glasses
6. lunches
B.
7. Answers will vary.
8. Answers will vary.

Irregular Plural Nouns 1
A.
Students should read aloud the singular and plural nouns.
B.
1. Circle: geese
2. Circle: men
3. Circle: children; feet
4. Circle: mice
5. Circle: women

Irregular Plural Nouns 2
1. men
2. children
3. feet
4. mice
5. geese

Common and Proper Nouns 1
1. Rick
2. Lin
3. Jen
4. Atlanta

Common and Proper Nouns 2
1. Underline: Land School
2. Underline: Frank Street
3. Underline: Red Duck Pond
4. Underline: Miss Winn
5. Underline: Pam
6. Underline: Putnam; Vermont

Days, Months, and Holidays 1
1. Monday
2. July
3. Independence Day
4. Saturday
5. August

Days, Months, and Holidays 2
1. Circle: N; Y; D; Write: New Year’s Day
2. Circle: J; Write: January
3. Circle: T; Write: Tuesday, February 14
4. Circle: V; Write: Valentine’s Day
5. Circle: M; Write: Monday
6. Circle: M; Write: March

Possessive Nouns 1
A.
1. Circle: Lisa's
2. Circle: cat's
3. Circle: school's
B.
4. Circle: cats'
5. Circle: women's
6. Circle: swans'
Possessive Nouns 2
1. book’s
2. Ben’s
3. kite’s
4. school’s
5. Ted’s
6. teacher’s

Lesson D Verbs

Practice

Action Verbs 1
1. play
2. run
3. jumps
4. Possible answers: run; play
5. wins

Action Verbs 2
A.
1. Circle: ride
2. Circle: feeds
3. Circle: walks
4. Circle: sleep
5. Circle: lands
6. Circle: thank
B.
7. Answers will vary.
8. Answers will vary.
C.
Monitor students to check their understanding of verbs.

Present-Tense Verbs 1
A.
1. Circle and write: trips
2. Circle and write: drops
3. Circle and write: puts
B.
Monitor students to check their understanding of present-tense verbs.

Present-Tense Verbs 2
1. takes
2. wants
3. gets
4. fills
5. brings

Matching Subject Nouns and Verbs in Sentences 1
1. Circle: comes
2. Circle: leave
3. Circle: bakes
4. Circle: looks
5. Circle: laugh
6. Circle: digs

Matching Subject Nouns and Verbs in Sentences 2
1. C
2. picks
3. digs
4. likes
5. C

Past-Tense Verbs 1
A.
1. Circle and write: pointed
2. Circle and write: watched
3. Circle and write: showed
4. Circle and write: looked
5. Circle and write: laughed
B.
Monitor students to check their understanding of past-tense verbs.
Past-Tense Verbs 2
1. blinked
2. pulled
3. walked
4. looked
5. wanted

Future-Tense Verbs 1
Underline: walk; yells; wave; play
1. will walk
2. will yell
3. will wave
4. will play

Future-Tense Verbs 2
1. We will see the sun come up.
2. The kids will play in the shade.
3. Ann and Seth will want a drink.
4. The school bell will ring.
5. The girl will laugh.
6. Owen and Ruth will sit on the grass.

Am, I, Is, and Are 1
1. Circle: is; 1
2. Circle: are; 2
3. Circle: are; 2
4. Circle: is; 1
5. Circle: is; 1

Am, I, Is, and Are 2
1. are
2. am
3. is
4. is
5. am
6. is
7. am
8. are

Was and Were 1
1. Circle: was
2. Circle: were
3. Circle: was
4. Circle: was
5. Circle: were

Was and Were 2
1. was
2. were
3. were
4. was
5. was
6. were

Lesson E Pronouns

Practice
Pronouns 1
1. Circle: She
2. Circle: He
3. Circle: it
4. Circle: them
5. Circle: She

Pronouns 2
A.
1. We
2. It
3. They
4. He
5. She

B.
Monitor students to check their understanding of pronouns.

Pronouns 3
1. Circle: They
2. Circle: He
3. Circle: She
4. Circle: They
5. Circle: She
Subject Pronouns 1
A.
1. He
2. He
3. They
4. She
5. We
6. He
B.
Monitor students to check that they use subject pronouns correctly.

Subject Pronouns 2
1. Circle: c. They
2. Circle: b. She
3. Circle: c. He
4. Circle: a. They
5. Circle: b. It

Object Pronouns 1
A.
1. her
2. them
3. us
4. him
B.
Monitor students to check that they use object pronouns correctly.

Object Pronouns 2
1. Dad bought a puppy for him.
2. Willie named him Jack.
3. I watched them.
4. The puppy ran up to us.
5. Then the puppy licked her.

Using I and Me 1
A.
1. I
2. I
3. I
B.
4. me
5. me
6. me

Using I and Me 2
A.
1. I
2. me
3. me
4. I
5. me
B.
Monitor students to check that they use I and me correctly.

Possessive Pronouns 1
1. Circle: Their
2. Circle: their
3. Circle: its
4. Circle: her
5. Circle: his

Possessive Pronouns 2
1. mine
2. Your
3. his
4. mine
5. theirs
6. hers
Using *Anyone, Everyone, Anything, and Everything*

1. Everyone
2. Everything
3. anything
4. Possible answers: everyone; anyone
5. everything
6. anything

**Lesson F Adjectives**

**Practice**

**Adjectives 1**

A.
1. (sample item)
2. Circle: little; Underline: girl
3. Circle: cool; Underline: wind
4. Circle: tall; Underline: sails
5. Circle: sandy; Underline: beach

B.
Monitor students to check that they use adjectives correctly in their sentences.

**Adjectives 2**

1. Circle: cute
2. Circle: pink
3. Circle: funny
4. Underline: two
5. Underline: some
6. Circle: little

**Adjectives that Compare 1**

A.
1. lower; lowest
2. sweeter; sweetest
3. kinder; kindest

B.
4. Underline: slower
5. Underline: bigger
6. Underline: cutest

**Adjectives that Compare 2**

1. longest
2. highest
3. stronger
4. newer
5. biggest

**Color and Number Words 1**

1. Underline: pink; Circle: three
2. Underline: tan; Circle: two
3. Underline: red; Circle: one
4. Circle: four; Underline: green
5. Circle: six; Underline: black

**Color and Number Words 2**

A.
Possible answers:
1. silver
2. blue
3. three
4. four
5. red

B.
Monitor students to check that they use color and number words correctly in their sentences.

**Using A and An**

1. a
2. an
3. a
4. a
5. an
6. an
Lesson G Adverbs

Practice

Adverbs that Tell When 1
A. Underline: today; First; Next, soon; Then
B. Students’ sentences should use adverbs correctly.

Adverbs that Tell When 2
1. Circle: early; Underline: woke
2. Circle: First; Underline: tried
3. Circle: Then; Underline: was
4. Circle: today; Underline: will get
5. Circle: Later; Underline: went
6. Circle: first; Underline: ate

Adverbs that Tell How 1
loudly; carefully; quickly; slowly
Monitor students to check that they use adverbs correctly in their sentences.

Adverbs that Tell How 2
1. Circle: warmly; Underline: shone
2. Circle: gently; Underline: blew
3. Circle: loudly; Underline: crashed
4. Circle: Happily; Underline: made
5. Circle: kindly; Underline: said
6. Circle: sweetly; Underline: smiled

Lesson H Prepositions and Conjunctions

Practice

Prepositions 1
A.
1. with
2. in
3. across
4. for

B. Monitor students to check that they use prepositions correctly in their sentences.

Prepositions 2
1. Underline: on
2. Underline: to
3. Underline: with
4. Underline: during
5. Underline: behind
6. Underline: beyond

Words that Join
1. and
2. or
3. but
4. and
5. or
6. but

More Words that Join
1. because
2. so
3. because
4. because
5. so
Lesson I Capitalization

Practice

First Word in a Sentence
1. This is my cap.
2. You can go with me.
3. She sat down.
4. Where is Nan?
5. Look at the cat!

Pronoun I
1. I have lots of fun with my friend.
2. Mom and I went for a walk.
3. May I sit here?
4. I think I will write a letter to Grandpa.
5. I don’t know where I am going!

Dates
1. My birthday is in April.
2. We are going to the zoo on Tuesday.
3. Our school break starts on Friday, December 17.
4. September, October, and November are my favorite months.
5. The party is on Saturday, not Sunday.

Names of People and Places
1. Possible answers: Banks School; The Banks School
2. Miss Ann
3. Mr. Chan
4. Mr. Chan; Tip Top Street
5. New York
6. Rye Country School; Bedford; New York

Lesson J Punctuation

Practice

End Punctuation 1
1. ?
2. .
3. !
4. .
5. Possible answers: ! or .

End Punctuation 2
1. Possible answers: . or !
2. .
3. ?
4. .
5. Possible answers: . or !

Commas 1
A.
Circle comma after: 30; Peter; friend
B.
Add comma after: 10; Grandad; Bath; girl

Commas 2
Answers will vary.

Commas 3
1. Bob, Gabe, and Mark play baseball.
2. We saw bears, monkeys, and whales at the zoo.
3. Should I name my kitten Spot, Snowball, or Mittens?
4. Don’t forget to bring your shoes, socks, and jacket.
5. Math, art, and history are my favorite subjects.
Lesson K Spelling

Practice

Common Spelling Patterns 1
1. tent
2. sun
3. pig
4. boat
5. nail
6. nine

Common Spelling Patterns 2
1. bat
2. goat
3. bone
4. eat
5. Possible answers: light; lamp
6. piece; cake

Practice with Irregularly Spelled Words
A.
1. Three children came to our farm.
2. There are ten mice on our farm.
3. All the rabbits have big feet.

B.
4. I went home after school.
5. Mom gave me a hug.
6. Dad said goodbye.

Spelling by Sound
Students should write one letter in each box.
1. b; e; d
2. p; i; g
3. f; a; n
4. s; u; n
5. p; i; n

6.2 Vocabulary Acquisition and Use

Lesson A Multiple-Meaning Words

Practice
Connect: ring to The woman wore a beautiful ring.
Connect: watch to What time is it according to your watch?
Connect: can to Open up a can of soup.

Lesson B Use Context Clues

Practice
1. c
2. e
3. a
4. d
5. b

Lesson C Understand Word Parts

Practice
Prefixes
1. Un; take things out of
2. pre; a place where young children go before they can go to school
3. re; read again
4. Un; not tie, or pull laces apart
5. re; do again
6. pre; a part that you see before you see the whole thing

Suffixes
1. ful; full of help
2. ly; in a slow way
3. ful; full of hope
4. less; without sleep
5. ly; in a soft way
6. ful; full of care
Inflectional Endings

Base Word: look
+ ed: looked
+ ing: looking
+ s: jumps
+ ed: jumped
+ ing: jumping

Base Word: crash
+ s: crashes
+ ing: crashing
+ s: whistles
+ ed: whistled

Base Word: bake
+ ed: baked
+ ing: baking

Lesson D Build Vocabulary

Practice

Use Content Words

Law

What is it? It is something that cities and towns make. It is stronger than a rule.

What can you say about it? You can be punished for breaking a law.

What is an example? Dog owners must have a dog license. You have to stop at a red light.

License

What is it? It is something that gives you a right.

What can you say about it? You need to buy it from a town or city.

What is an example? Dog license; driver’s license

Categorize and Classify

A.

Forest: trees; shady and cool; squirrel; chipmunk

Desert: sandy; lizard; cactus; hot and dry

Possible answers
1. shady and cool
2. hot and dry

B.

Plant Eaters: cows; horses; deer

Animal Eaters: owls; frogs; foxes

Lesson E Understand Word Relationships

Practice

Shades of Meaning with Verbs

Students should show shades of meaning as they act out verbs.

Shades of Meaning with Adjectives

Drawings will vary but should reflect understanding of each adjective.

Lesson F Learn and Use New Words

Practice

1. until
2. when
3. because
4. although
5. or

Students’ sentences should include a word that signals a relationship.
1.1 Key Ideas and Details

Lesson A Ask and Answer Questions

Practice

1. A bell went off because Luis walked through the door.
2. Luis’s father cuts men’s hair.
3. Possible answer: Why does a bell ring when someone walks into the shop?
4. Possible answer: The sound tells Luis’s father that someone came in.

Lesson B Recount Stories from Diverse Cultures

Practice

Fable

1. Sequence Chart Possible Answers:
   Box 1: A tall tree and a reed grow next to each other.
   Box 2: The tree tells the reed to be tall and straight instead of bending.
   Box 3: The reed says it is happy the way it is.
   Box 4: A strong wind blows the tree over, but the reed just bends with the wind.
2. The tree thinks he is better than the reed because he is tall and straight.
3. Being the biggest and strongest is not always best.

Folktale

1. Sequence Chart Possible Answers:
   Box 1: A mockingbird watches the cardinal’s singing lessons and learns to sing.
   Box 2: The cardinal does not practice. Her father asks her to sing for the other birds.
   Box 3: The cardinal asks the mockingbird to hide and sing while the cardinal pretends to sing.
   Box 4: The cardinal’s father tells the other birds that the mockingbird is singing.
2. The mockingbird learns to sing by watching the cardinal’s singing lessons.
3. To learn something you need to practice.
Lesson C Describe Characters

Practice

Describe Characters
1. The main character is Lee.
2. Lee has a problem because he can’t find his hat.
3. Lee thinks Jim took his hat.
4. Lee finds the hat in his coat pocket.
5. Lee feels bad and tells Jim that he is sorry.

1.2 Craft and Structure

Lesson A Describe How Words and Phrases Give Meaning and Rhythm

Practice
A.  
1. Circle: gray and day; falls and balls; read and need; nest and best
2. Lines 1 and 2; Lines 3 and 4; Lines 5 and 6; Lines 7 and 8

B.  
1. Underline: sneak slowly and silently; pounce perfectly on their prey
2. Possible answer: It helps me picture how kittens move when they hunt.

C.  
1. Students should place a mark over each syllable in every word.
2. Underline both instances of: Mary had a little lamb; little lamb; Everywhere that Mary went; Mary went
   Possible answer: The repetition makes the images stronger.
   Possible answer: The repetition helps me picture how the lamb walks.

Lesson B Parts of Stories

Practice
1. They are Mouse and Squirrel.
2. The setting is the forest near Mouse’s home and inside Mouse’s home.
3. Possible answer:
   Beginning: Mouse wants to have a birthday party for Rabbit. Mouse asks Squirrel to help.
   Middle: Squirrel makes a cake and card. He brings Robin and Frog to Mouse’s home.
   End: Rabbit thanks Mouse for the party. Mouse says that Squirrel did the work. Then Rabbit thanks Squirrel.
Lesson C Compare Characters’ Points of View

Practice
1. Tyrone and Jessie don’t like the new menu.
2. Natasha feels that it might be all right.
3. Partners should use unhappy or complaining voices.

1.3 Integration of Knowledge and Ideas

Lesson A Use Illustrations and Words to Understand

Practice
1. They are Sara, Mom, and Dad.
   Possible answer: I see that Sara is a young girl. Everyone looks happy to see the whooping cranes.
2. The setting is a wildlife refuge in Texas.
   Possible answer: It is spring or summer. The refuge has a fence, some grass, and very large birds.
3. Sara, Mom, and Dad go to the refuge and get on a bus. Sara sees some animals. Then Sara, Mom, and Dad see whooping cranes. That makes the family happy.
4. The illustrations show that people get off the bus to see the whooping cranes.

Lesson B Compare and Contrast Versions of a Story

Practice
1. Both stories have a kind girl and two mean older sisters. The older sisters wear pretty clothes when they go someplace special. The kind sister gets help from nature to make a pretty dress. Someone falls in love with the kind sister and marries her.
2. One story is Italian, and the other is Native American. The main characters have different names. In one story, the older sisters go to a ball to meet a king. In the other story, the sisters go to a wigwam to meet a hero. A bird helps one main character, and Mother Earth helps the other.
3. Possible answers: Be kind and work hard. Respect nature. Tell the truth.
2.1 Key Ideas and Details

Lesson A Ask and Answer Questions

Practice

1. Deaf people use sign language to communicate.
2. Hand shapes and movements stand for letters and words.
3. Possible answer: What happens if someone doesn’t know the sign for a word?
4. Possible answer: The person can use signs for letters and spell the word.

Lesson B Identify the Main Topic

Practice

1. People training to be gymnasts have a tough morning routine.
2. Their afternoon routine is also hard.
3. Circle or Underline: Children begin with stretches at 6:30 in the morning; they are taught reading, math, and other lessons until lunchtime
4. Circle or Underline: Then training goes on until dinnertime; Sometimes the children perform the same exercise for an hour.
5. Training to be a gymnast requires a lot of time and effort.

Lesson C Read Historical Text

Practice

1. (one of the following) As a result; Because
2. (one of the following cause-effect pairs)
   Cause: In 1849, public schools were not common in Oregon.
   Effect: Laws were passed to set up a free public school system.
   Cause: Oregon’s population grew.
   Effect: More schools were built.

Lesson D Read Scientific Text

Practice

Read Scientific Text

1. Hurricanes and tornadoes both have strong winds and cause a lot of damage.
2. (two of the following) Hurricanes begin over water, and tornadoes usually begin over land. A hurricane can cover hundreds of miles, but most tornadoes cover about one mile. Hurricanes last for many hours, but tornadoes usually last under an hour.
Lesson E Read Technical Text

Practice
1. They tell you how to make a bookmark.
2. The steps are numbered so you do them in order.
3. Before you draw, decide how long and wide you want it to be.
4. As you draw, use a ruler to make straight lines.
5. After you draw, use scissors to cut out the bookmark.
6. If you skipped step 5, the ribbon might be too long or too short.
7. Possible answers: You can see how to thread and tie the ribbon. You get a better idea about where the hole goes.

2.2 Craft and Structure
Lesson A Learn the Meanings of New Words and Phrases

Practice
1. arid: very dry
2. adapted: made changes
3. pouch: a pocket
4. graze: eat grasses and plants

Lesson B Locate Facts and Information

Practice
1. It shows blueberry flowers.
2. The word *seasons* calls out something important and helps readers understand the text.
3. The subheading is *Plants*. Because the chapter is “Surrounding Land,” I will read about plants that grow on land.
4. *Beg* means “to ask for something you want very much.” This word is on page 65.
5. Information about moose is on pages 32 and 33.

Lesson C Identify Text Purpose

Practice
1. The text tells how a tree changes during the year.
2. The author tells what the tree looks, sounds, and feels like in different seasons.
3. The purpose is to describe the tree.
2.3 Integration of Knowledge and Ideas
Lesson A Understand and Use Visual Information

Practice

Charts
1. You can find it in the Sonoran Desert on land, in water, or underground.
2. They can be olive gray to brown.
3. They eat at night. They eat insects.
4. The chart organizes the important facts from the paragraph.

Diagrams
1. A pine tree has branches, trunk, roots, needles, and cones.
2. The roots take water from the soil.
3. The roots, trunk, and branches work together to get water and carry it to other parts of the tree.
4. It shows what the parts of a pine tree look like and where they are. It also tells what the parts do.

Graphs
1. Hen 4 laid 10 eggs.
2. Hens 2 and 3 each laid 20 eggs.
3. Hen 1 laid the lowest number of eggs.
4. The sixth hen was not laying, so that hen is not on the graph.

Lesson B Describe How Reasons Support Key Points

Practice
1. Circle: In the past, food did not travel far from farms.
2. Underline: Travel took a long time. There were no roads, only bumpy dirt trails. And the only way to get around was with a wagon pulled by a horse.
3. The reasons tell how hard traveling was. That’s why food didn’t travel far from farms.
4. Circle: Now food could travel farther from the farms.
5. Underline: (three of the following) New roads were built. Steamboats appeared on the rivers. Railroad trains were introduced. Many towns and cities were connected.
6. These reasons show that travel became easier and faster. That means food could travel farther from the farms.
Lesson C Compare Multiple Sources

Practice
1. Both selections say that the ocean is a good habitat for a unique type of fish called a seahorse.
2. Selection 1 says that seahorses have special body parts that help them live in the ocean. Selection 2 says that male seahorses have babies.
Part 3 READING: FOUNDATIONAL SKILLS

3.1 Phonics and Word Recognition
Lesson A Animated Phonics Lessons
Answers are included in the animations.

Lesson B High-Frequency Words
Practice
Answers will vary.

3.2 Fluency
Lesson A Develop Fluency
Practice
Read with Purpose and Understanding
Students should read the selections with a focus on purpose and understanding.

Read with Accuracy, Appropriate Rate, Phrasing, and Expression
Students should read the selections with a focus on accuracy, appropriate rate, phrasing, and expression.

Use Self-Monitoring Strategies
Students should read the selections with a focus on self-monitoring strategies.
4.1 Text Types and Purposes
Answers will vary.

4.2 Production and Distribution
Answers will vary.

4.3 Research to Build and Present Knowledge

Lesson A Use the Research Process
Answers will vary.

Lesson B Answer Questions

Practice
1. Whales breathe air when they come up above the water.
   Circle: In the text
2. Answers will vary.
   Circle: In my head
3. (three of the following) They breathe air, travel in groups, make low sounds 
   to talk to each other, make high sounds to find food and travel, and eat baby 
   shrimp and plankton.
   Circle: Searched the text
4. Possible answer: It is safer to travel in a group.
   Circle: In my head and the text
5.1 Comprehension and Collaboration
Lesson A Collaborative Discussions
Practice
Students should participate in collaborative discussions.

Lesson B Recount Key Ideas and Information
Practice
Students should use their own words to recount key ideas and information.

Lesson C Ask and Answer Questions
Practice
Students should ask questions and identify resources.

5.2 Presentation of Knowledge and Ideas
Lesson A Tell a Story
Practice
Answers will vary.

Lesson B Recount an Experience
Practice
Answers will vary.

Lesson C Create Audio Recordings
Practice
1. The speaker uses a soft volume.
2. The speaker uses a louder volume.
3. Different volumes show worry in the first part and excitement in the second part.
4. The rate gets faster. The rate speeds up because Mom is running.
5. She uses a happy voice and slows down for the words that tell why Melanie is happy.
Lesson D Use Complete Sentences When Speaking

Use Complete Sentences When Writing

1. Yes
2. Yes
3. No; Possible answer: The bird in the tree is building a nest.
4. Yes
5. Yes
6. No; Possible answer: Dad made a cup of tea.

Use Complete Sentences When Speaking

Answers will vary.
6.1 Conventions of Standard English

Lesson A Sentences

Practice

Sentences
Circle Sentences 1, 3, and 5.

Statements and Questions 1
1. Circle
2. Underline
3. Circle
4. Underline
5. Underline
6. Circle
7. Underline
8. Circle
9. Circle
10. Underline

Statements and Questions 2
1. What do you bring to school?
2. I bring books and a pencil.
3. What else is in your backpack?
4. My lunch is in my backpack.
5. What did you bring for lunch?
6. Do you want to sit with me at lunch time?
7. My new teacher is nice.
8. Are we in the same class?

Exclamations
A.
Underline Sentences 2, 4, 6, 7, and 10.
B.
11. Answers will vary.
12. Answers will vary.

Commands
A.
Circle Sentences 2, 3, 5, 8, and 10.
B.
11. Answers will vary.
12. Answer will vary.

Subjects 1
A.
1. Underline: The man
2. Underline: The family
3. Underline: Everyone
4. Underline: A fire truck
5. Underline: The firefighters
B.
6. Answers will vary, but students should circle the subject.

Subjects 2
Possible answers:
1. Our class visited the firehouse.
2. We climbed inside a red fire truck.
3. A firefighter taught us about fire safety.
4. She told us to never play with matches.
5. Our teacher told us to write about fire safety for homework.

Predicates 1
1. Underline: plants flower seeds
2. Underline: waters the flowers
3. Underline: shines on the flowers
4. Underline: smells the flowers
5. Underline: picks the flowers
6. Underline: are dying now
Predicates 2
Students should connect these subjects and predicates and write the sentences.
1. An ice-cream truck drove into the park.
2. The driver sold ice cream.
3. Mia ate her cone quickly.
4. Matt dropped his cone.

Combine Sentences 1
1. S
2. C
3. C
4. S
5. C
6. S
7. S
8. C

Combine Sentences 2
Possible answers:
1. Do you want a sandwich, or do you want some soup?
2. Ben wants to go on the ride, but Ben isn’t tall enough.
3. We went to the beach, and we saw sailboats!
4. My sister plays basketball, but I don’t play basketball.
5. Is that Emily, or is that Victoria?
6. Most birds can fly, and some insects can fly too.

Expand and Rearrange Sentences
A.
Possible answers:
1. Molly has a blue backpack.
2. Kip is a wonderful soccer player.
3. The new dog growled at the children.
4. Our class had a big talent show contest.

B.
5. Jim stayed inside, and Hank went sailing.
6. Henry likes to read, and Jenny likes to play soccer.
7. Lynn plays the drums, and Phil plays the harmonica.

Lesson B Nouns
Practice
Nouns 1
A.
1. Circle: Mom
2. Circle: Dad
3. Circle: brothers
4. Circle: sister

B.
5. Answers will vary.
6. Answers will vary.

Nouns 2
A.
1. Underline: plants; Circle: forest
2. Underline: evergreens; Circle: mountains
3. Underline: cactus; Circle: desert
4. Underline: trees; Circle: town

B.
5. Answers will vary.
6. Answers will vary.
Common and Proper Nouns 1
1. Circle: Carlos; New Jersey
2. Circle: Orchard School; King Street
3. Circle: Mr. Fleming
4. Circle: Al; Sara
5. Circle: Miller Park; Oak Street
6. Circle: Tyra; James
7. Circle: Reed Library; Reed River
8. Circle: Science World Encyclopedia

Common and Proper Nouns 2
1. Circle: Monday
2. Circle: Mr. Jones
3. Circle: Merrit Hospital
4. Circle: Westside School
5. Circle: Third Street Tunnel
6. Circle: Maria Cortez
7. Circle: February
8. Circle: Valentine’s Day
9. Circle: Ms. Adams
10. Circle: Josie

Singular and Plural Nouns
A.
1. seeds
2. cats
3. girls
4. eggs
5. dogs

B. Students should read aloud the plural nouns and say the corresponding singular noun.

Adding -s and -es to Form Plural Nouns
Grade 2

1
1. dishes
2. buses
3. ponies
4. glasses
5. pennies

2
1. boxes
2. stories
3. wishes
4. eggs
5. doors
6. witches

Irregular Plural Nouns 1
A.
Say: woman; women; tooth; teeth
Say: goose; geese; foot; feet
Say: child; children; mouse; mice

B.
1. Circle: mice
2. Circle: women
3. Circle: children; geese
4. Circle: teeth; men
5. Circle: feet

Irregular Plural Nouns 2
1. geese
2. teeth
3. mice
4. fish
5. children
6. feet
7. deer
8. women
Collective Nouns 1
Family
mother
father
sister
Team
goalie
coach
Band
piano player
drummer
Furniture
desk
chair
table
Collective Nouns 2
1. Circle: herd
2. Circle: family
3. Circle: furniture
4. Circle: silverware
5. Circle: choir
6. Circle: class
Singular and Plural Possessive Nouns 1
1. rabbit's
2. duck's
3. Maya's
4. puppy's
5. Pete's
Singular and Plural Possessive Nouns 2
1. I found several birds’ nests in our yard.
2. The squirrels’ tails are bushy.
3. The bears’ bodies are very big.
4. The mice’s noses twitch when they smell a cat.
5. The dogs’ owners are training their pets.
6. The geese’s beaks are wet.
Lesson C Verbs
Practice
Action Verbs 1
1. sits
2. reads
3. listens
4. laughs
5. turns
6. points
7. reads
8. hugs
Action Verbs 2
1. Underline: walk
   Answers will vary.
2. Underline: likes
   Answers will vary.
3. Underline: sits
   Answers will vary.
4. Underline: breaks
   Answers will vary.
5. Underline: feels
   Answers will vary.
6. Underline: come
   Answers will vary.
7. Underline: find
   Answers will vary.
8. Underline: chase
   Answers will vary.
Present-Tense Verbs 1
1. Underline: pushes
   Answers will vary.
2. Underline: giggles
   Answers will vary.
3. Underline: go
   Answers will vary.
4. Underline: ride
   Answers will vary.
5. Underline: wears
   Answers will vary.
6. Underline: has
   Answers will vary.

Present-Tense Verbs 2
1. watches
2. hold
3. look
4. learns
5. make
6. writes
7. draws
8. shows
9. goes
10. follow

Past-Tense Verbs 1
1. visited
2. learned
3. roamed
4. asked
5. answered
6. Answers will vary.

Past-Tense Verbs 2
1. tapped
   Answers will vary.
2. baked
   Answers will vary.
3. smiled
   Answers will vary.
4. trimmed
   Answers will vary.
5. loved
   Answers will vary.

Future-Tense Verbs 1
1. Circle and write: will read
2. Circle and write: will jog
3. Circle and write: will paint
4. Circle and write: will listen
5. Circle and write: will play
6. Circle and write: will visit
7. Circle and write: will talk
8. Circle and write: will go

Future-Tense Verbs 2
A.
1. will talk
2. will look
3. will smell
4. will scream
5. will blink

B.
6. We will go to the zoo.
7. Susan will visit the hospital.
8. Mom will give Molly a gift.
9. Billy and Heather will climb the tree.
10. The students will celebrate.

Irregular Verbs 1
1. Our class went to the library to learn about pollution.
2. We ran around in the snow.
3. They sang a song to me.
4. Only two people came to my party.
5. I sat behind Tony in class today.
6. Harry told me a story.
Irregular Verbs 2
1. saw
2. went
3. said
4. sat
5. hid
6. told
7. did
8. gave

Special Verb Forms Has, Have, and Had
1. A.
   1. have
   2. has
   3. have
   4. have
   5. has
   6. have
2. B.
   7. Answers will vary.
   8. Answers will vary.

Special Verb Forms Has, Have, and Had
1. We had our dance show in January.
2. The show had three parts.
3. I had a lead role.
4. Juanita had a solo.
5. We had a party after the show.

Linking Verbs: Am, Is, Are 1
1. Tom is in the garage.
2. The two birds are on the branch.
3. The children are in the pool.
4. Alice is coming to the party.
5. I am excited about the party.
6. Nat and Yuri are best friends.
7. Barry is next to Pete.
8. I am happy to see you.

Linking Verbs: Am, Is, Are 2
1. are
2. am
3. are
4. is
5. is
6. are
7. is
8. am

Linking Verbs: Was, Were 1
1. was; Yesterday I was in the woods.
2. was; There was a deer eating leaves.
3. were; The birds were in the air.
4. was; A squirrel was up in a tree.
5. was; It was very peaceful.

Linking Verbs: Was, Were 2
1. Circle: am
   I was at the kitchen window.
2. Circle: are
   The leaves of the maple tree were bright red.
3. Circle: is
   A chipmunk was in the grass.
4. Circle: is
   Its nest was under the ground.
5. Circle: are
   Some nuts and seeds were on the grass.
6. Circle: are
   The chipmunk’s cheeks were full.
Lesson D Pronouns

Practice

Pronouns 1
1. Circle: She
2. Circle: It
3. Circle: He
4. Circle: It
5. Circle: She
6. Circle: it
7. Circle: She
8. Circle: He

Pronouns 2
1. Circle: you
2. Circle: we
3. Circle: They
4. Circle: we
5. Circle: They
6. Circle: you
7. Circle: it
8. Circle: We

Subject Pronouns 1
1. She
2. She
3. They
4. He
5. We
6. He
7. He
8. They

Subject Pronouns 2
1. Circle: a. They
2. Circle: b. He
3. Circle: a. He
4. Circle: a. She
5. Circle: b. It
6. Circle: b. We
7. Circle: c. They
8. Circle: c. It

Object Pronouns 1
A.
1. Henry gave him the soccer ball.
2. Jackie bought a necklace for her.
3. Mom made sandwiches for us.
4. Dolly brought treats for them.
B.
5. Answers will vary.
6. Answers will vary.

Object Pronouns 2
1. Jill gave a gift to her.
3. I watched them dance together.
4. The bunny hopped over to us.
5. The baby stared at her.
6. Danielle helped him plan the party.
7. The waitress gave them their drinks.
8. Tracey and I thanked her.

Pronoun-Verb Agreement 1
1. Underline: wants
   She wants to plant a garden.
2. Underline: takes
   It takes hard work to plant a garden.
3. Underline: buys
   She buys seeds at the store.
4. Underline: helps
   He helps her plant the seeds.
5. Underline: waters
   He waters the garden.
6. Underline: looks
   It looks good.
Pronoun-Verb Agreement 2
1. Circle: You
2. Circle: We
3. Circle: you
4. Circle: I
5. Circle: They
6. Circle: you
7. Circle: I
8. Circle: we

Possessive Pronouns 1
1. My
2. His
3. His
4. my
5. your
6. Her
7. her
8. her

Possessive Pronouns 2
1. Our; Our class is learning about Alexander Graham Bell and Thomas Watson.
2. Their; Their invention changed the way we live.
3. your; Can you imagine your life without a telephone?
4. Its; Its technology helps us to stay in touch.
5. our; What inventor will our teacher tell us about next?
6. your; What is your favorite invention?

Reflexive Pronouns
1. himself
2. itself
3. himself
4. yourselves

Lesson E Adjectives and Adverbs

Practice
Adjectives 1
1. Circle: big; Underline: party
2. Circle: chocolate; Underline: cake
3. Circle: vanilla; Underline: frosting
4. Circle: blue; Underline: balloons
5. Circle: red; Underline: streamers
6. Circle: funny; Underline: clown
7. Circle: tricky; Underline: puzzle
8. Circle: new; Underline: skates

Adjectives 2
1. Circle: three
   Possible answer: My birthday is in six weeks.
2. Circle: ten
   Possible answer: I am inviting eight friends to my party.
3. Circle: twenty
   Possible answer: Mom is blowing up thirty balloons.
4. Circle: nine
   Possible answer: There will be ten candles on my cake.
5. Circle: one
   Possible answer: Two candles are for good luck.
6. Circle: many
   Possible answer: There will be some sweet treats.
Adjectives that Compare 1
1. warmer
2. cooler
3. bigger
4. brightest
5. thicker
6. thinnest
7. harder
8. longer

Adjectives that Compare 2
1. harder
2. longer
3. nicer
4. prettiest
5. finest
6. oddest
7. bigger
8. brightest

Using A and An 1
1. an
2. an
3. a
4. a
5. an
6. a
7. an
8. a

Using A and An 2
1. a
2. a
3. a
4. a
5. a
6. A
7. an
8. a

Adverbs
1. Circle: spoke; Write: clearly
2. Circle: listened; Write: carefully
3. Circle: pulled; Write: gently
4. Circle: moved; Write: suddenly
5. Circle: cheered; Write: loudly
6. Circle: bowed; Write: gracefully

Adverbs that Tell When and Where
1. Circle: Long ago; Write: when
2. Circle: outside; Write: where
3. Circle: nearby; Write: where
4. Circle: never; Write: when
5. Circle: Finally; Write: when
6. Circle: today; Write: when

Using Adjectives or Adverbs 1
A.
1. adjective: colorful; noun: lanterns
   adverb: carefully; verb: hangs
2. adjective: full; noun: moon
   adverb: brightly; verb: shining
3. adjective: four; noun: tables
   adverb: quickly; verb: place
4. adjective: Yummy; noun: smells
   adverb: slowly; verb: fill
5. adjective: Three; noun: guests
   adverb: kindly; verb: bring

B.
6. Possible answer: Mark’s new neighborhood finally has a pool.
7. Possible answer: The little puppy runs quickly in the yard.
Using Adjectives or Adverbs 2

1. Circle: adjective
   Possible answer: Mom made blueberry muffins for us.

2. Circle: adverb
   Possible answer: Janis slowly filled the vase with water.

3. Circle: adjective
   Possible answer: The girls listened to beautiful music.

4. Circle: adjective
   Possible answer: Mom and Dad walked through the crowded park.

5. Circle: adverb
   Possible answer: The dog barked loudly as the neighbors walked by.

6. Circle: adverb
   Possible answer: The flowers finally grew under the warm sun.

7. Circle: adjective
   Possible answer: Grandma sat and looked at her lovely garden.

8. Circle: adverb
   Possible answer: The birds quickly flew over the house.

Lesson F Prepositions and Conjunctions

Practice

Prepositions 1
A. 1. before
  2. down
  3. under
  4. during

B. 5. Answers will vary.
  6. Answers will vary.
  7. Answers will vary.
  8. Answers will vary.

Prepositions 2
A. 1. Underline: from
  2. Underline: toward
  3. Underline: after
  4. Underline: for
  5. Underline: by
  6. Underline: with
  7. Underline: to
  8. Underline: at

Words that Join
1. and
2. or
3. but
4. and
5. or
6. but
7. and
8. or

Lesson G Capitalization

Practice

First Word in a Sentence
1. What do you bring to school?
2. I bring books and a pencil.
3. What else is in your backpack?
4. My lunch is in my backpack.
5. What did you bring for lunch?
6. What a great lunch!
7. My new teacher is nice.
8. Are we in the same class?

Pronoun I
1. I read a book about Thomas Edison.
2. I learned that he had a laboratory in New Jersey.
3. My dad and I are going to the Edison Museum in Ohio.
4. I think Edison’s greatest invention was the movie projector.
5. One day I hope to be a great inventor like Thomas Edison.
6. I hope that I can learn more about Thomas Edison.

Names of People and Places
1. Sam went to the fair today.
3. Mr. Jones works at Humana Hospital.
4. The hospital is on Higgins Road in Palatine.
5. Heather and Tim will visit Saxon Elementary School tomorrow.
6. Bill named the kittens Tiger and Ginger.
7. We visited Washington, Oregon, and California.
8. Mom invited Miss Moore, Mr. Banks, and Mrs. Ford over for dinner.

Holidays
1. Thanksgiving
2. Mother’s Day
3. Labor Day
4. Presidents’ Day
5. Memorial Day
6. Veterans’ Day
7. Columbus Day
8. Father’s Day

Product Names
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Geographic Names
1. Erica visited San Francisco Bay.
2. Katie went to a beach along the Atlantic Ocean.
3. Henry went skiing on Mt. Hood.
5. Aaron once saw Old Faithful in Yellowstone National Park.
6. Her aunt will take her to the Grand Canyon.

Lesson H Punctuation
Practice
End Punctuation
1. Lots of sparrows come to our birdfeeder.
2. Don’t make loud noises near the birdfeeder.
3. How many birds do you count?
4. There are so many birds!
5. What type of bird is this?
6. Possible answers: Watch out for the birds. Watch out for the birds!
7. We need to buy more seeds.
8. I like watching the birds eat.

Letter Punctuation
A.
Circle commas after: Samantha; friend

B.
Dear Aunt Nancy,

    Our trip to the Grand Canyon has been a lot of fun. It is so pretty here. Tomorrow we are going on a hike. We wish you were here.

    Yours truly,
    Sasha

C.
Answers will vary.
Commas in Dates

A.
1. We went to Florida on April 1, 2009. We came back on April 7, 2009.
2. Jenna’s birthday is August 26, 2002.
3. We celebrated Valentine’s Day on February 14, 2010.
4. Michelle has a dentist appointment on March 2, 2013.
5. Their anniversary is June 10, 2006.

B.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Commas in a Series

1. I brought a pencil, a pen, and a notebook to class.
2. Henry invited George, Ann, Megan, and Lauren to come over after school.
3. Mr. Harp, Miss Brown, and Miss Moore talked to the students.
4. I enjoy playing soccer, football, and baseball.
5. My aunts, uncles, and grandparents were all at the family reunion.
6. We named the puppies Hugo, Vincent, and Sadie.
7. I would like to visit California, Florida, Colorado, and Utah.
8. The artist used blue, green, purple, red, and orange paint.

Apostrophe for Contractions

1. Gina doesn’t play the piano.
2. I don’t need help with my homework.
3. Jessica can’t see the stage from her seat.
4. We’re coming over for dinner later.
5. You’re a good friend.
6. My sisters won’t come with me to the baseball game.
7. Anthony doesn’t like tomatoes.
8. I’m not sure where the restaurant is located.

Apostrophe for Possessives

1. Music is Gina’s favorite subject.
2. She plays the drums at our school’s recitals.
3. My two best friends’ moms are coaching soccer this year.
4. My team’s first game was a loss.
5. Ben’s soccer team has won two games.
6. The children’s jackets are inside.
7. The girls’ goggles are on their faces.
8. The school’s principal is giving a speech today.
Lesson 1 Spelling

Practice

Tips for Improving Spelling

Sound-Alike Words:
1. Circle: blue
2. Circle: would

Rhyming Words:
1. Possible answer: tall
2. Possible answer: fall
3. Possible answer: call

Use Words You Know:
Possible answer: hat + money = honey

Making up Clues:
Answers will vary.

Break up the Word:
to mor row

Look for Smaller Words:
to get her

Word Families:
Possible answers: fill, will, mill, bill

Using the Dictionary:
Answers will vary.

Study Each Letter in a Word:
castle

Think of When You Have Seen the
Word:
Possible answer: peeece peeece piece.

Common Spelling Patterns 1

-er words: fern
1. herd
2. term

-ir words: shirt
3. bird
4. girl

-ur words: nurse
5. curling
6. return

Common Spelling Patterns 2

hear
1. dear
2. fear
germ
3. term
4. serve
car
5. arm
6. dark

Common Spelling Patterns 3

or (as in port)
1. stormy
2. thorns

oar (as in boar)
3. oar
4. soar
ore (as in more)
5. chores
6. seashore

Common Spelling Patterns 4

1. pear; wear
2. flare; spare; glare; care
3. stairs; fair; pair; repair; hairy

Common Spelling Patterns 5

oi (as in noise)
1. coins
2. point
3. boil
4. oil

oy (as in joy)
5. boy
6. toys
Common Spelling Patterns 6
oo (as in broom)
1. kangaroo
2. hooting
3. goose

ui (as in suit)
4. fruit
5. juice

ew (as in screw)
6. stew
7. grew
8. flew

Common Spelling Patterns 7
au (as in caught)
1. sauce
2. laundry
3. sausage

aw (as in claw)
4. yawn
5. straw
6. lawn

Use Resources to Check Spelling
Answers will vary.

6.2 Knowledge of Language
Lesson A Compare Formal and Informal Language

Practice
Answers will vary.

6.3 Vocabulary Acquisition and Use
Lesson A Multiple-Meaning Words

Practice
1. a thin piece of wood
2. to say something that is not true
3. a quick rest
4. a type of flying animal
5. a group that plays music
6. a strip to hold things together
7. to separate into pieces
8. a stick used to hit a ball
9. to rest
10. to fasten

Lesson B Use Context Clues

Practice
gloomy
Context Clues: grew dark
Meaning of Word: almost completely dark

slanted
Context Clues: sideways
Meaning of Word: not straight up and down

pellets
Context Clues: round, hard, hail
Meaning of Word: small, hard pieces

destruction
Context Clues: blew down trees; flooded streets and basements; put dents in people’s cars
Meaning of Word: the state of being ruined or destroyed
Lesson C Understand Word Parts

Practice

Prefixes

A.
1. re; to tell again
2. dis; to not be honest
3. mis; to treat badly
4. un; not happy
5. dis; to not be loyal
6. re; to paint again
7. un; the opposite of fair
8. mis; to behave badly

B.
1. unable; New Meaning: not able
2. miscount; New Meaning: to count incorrectly
3. disobey; New Meaning: does not obey
4. retyped; New Meaning: typed again
5. unwrapped; New Meaning: opened, or did the opposite of wrapping
6. disapprove; New Meaning: to not approve
7. misunderstand; New Meaning: to not understand
8. remake; New Meaning: to make again

Suffixes

A.
1. flawless; without flaws
2. thirsty; full of thirst
3. fondly; in a way that is loving or fond
4. youthful; young, or full of youth
5. wishful; with a wish
6. wildly; in a way that is wild
7. snowy; full of snow
8. tasteless; without taste

B.
1. careless; New Meaning: without care
2. stormy; New Meaning: full of storms
3. evenly; New Meaning: in a way that is even
4. playful; New Meaning: full of play
5. chilly; New Meaning: full of chill, or cool
6. suddenly; New Meaning: in way that is sudden
7. painful; New Meaning: full of pain
8. fearless; New Meaning: without fear

Roots

1. review
2. connect
3. hope
4. fear
5. view
6. fearless
7. hopeful
8. disconnect
Lesson D Understand Compound Words

Practice
A.
1. house; birdhouse
2. house; lighthouse
3. book; bookshelf
4. house; housefly
5. book; notebook
6. book; bookmark
7. house; household
8. book; bookstore
B.
1. birdbath
2. tablecloth
3. teapot
4. dollhouse
5. sunlight
6. weekend
7. riverbank
8. fishbowl

Lesson E Use Print and Digital Resources

Practice
A.
1. 3
2. 1
3. 2
4. 1
5. 3
6. 2
B.
1. verb
2. chores
3. Answers will vary.

Lesson F Understand Word Relationships

Practice

Make Real-Life Connections

juicy
My Life: Answers will vary.
In the World: Possible answer: Oranges are juicy, but bananas are not. People can squeeze juicy fruits to make fruit juice.
My Life: Answers will vary.
In the World: Possible answer: Other foods like chicken and tomatoes can be juicy. In some countries, many cooked foods are juicy.

salty
My Life: Answers will vary.
In the World: Possible answer: Many people like salty foods, but too much salt is not good for you.
My Life: Answers will vary.
In the World: Possible answer: Oceans and seas have salty water. People can’t drink salty water, but some fish and turtles live in it.

Shades of Meaning

A.
1. big; huge
2. cry; sob
3. thin; scrawny
4. tiny; microscopic
B.
quiet
hushed
faint
silent
Lesson G  Learn and Use New Words

Practice

Learn and Use New Words

A.
1. Circle: tall; Underline: woman;  
   Circle: brown; Underline: hair
2. Circle: Large; Underline: ostriches;  
   Circle: eight; Underline: feet
3. Circle: beautiful; Underline:  
   flowers; Circle: tiny; Underline: garden
4. Circle: two; juicy; Underline:  
   peaches
5. Circle: new; Underline: teacher;  
   Circle: many; Underline: students;  
   Circle: good; Underline: report
6. Circle: five; Underline: rabbits;  
   Circle: big; Underline: yard
7. Circle: little; happy; Underline:  
   kids; Underline: me; Circle: happy

B.
Circle: always; strictly; easily; always; hard

C.
Possible answers:
1. outside
2. soon
3. slowly
4. beautifully
5. later
1.1 Key Ideas and Details

Lesson A Show Understanding of Text

Practice

1. Katie’s grandmother is worried because Katie hasn’t eaten any of her lunch.
2. Traveling the world is Granny’s passion.
3. Possible answer: Where was Granny going?
4. Possible answers: She was going to Europe. She was going to a sheep farm in Ireland.

Lesson B Recount Stories

Practice

Fable

1. Sequence Chart
   First box:  King Tian dressed in rags and pretended to be a beggar. He asked people he met on the road for help, but no one helped him.
   Second box:  Tian came to an inn, and the innkeeper gave him food. The innkeeper asked for nothing in return.
   Third box:  Tian painted flying cranes on the innkeeper’s walls. The cranes flew off the wall and danced when Tian clapped his hands.
   Fourth box:  Many people came to see the cranes, and soon the innkeeper was very rich.

2. King Tian pretended to be a beggar. He walked and asked people he met for help, but no one helped him. An innkeeper gave him food and expected nothing in return. Tian painted special cranes on the innkeeper’s walls. The cranes flew off the wall and danced when they heard clapping. Many people came to see the cranes, and the innkeeper became wealthy.

Folk tale

1. Sequence Chart
   First box:  A Native American man was hunting when a buffalo came to him and suddenly changed into a beautiful woman. They married and had a son.
   Second box:  Later the wife and son changed into buffalo. The hunter wanted to be with his wife and son.
   Third box:  The chief said that the hunter could be with his family if he passed some tests. The hunter passed the tests.
Fourth box: The chief said he would turn the hunter into a buffalo. The hunter had to think about it. He decided to become a buffalo so he could be with his family.

2. A buffalo came up to a Native American hunter and turned into a woman. The hunter married her, and they had a son. Later the wife and son turned into buffalo. The hunter wanted to be with them. The chief said he could turn the hunter into a buffalo. The hunter thought about it and decided to become a buffalo.

Myth

1. Sequence Chart
   
   First box: Athena’s student was Arachne, and she bragged that she was the best weaver.
   
   Second box: The bragging made Athena angry, so she challenged Arachne to a weaving contest. They both wove a perfect tapestry.
   
   Third box: Arachne continued to say that she was the best. Athena became even angrier, so she demanded an apology.
   
   Fourth box: Arachne wouldn’t apologize, so Athena turned Arachne into a spider.
   
   2. Arachne bragged that she could weave better than anyone else. That made Athena angry, so she challenged Arachne to a contest. Both of the tapestries they wove were perfect, but Arachne still insisted she was the best. Athena demanded an apology, and Arachne refused. This angered Athena, so she turned Arachne into a spider.

Lesson C Use Key Details

Practice

Fable

1. The moral is to show kindness to those who have less than you.

2. The innkeeper was a generous man. He welcomed the beggar, giving him soup, rice, and meat. Tian warned that he could not pay for the meal, but the kind innkeeper said he wanted nothing in return. Tian said, “I will paint three flying cranes on your wall.” Soon the innkeeper became a wealthy man.

Folktale

1. The message is that love matters more than anything.

2. The chief said he would make the young man a buffalo, so that he could be with his wife and son. The hunter was worried. Being a buffalo was very different from being a human. A day passed and then the young man came to the chief. He said that he wanted to be made into a buffalo too.
Myth
1. The message is that bragging too much can get you into trouble.
2. Arachne’s bragging got her in trouble. Suddenly, Arachne’s fingers became long legs and her head shrank. Athena had turned Arachne into a spider.

Lesson D Describe Characters in Stories

Practice
1. Tyrone is the main character.
2. Sequence Chart
   First box: Tyrone is enjoying his summer playing with friends. When his friends are at the pool, Tyrone stays home because he doesn’t know how to swim.
   Second box: He tells his friends that he is afraid of the water. Later his friends convince him to come to the pool.
   Third box: Tyrone trembles at the edge of the pool. A friend tells him to stay in the shallow end. Tyrone and his friend walk into the shallow end.
   Fourth box: Tyrone’s fear of water disappears, and he thinks about taking swimming lessons.
3. Tyrone changes when his friend walks with him into the shallow end of the pool.
4. Possible answer: Tyrone has a lot of energy, and he likes playing with friends. Tyrone is honest with his friends. At the beginning of the story, he is afraid of water, but by the end of the story, Tyrone is no longer afraid.

1.2 Craft and Structure

Lesson A Determine Meaning of Words and Phrases

Practice
Possible answers:
1. vacant definition: not occupied
   strategy: dictionary
2. disorder definition: lack of order
   strategy: word parts
3. took charge definition: became a leader
   strategy: context clues; He asked people what they wanted to do. Then he helped them get started.
4. exhausted definition: very tired
   strategy: dictionary
Lesson B Understand Literal and Nonliteral Language

Practice

1. a. literal
   b. nonliteral
   Nonliteral Meaning: a difficult task

2. a. nonliteral
   b. literal
   Nonliteral Meaning: a very long time

3. a. literal
   b. nonliteral
   Nonliteral Meaning: told a secret

4. a. nonliteral
   b. literal
   Nonliteral Meaning: very fast

5. a. nonliteral
   b. literal
   Nonliteral Meaning: another good thing

6. a. literal
   b. nonliteral
   Nonliteral Meaning: not in trouble

Lesson C Parts of Stories

Practice

1. The title is “Two Great Scientists.”

2. The characters are Anita and Parvesh.

3. The setting is Parvesh and Anita’s home.

4. In Chapter 3 Parvesh works on his science project. He tells Anita that a homework group might help her with her science project. Later they find out that they both got an A on their projects. They decide to celebrate when Anita comes home.

5. In Chapter 2 Parvesh was trying to figure out a topic for his science project. In Chapter 3 Parvesh works on and finishes his science project.
Lesson D Parts of Drama

Practice

1. The setting is school.
2. The class is going to clean up around the school right away. After the trip to the beach is organized, they will clean up the beach.
3. The students are laughing and giving one another high fives.
   The students are feeling happy and proud.
4. Possible answer: The division of the scenes helps because each scene has a different setting and involves a new part of the plot.

Lesson E Parts of Poems

Practice

1. It has four stanzas.
2. Circle: white; delight; bite; white
3. Box the last stanza: The penguin is a funny clown / Dressed up in black and white.
4. Every other line in the poem rhymes.

Lesson F Compare Points of View

Practice

Compare Your Point of View with the Narrator’s

1. Sarah is the narrator.
2. Sarah’s point of view about the country is negative. It is very quiet there. She misses her parents, friends, getting takeout food, and all of the buildings and people in the city.
3. Answers will vary.

Compare Your Point of View with the Characters’

1. Maria’s point of view is negative. Spokey’s tires are flat, the handlebars are crooked, and the chain is hanging loose and rusty.
2. Mom’s point of view is positive. She thinks Spokey just needs a few repairs.
3. Answers will vary.
1.3 Integration of Knowledge and Ideas

Lesson A Examine Illustrations in Text

Practice

Words Chart

Main Character: Daniel Stevenson works hard. He is discouraged, but he is not giving up.
He had to learn how to dig gold.
He really wants to succeed, but he doesn't have much gold yet.

Setting: Marysville, California, is a place where people mine for gold.
The town is near streams.
Gold is in the clay and rock of the stream banks.

Mood: The mood is tired but hopeful.
The work is hard, and miners work all day long.
Daniel and Jim really want to succeed.

Pictures Chart

Main Character: Daniel is working hard.
Both Daniel and Jim are concentrating on their work.
They don't mind getting wet or dirty.

Setting: The miners work in the country near Marysville, California.
The streams are very small, and only a few plants grow there.
Mountains are not far away.

Mood: The mood is serious.
Only one person is smiling.
Most of the miners are hard at work.

Possible answers:

1. The picture shows how serious Daniel is about his work. It also shows that mining is hard, dirty work.

2. I can see that the streams are small and the banks don’t have many plants. Mountains are in the background.

3. Only one person is smiling, and everyone else is hard at work. The picture shows that the mood is serious and determined.

Lesson B Compare Books from a Series

Practice

Answers will vary.
Part 2 READING: INFORMATIONAL TEXT

2.1 Key Ideas and Details

Lesson A Show Understanding of Text

Practice

1. A tortoise lives on land, often in a place that is very hot and dry.
2. A tortoise can pull its legs, head, and tail inside its hard shell.
3. Possible answer: Why does a tortoise dig a burrow in the ground?
4. Possible answer: A burrow helps the tortoise escape from heat and predators.

Lesson B Determine Main Idea and Supporting Details

Practice

1. Circle: The elf owl is a fascinating bird.
2. Underline: It grows to only about 6 inches long. It is one of the smallest owls in the world.
3. Underline: When the elf owl thinks it is in danger, it hides under its wings or “plays dead” until the danger is gone.
4. Underline: Unlike many other birds that make their own nests, the elf owl prefers to live in homes made by other birds.

Lesson C Read Historic Text

Practice

Read Historic Text: Time Line
First line: 1978; U.S. space program accepts women for astronaut training.
Second line: 1985; Ochoa applies to become an astronaut.
Third line: 1990; Ochoa is accepted for astronaut training.
Fourth line: 1993; Ochoa goes into space on the space shuttle Discovery.
Fifth line: 2002; Ochoa goes on her final space mission.

Read Historic Text: Cause and Effect
1. Circle or Underline: because; So; caused; because; As a result
2. Possible answers:
   Cause 1: Rosa Parks refused to give her seat to a white man.
   Effect 1: She was arrested.
   Cause 2: Dr. King fought for equality.
   Effect 2: The Supreme Court ruled that bus drivers had to treat black people the same as white people.
Lesson D Read Scientific Text

Practice
1. Circle or Underline: because; As a result; Because; causes; cause
2. Possible answers:
   Cause 1: Trees are cut down.
   Effect 1: Birds can lose their nesting places.
   Cause 2: Ponds dry up.
   Effect 2: Animals such as frogs move to a place with water.

Lesson E Read Technical Text

Practice
1. These directions tell you how to make and use invisible ink.
2. The steps are numbered.
3. Cut the lemon and squeeze the juice out of it. Then dip the paintbrush into the lemon juice before you write.
4. Possible answer: It is important to write slowly and carefully because it is hard to see what you have written and it is hard to fix mistakes.
5. Wait for the paper to dry.
6. If you skipped step 5, you wouldn’t be able to read your secret message because the juice wouldn’t turn brown.
7. Possible answer: The pictures show that the lemon juice is invisible on the paper until it is heated.
2.2 Craft and Structure

Lesson A Understand Precise Vocabulary

Practice
Possible answers:
1. renovate definition: to fix or restore
   Context clues: fix up our house; construction
2. oppose definition: to be against
   Context clues: The neighbors are against the construction.
3. compromise definition: an agreement where each side gives up something
   Context clues: Mom and Dad will meet with them; once they reach an agreement
4. frustrated definition: discouraged
   Context clues: he felt helpless
5. ecstatic definition: happy and excited
   Context clues: they jumped for joy

Lesson B Understand Content Words

Practice
1. larva definition: the form of a moth that hatches from the egg
   Context clues: caterpillar; hatches from the egg
2. molts definition: sheds skin
   Context clues: sheds its skin
3. cocoon definition: the shell a caterpillar spins
   Context clues: spins a shell
4. pupa definition: the form of a moth that is inside a cocoon
   Context clues: it spins a shell called a cocoon and becomes a pupa

Lesson C Locate Information

Practice
1. A quarry is a wide hole or deep pit that is left after rock has been dug out of the ground. It is an important word because a quarry is where the stone we use comes from.
2. The side bar describes how rock is broken up into lots of small pieces. The main page is about what happens to the rock next.
Lesson D Compare Points of View

Practice

1. The author’s point of view is that school cafeterias should offer only nutritious foods and drinks.
2. Answers will vary.
3. Answers will vary, but students should identify and discuss the author’s main points: Students might not know that junk foods and drinks are not nutritious. Students will probably choose junk foods and drinks over healthful foods and drinks. Providing healthful foods helps students develop healthy eating habits.

2.3 Integration of Knowledge and Ideas

Lesson A Use Information to Understand Text

Practice

Illustrations and Photographs

1. The axle is the center of the wheel. The wheel turns on the axle.
2. The Ferris wheel was made of steel.
3. The photograph shows that the axle is taller than a person. Because the axle is a small part of the Ferris wheel, a Ferris wheel must be huge.
4. The illustration shows how the parts fit together. The illustration of the hinge shows why the cars stay upright.

Maps

1. Phoenix is in the Sonoran Desert.
   Dark gray represents this desert on the map.
2. The Salt River is closest to Phoenix.
3. The map shows that Phoenix is in a desert and has few rivers nearby. That is why Phoenix needs to conserve water.
4. Phoenix is in one of the largest and hottest deserts in North America. It doesn’t rain much there.
Lesson B Connections within Text

Practice

1. The connection between paragraphs is Compare and Contrast.

2. Circle: different; whereas; but; both; also; Both

3. Possible answer: Underline: The two teammates could not have been more different. Despite their differences, both players were known for hitting home runs.

   The first sentence explains that the men were different. A difference is a contrast. The second sentence is a comparison because it describes one way the men were alike.

Lesson C Compare Multiple Sources

Practice

1. Both passages say that cars have had a big impact on how people live.

2. Both passages say that people can get around more easily and more quickly because of cars.

3. Passage 1 describes the positive ways cars have changed people’s lives. Passage 2 talks about the problems cars have created for people.

4. Passage 1 says that cars give people more freedom in choosing where to live and work. It also says cars create new jobs. Passage 2 says that people may get less exercise if they always use a car. It also says that cars cause air pollution and that cars can be dangerous.
Part 3 READING: FOUNDATIONAL SKILLS

3.1 Phonics and Word Recognition
Lesson A Multisyllabic Words

Practice

Short Vowels
1. e
2. i
3. a
4. u
5. o
6. a
7. a
8. o
9. a
10. i
11. e
12. u

Final e
1. Circle and write: hurricane
2. Circle and write: globe
3. Circle and write: arrive
4. Circle and write: huge
5. Circle and write: surprise
6. Circle and write: compute
7. Circle and write: alike
8. Circle and write: wrote

Long a Spelled ai, ay, eigh
A.
1. Circle: raining
2. Circle: painting
3. Circle: playing
4. Circle: pail
5. Circle: May
6. Circle: weighs

B.
Possible answers:
7. crane; drain; main; pain; plain; gain; train; vein
8. faint; quaint; saint
9. blaze; days; haze; maze; pays; preys; stays; trays
10. bale; fail; hail; jail; mail; quail; rail; sail; snail
11. bait; crate; fate; gate; plate; skate; straight; wait
12. aid; braid; fade; jade; maid; paid; stayed; weighed

Long o Spelled oa, ow
1. Circle and write: oa
2. Circle and write: ow
3. Circle and write: ow
4. Circle and write: oa
5. Circle and write: old
6. Circle and write: oa
7. Circle and write: old
8. Circle and write: oa
9. Circle and write: ow
10. Circle and write: ow
11. Circle and write: oa
12. Circle and write: ow
13. Circle and write: oa
14. Circle and write: ow
15. Circle and write: oa
16. Circle and write: ow
Long i Spelled i, ie, y, igh
A.
1. Why; sky
2. child; fight
3. buy; tie
4. might; fry
5. find; bright

B.
6. pilot; Underline: i
7. my; Underline: y
8. pry; Underline: y
9. lights; Underline: igh
10. pie; Underline: ie
11. fly; Underline: y
12. mild; Underline: ild

Long e Spelled e, ie, ee, ea, y
1. Underline: e in she
2. Underline: ea in sealed
3. Underline: ie in movie; ea in mean
4. Underline: y in Many; ee in feel
5. Underline: ee in sheet
6. Underline: ee in freeze; ea in eat
7. Underline: ee in free
8. Underline: ea in bean; ee in see
9. Underline: ee in needed; ea in leave
10. Underline: ee in meeting; ea in teachers

Silent Letters
1. Underline: write; wr
2. Underline: Knowing; Kn
3. Underline: sign; gn
4. Underline: knight; kn
5. Underline: written; wr
6. Underline: gnat; gn
7. Underline: knot, kn
8. Underline: wrapping; wr; Underline: know; kn

Three-Letter Blends
1. Underline: str; Answers will vary.
2. Underline: thr; Answers will vary.
3. Underline: scr; Answers will vary.
4. Underline: spr; Answers will vary.
5. Underline: thr; Answers will vary.

Digraphs Spelled ch, tch
Underline: chicken; patch; chimney; inch; cheese; watch; teacher; beach
1. watch; Underline: tch
2. chicken; Underline: ch
3. teacher; Underline: ch
4. beach; Underline: ch
5. cheese; Underline: ch
6. patch; Underline: tch

r-Controlled Vowels Spelled er, ir, ur
1. Underline: dirty; Circle: ir
2. Underline: first; Circle: ir
3. Underline: purse; Circle: ur
4. Underline: burn; Circle: ur
5. Underline: germs; Circle: er
6. Underline: skirt; Circle: ir
7. Underline: girl; Circle: ir
8. Underline: thirsty; Circle: ir

r-Controlled Vowels Spelled ar, or
1. Underline: marching; Circle: ar
2. Underline: far; Circle: ar
3. Underline: car; Circle: ar
4. Underline: store; Circle: or
5. Underline: horn; Circle: or
6. Underline: torn; Circle: or
7. Underline: sport; Circle: or
8. Underline: backyard; Circle: ar
9. Underline: cordless; Circle: ar
10. Underline: sharks; Circle: ar
Diphthongs Spelled *oi, oy*

1. Underline and write: point; Circle: *oi*
2. Underline and write: noisy; Circle: *oi*
3. Underline and write: boy; Circle: *oy*
4. Underline and write: coins; Circle: *oi*
5. Underline and write: royal; Circle: *oy*
6. Underline and write: voices; Circle: *oi*
7. Underline and write: toy; Circle: *oy*

**Vowel Sounds** /ü/, /u/, and /u/ 

/ü/ as in *grew, tool, clue, fruit,* and *group*

ue: sue; cruelly

ew: chewing; crew

ou: soup

oo: foolish

ui: juicy

u_e: prune

/û/ as in *cook and could*

oo: good; book

ou: should; would

/ʊ/ as in *mule*

u_e: cute; fume; cube

Diphthongs Spelled *ou, ow*

1. Underline: bouncing; Circle: *ou*
2. Underline: allowed; Circle: *ow*
3. Underline: bowing; Circle: *ow*
4. Underline: ground; Circle: *ou*
5. Underline: proud; Circle: *ou*
6. Underline: towel; Circle: *ow*
7. Underline: sound; Circle: *ou*; Underline: outside; Circle: *ou*
8. Underline: scowling; Circle: *ow*

**Variant Vowel Spelled** *au, aw, alt, alk, all, ough*

**A.**

1. Underline: *au*
2. Underline: *aw*
3. Underline: *au*
4. Underline: *all*
5. Underline: *ough*
6. Underline: *ough*
7. Underline: *ough*
8. Underline: *au*
9. Underline: *aw*
10. Underline: *alk*
11. Underline: *alk*
12. Underline: *alt*
13. Underline: *all*
14. Underline: *au*
15. Underline: *alk*

**B.**

*au:* author; autumn; auction; vault

*aw:* yawned; lawn

*alk:* boardwalk; talking; chalk

*ough:* brought; bought; cough

*all:* fallen; stall

*alt:* salted

**Soft c and g**

**A.**

1. Underline: *cycle*; Circle: *c*
2. Underline: *iceberg*; Circle: *c*
3. Underline: *danger*; Circle: *g*
4. Underline: *giant*; Circle: *g*
5. Underline: *fence*; Circle: *c*

**B.**

6. Circle: *central*; nice
7. Circle: *gem*; *germ*
8. Circle: *stage*; gesture
9. Circle: *circle*; celery
10. Circle: giraffe; gerbil
Prefixes 1
1. Underline: misspelled; spelled wrong
2. Underline: prepay; to pay ahead of time
3. Underline: disappeared; hid, or the opposite of appeared
4. Underline: reread; to read again
5. Underline: disobey; to not obey
6. Underline: misplaced; lost, or placed wrong
7. Underline: unscramble; to put in order, or to not scramble
8. Underline: rewrite; to write again

Prefixes 2
A. 1. Underline: dis
   2. Underline: de
   3. Underline: de
   4. Underline: dis
   5. Underline: dis
   6. Underline: dis
   7. Underline: de
   8. Underline: de
   9. Underline: de
   10. Underline: dis
B. 11. dislike
    12. decode
    13. disappeared
    14. dishonest
    15. deform

Prefixes 3
A. Circle: 1. disappear; 2. unzip; 5. disobey; 8. defrost
Underline: 3. preheat; 4. precook
B. They have re-. It means “again.”
C. 9. disappear
   10. defrost
   11. disobey

Suffixes 1
1. Underline: cheerful
   Meaning: full of cheer; adjective
2. Underline: helpless
   Meaning: without help, or not able to care for; adjective
3. Underline: harmful
   Meaning: full of harm; adjective
4. Underline: weekly
   Meaning: every week; adverb
5. Underline: harmless
   Meaning: without harm, or not able to harm; adjective
6. Underline: painful
   Meaning: full of pain; adjective

Suffixes 2
A. 1. Circle: ful
   2. Circle: ly
   3. Circle: able
   4. Circle: ful
   5. Circle: less
   6. Circle: able
B. 7. careful
   8. comfortable
   9. spotless
   10. regularly
Suffixes 3

A.

1. recognizable
   Meaning: able to be recognized
2. happily
   Meaning: in a happy way
3. careless
   Meaning: without care
4. colorful
   Meaning: full of color

B.

5. Careless
6. recognizable
7. happily
8. colorful

Roots

1. Circle: aud
2. Underline: bio
3. Underline: tele; phon
4. Circle: act
5. Circle: urb
6. Underline: therm

B.

7. a person who moves to another country
8. made by writing or drawing
9. to move to a new place
10. to lead a group

Irregularly Spelled Words

Answers will vary.
Part 4 WRITING

Answers will vary.

Part 5 SPEAKING AND LISTENING

5.1 Comprehension and Collaboration

Lesson A Collaborative Discussions

Practice
Students should participate in collaborative discussions.

Lesson B Listen for Main Ideas and Supporting Details

Practice
1. The main idea is finding out which day of the week Latanya’s family gets the most mail.
2. (two of the following) Each day for one week they collected the mail. They sorted the mail and wrote down how many pieces of mail they received. At the end of the week, Latanya made a graph.
3. The graph shows the number of pieces of mail the family received on each day. On Friday the family received 8 pieces of mail, which is the highest number of pieces that week.

Lesson C Respond to Speakers

Practice
Answers will vary.
5.2 Presentation of Knowledge and Ideas

Lesson A Present a Report

Practice

Complete Sentences

No
Possible answer: Our class is going to the cafeteria.
No
Possible answer: Mia saw a butterfly outside the window.
Yes
Yes
No
Possible answer: My cousin’s apartment is near his school.
Yes

Use Complete Sentences When Speaking
Answers will vary.

Lesson B Tell a Story

Practice

Storyboard
Answers will vary.

Complete Sentences

No
Possible answer: Liz’s family took a walk on a bright, sunny day by the lake.
Yes
Yes
No
Possible answer: Dan made a mistake.
No
Possible answer: Everyone in the school was in the parade.
Yes

Use Complete Sentences When Speaking
Answers will vary.
Lesson C Recount an Experience

Practice

Storyboard
Answers will vary.

Complete Sentences
No
Possible answer: The crab’s shell was too small, so it moved into another shell.
Yes
Yes
No
Possible answer: Julio and Emily saw beautiful butterflies in the garden.
Yes
No
Possible answer: They were playing games inside because it was raining.

Use Complete Sentences When Speaking
Answers will vary.

Lesson D Create Audio Recordings

Practice

1. Her voice gets louder on the word *CLUNK*. The volume matches the loud sound in the story.
2. The speaker uses a fast rate.
3. Her rate gets even faster.
4. The rate gets faster because the pedals are spinning and the narrator is worried about falling off the bike.
5. She uses a frustrated, angry voice to show how the character feels. She slows down and says the word *useless* in a louder voice.
6.1 Conventions of Standard English

Lesson A Sentences Practice

Statements and Questions
1. question
2. question
3. statement
4. question
5. statement
6. statement
7. question
8. statement

Commands and Exclamations
1. command
2. exclamation
3. exclamation
4. command
5. exclamation
6. command
7. command
8. exclamation

Subjects and Predicates

A.
1. Circle: The bug; Underline: crawled across the floor
2. Circle: The water; Underline: splashed on the shore
3. Circle: Andre; Underline: is the best skier on the course
4. Circle: My family; Underline: likes to go to the park
5. Circle: Eliza; Underline: pulled a muscle at gymnastics class

B.
6. Subject: Emilio
   Predicate: hung the drapes in the windows
7. Subject: My Aunt Serena
   Predicate: is good at sports
8. Subject: The science project
   Predicate: is due tomorrow
9. Subject: A cow
   Predicate: has four stomachs
10. Subject: Grandma Pearl
    Predicate: sings to my baby sister

Complete Sentences
1. fragment
2. complete
3. fragment
4. complete
5. complete
6. fragment
7. complete
8. complete
9. fragment
10. fragment
Fixing Sentence Fragments

1. sentence
   The bird flew high in the sky.

2. fragment
   Possible answer: He placed life jackets on the boat.

3. sentence
   Who is your teacher?

4. fragment
   Possible answer: The best television show comes on after dinner.

5. sentence
   She cleaned her room.

6. sentence
   Please wear blue and red to the parade.

7. fragment
   Possible answer: His family’s car holds a lot of people.

8. fragment
   Possible answer: Miguel is the best baseball player.

9. fragment
   Possible answer: Mom and Sara were shopping in the busy store.

10. fragment
    Possible answer: Sidney and Kendra went to the baseball game.

11. sentence
    We ate.

12. sentence
    Darius found a coconut.

Simple and Compound Sentences 1

1. simple
2. compound
3. compound
4. simple
5. compound
6. simple
7. compound
8. simple

Simple and Compound Sentences 2

Possible answers:

1. Kendra likes to cook, and Matt likes to eat.
2. I like to play inside, but my brother likes to play outside.
3. Mom planted a garden, but Spot ate the plants.
4. My teacher read the paper, and she said it was interesting.
5. The bear hunted, but he did not find anything to eat.
6. You can take photographs, or you can draw pictures instead.

Complex Sentences 1

1. I play hockey every day because it is my favorite activity.
2. I’ve studied music and art since I was six years old.
3. I cannot go to the movie unless my dad gives me permission.
4. I see my cousin every month although she lives in California.
5. We were unable to go golfing because it was raining.
6. My mom screamed when the mouse ran across the floor.
7. I will wear boots if it is snowing.
8. Will made dinner as soon as we came home from the library.
Complex Sentences 2
1. We could not swim because it was storming. Underline: because
2. Aunt Em sent me a card since it was my birthday. Underline: since
3. Although I like to play tennis, I am not on the team. Underline: Although
4. Avery read a book while Connor drew a picture. Underline: while
5. Fiona will make you a sandwich unless you want an apple. Underline: unless
6. Fasten your seatbelt before the car starts to move. Underline: before
7. When Diana was younger, she liked to ride horses. Underline: when
8. I will work on the project if you want me to. Underline: if
9. Kelsey doesn’t know who sent her the letter. Underline: who
10. Minnie washed the dishes before she went to bed. Underline: before

Fixing Run-on Sentences 1
1. I play on a baseball team. I play first base.
2. Jenna studied all night. She got an A on her test.
3. We won the soccer game. I scored two goals.
4. Jake has blue eyes. His sister has brown eyes.
5. Landon fed the geese. They ate bread crumbs.
6. Eddie went to the doctor. He broke his ankle.
7. I play the drums. Rudy sings.
8. Swimming is good exercise. I swim on a team.

Fixing Run-on Sentences 2
Possible answers:
1. Mitch has a brother. His name is Graham.
2. Melinda was sad because she missed her friend.
3. The dogs were barking, and they were loud.
4. Jill studied hard, and she became a doctor.
5. Mom works in an office. It is filled with books.
6. You can visit me, but you must take an airplane and a bus.
7. I went to North Carolina because my Uncle Joe lives there.
8. My toes are cold because I’m not wearing socks.

Lesson B Nouns
Practice
Common and Proper Nouns 1
A.
1. proper
2. common
3. proper
4. common
5. common
6. proper
7. common
8. proper
9. common
10. proper
B.
1. subject
2. subject
3. direct object
4. subject
5. direct object
Common and Proper Nouns 2
1. Underline twice: Pam; Sam Franks; Underline once: twins
2. Underline twice: Samantha; Underline once: sister
3. Underline once: cousins; Underline twice: Plainview Ranch
4. Underline twice: Mr. Franks; Underline once: father; farm
5. Underline twice: Mrs. Franks; Underline once: teacher; school
6. Underline once: girls; pigs
7. Underline twice: Sam; Miller County Fair; Underline once: prize
8. Underline once: name; pig; Underline twice: Petunia
9. Underline twice: Petunia; Underline once: ribbon; contest
10. Underline once: family; fair; Underline twice: Saturday

Concrete and Abstract Nouns 2
Concrete Nouns
athlete
snow
apartment
sandwich
tiger

Abstract Nouns
friendship
pride
skill
truth
beauty

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Singular and Plural Nouns 1
A.
1. plural
2. singular
3. plural
4. plural
5. singular
6. plural
7. singular
8. plural
9. singular
10. plural

Concrete and Abstract Nouns 1
1. concrete
2. abstract
3. concrete
4. concrete
5. abstract
6. abstract
7. concrete
8. abstract
9. abstract
10. abstract
11. concrete
12. concrete
13. abstract
14. concrete
15. concrete
B.
11. beaches
12. lunches
13. towels
14. keys
15. shoulders
16. swimmers; babies
17. waves
18. castles
19. pennies
20. dollars

**Singular and Plurals Nouns 2**
1. Most cities have more than one library.
2. The ladies walk to the new library.
3. It has two copies of my favorite book.
4. The mysteries are on the top shelf.
5. Many libraries have a computer.
8. Joe reads about puppies.
9. Leah finds two old diaries.
10. Families can share a book.

**Irregular Plural Nouns 1**
1. geese
2. children
3. sheep
4. men
5. fish
6. feet
7. teeth
8. women
9. wives
10. moose
11. mice
12. deer
13. leaves
14. oxen
15. lives

**Irregular Plural Nouns 2**
1. calves
   Answers will vary.
2. wolves
   Answers will vary.
3. gentlemen
   Answers will vary.
4. women
   Answers will vary.
5. mice
   Answers will vary.
6. children
   Answers will vary.
7. teeth
   Answers will vary.
8. geese
   Answers will vary.
9. feet
   Answers will vary.
10. oxen
    Answers will vary.
Possessive Nouns 1
A.
1. beaver’s
2. cat’s
3. cow’s
4. bird’s
5. rabbit’s
6. dog’s
7. whale’s
8. butterfly’s
9. spider’s
10. porcupine’s
B.
11. Rosa’s family has a pet dog.
12. The dog’s name is Trouble.
13. Trouble’s name fits him.
14. The dog chewed Mom’s slipper.
15. He stole Dad’s favorite shirt.
16. The trainer’s name is Max.
17. Max’s name is short for Maxine.
18. Trouble is Maxine’s favorite dog.
19. Trouble likes to chase the family’s cat, Lipton.
20. The cat’s favorite hiding place is under my bed.

Possessive Nouns 2
A.
1. plural possessive noun
2. plural possessive noun
3. singular possessive noun
4. singular possessive noun
5. plural possessive noun
6. singular possessive noun
7. plural possessive noun
8. plural possessive noun
9. plural possessive noun
10. singular possessive noun

B.
11. Circle: players’
12. Circle: referees’
13. Circle: months’
14. Circle: coaches’
15. Circle: managers’
16. Circle: catchers’
17. Circle: owners’
18. Circle: trainers’
19. Circle: fans’
20. Circle: women’s

Lesson C Verbs
Practice
Action Verbs 1
A.
1. Underline: writes
2. Underline: designs
3. Underline: make
4. Underline: sews
5. Underline: creates
6. Underline: enters
7. Underline: wait
8. Underline: look
9. Underline: plays
10. Underline: opens
B.
11. action
12. subject
13. action
14. action
15. subject
**Action Verbs 2**

A.  
1. wakes  
2. shops  
3. opens  
4. bakes  
5. slices  
6. creates  
7. tastes  
8. sprinkles  

B.  
9. looks  
10. orders  
11. cooks  
12. toasts  
13. carries  
14. eats  
15. cleans  

**Subject-Verb Agreement 1**

1. agrees  
2. does not agree; need  
3. does not agree; build  
4. does not agree; help  
5. agrees  
6. agrees  
7. does not agree; brings  
8. agrees  
9. does not agree; spread  
10. does not agree; hangs  

**Subject-Verb Agreement 2**

1. The birds love our peanut butter cones.  
2. Ramon, Keisha, and I make another bird feeder.  
3. I string cranberries on a long thread.  
4. You tie the string of cranberries to another tree.  
5. A rabbit notices the red cranberries.  
6. The animal reaches up.  
7. The rabbit chews the berries on the string.  
8. Ramon climbs up the tree.  
9. He wraps the string of cranberries around a branch.  
10. The birds peck at the berries on the tree branch.  

**Present-Tense Verbs 1**

A. Sentences 1, 4, and 5 are present tense.  

B.  
6. Circle: plays  
7. Circle: likes  
8. Circle: listens  
9. Circle: writes  
10. Circle: replies  
11. Circle: visits  
12. Circle: meets  
13. Circle: explains  
14. Circle: teaches  
15. Circle: invites  

**Present-Tense Verbs 2**

1. The musician carries his flute to the gym.  
2. Vera rushes to get a front seat.  
3. Mr. Shen holds the instrument gently.  
4. He presses the keys to play the music.  
5. The song sounds lovely.  
6. The teacher enjoys the concert.  
7. Bruce hopes to be a singer.  
8. He takes singing lessons every week.  
9. The teacher says Bruce sings well.  
10. Bruce practices singing with Armando.
Past-Tense Verbs 1
A.
1. skipped
2. carried
3. baked
4. stopped
5. cried
6. washed
7. talked
B.
8. covered
9. surprised
10. expected
11. grinned
12. bundled
13. hurried
14. piled
15. packed

Past-Tense Verbs 2
1. It looked like a snowy day.
2. Dad cooked eggs for breakfast.
3. I sipped fresh apple juice.
4. We carried our dishes to the sink.
5. Kenji grabbed his snow pants and mittens.
6. I gathered my gloves and scarf.
7. Mom opened the front door.
8. Cold air roared into the warm kitchen.
9. We walked toward the backyard.
10. Kenji rolled two snowballs.
11. I stacked the small snowball on top of the big one.
12. I fetched two twigs for the snowman’s arms.
13. Kenji used a carrot for the snowman’s nose.
15. We waved good-bye to our friend.

Future-Tense Verbs 1
A.
1. past
2. past
3. present
4. present
5. past
6. past
7. future
8. future
9. future
10. present
B. Present Tense
asks
sings
enjoy
Past Tense
cooked
sighed
helped
Future Tense
will see
will paint
will sleep

Future-Tense Verbs 2
A.
1. will play
2. will dry
3. will guess
4. will jog
5. will smile
B.

6. Our class will host a science fair.
7. Students will display their projects.
8. I will enter my spaceship design in the contest.
9. Some projects will show designs for the home.
10. Tina will invent a new egg cooker.
11. Sheila will create a robot.
12. Mrs. Francis will pick the winning entry.
13. The winner will receive a ribbon.
14. We will celebrate by having a party.
15. The class will plan projects for next year’s fair.

Irregular Verbs: *Be, Do, and Have* 2

1. had
2. does
3. are
4. is
5. have
6. was
7. did
8. were
9. had
10. am
11. has
12. do

Linking Verbs 1

A.

1. Underline: was; linking verb
2. Underline: worried; action verb
3. Underline: is; linking verb
4. Underline: caused; action verb
5. Underline: am; linking verb

B.

6. Circle: were
7. Circle: was
8. Circle: were
9. Circle: is
10. Circle: do
11. Circle: has
12. Circle: were
Linking Verbs 2
A.
1. Underline: is; linking verb
2. Underline: change; action verb
3. Underline: are; linking verb
4. Underline: crackle; action verb
5. Underline: grows; action verb
6. Underline: live; action verb
7. Underline: hear; action verb
8. Underline: is; linking verb
9. Underline: watch; action verb
10. Underline: are; linking verb

B.
11. Lucy becomes dizzy after a few minutes on the merry-go-round.
12. Bats are very interesting creatures.
13. This has been the coldest winter on record!
14. The milk smells rotten!
15. I am late for my piano lesson every week.

Main and Helping Verbs 1
1. Underline twice: is
   Underline once: cleaning
2. Underline twice: will
   Underline once: bring
3. Underline twice: will
   Underline once: collect
4. Underline twice: has
   Underline once: washed
5. Underline twice: are
   Underline once: pulling
6. Underline twice: are
   Underline once: sweeping
7. Underline twice: were
   Underline once: building
8. Underline twice: has
   Underline once: fixed
9. Underline twice: have
   Underline once: planted
10. Underline twice: will
    Underline once: keep
11. Underline twice: is
    Underline once: planning
12. Underline twice: will
    Underline once: make
13. Underline twice: has
    Underline once: created
14. Underline twice: are
    Underline once: arranging
15. Underline twice: will
    Underline once: run
16. Underline twice: am
    Underline once: making
17. Underline twice: have
    Underline once: finished
18. Underline twice: was
    Underline once: bringing
19. Underline twice: were
    Underline once: painting
20. Underline twice: will
    Underline once: enjoy

Main and Helping Verbs 2
A.
1. has
2. had
3. have
4. have
5. had
6. have
7. had
8. has
9. had
10. had
Lesson D Pronouns

Practice

Pronouns and Antecedents 1
1. her
2. they
3. he
4. he
5. them
6. They
7. it
8. she; she
9. He
10. He; it; her

Pronouns and Antecedents 2
1. he
2. you
3. it
4. them
5. it
6. they
7. she
8. them
9. him
10. He

Subject and Object Pronouns 1
A.
1. subject pronoun
2. subject pronoun
3. object pronoun
4. subject pronoun
5. object pronoun
6. object pronoun
7. subject pronoun
8. object pronoun
9. subject pronoun
10. object pronoun
B.
11. They
12. They
13. She
14. He
15. They

Subject and Object Pronouns 2
1. us
2. it
3. her
4. them
5. him
6. him
7. it
8. her
9. it
10. us

Pronoun-Verb Agreement 1
A.
1. Circle: borrows
2. Circle: shows
3. Circle: give
4. Circle: mends
5. Circle: fix
6. Circle: pack
7. Circle: sweep
8. Circle: make
9. Circle: thank
10. Circle: takes

B.
11. am
12. has
13. are
14. have
15. is

Pronoun-Verb Agreement 2
1. He finds old toys in the attic.
2. They throw out the old toys.
3. She keeps most of the toys.
4. We need a new home for these toys.
5. I clean the toys with soap and water.
6. Can you fix the broken toys?
7. We paint the toys many bright colors.
8. He ties a yellow bow around each toy.
9. They place the toys in a big box.
10. It says “Toys for Kids” on the outside of the box.

Possessive Pronouns 1
A.
1. Underline: your
2. Underline: My
3. Underline: Our
4. Underline: ours
5. Underline: Her
6. Underline: My
7. Underline: His
8. Underline: its
9. Underline: Their
10. Underline: his

B.
11. her purse
12. our horses
13. their
14. mine
15. its
Possessive Pronouns 2
1. Mom and Dad packed their big suitcase.
2. Our driving time was four hours.
3. The new van is faster than theirs.
4. I followed the route on his map.
5. I left mine at home.
6. The city appears before my eyes.
7. A river winds through its center.
8. Aunt Rosa’s home is ours for this weekend.
9. Her sister has a toy store in town.
10. Their house is full of toys.

Lesson E Adjectives

Practice

Adjectives and Articles 1
A.
1. Underline once: helpful
   Underline twice: animals
2. Underline once: heavy
   Underline twice: loads
3. Underline once: strong
   Underline twice: legs
4. Underline once: interesting;
   Underline twice: creatures
5. Underline once: bumpy
   Underline twice: ride
6. Underline once: long
   Underline twice: eyelashes
7. Underline once: big
   Underline twice: eyes
8. Underline once: Hungry
   Underline twice: camels
9. Underline once: cool
   Underline twice: water
10. Underline once: large
    Underline twice: humps

B.
11. Underline once: A; the
    Underline twice: tree; pond
12. Underline once: The; the; the;
    Underline twice: roots; tree; ground
13. Underline once: The; the;
    Underline twice: branches; tree
14. Underline once: the
    Underline twice: tree
15. Underline once: An; the
    Underline twice: owl; tree
16. Underline once: A; the
    Underline twice: swing; tree
17. Underline once: the; a
    Underline twice: swing; tire
18. Underline once: the
    Underline twice: swing
19. Underline once: the; the
    Underline twice: acorns; tree
20. Underline once: the; the
    Underline twice: leaves; fall

Adjectives and Articles 2
A.
1. many
2. seven
3. Two
4. few
5. Several
6. One
7. many
8. Several
9. five
10. few
Adjectives that Compare 1
A.
1. Circle: greatest
2. Circle: newest
3. Circle: smaller
4. Circle: greenest
5. Circle: longest
6. Circle: taller
7. Circle: cleanest
8. Circle: louder
9. Circle: quieter
10. Circle: kindest

B.
11. I think the lion display is the best one in the Animal Park.
12. The lion keeper is stronger than my dad.
13. He is also a better teacher than the elephant keeper.
14. Elephants are much larger than lions.
15. However, I think lions are the prettiest animals in the park.

Adjectives that Compare 2

1. Our family went to a carnival on the busiest day of the summer.
2. We heard the crowds were worse than they had been the day before.
3. Luckily, Antonio found the speediest line for the first ride.
4. We went on the biggest Ferris wheel I’ve ever seen.
5. I was braver than my brother.
6. My sister Anna thought the roller coaster was better than the Ferris wheel.
7. The house of mirrors was the scariest place.
8. The circus act was funnier than the house of mirrors.
9. A clown was wearing the baggiest outfit in the show.
10. The clown gave us the shiniest balloons we had ever seen.
11. Antonio’s balloons were bigger than mine.
12. At lunch, I got a tinier hamburger than Antonio did.
13. Antonio got the hottest bag of popcorn.
14. My sister ate the juiciest apple of all.
15. My brother and sister are the finest people I know.
Lesson F Adverbs

Practice

Adverbs 1

A.
2. Circle: b. nearby
3. Circle: a. First
4. Circle: c. outside

B.
5. how
6. how
7. how
8. where
9. how
10. how
11. when
12. where
13. how
14. when

Adverbs 2

1. Underline: soon; when
2. Underline: always; when
3. Underline: here; where
4. Underline: completely; how
5. Underline: carefully; how
6. Underline: there; where
7. Underline: slowly; how
8. Underline: down; where
9. Underline: often; when
10. Underline: safely; how

Adverbs that Compare 1

A.
1. faster
2. brighter
3. louder
4. slower
5. nearest

B.
6. more
7. more
8. most
9. most
10. more

Adverbs that Compare 2

A.
1. more
2. most
3. more
4. most
5. more

B.
6. best
7. best
8. better
9. best
10. better

Lesson G Prepositions and Conjunctions

Practice

Prepositions 1

1. Underline: near; on
2. Underline: on; above
3. Underline: with
4. Underline: before
5. Underline: around
6. Underline: into
7. Underline: across
8. Underline: on; down
9. Underline: with; at
10. Underline: near; at
11. Underline: by
12. Underline: in
13. Underline: into; after
14. Underline: to; during
15. Underline: over
Prepositions 2
1. under
2. near
3. during
4. with
5. across
6. after
7. above
8. for
9. of
10. around

Prepositional Phrases 1
1. Underline: near the surface; of the water
2. Underline: behind Sally; in the parade
3. Underline: in the closet
4. Underline: over the car
5. Underline: in the box
6. Underline: before dinner
7. Underline: after two o’clock
8. Underline: under the table
9. Underline: by a famous author
10. Underline: into the hot, soapy water

Prepositional Phrases 2
Possible answers:
1. the field
2. the lake
3. in
4. behind
5. off
6. the movie theater
7. down
8. with
9. before
10. my summer vacation

Coordinating Conjunctions
A.
Possible answers:
1. and
2. but
3. so
4. or
5. and
6. but
7. and
8. but
9. or
10. or

B.
11. Answers will vary.
12. Answers will vary.
13. Answers will vary.
14. Answers will vary.
15. Answers will vary.

Subordinating Conjunctions
A.
1. Circle: Because
2. Circle: before
3. Circle: Although
4. Circle: until
5. Circle: while
6. Circle: Before
7. Circle: Since
8. Circle: once
9. Circle: unless
10. Circle: If

B.
11. Answers will vary.
12. Answers will vary.
13. Answers will vary.
14. Answers will vary.
15. Answers will vary.
Lesson H Capitalization

Practice

Capitalization 1

A.
1. Dear Aunt Juana,
3. Some people are afraid of spiders.
4. Tina said, “Spiders catch harmful insects.”
5. Very truly yours,

B.
6. Our family visited Uncle Chet on his ranch.
7. Mom and I rode horses for the first time.
8. I helped Aunt Ida clean the stalls.
9. The vet, Dr. Brand, treated a sick horse.
10. My uncle’s neighbor is named K. C. Whitby.

Capitalization 2

1. Mark drove to Florida last week.
2. Mark enjoyed visiting Miami Beach.
3. The Atlantic Ocean was bright blue.
4. Mark took Route 1 to the end.
5. The trip over Seven Mile Bridge was exciting.
6. My class at Deerfield School is reading a book called All the Presidents.
7. Our teacher, Ms. Choi, showed the film Famous Presidents.
8. Next Monday is Presidents’ Day.
9. This holiday comes in February.
10. Today’s Deerfield Recorder has a story about President Kennedy.

Capitalization 3

A.
1. Tuesday
2. Labor Day
3. Rio Grande
4. Chicago
5. April
6. Abraham Lincoln
7. Thomas Jefferson
8. December
9. Thursday
10. San Diego Zoo

B.
11. Today is Flag Day.
12. We read a book called Our First Flag.
13. On Wednesday, we will read another book.
14. Ms. Davis wrote the book.
15. It is called State Flags.
16. Did you know Betsy Ross made the first flag?
17. The flag of the United States has stars and stripes.
18. We celebrate this holiday in June.
19. I read the book Salute to Flags to our class.
20. We will have no school on Friday.

Capitalization 4

1. The theater is showing an old musical called My Fair Lady.
2. There is a story about the snowstorm in the New York Times.
3. The Secret Garden is one of my favorite books.
4. Mike delivers the San Francisco Chronicle every day.
5. We had to recite “The Spider and the Fly” today in class.
6. Do you know all the words to “The Star-Spangled Banner”?
7. “The Legend of Sleepy Hollow” is a famous American short story.
8. Alice in Wonderland was on television last week.

Lesson 1 Punctuation

Practice

End Punctuation 1
1. question
2. exclamation
3. statement
4. command
5. command
6. statement
7. command
8. command
9. question
10. exclamation

End Punctuation 2
1. Ray visited the Alamo.
2. Have you been to the Alamo?
3. The Alamo is in Texas.
4. Point to Texas on the map.
5. How hot it is there!
6. Did Davy Crockett fight at the Alamo?
7. The Alamo was once a mission.
8. What a place the Alamo is!
9. The Mexican general Santa Anna fought there.
10. Find out more about the Alamo.

Commas 1
A.
1. You could finish your homework now, or you could wait until later.
2. There are carrots, potatoes, and onions in the stew.
3. At camp, we can play games, hike on the trails, or swim in the lake.
4. Anna will set the table, and her brother will wash the dishes.
5. We saw lions, giraffes, and zebras at the zoo.

B.
6. 453 Main Street
   Trenton, New Jersey
7. Your friend,
8. January 1, 2002
9. Dear Uncle Al,
10. 76 Third Ave.
    Kent, Ohio

Commas 2
1. Donna, Hal, and Kathy are at the library.
2. There are books, magazines, and DVDs on the shelves.
3. Hal, do you want books on animals?
4. No, I want books on baseball, soccer, and hockey.
5. I used to like animals, but now I like sports.
6. Donna, did you find what you wanted?
7. Yes, I found poems, stories, and novels.
8. Kathy, did you see all the cooking magazines?
9. Yes, I can’t wait to try all these recipes.
10. Everyone, let’s gather our books before the library closes.
Quotation Marks 1
1. “Does anyone want to go swimming?” Mother asked.
2. “We will go swimming,” my sister and I answered.
3. “Loni, get the towels,” Mother said.
4. “I will get the sunscreen,” I said.
5. “I will make some lunch,” Mother added.
6. “Can we have turkey sandwiches?” my sister asked.
7. Mother replied, “Yes.”
9. I said, “So am I!”
10. “Let’s go!” we exclaimed.

Quotation Marks 2
1. “It is a nice day for swimming,” Mother said.
2. Mother warned, “Don’t go out too far.”
3. “We won’t,” my sister and I promised.
4. “Do you want to race?” my sister asked.
5. “No running!” the lifeguard yelled.
6. “Mother, watch me swim,” I called.
7. Mother called back, “You are doing great!”
8. “I cannot hear you!” I shouted.
9. “You are doing great!” my mother repeated.
10. “Let’s come to the pool again tomorrow,” my sister said.

Apostrophes 1
1. birds’  
   Answers will vary.
2. teacher’s  
   Answers will vary.
3. women’s  
   Answers will vary.
4. players’  
   Answers will vary.
5. chef’s  
   Answers will vary.
6. elephants’  
   Answers will vary.
7. Mrs. Rivera’s  
   Answers will vary.
8. students’  
   Answers will vary.
9. artist’s  
   Answers will vary.
10. people’s  
   Answers will vary.

Apostrophes 2
1. My friend and I went to my school’s story hour.
2. I enjoy listening to the readers’ voices.
4. The story is about many pirates’ treasures.
5. The story isn’t my favorite.
6. My favorite story doesn’t have pirates.
7. I like the story about a girl’s adventure at sea.
8. My friend didn’t see the pictures.
9. My book doesn’t have many pictures.
10. My friend and I can’t wait until the next story hour.
Lesson J Spelling

Practice

Tips for Improving Spelling 1

Homophones
Circle: Their; there
Circle: They’re

Rhyming Words
Possible answers: name; same; tame

Using Words that You Know:
Possible answer: try + sick = trick

Making Up Clues:
Possible answer: One comes before two, so one m comes before two ns.

Related Words:
Possible answer: bicycle–cycle

Changing the Way You Say a Word:
Possible answer: fa vo rite

Visualizing:
Possible answer: disstress; disres; distress

Tips for Improving Spelling 2

1. Raise your hand if you know the answer.
2. The balloon sailed high into the air.
3. Listen to the frogs croaking in the pond.
4. Brazil is a large country in South America.
5. Kim’s eyes are two different colors!
6. Have you heard the latest news?
7. Manuel’s brother is picking him up later.
8. Maybe we should have pancakes instead of waffles.
9. What will you do while I finish my homework?
10. I needed one more dollar to buy the video game.

Common Word Families and Patterns 1

Possible answers:
1. drain; pain
2. drank; sank
3. rash; dash
4. straw; draw
5. neat; meat
6. tent; dent
7. glide; ride
8. drip; snip
9. snow; blow
10. snug; bug

Common Word Families and Patterns 2

1. quilt
2. gym
3. pitch
4. page
5. cent
6. badge
7. match
8. queen

Common Syllable Patterns

A.
1. dol | lar
2. or | der
3. ro | bot
4. gig | gle
5. cab | in
6. rid | dle
7. shad | ow
8. mu | sic
9. cor | ner
10. en | ter | tain
B.
11. Answers will vary.
12. Answers will vary.
13. Answers will vary.
14. Answers will vary.
15. Answers will vary.

Rules for Adding Endings 1

A.
1. bravely
2. obeys
3. skating
4. skipped
5. worrying
6. marries
7. jogged
8. carried
9. cried
10. baked
11. enjoyed
12. raising

B.
13. leaves
14. guesses
15. beaches
16. wives
17. bunnies
18. taxes
19. essays
20. shelves

Rules for Adding Endings 2

1. We raked all the leaves in one afternoon.
2. Beth said she was just joking.
3. We hurried back home before the storm hit.
4. I stayed home while everyone else went to the zoo.
5. Do we have enough cherries to make a tart?
6. Have you been to the playground lately?
7. Lucia grinned at me from the top of the slide.
8. Mr. Miller fries two eggs for breakfast every morning.

Common Word Parts 1

1. dislike
2. loneliness
3. plentiful
4. preheat
5. misspell
6. understandable
7. overeat
8. salty
9. unkind
10. rewind
11. painter
12. heartless
Common Word Parts 2
1. biologist
2. thermostat
3. audible
4. suburb
5. astronaut
6. react
7. telescope
8. emigrant

Using Resources to Check Spelling
Answers will vary.

6.2 Knowledge of Language

Lesson A Use Precise Language

Practice

Use Precise Language 1
Possible answers:
1. Emma wore a long, black velvet dress to the band concert.
2. The icy wind and pouring rain ruined our vacation.
3. My older brother collects stamps and makes model airplanes.
4. The rabbits scampered across the garden.
5. I am reading a thrilling, suspenseful book.
6. Hundreds of people went to the beach yesterday.
7. Carl’s uncle has been to China, Egypt, India, and many countries in Europe.
8. Midori placed second in the school spelling bee.
9. Quinn whispered to his brothers at the library.
10. The class played basketball, kickball, and hopscotch at recess.

Use Precise Language 2
Answers will vary.

Lesson B Differences between Spoken and Written Language

Practice

Differences between Spoken and Written Language 1

A.
Possible answers:
1. sentences; punctuation; complete, with subjects and predicates
2. Possible answer: encourage; contractions
3. the principal and teachers at Abraham Lincoln Elementary
4. tone of voice or signs

B.
Possible answers:
5. fragments; not seen
6. Possible answers: can’t; cool
7. we were more relaxed
8. not formal; smiling, frowning, and looking confused

Differences between Spoken and Written Language 2
Answers will vary.
6.3 Vocabulary Acquisition and Use

Lesson A Multiple-Meaning Words

Practice

A.
1. verb
to lower the head or bend down quickly
2. noun
a water bird that has a broad, flat bill and webbed feet that help it to swim
3. verb
to avoid; evade

B.
Possible answers:
1. (adj) Look in the left drawer for the pencil.
   (verb) I left my boots at home.
2. (noun) It took all of my might to open this jar.
   (verb) I might go to the baseball game, but I am not sure.
3. (noun) The bark on the tree was damaged in the storm.
   (verb) Did you hear the dog bark?

C.
1. Circle: gymnast; one foot in front of the other; Write: a long, strong piece of wood that gymnasts walk across
   Circle: good news; Write: to smile
2. Circle: snow began to melt; Write: the season that comes after winter
   Circle: bouncy; Write: a long, curved wire that comes back to its shape after it has been pushed or pulled
3. Circle: crossing a street; look both ways; Write: free from danger
   Circle: a lot of money; bank’s;
   Write: a strong metal box for money and costly items

Lesson B Use Context Clues

Practice

A.
1. Circle: short message
2. Circle: up to the sky
3. Circle: surprised
4. Circle: talk
5. Circle: one hundred feet

B.
1. Circle: pen-and-ink drawings
2. Circle: take a chance
3. Circle: put together
4. Circle: soaking wet
5. Circle: well known

Lesson C Understand Word Parts

Practice

Prefixes
Possible answers:
1. to take the wrapping off
2. to pay before
3. to spell incorrectly
4. to not approve
5. to tell again
6. not visible
7. lack of order
8. to appear again
9. to heat before
10. to read incorrectly
Suffixes

A.
1. sadly
2. joyful
3. painless
4. thickness
5. actor

B.
1. Underline: ly; in a loud way
2. Underline: ful; full of hope
3. Underline: ness; the state of being sick
4. Underline: er; someone who dances
5. Underline: less; not having any taste

Root Words

1. Shared root word: govern
   Meaning of underlined word: a group that controls a country or a place
2. Shared root word: music
   Meaning of underlined word: a person who makes pleasant sounds with an instrument
3. Shared root word: friend
   Meaning of underlined word: relationship that shows one person likes another
4. Shared root word: usual
   Meaning of underlined word: in a way that is normal
5. Shared root word: sense
   Meaning of underlined word: something that is able to be understood

Lesson D Use Print and Digital Resources

Practice

A.
1. a. Meaning #1
2. a. true
3. b. second

B.
1. It is a verb.
2. It is on page 80.
3. Steep is directly below sort.
4. Possible answer: Jill is the sort of person who helps her teacher.

Lesson E Understand Literal and Nonliteral Language

Practice

1. a. nonliteral
   b. literal
   Nonliteral meaning: became very happy
2. a. literal
   b. nonliteral
   Nonliteral meaning: easy
3. a. literal
   b. nonliteral
   Nonliteral meaning: a person in a new or strange place
4. a. literal
   b. nonliteral
   Nonliteral meaning: a long time ago
5. a. literal
   b. nonliteral
   Nonliteral meaning: to become very angry
6. a. nonliteral
   b. literal
   Nonliteral meaning: not caring, or unkind
Lesson F Understand Word Relationships

Practice

Make Real-Life Connections
Answers will vary.

Shades of Meaning
A.
1. annoyed; angry; furious
2. worried; scared; terrified
3. pleased; joyful; thrilled
B.
uncertain; suspicious; doubtful

Lesson G Build Vocabulary

Practice

Use Precise Language
Possible answers:
1. We watched the team on Sunday.
2. We would like to buy the picture at the shop next door.
3. I will visit my favorite aunt tomorrow.
4. Please bring the book inside.
5. We saw them at the mall earlier.
6. Be sure to call your mother today.
7. Show him the locker beside yours.
8. I left my bike in front of the school.
9. My friends visit me on Saturdays.
10. My uncle and aunt will drive to the Grand Canyon next month.

Use Content Words
Adaptations
What is it? Adaptations are special features and behaviors that help plants and animals survive.
What is it like or about? Adaptations help plants and animals find food and water, keep cool or warm, and stay safe from predators. You can see and touch some adaptations. Other adaptations are actions.
What are examples of it? a porcupine’s sharp quills; an animal hunting at night when it is cooler.

Predators
What is it? A predator is an animal that hunts other animals for food.
What is it like or about? Possible answers: A predator can move faster than the animal it eats. (Some students may describe the characteristics of lions, pythons, and owls, including sharp teeth or claws and good eyesight.)
What are examples of it? Examples of predators are lions, pythons, and great horned owls.
1.1 Key Ideas and Details

Lesson A Use Details and Examples

Practice

1. The view was the side of a cliff. Partway down the cliff was a winding road, and farther down were green fields, a few houses, and farms.

2. Inferences Chart Possible Answers:

What I Read: “Are we there yet?”
What I Know: I’m usually tired of traveling and want the trip to end when I ask that question.
Inference: Jamal wants the trip to end.

What I Read: “Look out the window. Isn’t it beautiful?” Jamal didn’t answer, but he did look.
What I Know: When I don’t answer an easy question, I might be upset about something.
Inference: Jamal is upset about something.

What I Read: They were driving up into the mountains to spend a week at a ranch. His mom had lived at this ranch when she was a little girl.
What I Know: My parents like to show me where they lived when they were young.
Inference: Jamal’s mom wants to show him where she grew up.

Lesson B Determine Themes

Practice

Realistic Fiction

1. Circle or Underline: I missed my old house and my friends. I spent most of the summer in my room, playing the violin. He suggested we go back into school to meet the music teacher. When I went to the first orchestra meeting, I was nervous. Now that I’ve found other musicians, I think that I might enjoy this new school.

2. Help from friends and family can make big changes easier.

Drama

1. Circle or Underline: I had never grasped how many things we can do for the planet. I don’t think that the little things will add up to much in the long run. It can be as basic as switching off the lights; ride bikes; composting food scraps. If everyone did these things, we would make an immense impact.
   Recycle!

2. Little actions can help the planet.
Poetry

1. Circle or Underline: A new world emerged, looking drowned. / The hurricane over, but the damage done. / The habitats of many disappeared. / Some animals died, and some ran away, / Its wind, its rain affect every life form, / And the roles that each one plays.

2. A hurricane can damage and affect a habitat.

Lesson C Summarize

Practice

1. Supporting Detail 1: His mother had told him never to leave the safety of their mouse hole because the world outside was dangerous.

2. Supporting Detail 2: One evening he ran out of the hole to see the world.

3. Supporting Detail 3: Just then, a big furry animal bounded into the room, making snarling noises.

4. Supporting Detail 4: “Mom was so right,” he thought.

5. Children should pay attention to what parents say because parents are usually right.

6. Summary: The story is about Mario Mouse. He didn’t listen to his mother’s warnings to stay in the safety of their home. Outside the mouse hole, Mario met a scary, snarling animal. Mario managed to run back to safety, and he realized his mother was right.

Lesson D Describe Characters

Practice

Realistic Fiction

1. Nadia is the main character.

2. Nadia’s traits are that she makes strong friendships and that she listens to her parents.

3. Because Nadia doesn’t feel like celebrating her birthday without her friend, we know she has a strong friendship. Nadia listens to her father and does not go into the backyard until the party is ready.

4. At the beginning of the story, Nadia is sad and lonely. At the end of the story, she is happy.
Drama
1. Cliff is the main character.
2. He is competitive, observant, hard working, curious, and adventurous.
3. Cliff shows his competitiveness when he competes with Jason to see who can collect the most opals. He is observant because he hears the soft sound of dripping water. Cliff is hardworking because he helped look for Ray who was stuck in a tunnel. Cliff shows his curiosity when he asks Ray several questions. Cliff is adventurous because he says that working in the new mine sounds like an adventure.
4. At the beginning of the play, Cliff misses Earth and wants to go home. By the end of the play, he agrees to leave Mars to go work on Phobos, one of Mars’s moons.

Lesson E Describe a Setting
Practice
Historical Fiction
1. This story takes place in New York Harbor on the deck of the steamship SS Laconia. It is morning.
2. morning mist; dangerous, lurking in the water like a sea monster
3. The setting seems dangerous, and it creates an uncomfortable mood.

Drama
1. This play takes place outside the town’s library.
2. doesn’t look good; barren; like a haunted house; The windows are barred up, the roof is missing shingles, the chimney looks ready to topple over, and the doors are crooked. garbage
3. The setting creates a sad mood at the beginning of the story because the library is so run down.

Lesson F Retell Events
Practice
Realistic Fiction
1. Marta is the main character.
2. The problem in this story is that Marta wants an orange ice pop, but she doesn’t have enough money to buy one.
3. First Marta looks for her brother so she can ask him for the money he owes her.
4. Marta solves the problem by making orange ice pops.
5. Possible answer: Next Marta will eat one of the ice pops she made.
Drama

1. Eva and Papa are the main characters.
2. Eva is worried that the dog she sees in the park is hungry and abandoned.
3. First Papa checks to see if the dog is friendly.
4. The problem is solved when the family takes care of the dog and tries to find its owner.
5. Possible answers: The dog’s owner might contact the family. The family might keep the dog if no one claims it.

1.2 Craft and Structure

Lesson A Determine Meaning of Words and Phrases

Practice

1. corral definition: a fenced-in area for animals
   strategy: use context clues: standing around the corral; leaning on the fence and watching the horses
2. foal definition: a very young horse
   strategy: use context clues: only two days old
3. wobbly definition: shaky or unsteady
   strategy: Possible answers: use a dictionary; use word parts
4. wilderness definition: a place in nature faraway from people
   strategy: Possible answers: use word parts; use a dictionary
5. humankind definition: all the people in the world
   strategy: Possible answers: use word parts; use a dictionary

Lesson B Understand Literary Allusions

Practice

Possible answer: The word Herculean refers to Hercules, a character in a Greek myth. He was very, very strong. When Carrie says she needs someone Herculean to help her lift the box, she means that she needs help from a very strong person.

Lesson C Compare Genres: Poetry, Drama, and Prose

Practice

“The Sea Turtles of South Padre Island”

1. Possible answer: Hurry! Scurry! Getting free, / Turtles rushing to the sea.
2. In stanzas 1, 2, and 6 each line rhymes. In stanzas 3–5 the second and fourth lines rhyme.
3. Lines 3 and 4 of the poem have the same meter.
“A Slick of Slime”
1. “A Slick of Slime” is written in the third-person point of view.
2. This story is about Annabelle, who lived near a big river. She saw that the river was dirty, so she asked people in the community to help. They did, and soon the river was beautiful again.
3. The mood at the beginning of the story is sad. By the end of the story, the mood is happy.

“The Surprise”
1. Pilar is Tia’s best friend.
2. The play’s setting is a park in a large city in the summer.
3. Tia is upset because she thinks everyone forgot her birthday.
4. The stage directions at the end of the scene say that Tia smiles, so she is happy.
5. Possible answer: The play “The Surprise” has more characters than the story “A Slick of Slime.” The play is set in a large city instead of a tiny village. The point of view in the play is first person not third person. The theme of the play is that friends and family remember our special days instead of people can take action to fix a problem.
6. Possible answer: The play “The Surprise” isn’t written in verse with rhyme and meter. The poem “The Sea Turtles of South Padre Island” doesn’t have descriptions, stage directions, or dialogue. The themes are different too. The theme of the play is that friends and family remember our special days. The theme of the poem is that some young animals have instincts that can help them survive.

Lesson D Compare Point of View

Practice
1. The narrator’s point of view in passage A is first person because the passage uses the words I, my, and me.
2. The narrator’s point of view in Passage B is third person because the passage uses the words he and his.
3. Passages A and B are different because they are told from different points of view and include slightly different details. They are alike because they both describe the same event.
1.3 Integration of Knowledge and Ideas
Lesson A Make Connections

Practice

1. Possible answers: Because Jai’s mother had to nudge him before he thanked Gandhi, he may not be truly grateful. Jai may be truly grateful but he may be shy, and that’s why he doesn’t speak until his mother nudges him.

2. Possible answer: From listening to Jai speak, I can tell he’s not truly grateful. He doesn’t sound shy.

3. Possible answer: Making connections between the audio and the text helps me understand that Jai doesn’t feel grateful. From just reading the passage, I couldn’t be sure.

Lesson B Compare Themes and Topics Across Cultures

Practice

Compare and Contrast Myths
Possible answers:

1. The topics of the myths are different. The Hercules myth is about an impossible task. The Isis and Osiris myth is about jealousy and faithfulness.

2. The pattern of events is similar because both show the main characters using their thinking skills to solve a problem. However, the Isis and Osiris myth has more events than the Hercules myth.

3. The themes of the myths are similar. Hercules uses his strength and thinking skills to solve his problem, but Isis uses her patience and thinking skills to solve her problem.

Compare and Contrast Fables
Possible answers:

1. The topics of the fables are similar because both are about animals that had to learn the hard way about their boastful ways.

2. The patterns of events in the fables are similar. At the beginning of the fables, the ant brags to the butterfly that he can run and walk, and the hare brags to the tortoise that he runs fast. At the end of the fable, the bragging characters learn a lesson.

3. The themes of the fables are similar because the fable turns out well for characters who don’t brag. The butterfly can fly, and the ant cannot. The tortoise wins the race with the hare.
Compare and Contrast Folktales

Possible answers:

1. The topics of the folktales are similar. In “Molly Whuppie” Molly tricks a mean giant so that he leaves his daughters in the forest instead of Molly and her sisters. In “The Catch of the Day” a greedy fisher tricks other sellers on their way to the market and is finally tricked by those he tricked.

2. The patterns of events are similar. The giant and the fisherman both plan to trick other characters. In the end, the other characters play a trick on the giant and the fisherman.

3. The themes are a little different because the giant is punished for his meanness, and the fisher is punished for being greedy.
2.1 Key Ideas and Details

Lesson A Use Details and Examples

Practice

1. Coretta Scott King was born in a small town in Alabama in 1927.
2. Inferences Chart Possible Answers:
   What I Read: Coretta Scott King never planned on being a civil rights leader.
   What I Know: Things that happen can change my plans.
   Inference: Something happened that made Coretta Scott King decide to become a civil rights leader.

   What I Read: In those days segregation was the law in the South.
   What I Know: The words In those days means “a time long ago.”
   Inference: Segregation was a law a long time ago.

   What I Read: Some white truckers felt that Coretta’s father was taking away their business.
   What I Know: People who have businesses don’t want to lose customers.
   Inference: The white truckers were afraid of losing their customers.

Lesson B Determine Main Idea and Supporting Details

Practice

1. Circle: Some park officials worry that large numbers of visitors will cause damage to the parks.
2. Underline: People who walk in the park trample plants and soil, causing erosion.
3. Underline: As people drive through the parks, their cars put out harmful chemicals that may damage plant life.
4. Underline: Animals may be moving away from their homes and feeding grounds due to noise from helicopters and airplanes.

Lesson C Summarize

Practice

1. Circle: People plant trees on Arbor Day for many reasons.
2. Underline: They plant them to make their surroundings more beautiful and to replace trees that have died or been cut down.
3. Underline: to remember loved ones who have passed away
4. Underline: Others plant trees to fight global warming.
5. Possible answer: On Arbor Day people plant trees because they want to make their communities more beautiful, to replace trees that are gone, to remember someone who has died, and to help keep Earth from getting too hot.

**Lesson D Read Historical Text**

**Practice**

1. Circle or Underline: Because; As a result; so

2. Cause and Effect Possible Answers (five of the following):

   - **Cause:** New land was expensive.
   - **Effect:** Young families couldn’t afford to buy farms.
   - **Cause:** The United States purchased and acquired land.
   - **Effect:** The country stretched to the Pacific Ocean.
   - **Cause:** Most people lived in crowded cities in the East.
   - **Effect:** People moved to the West.
   - **Cause:** Trails were thousands of miles long.
   - **Effect:** The trip west could take months.
   - **Cause:** There was no shelter.
   - **Effect:** People slept in tents on the ground.
   - **Cause:** The railroad made travel faster.
   - **Effect:** More people moved west.

**Lesson E Read Scientific Text**

**Practice**

1. Circle: So; causes

2. Cause and Effect Possible Answers:

   - **Cause:** Warm, humid air and cold air masses come together.
   - **Effect:** The warm air rises.
   - **Cause:** Warm air moves upward.
   - **Effect:** It holds more and more moisture.
   - **Cause:** Clouds have so much moisture that the moisture can’t evaporate.
   - **Effect:** The moisture falls as rain.
   - **Cause:** Winds high up blow faster than the winds lower down, and they blow in different directions.
   - **Effect:** These differences cause the air to spin.
   - **Cause:** A funnel cloud touches the ground.
   - **Effect:** The cloud becomes a tornado.
Lesson F Read Technical Text

Practice

1. These directions explain how to build an ant farm.
2. The steps are numbered so you do them in numerical order.
3. Before you get the ants, you need to get a large jar and put a cardboard tube and a mixture of soil and sand into the jar.
4. As you get the ants, you should catch at least 20 ants from the same colony and, if possible, a queen ant.
5. After you get the ants, you should put them into the jar carefully and cover the jar.
6. If you skipped Step 1, you might have trouble seeing the ants because their tunnels might be the middle of jar and not near the side.
7. If you skipped Step 6, the ants would crawl out of the jar.
8. You should complete Step 2 before Step 5 because the ants could be hurt if you put soil and sand on top of them.
9. The diagram shows that part of the tube should stick up above the soil and sand.

2.2 Craft and Structure

Lesson A Understand Precise Vocabulary

Practice

1. audience definition: the group of people that comes to listen to someone or something
   Context clues: into the theater; to hear; Hundreds of people
2. streamed definition: moved smoothly but quickly
   Context clues: moved smoothly but quickly
3. authority definition: a person who knows lots of information about a topic
   Context clues: No one else knew more than she did.
4. fascinated definition: very interested
   Context clues: everyone sat quietly; interested expressions; everyone stood up and began to applaud
Lesson B Understand Content Words

Practice

1. *herbivore* definition: an animal that eats only plants
   Context clues: Animals that eat only plants are called herbivores.

2. *carnivore* definition: an animal that eats only other animals
   Context clues: Carnivores eat meat; A snake is one example of a carnivore. It eats worms, caterpillars, frogs, mice, fish, and small birds.

3. *omnivore* definition: an animal that eats plants and other animals
   Context clues: Omnivores, like a small bird, eat insects, spiders, and the seeds of plants.

Lesson C Describe Text Structure

Practice

**Beep Baseball**
1. Text Structure: comparison and contrast
2. Signal Words: like; both; Unlike

**Plains Indians**
1. Text Structure: chronological
2. Signal Words: before; Now; Later (Some students may also identify *when.*)

**Cumberland Gap National Park**
1. Text Structure: problem and solution
2. Signal Words: Solving; problem (Some students may also identify *threaten* or *bad news.*)

**Hoover Dam**
1. Text Structure: cause and effect
2. Signal Words: Because; As a result; For this reason
Lesson D Compare Perspectives

Practice

1. The first passage is a firsthand account because it uses the pronouns my, I and myself. The author also describes her actual experience.

2. The second passage is a secondhand account because it uses the pronouns she and her. The author uses researched information instead of his or her own experience.

3. The firsthand account tells more about Helen Keller’s emotions in the garden.

4. The secondhand account tells why Helen Keller used her sense of touch to find the garden.

5. Possible answer: A reader could benefit from reading both accounts because he or she would understand Helen Keller’s feelings and the reason she needed to use her sense of touch.

2.3 Integration of Knowledge and Ideas

Lesson A Interpret and Explain Visual Information

Practice

Graph

1. Earth is 150 million kilometers from the sun.

2. Mercury is the planet closest to the sun.

3. Possible answer: The graph shows the distances between the planets and the sun.

Diagram

1. The cardboard tube forces the ants to make tunnels near the glass where people can see them.

2. The cloth over the top of the jar keeps the ants from climbing out of the jar.

3. Possible answer: The diagram shows that the cardboard tube should stick out of the soil and sand.

Chart

1. Lake Superior is the deepest lake.

2. Lake Michigan is the lake with the most people using its water.

3. Possible answers: The table shows that the lakes have very different sizes. It also shows that many people depend on the lakes for water.
Time Line
1. Earhart began her famous solo flight across the Atlantic in 1932.
2. Earhart graduated from high school before World War I ended.
3. Possible answer: The time line helps me see how the important events in Earhart’s life are related.

Animation
1. A parallel circuit has more than one path where electric current flows.
2. If one lightbulb in a parallel circuit is removed or burns out, the other bulb stays lit because the electric current is still flowing through the circuit.
3. Possible answer: The animation helps me better understand the passage because it shows how electric current flows in a parallel circuit.

Lesson B Reasons and Evidence in Text

Practice
The author says that in Baltimore people can watch a baseball game, eat Maryland blue crabs, visit a university or the zoo, and go to the National Aquarium and art museums. In Annapolis people can see the state capital and the U.S. Naval Academy.

Lesson C Use Multiple Sources

Practice
1. Possible answer: I learned from Source A that African Americans in the United States worked to change segregation. Rosa Parks kept her bus seat instead of giving it to a white person. Dr. King asked African Americans to use nonviolence to disobey segregation. Because people worked together and did what he said, legal segregation disappeared by the 1970s.
2. Possible answer: I learned from Source B that Lewis Hine and the National Child Labor Committee worked to keep young children from working in factories. Lewis Hine traveled around the country taking photographs of children at work. He published his photos, and eventually Congress passed legislation to keep young children from working.
3. Possible answer: Both sources are about protecting people. Source A is about the actions taken to do away with legal segregation so that all people live freely together. Source B is about the actions taken to keep young children from working.
4. Possible answer: The focus of my report entitled “How People Can Make Changes for the World” is that change can start small. One or two people can begin to make the change. If they work hard to share their ideas with many other people, the world can change.
Part 3 READING:
FOUNDATIONAL SKILLS

3.1 Phonics and Word Study

Lesson A Multisyllabic Words

Practice

Short Vowel Sounds

A.
1. Circle: cash; shelf
2. Circle: ran; dock
3. Circle: plotted; bell
4. Circle: hid; big
5. Circle: flat; grass

B.
Circle: leftovers; mill; past; crunches; plum
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.

Long a Spelled ay, ai, a_e, ei, ea, a
1. baby; played; today
2. take; make; crate; snake
3. rain; great
4. painted
5. snake; trail
6. break; away; trail
7. stray; neigh; grazed
8. ached; faint

Long e Spelled ea, ee, ie, e
A.
1. beef
2. please
3. piece
4. leave
5. peeling
6. cheese

B.
Circle: 2. me; 3. eat, teacher; 6. eat

Long i Spelled ie, i_e, igh, i, y
A.
1. pies
2. skylight
3. kite
4. twice
5. find
6. drive

B.
7. Circle: fighting
8. Circle: dine
9. Circle: flies
10. Circle: ripe
11. Circle: trying
12. Circle: high

Long o Spelled o_e, oa, ow, o
1. floating; boat
2. most
3. Cole; owned
4. don’t
5. foal
6. close
7. hoped
8. rowed; shallow
9. soaked
10. go; Cole
Digraphs Spelled \(ch, sh, th, wh, ph\)
1. father
2. wish
3. Where
4. shots
5. bench
6. tooth
7. phone
8. cheese
9. dishwasher
10. graph

Blends
A.
1. Circle: spl
2. Circle: shr
3. Circle: thr
4. Circle: str
5. Circle: spl
6. Circle: thr
7. Circle: shr
8. Circle: str
9. Circle: spl
10. Circle: thr

B.
Answers will vary.

\(r\)-Controlled Vowels Spelled \(er, ir, ur\)
A.
1. Underline: ur
2. Underline: ir
3. Underline: er
4. Underline: ur
5. Underline: er
6. Underline: ur
7. Underline: ir
8. Underline: er
9. Underline: ur
10. Underline: ir

B.
Circle: skirt; returned; purse; emerged; purple; shirt. Continuations of the story will vary.

Silent Letters
A.
1. Circle: k
2. Circle: d
3. Circle: k
4. Circle: w
5. Circle: b

B.
Possible answers: \(kn\)-words: knee; knock; knot; knack; knight
\(wr\)-words: wreck; wrap; write; wrist; wriggle; wrestle; wrong

Soft \(c\) and \(g\)
A.
1. Circle and write: certain
2. Circle and write: city
3. Circle and write: gymnasium
4. Circle and write: gentle
5. Circle and write: germs
6. Circle and write: cereal
7. Circle and write: gerbil
8. Circle and write: cymbals
Words with the Sounds /ü/, /û/, and /ū/

A.
1. Circle: ou
2. Circle: u; e
3. Circle: u; e
4. Circle: ew
5. Circle: oo
6. Circle: oo
7. Circle: oo
8. Circle: oo
9. Circle: u; e
10. Circle: oo

B.  
Connect: brook to could; grew to soon; mute to fuel

Diphthongs Spelled oi, oy, ou, ow
1. X over: onion
2. X over: going
3. X over: through
4. X over: doing
5. X over: dough
6. X over: shooing
7. X over: enough
8. X over: low
9. X over: porpoise
10. X over: thought

Variant Vowel Spelled au, aw, al, all

Words with a Variant Vowel:
- laws
- malt
- wall
- talking
- mall
- strawberry
- taught

Other Words:
- catch
- bows
- sale
- band
- wail

Vowel Teams
1. Underline: ai
   Possible answer: railroad
2. Underline: ea
   Possible answer: reading
3. Underline: ou
   Possible answer: cloud
4. Underline: ee
   Possible answer: teeth
5. Underline: oa
   Possible answer: coast
6. Underline: ea
   Possible answer: tea
7. Underline: ei
   Possible answer: neighbor
8. Underline: oa
   Possible answer: road
9. Underline: oi
   Possible answer: boil
10. Underline: oo
    Possible answer: cartoon
-in, -on, -en

1. women; Underline: en
2. dozen; Underline: en
3. reason; Underline: on
4. bacon; Underline: on
5. cotton; Underline: on
6. cousin; Underline: in
7. shaken; Underline: en
8. listen; Underline: en
9. button; Underline: on
10. common; Underline: on

Closed Syllables

1. cop | per; cop; per
2. mem | ber; mem; ber
3. plan | ner; plan; ner
4. mar | ket; mar; ket
5. sum | mer; sum; mer
6. slen | der; slen; der
7. fos | sil; fos; sil
8. blan | ket; blan; ket
9. fic | tion; fic; tion
10. wit | ness; wit; ness

Open Syllables

1. hu | man
2. se | cret
3. wi | per
4. la | zy
5. pro | pel
6. me | ter
7. ci | der
8. si | lent
9. e | ven
10. fa | mous

r-Controlled Vowel Syllables

1. barber; Circle: er
2. popular; Circle: ar
3. zipper; Circle: er
4. harbor; Circle: or
5. collar; circle: ar
6. anchor; Circle: or

Consonant + le Syllables

1. wiggle; Circle: gle
2. Uncle; Circle: cle
3. little; Circle: tle
4. adaptable; Circle: ble
5. trouble; Circle: ble
6. kettle; Circle: tle; bottle; Circle: tle

Prefixes

1. Underline: dis; to not obey
2. Underline: un; not sure
3. Underline: mis; to behave badly or not behave
4. Underline: non; something that does not make sense
5. Underline: un; not happy
6. Underline: dis; to not like
7. Underline: mis; to not understand correctly
8. Underline: dis; to break or remove a connection
9. Underline: un; not able to be believed
10. Underline: mis; to calculate incorrectly
11. Underline: un; not usual
12. Underline: dis; feeling not contented
13. Underline: mis; to read incorrectly
14. Underline: un; worried or not settled
15. Underline: un; not afraid
Suffixes 1
1. Circle: y; a. full of clouds
2. Circle: ly; c. in a sudden way
3. Circle: ful; c. full of power
4. Circle: less; b. without shoes
5. Circle: ness; a. the state of being kind
6. Circle: ly; c. in a loud way

Suffixes 2
1. happily; Answers will vary.
2. thoughtful; Answers will vary.
3. careless; Answers will vary.
4. kindness; Answers will vary.
5. funny; Answers will vary.
6. cheerfully; Answers will vary.
7. gracefulness; Answers will vary.
8. hopelessly; Answers will vary.

Roots 1
A.
1. Underline: astro
2. Circle: mig
3. Underline: tele; phone
4. Underline: bio
5. Circle: aud
6. Circle: act

B.
7. thermostat: something that controls the temperature
8. urban: near a city

Roots 2
1. location
2. conduct
3. deduce
4. relocate
5. educate
6. graphic
7. telephone

3.2 Fluency
Lesson A Develop Fluency
Practice
Read with Purpose and Understanding
Students should read the selections with a focus on purpose and understanding.

Read with Accuracy, Appropriate Rate, Phrasing, and Expression
Students should read the selections with a focus on accuracy, appropriate rate, phrasing, and expression.

Use Self-Monitoring Strategies
Students should read the selections with a focus on self-monitoring strategies.
Part 4 WRITING

Answers will vary.

Part 5 SPEAKING AND LISTENING

5.1 Comprehension and Collaboration

Lesson A Collaborative Discussions

Practice
Students should participate in a collaborative discussion.

Lesson B Listening Skills

Practice
Answers will vary.

5.2 Presentation of Knowledge and Ideas

Lesson A Present a Report

Practice
Answers will vary.

Lesson B Tell a Story

Practice
Storyboard
Answers will vary.

Use Your Voice
She says “Hey” loudly and “Whoa, boy” softly. She changes her volume to match the way Jake’s voice changes.
The speaker slows down to say those words. The slower pace emphasizes the horse’s appearance.
She shows expression by slowing down and stretching out the phrase beautiful horse.
Lesson C Recount an Experience

Practice

Storyboard
Answers will vary.

Use Your Voice
Hector’s volume is louder to show that Alyana was shouting.
His pace gets faster to show that he is excited about how well the robot did in the competition.
Hector shows expression by pausing after each word when he says, “Our robot won the race!”

Lesson D Levels of Language

Practice
Answers will vary.
Part 6: LANGUAGE

6.1 Conventions of Standard English

Lesson A Sentences

Practice

Kinds of Sentences 1
1. question
2. exclamation
3. statement
4. command
5. exclamation
6. statement
7. question
8. command

Kinds of Sentences 2
1. Are you sure you brought your lunch?
2. Maybe Jack took it.
3. Possible answers: Class, stay in your seats. Class, stay in your seats!
4. Possible answers: Don’t look in the box yet. Don’t look in the box yet!
5. Have you seen a stray cat in the building?
6. Cats like eating fish.
7. Possible answers: I can’t believe that cat took the sandwich! I can’t believe that cat took the sandwich.
8. Do you think we should feed the cat each day?

Subjects and Predicates 1

A.
1. Desert weather | is very dry. weather; is
2. Wood rats in the desert | build huge nests. rats; build
3. The skin of a lizard | seals water inside it. skin; seals
4. The mother | carried her babies. mother; carried
5. Deserts | get cooler at night. deserts; get

B.
6. Subject: John
   Predicate: packed
7. Subject: Roadrunners
   Predicate: live
8. Subject: spider
   Predicate: spun
9. Subject: Rabbits and coyotes
   Predicate: run
10. Subject: darkness and air
    Predicate: refresh

Subjects and Predicates 2

Possible answers:
1. Deserts are very dry.
2. Some trees live for 200 years!
3. On their field trip, the students saw owls.
4. Plants in the deserts need very little water.
5. The stars come out at night.
8. The birds come out during the day.
9. Jim is reading about deserts.
10. Dangerous scorpions live in the desert.
11. Foxes are animals that come out at night.
12. I caught the lizard.

Simple and Compound Sentences 1
1. simple
2. compound
3. compound
4. simple
5. simple
6. compound
7. compound
8. compound

Simple and Compound Sentences 2
1. Elks have come back to the park, and wolves have returned, too.
2. I would like to visit the park often, but I live too far away.
3. Visitors like the flowers in the park, but they should not pick them.
4. You can look at the geysers in the park, or you can enjoy the waterfalls instead.
5. Possible answers: I love Yellowstone Park, but my brother prefers the beach. I love Yellowstone Park, and my brother prefers the beach.
6. My aunt came with me to the park, and she said it was beautiful.

Complex Sentences 1
1. The night became very dark when a cloud hid the moon.
2. Gracie reads books about the moon as soon as she comes home.
3. People weigh less on the moon because gravity is weaker there.
4. I've studied stars and planets since I was eight years old.
5. I always put on my spacesuit before I leave the ship.
6. You can't breathe on the moon unless you bring an oxygen tank.
7. Astronauts visited the moon although it is over 250,000 miles away.

Complex Sentences 2
1. The astronaut eats his meal as he floats around in the rocket.
2. After light leaves a star, it takes thousands of years to reach Earth.
3. Eat some freeze-dried snacks while you work at the computer.
4. He goes to the library where he reads books about space.
5. Mom doesn’t want me to come along since it is dangerous.
6. Fasten your seatbelts before the ship takes off.
7. He brought a chunk of moon rock when he came home for the holidays.
8. They watched as the rocket blasted off into space.

Fixing Sentence Fragments
1. sentence; The cat feeds her kittens.
2. fragment; Possible answer: The cat is very hungry today.
3. sentence; Did you bring your lunch?
4. sentence; Possible answers: Don't step on the cat! Don't step on the cat.
5. sentence; He ate a tuna fish sandwich.
6. fragment; Possible answer: He made tuna fish salad because he likes tuna fish.
7. sentence; What else do you think he likes?
Fixing Run-on Sentences 1
1. I’m bored at Grandma’s house. She doesn’t have a TV.
2. We’re going bird watching. You can bring your friend along.
3. The raft floated by. He wondered where it came from.
4. The animals are fascinating. I will try drawing them.
5. I played with the otters. They let me feed them.
6. Grandma found a pearl inside the clam. She kept it for years.
7. He draws a picture on the raft. He draws well.
8. Grandma loves the river. She uses the raft to float on it.

Fixing Run-on Sentences 2
Possible answers:
1. I thought the visit would be boring, but I had a fun time.
2. I woke up when the birds started chirping.
3. As she looked at the drawings, she wondered who drew them.
4. He’s never been on a boat because he’s afraid he’ll get seasick.
5. Grandma is an artist, and she is carving a bear.
6. You can go on the raft, but you must wear a life jacket.
7. The fawn was trapped, so I set her free.
8. We have to be careful because the water is deep.

Combining Sentences 1
Possible answers:
1. Melissa saw a rabbit, but it hopped away.
2. Rabbits have long ears, but hares have longer ones.
3. Rabbits eat leafy plants, and they also eat fruit.
4. A rabbit’s tail is about two inches long, and it is covered with a soft fur.
5. A frightened rabbit will sit still, or it will dash away quickly.
6. I would like to have a pet rabbit, but my mom won’t let me get one.
7. There was a rabbit in my yard, and my dog scared it away.
8. You can read a book about rabbits, or you can read a book about turtles.

Combining Sentences 2
Possible answers:
1. Kate and her brother came to the skating rink.
2. Nathan works and practices at the skating rink.
3. He relaxes and watches television on Friday night.
4. The skating rink and the bowling alley opened at 9:00.
5. Frank is sick and can’t come today.
6. We went to a hockey game and cheered for our team.
7. Sam likes eating sandwiches and munching on pretzels.
8. She took her skates off and went home.

Lesson B Nouns

Practice

Common and Proper Nouns 1
1. Underline: Baseball; sport
2. Underline: pitcher; Circle: Jackie
3. Underline: father; team; Circle: New York Yankees
4. Underline: noise; crowd; bleachers
5. Underline: umpire; Circle: Alyssa
6. Underline: baseball; backyard; Circle: Alex; Daniel
7. Underline: sister; bat
8. Underline: ball; house
9. Underline: batter; strikes
10. Underline: mitt; Circle: John
11. Underline: foot; base
12. Underline: game
13. Underline: ball; foul
14. Underline: cleats

Common and Proper Nouns 2

Common
home plate
diamond
summer
stadium
game
uniform
coach
shortstop

Proper
Independence Day
Hank Aaron
Jackie Robinson
Ebbets Field

Singular and Plural Nouns 1
1. plural
2. singular
3. plural
4. singular
5. singular
6. plural
7. singular
8. plural
9. plural
10. singular
11. singular
12. singular
13. plural
14. plural
15. plural

Singular and Plural Nouns 2
1. foxes
2. countries
3. Masses
4. diaries
5. branches
6. bushes
7. boys
8. pathways
9. scratches
10. babies
11. boxes
12. pages

Irregular Plural Nouns 1
1. men
2. children
3. women
4. lives
5. calves
6. thieves
7. potatoes
8. geese
9. oxen
10. wives
11. feet
12. heroes
13. teeth
14. gentlemen
15. knives
16. tomatoes
17. mice
18. lice
19. leaves
20. halves

Irregular Plural Nouns 2
1. Underline: factories
2. Underline: oxen
3. Underline: fish
4. Underline: leaves
5. Underline: teeth
6. Underline: bellies
7. Underline: earthquakes
8. Underline: compasses
9. Underline: heroes
10. Underline: species
11. Underline: lives
12. Underline: Tomatoes

Possessive Nouns 1
1. Ben Franklin’s
2. library’s
3. church’s
4. inventor’s
5. Mary’s
6. America’s
7. book’s
8. doctor’s
9. kite’s
10. battery’s
11. lawyer’s
12. person’s
13. car’s
14. office’s

Possessive Nouns 2
1. experiments’
2. people’s
3. firefighters’
4. charges’
5. countries’
6. bells’
7. limes’
8. children’s
9. workers’
10. bulbs’
11. sinks’
12. insects’
13. Airplanes’
14. objects’

Plurals and Possessives 1
1. bikes
2. snakes’
3. Libraries
4. books’
5. librarians’
6. children’s
7. facts
8. stories
9. snakes’
10. animals
11. reptiles’
12. stops
13. magazines
14. museums

Plurals and Possessives 2
1. rattles
2. Possible answers: rattle’s; snake’s
3. books
4. pictures
5. book’s
6. skins
7. boxes
8. snake’s
9. box’s
10. prairies

Lesson C Verbs

Practice
Action Verbs 1
1. race
2. pauses
3. is speeding
4. look
5. are staring
6. is running
7. jumps
8. is blowing
9. hop
10. shakes

Action Verbs 2
Possible answers:
1. runs
2. searches
3. swims
4. feeds
5. walks
6. looks
7. flies
8. slithers
9. sat
10. approach

Verb Tenses 1
1. Underline: hugged; past tense
2. Underline: rides; present tense
3. Underline: will go; future tense
4. Underline: will come; future tense
5. Underline: played; past tense
6. Underline: buys; present tense
7. Underline: works; present tense
8. Underline: talks; present tense
9. Underline: cooked; past tense
10. Underline: will have; future tense
11. Underline: danced; past tense
12. Underline: practices; present tense

Verb Tenses 2
1. celebrated
2. stayed
3. learned
4. prepared
5. performed
6. played
7. practiced
8. asked
9. wished
10. tried
Subject-Verb Agreement 1
1. agrees
2. agrees
3. does not agree; contains
4. agrees
5. does not agree; look
6. agrees
7. does not agree; collects
8. does not agree; connect
9. agrees
10. agrees

Subject-Verb Agreement 2
1. The performance begins in a few minutes.
2. His two sisters wish Milo luck.
3. Ms. Barone decides to make a satellite.
4. Two other teachers work together.
5. Silvia brushes the dust away.
6. She builds a space shuttle.
7. My spacecraft needs solar panels.
8. These wood chips look pretty.
9. My dad washes off the piece of wood.
10. He likes to build things, too.
11. We know about making things.
12. Shannon watches me work on my project.

Main and Helping Verbs 1
1. Underline once: has
   Underline twice: liked
2. Underline once: will
   Underline twice: volunteer
3. Underline once: have
   Underline twice: decided
4. Underline once: has
   Underline twice: considered
5. Underline once: is
   Underline twice: starting
6. Underline once: are
   Underline twice: collecting
7. Underline once: had
   Underline twice: gathered
8. Underline once: am
   Underline twice: thinking
9. Underline once: were
   Underline twice: talking
10. Underline once: will
    -Underline twice: help

Main and Helping Verbs 2
Possible answers:
1. has
2. created
3. is
4. will
5. chopping
6. have
7. working
8. cleaned
9. will
10. praising

More Verb Tenses 1
1. Underline: was helping
2. Underline: are going
3. Underline: will be going
4. Underline: was explaining
5. Underline: is reeling
6. Underline: were riding
7. Underline: will be talking
8. Underline: are thinking
9. Underline: will be traveling
10. Underline: were cheering
More Verb Tenses 2
1. Underline: was talking; past progressive
2. Underline: is arranging; present progressive
3. Underline: will be running; future progressive
4. Underline: will be turning; future progressive
5. Underline: is telling; present progressive
6. Underline: was mowing; past progressive
7. Underline: were studying; past progressive
8. Underline: am going; present progressive
9. Underline: are talking; present progressive
10. Underline: were discussing; past progressive

Special Helping Verbs
1. Circle: may
2. Circle: can
3. Circle: May
4. Circle: must
5. Circle: may
6. Circle: must
7. Circle: may
8. Circle: can
9. Circle: must
10. Circle: can

Irregular Verbs 1
1. began
2. made
3. broke
4. found
5. came
6. went
7. did
8. flew
9. drew
10. saw

Irregular Verbs 2
1. We went outside an hour ago.
2. It grew colder after we went outside.
3. I knew it was a good idea to wear my gloves, hat, and scarf.
4. The snow and ice left the trees glistening and white.
5. The path led us straight to the forest.
6. I kept my hands in my pockets.
7. We chose the first day of winter to take pictures of the forest.
8. The winds blew drifts of snow against the bare trees.

Lesson D Pronouns
Practice
Pronouns and Antecedents 1
1. he
2. she
3. him
4. you
5. I
6. me
7. she
8. him
9. it
10. he
Pronouns and Antecedents 2
1. I
2. it
3. she
4. him
5. her
6. it
7. I
8. she
9. they
10. I

Subject and Object Pronouns 1
1. Underline: them; they
2. Underline: him; he
3. Underline: Her, me; She, I
4. Underline: Us; We
5. Underline: Them; They
6. Underline: he; him
7. Underline: she; her
8. Underline: I; me
9. Underline: she; her
10. Underline: I; me
11. Underline: we; us

Subject and Object Pronouns 2
Possible answers:
1. I
2. She
3. her
4. she
5. her
6. me
7. me
8. him
9. you
10. them
11. you
12. I
13. We
14. us

Reflexive Pronouns
1. yourself
2. myself
3. herself
4. himself
5. ourselves
6. itself
7. yourselves
8. himself
9. himself
10. yourself
11. myself
12. himself
13. ourselves
14. herself
15. yourself

Pronoun-Verb Agreement 1
1. uses
2. make
3. buys
4. pollute
5. look
6. puts
7. designs
8. knows
9. get
10. works
11. rides
12. sends
13. need
14. hike
Pronoun-Verb Agreement 2
1. have
2. has
3. have
4. are
5. have
6. am
7. are
8. is
9. are
10. has
11. are
12. has
13. are
14. have

Possessive Pronouns 1
1. her grandfather
2. her
3. its
4. Its
5. their
6. his
7. your camera
8. his
9. our vacation
10. my photo album

Possessive Pronouns 2
1. mine
2. Yours
3. his
4. mine
5. hers
6. ours
7. theirs
8. yours
9. hers
10. his

Relative Pronouns
1. that
2. who
3. who
4. whose
5. that
6. whom
7. which
8. whom
9. that
10. whose

Pronouns and Homophones 1
1. they’re
2. you’re
3. your
4. It’s
5. Their
6. it’s
7. It’s
8. you’re
9. its
10. You’re

Pronouns and Homophones 2
1. there
2. It’s
3. their
4. It’s
5. its
6. there
7. your
8. they’re
Lesson E Adjectives

Practice
Adjectives
1. big
2. little; many
3. short; smart
4. silly
5. long; difficult
6. large; strong
7. dangerous
8. clean; sharp
9. rich
10. loud; high
11. friendly; clean
12. high
13. loud; scratchy
14. steep
15. frying

Order of Adjectives
1. Aunt Denise wants a beautiful, new, blue, European car.
2. Jacob and Dorothy took a difficult, long trip.
3. This is a delicious, huge, chocolate cake!
4. I like your brown, French, leather purse.
5. The artist got very excited when she saw the exquisite, new paints.
6. Look at the beautiful, blue, sailing boat.
7. Please pass me the small, Japanese, serving bowl.
8. He slept in a big, red, sleeping bag.
9. The man wore a dirty, old, cotton tie.
10. I want to buy a big, red, plastic hat.
11. Have you heard the exciting, new, German band play?
12. Turn off the small, round, reading lamp.
13. I met a talented, Canadian snowboarder.
14. Did you taste the delicious, hot, turkey sandwich?
15. Dad bought a used, silver, frying pan.

Proper and Common Adjectives 1
1. Herman W. Block
2. Spanish
3. Hispanic
4. Chinese
5. Asian
6. Pleasantville
7. Minnesota
8. Canadian

Proper and Common Adjectives 2
A.
1. lonely
2. Atlantic
3. reddish
4. Ohio
5. British
B.
6. Circle: b
7. Circle: a
8. Circle: a
9. Circle: b
10. Circle: a
Articles 1
1. Underline once: The
   Underline twice: snake
2. Underline once: a
   Underline twice: path
3. Underline once: the
   Underline twice: elders
4. Underline once: a
   Underline twice: favor
5. Underline once: a
   Underline twice: rattle
6. Underline once: the
   Underline twice: animals
7. Underline once: an
   Underline twice: animal
8. Underline once: a
   Underline twice: bird
9. Underline once: a
   Underline twice: twister
10. Underline once: the
    Underline twice: road
11. Underline once: an
    Underline twice: hiss
12. Underline once: the
    Underline twice: way
13. Underline once: a
    Underline twice: whirlwind
14. Underline once: a
    Underline twice: promise
15. Underline once: the
    Underline twice: children
16. Underline once: the
    Underline twice: road

Articles 2
1. a
2. the
3. a
4. a
5. an
6. a
7. a
8. the
9. a
10. a
11. a
12. The; the
13. A
14. an

Adjectives that Compare 1
1. Underline: deepest
2. Underline: brighter
3. Underline: bluer
4. Underline: largest
5. Underline: colder
6. Underline: prettiest
7. Underline: bravest
8. Underline: quieter
9. Underline: strangest
10. Underline: faster
11. Underline: highest
12. Underline: sandier
13. Underline: smaller
14. Underline: better
15. Underline: heaviest
16. Underline: longer
Adjectives that Compare 2
1. After the sun went down, the air felt chillier than before.
2. I think fish feel better in the ocean than they do in tanks.
3. Dad caught the biggest fish of all.
4. I wonder which ocean is the saltiest.
5. The dolphin is one of the smartest animals.
6. The water is calmer than it was yesterday.
7. The winds are worse than they were this morning.
8. The shark has the palest skin I’ve ever seen.

Comparing with More or Most 1
1. most
2. more
3. most
4. more
5. most
6. most
7. more
8. most
9. more
10. more
11. more
12. most

Comparing with More or Most 2
1. Harlem is the most exciting place I’ve ever been.
2. The sounds of the traffic outside made me feel more awake than at home.
3. At first, Aunt Nanette seemed more caring than Uncle Romie.
4. My visit to my grandparents’ house is the happiest time I can remember.
5. My aunt and uncle are more important to me than they used to be.
6. Uncle Romie is the most artistic person I know.
7. I was more careful with this collage than I usually am.
8. My mother makes the most excellent pepper jelly that I have ever tasted.

Combining Sentences 1
Possible answers:
1. A coral reef, home to millions of living things, is made up of tiny animals called coral polyps.
2. Some coral polyps have soft skeletons that move back and forth in the water.
3. Other coral polyps have hard skeletons that make up the coral reef.
4. All coral polyps catch food with their tentacles, body parts that look like little arms.
5. Coral polyps eat plankton, the tiny plants and animals that float in the water.

Combining Sentences 2
Possible answers:
1. A gray whale has a large brain that is the size of a car’s engine.
2. Gray whales use low rumbles and other noises to communicate with each other.
3. Fluking is when a gray whale raises its wide and flat tail up in the air and then dives.
4. A gray whale is breaching when it is leaping out of the water and splashing back in.
5. Gray whales swim south in the fall to warmer water.

Comparing with *Good and Bad* 1
1. best
2. better
3. better
4. best
5. better
6. better
7. better
8. best
9. best
10. better
11. best
12. better

Comparing with *Good and Bad* 2
1. worse
2. worst
3. worst
4. worse
5. worse
6. worst
7. worse
8. worse
9. worst
10. worse
11. worst
12. worse

**Lesson F Adverbs**

**Practice**

**Adverbs 1**
1. Underline: quickly
2. Underline: desperately
3. Underline: recently
4. Underline: yesterday
5. Underline: deeply
6. Underline: finally
7. Underline: cautiously
8. Underline: mysteriously
9. Underline: always
10. Underline: eagerly

**Adverbs 2**
1. Underline: together; how
2. Underline: Tomorrow; when
3. Underline: far; where
4. Underline: first; when
5. Underline: nearby; where
6. Underline: patiently; how
7. Underline: thoroughly; how
8. Underline: carelessly; how
9. Underline: suspiciously; how
10. Underline: then; when

**Using *Good and Well***
1. well
2. well
3. good
4. well
5. well
6. good
7. good
8. well
9. good
10. well
Comparing with Adverbs 1
A.
1. faster
2. closer
3. hardest
B.
1. more
2. most
3. more
4. most

Comparing with Adverbs 2
A.
1. more harshly
   most harshly
2. most speedily
   more speedily
B.
3. Possible answers: better; worse
   best
4. worse
   worst

Correcting Double Negatives 1
Possible answers:
1. Hakeem does not want to study science.
2. He does not like to be near dirt and bones.
3. His teacher thought he would not pass her class.
4. He is not happy when science class begins.
5. Hakeem had not seen a piece of amber.
6. His opinion of science has not changed.
7. Hakeem does not get bored in class now.

Correcting Double Negatives 2
Possible answers:
1. I have found nothing in this area yet. I haven’t found anything in this area yet.
2. Our team wasted no time finding the skeleton. Our team didn’t waste any time finding the skeleton.
4. There is no place to find dinosaur bones here. There isn’t any place to find dinosaur bones here.
5. I would never want to see a dinosaur in real life. I wouldn’t want to see a dinosaur in real life.
6. I do not know where the oldest fossil was found. I don’t know where the oldest fossil was found.
7. The team could find the sunken ship nowhere. The team couldn’t find the sunken ship anywhere.
8. Iris put no labels on the stones she found. Iris didn’t put labels on the stones she found.

Relative Adverbs
1. where
2. why
3. when
4. where
5. why
6. where
7. when
8. where
9. why
10. where
11. why
12. when

Lesson G Prepositions and Conjunctions

Practice

Prepositions 1
Possible answers:
1. for
2. about
3. with
4. of
5. near
6. around
7. over
8. after
9. in
10. through
11. in
12. on

Prepositions 2
Possible answers:
1. into
2. on
3. at
4. near
5. outside
6. to
7. onto

Prepositional Phrases 1
A.
1. Underline: on a camping trip
2. Underline: over a group of boys
3. Underline: by managing their shop
4. Underline: In their letters
5. Underline: for practice
6. Underline: in the air
7. Underline: from the ground
8. Underline: to Dayton; with a new idea
9. Underline: from day to night
10. Underline: for their new aircraft

B.
11. her
12. it

Prepositional Phrases 2
1. Underline: for their first flight
2. Underline: On December 14, 1903; down the track
3. Underline: above ground
4. Underline: from the ground
5. Underline: around the world
6. Underline: in a safe place
7. Underline: in place
8. Underline: above the ground

Coordinating Conjunctions
Possible answers:
1. and
2. or
3. so
4. but
5. so
6. but
7. or
8. so
9. and
10. and

Subordinating Conjunctions
1. Circle: while
2. Circle: After
3. Circle: Because
4. Circle: until
5. Circle: Even though
6. Circle: Whenever
7. Circle: Once
8. Circle: because
9. Circle: unless
10. Circle: Although

**Lesson H Capitalization**

**Practice**

**Capitalization 1**

1. Tom’s class started reading a new book today.
2. Tom wanted to read a book called *Hatchet*, but his teacher chose a different book for them to read.
3. Molly asked Tom if he was upset about not getting to read *Hatchet*.
4. Tom said he wasn’t upset, but he read an interesting article about the book’s author in the Aspen daily newspaper.
5. Molly asked Tom if he remembered who wrote *Hatchet*.
6. Tom told Molly that Gary Paulsen wrote the book.
7. Molly suggested they read *Hatchet* on their own.
8. Tom thought that was a great idea. Maybe we can even write an article for our school’s newspaper, *The Weekly Lion*.

**Capitalization 2**

1. I like to play baseball with my brother Matt and his friends.
2. Last Saturday, we played all afternoon.
3. I am also part of the Dallas Little League.
4. My cousin Karen is the best pitcher I know.

5. We play ball together when I visit her in Florida.
6. I haven’t seen her since Thanksgiving.
7. She has a rare baseball card for Mickey Mantle.
8. My uncle listens to games on a radio station that broadcasts in Spanish.

**Capitalization 3**

Westfield Little League invites you to attend

Possible answers: our 2009 most valuable player awards ceremony; our 2009 Most Valuable Player Awards Ceremony; our 2009 Most Valuable Player awards ceremony

at five o’clock on Sunday, January 25
Westfield Town Hall
501 Central Avenue, Westfield, Virginia

Please contact Sally and Jim Smith at 555-1212 if you plan to attend.

We hope you will join us!

**Capitalization 4**

1. One of Ben Franklin’s best-known books is titled *Poor Richard’s Almanac*.
2. Lewis Latimer wrote a book called *Incandescent Electric Lighting* in 1890.
3. I learned about Thomas Edison and Lewis Latimer from an article I read in the magazine *Science for Kids*.
4. Someday I would like to get a story published in my local newspaper, *The Miami Herald*. 

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Common Core State Standards Literacy eHandbook Answer Key

Grade 4

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Capitalization 5
1. lonely
2. Atlantic
3. reddish
4. Ohio
5. British

Lesson I: Punctuation

Practice

End Punctuation 1
1. statement
2. question
3. command
4. statement
5. exclamation
6. statement

End Punctuation 2
1. I thought Jack took my lunch.
2. Did you ever make a mistake like that?
3. Cats are my favorite pets.
4. I don’t have any money.
5. Wow, I can’t believe the cat ate my lunch!
6. Bring the kittens to my office.

Commas 1
1. He fed, milked, and groomed the cows.
2. Go to the store and get flour, eggs, and sugar.
3. Mexico, Ireland, and China are three countries I have visited.
4. Bring wood, nails, and a hammer.
5. We have mules, horses, and pigs on our ranch.
6. This city feels dirty, strange, and lonely.
7. Mosquitoes, spiders, and ants annoyed us.
8. I brought my diary, my pencil, and an eraser.
9. My mother, father, and brother are coming along.
10. I miss the house, my dog, and our friends.

Commas 2
1. My family loves camping, but I prefer reading indoors.
2. A volcano steams and erupts.
3. Mom likes to hike, and I come with her.
4. A moose or wolf might walk by.
5. Fire burned some of the park, but other parts were untouched.
6. Karen went hiking, and I’m going with her next time.
7. The Lower Falls are well known, but others don’t even have a name.
8. Serena and Maria are camping.

Quotation Marks 1
1. Roberto asked me, “Have you ever seen a rattlesnake?”
2. “No, I never have,” I answered.
3. (no change)
4. On the board, our science teacher wrote, “Rattlesnakes are related to lizards.”
5. “As you will read in your science books, both rattlesnakes and lizards are reptiles,” she said.
6. “Some reptiles can even change colors,” Andrea said.
7. “Yes, you are thinking of chameleons, Andrea,” replied Ms. Giordello.
Lesson J Spelling

Practice

Tips for Improving Spelling

Homophones:
1. Circle: two; two; too

Rhyming Words Possible Answers:
1. ball
2. call
3. wall

Using Words That You Know Possible Answers:
clock + blue = clue; fly + light = flight

Making up Clues Possible Answers: I went to get her so we would be together.

Related Words Possible Answer:
Seattle

Syllables Possible Answer:
doc | u | ment

Prefixes and Suffixes Possible Answers:
1. quickly
2. nearly
3. lately

Changing the Way You Say a Word
Possible Answers:
people

Visualizing Possible Answers:
environment, environment, environment

Using the Dictionary:
Answers will vary.

Using Resources to Check Spelling
Answers will vary.

Spelling Commonly Confused Words Correctly
Answers will vary.
6.2 Knowledge of Language

Lesson A Use Precise Language Effectively

Practice
Possible answers:
1. The police officer strolled down the street.
2. The woman helped the tiny girl.
3. The new puppy raced around the backyard.
4. We enjoyed ourselves at the party.
5. My friend informed children about bike safety.
6. We marched in the holiday parade.
7. Dorothy and Rick skimmed over the lake on a speedboat.
8. Aunt Kathy admired the gorgeous painting.
9. Joe thought the chicken dish was delicious.
10. The racecars roared around the racetrack.

Lesson B Choose Punctuation for Effect

Practice

Choose Punctuation for Effect 1
1. Please sign the permission slip. (See the attachment.)
2. The mural will take up one whole wall. (Wow!)
3. Mara and some other students will go with out teacher to the paint store (I can't go).
4. Our mural won't have words. (Yeah!)
5. It will be all pictures (which is good for me).
6. The mural will show (Are you surprised?) things that we do at school.
7. Possible answers: Each grade (of the five grades at my school) will do one section. Each grade (of the five grades) at my school will do one section.
8. Look at my sketch (found below) of what I want to draw.

Choose Punctuation for Effect 2
1. Yes, we learned that many plants and animals have disappeared from our national parks.
2. Oh, did you know that elk have been reintroduced to the Great Smoky Mountains National Park in North Carolina?
3. There was a time—a long time—when no elk were in North Carolina.
4. There were fewer plants for small animals to eat, and fewer small animals for big animals to eat—it must have been terrible for the animals.
5. Some elk—28 total—were reintroduced into the national park.
6. The researchers have been studying the elk—thankfully.
7. Yes, the researchers can tell how the elk are doing.
8. The study was very promising—11 baby elk were born.
9. Wow, that is wonderful!
10. Yes, the researchers are hoping that the natural balance will be restored to the park.
Lesson C Levels of Language
Practice
Using Formal English
Answers will vary.
Using Informal English
Answers will vary.

6.3 Vocabulary Acquisition and Use
Lesson A Multiple-Meaning Words
Practice
Multiple-Meaning Words
A.
1. verb; to select or choose
2. noun; a tool with a wooden handle and a metal head, used for breaking rocks and loosening dirt
3. verb; to gather with the fingers

B.
Possible answers:
1. content: adjective; satisfied; Answers will vary.
   content: noun; something contained; Answers will vary.
2. well: adjective; in good health; Answers will vary.
   well: noun; a hole drilled into the earth to obtain water, petroleum, natural gas, brine, or sulfur; Answers will vary.
3. object: noun; a thing; Answers will vary.
   object: verb; to state as an objection; Answers will vary.

4. stoop: verb; to bend the head and shoulders forward and downward; Answers will vary.
   stoop: noun; a small raised platform at the entrance of a house; Answers will vary.

5. dove: noun; a kind of bird; Answers will vary.
   dove: verb; past tense of dive, to plunge into water; Answers will vary.

Lesson B Use Context Clues
Practice
Definitions
1. Circle: torn into tiny strips
2. Circle: the author’s message
3. Circle: Animals that hunt other animals for food
4. Circle: A city
5. Circle: the preservation of natural resources

Examples
1. Circle: gold, silver, and jewels
2. Circle: soup, crackers
3. Circle: wind and water
4. Circle: pens and notebooks
5. Circle: trees, creeks, and rocks

Restatements
A.
1. Circle: the actions of heroes
2. Circle: kinds
3. Circle: empty land

B.
1. Possible answer: decomposed
2. Possible answer: essential
Lesson C Understand Word Parts

Practice

Prefixes

Possible answers:
1. viewings before, or parts of something that are seen before the whole thing
2. a kind of transportation that goes under water
3. not capable
4. against pollution
5. not dependent
6. a line that goes across
7. before a game
8. to keep in force
9. not possible
10. against the growth of bacteria

Suffixes

A.
1. traveler
2. miner
3. sailor
4. biologist
5. survivor

B.
1. Underline: logue; words spoken between two or more people
2. Underline: able; able to be liked
3. Underline: fy; to make beautiful
4. Underline: ize; to make in harmony
5. Underline: logue; a speech describing travels

Roots

A.
1. autograph
2. photograph
3. portable
4. audience
5. conduct

B.
Answer will vary.

Lesson D Use Print and Digital Resources

Practice

Dictionaries and Glossaries

A.
1. b
2. a
3. b

B.
1. verb
2. slam; unite
3. Answers will vary.

Thesauruses

1. meddle
2. clumsy
3. certain
4. nimble
5. announced

Lesson E Understand Figurative Language

Practice

Similes

Possible answers:
1. a cloud
2. invisible hugs
3. a drum
4. wolf
Lesson F Understand Common Expressions and Sayings

Practice

Idioms

A.
1. (sample item)
2. Stay alert.
3. She was very happy.
4. He knows how to find information.
5. Stay calm under pressure.
6. Accept responsibility in person.
7. Be brave as you face problems.

B.
1. Circle: a. suddenly
2. Circle: b. finish the task
3. Circle: b. unwell

Adages and Proverbs

1. Underline: a penny saved is a penny earned; Circle: a. Holding on to money you already have is as useful as getting more of it.
2. Underline: a picture paints a thousand words; Circle: b. One picture of something can tell as much about it as a written description.
3. Underline: one good turn deserves another; Circle: a. You should do a favor for someone who has done a favor for you.
4. Underline: many hands make light work; Circle: a. If a lot of people work together on something, the task will be easier.
5. Underline: better late than never; Circle: b. It is better to do something late than to not do it at all.
Lesson G Understand
Word Relationships

Practice

Synonyms

A.
1. Circle: tidied; swept; straightened
2. Circle: tossed; pitched; heaved
3. Circle: grinned; beamed
4. Circle: scent; aroma; smell
5. Circle: nice; agreeable; enjoyable

B.
1. triumph: win
2. consecutive: straight
3. difficult: hard
4. unfortunate: unlucky
5. elated: happy

Antonyms

A.
Connect: 1. selfish to d. giving
Connect: 2. villain to a. hero
Connect: 3. polite to e. rude
Connect: 4. brittle to c. flexible
Connect: 5. anxious to b. serene

B.
Possible answers:
1. unhappy
2. rough
3. bright
4. sweet
5. sunny

Lesson H Build
Vocabulary

Practice

Using Precise Language
1. raced
2. quizzed
3. shattered
4. stammered
5. flooded
6. whined
7. snatched
8. relieved
9. dashed
10. discovered
11. starving
12. whispering

Using Content Words

Endangered Possible Answers:
What is it? in danger of going extinct
What are some of its properties? The population of a species has decreased a lot. Plants or animals that are losing their habitats may become endangered.
What is an example of it? cheetahs

Wildlife Possible answers:
What is it? animals that live in the wild
What are some of its properties? Wildlife are not pets. Wildlife depend on nature for food.
What is an example of it? bears, deer, coyotes

Conservation Possible Answers:
What is it? preserving or protecting the natural world
What are some of its properties?
Conservation requires action to protect nature. People form organizations to work together on conservation projects.
What is an example of it? using less water and electricity
1.1 Key Ideas and Details

Lesson A Quote Accurately

Practice

1. To cheer Maria up, her mom reminded her that her birthday was coming up soon, and she had already thought of a good gift. The text evidence is “Your birthday is right around the corner, and I know just what to get you.”

2. Inferences Chart Possible Answers:

What I Read: Maria walked into the kitchen with a frown on her face.
What I Know: I frown when I am unhappy about something.
Inference: Maria is frowning because she is unhappy about something.

What I Read: “Maria, you need to cheer up. Rowdy wasn’t your dog. It’s not fair for you to keep him.”
What I Know: It is tough to let go of something you really want.
Inference: Maria had to give up a dog.

What I Read: Maria’s face lit up.
What I Know: If you were sad, something really great would have to happen for your face to light up.
Inference: Something very good happened to cheer up Maria.

Lesson B Determine Theme

Practice

Realistic Fiction

1. The character responds to the challenge of his missing campaign posters by deciding to use e-mail to let people know he is running for class president. Text clues: Before long, he had created another poster. Jerrod attached the poster to an e-mail and sent it to all his friends with instructions to forward it to all their friends.

2. The theme is to keep trying even if you feel discouraged.

Drama

1. The characters respond to challenge by making their own plan to clean up the park instead of waiting for the city to do it. Text clues: A bunch of kids our age got together and cleaned up the beach a few miles west of here; these kids formed a group and cleaned up the beach themselves; If we enlisted enough kids to help, we could do it! I bet that adults would help, too, and we could even get a sponsor. I guess you’re right. We can make a difference. I’ll get permission to post a few signs at school tomorrow, and we’ll have our first meeting next Monday afternoon.

2. The theme is that people can make a difference if they choose to help.
Poetry

1. The three challenges the narrator faces are that he lost his home from a bad storm, he lost all of his belongings, and at one point he couldn’t find his parents and brother.

2. The theme is that you can rebuild your life after a tragedy as long as you still have hope.

Lesson C Summarize

Practice

1. Supporting Detail 1: A grasshopper was out happily dancing and singing.

2. Supporting Detail 2: “Come and play with me. Work is so hard and boring,” said the grasshopper. “I’m helping put away food for the winter,” said the ant. “You should do the same thing.”

3. Supporting Detail 3: “I’m not worried about winter,” said the grasshopper.

4. Supporting Detail 4: When winter came, the grasshopper ran out of food. Meanwhile, the ant was content.

5. Theme (moral): Working hard instead of playing will pay off later.

6. Summary: A grasshopper was dancing and singing while an ant was busy storing food for winter. The grasshopper wasn’t worried about winter. When winter came, the grasshopper had no food, but the ant had plenty.

Lesson D Compare and Contrast Characters

Practice

Realistic Fiction

1. Character Chart
   
   Mrs. Wilkins: preoccupied with and nervous about concert; suffers from stage fright; embarrassed to be struggling
   Carl: hardworking; very shy; helpful

2. Mrs. Wilkins and Carl are alike because they both know how to play piano, and they both work hard at their jobs. They are different because Carl is a repairman, and Mrs. Wilkins is a pianist. Mrs. Wilkins is very nervous about her concert, but Carl is calm when he helps her.

3. Mrs. Wilkins and Carl don’t interact very much at the beginning of the story because Carl is shy and Mrs. Wilkins is busy. When Carl hears Mrs. Wilkins struggling with part of her piano piece, he helps her learn to play it correctly. She invites Carl and his wife to the concert. The relationship leads to two changes. Mrs. Wilkins learns to play a difficult part of her piano piece, and she and Carl become friendlier toward each other.
Drama

1. Character Chart
   Rosita: scared; worried; unsure; interested in learning
   Dad: calm; knowledgeable; helpful

2. Rosita and her dad are alike because both of them want to keep people safe from bears and keep bears safe from people. They are different because Rosita does not have as much knowledge about bears as her dad does.

3. Rosita and Dad interact like many parents and children do. Rosita’s dad teaches her about bears and their habits, and she is interested in what he has to say. Their relationship helps Rosita become less nervous about the bears.

Lesson E Compare and Contrast Settings

Practice

Realistic Fiction

1. The two settings in this story are Oregon in February and Florida in February. Oregon is cold, wet, and windy, and it has gray skies and puddles. Florida is hot and sunny, and it has beaches.

2. The settings are alike because both settings involve the month of February. They are different because Oregon is dreary in February and Florida is warm and sunny.

3. Felix's feelings change as the two settings are discussed. At first, both Ellie and Felix are unhappy when they discuss Oregon. Text details support this because Felix is kicking a stone aimlessly, and Ellie is rolling her eyes. Felix's feelings about Oregon seem to change because he begins to look forward to hiking in the mountains with his dad.

Drama

1. The two settings in the play are a school classroom at the end of the day and Kingston Shelter after school the following Monday. The school setting is on a gorgeous day, and the school is in a quiet, friendly community. Kingston Shelter is in an abandoned area of town. Litter clutters the streets, and the building is old and rundown, but the building interior is clean and inviting.

2. The settings are alike because the school is in a friendly community, and the inside of the shelter is clean and inviting. The settings are different because the shelter is in a distressed building in an abandoned area of town, and the school is in a friendly community.

3. At the beginning of the play, the mood is a little uncomfortable because some students want to volunteer at the homeless shelter, but Oscar doesn’t. As the setting changes, the mood becomes much more comfortable and upbeat. When the students see the shelter and get started volunteering, the mood becomes happier. Oscar is eager to come back to the shelter to play chess.
Lesson F Compare and Contrast Events

Practice

Realistic Fiction

1. The problem is introduced when the narrator meets Karam. He is worried about helping Karam find friends because Karam is different from other boys. The solution comes when the narrator teaches Karam how to play baseball, which helps him interact with other people. These events are alike because they involve the same characters. They are different because during the introduction the boys don’t know very much about each other. By the time the boys play baseball, they know more about each other.

2. The mood changes when Karam comes to the narrator’s house and plays baseball with the narrator and his best friend, Tommy.

3. At the beginning of the story, Karam is formal and polite, and the narrator is a little shy and sort of embarrassed. When Tommy meets Karam, he doesn’t seem very friendly toward Karam. By the end of the play the three characters are great friends, and the narrator feels lucky to know someone as interesting as Karam.

Drama

1. The problem is that Samantha’s nervousness makes it difficult for her to play a piece of music. The solution is for Granddaddy to tell her about her relatives who were musicians and remind her that she needs to harness her passion for music when she performs. Samantha follows his advice and plays very well.

2. In Act 1, Samantha and Granddaddy talk about Samantha’s clarinet playing. She thinks that she is ruining the music because the clarinet is hard to play. Granddaddy says that the trouble is her nervousness and lack of confidence. Act 2 is similar to Act 1 because both characters are in it. It is different because Granddaddy helps Samantha lose her fear of performing.

3. The mood changes when Samantha’s granddaddy tells her a story about her ancestors Cyrus and Rafe.

4. Samantha changes from the beginning to the end of the play. At the beginning, Samantha is scared and has no confidence. At the end, Samantha is no longer scared and is very confident.
1.2 Craft and Structure

Lesson A Determine Meaning of Words and Phrases

Practice

Possible answers:

1. *weightlessness* definition: having no weight
   Strategy: Use word parts

2. *simulators* definition: something that simulates an experience
   Strategy: Use word parts

3. *atmosphere* definition: the whole mass of air surrounding the Earth
   Strategy: Use a dictionary

4. *deploy* definition: to spread out, arrange, or utilize for a specific purpose
   Strategy: Use a dictionary

5. *colonize* definition: to inhabit
   Strategy: Use a context clue: so people can live there

Lesson B Figurative Language

Practice

Figurative Language: land stretching as wide as the ocean
Simile or Metaphor? simile
Two Things Compared: land and ocean
What You Know: The ocean is very big.
Context Clues: in every direction
Meaning: The entire landscape was filled with open land.

Figurative Language: The curved sky was a lap on which the earth lay
Simile or Metaphor? metaphor
Two Things Compared: sky and lap
What You Know: Children like to sit in a parent’s lap because it is calming.
Context Clues: napping like a curled cat
Meaning: The sky was calm.

Figurative Language: the earth lay napping like a curled cat
Simile or Metaphor? simile
Two Things Compared: the earth and a cat
What You Know: When cats nap, they look very peaceful.
Context Clues: The curved sky was a lap
Meaning: The scenery was peaceful.
Figurative Language: a hawk was suspended on cold threads of unseen winds
Simile or Metaphor? metaphor
Two Things Compared: a hawk and something blown into the sky by the wind
What You Know: Hawks can glide without flapping their wings. Wind, or air currents, can keep leaves floating in the air.
Context Clues: High above; unseen winds
Meaning: A hawk was gliding in the sky on air currents.

Figurative Language: the horizon seemed like a gentle kiss
Simile or Metaphor? simile
Two Things Compared: the horizon and a gentle kiss
What You Know: A gentle kiss is soft and not forceful.
Context Clues: Way off in the distance at the edge of the world; between land and sky
Meaning: The horizon was soft and hazy.

Lesson C Structure within Poetry

Practice
1. The poem has six stanzas. Each stanza has images of something a visitor to the fair could hear, see, or do. These images fit the poem’s theme of excitement about the fair.
2. The first and second lines in each stanza rhyme, and the third and fourth lines in each stanza rhyme.
3. The last two lines of the poem have the same meter.

Lesson D Structure within Drama

Practice
1. Lily is Paul’s sister.
2. The settings of the play are the garage at Paul and Lily’s home in the city at 11:30 A.M. and inside the house.
3. Paul is excited because he has been collecting canned goods for a food drive.
4. The stage directions say that Grandma smiles, and this shows that Grandma is a happy, friendly person.
5. The play is organized into one act and two scenes. The division of the scenes makes it easier to understand the problem and solution because the problem is in the first scene, and the solution is in the second scene.
Lesson E Structure within Prose

Practice
1. The setting of Chapter 3 is in and around the plaza in a New Mexican town.
2. The main characters in this chapter are the turkey maiden and a brood of turkeys. Other characters are a priest and some young women. The main characters are different from the characters in Chapter 1, who are Grandfather, Lonan, and Elu.
3. The point of view changes from first person in Chapter 1 to third person in Chapter 3.
4. The action in Chapter 3 builds on Chapter 1. In Chapter 3 the turkey maiden wants new clothes so she can attend a sacred dance. In Chapter 1 Lonan wants new technology to play with.
5. The theme of Chapter 3 is wanting something you don't have. This theme is related to the theme in Chapter 1 because both chapters have characters who want something they don't have.
6. The mood in Chapter 3 is sorrowful.

Lesson F Point of View

Practice
1. The point of view in Passage A is third-person limited because it gives the thoughts and feelings of only one character, Madeline.
2. The point of view in Passage B is third-person omniscient because it includes the thoughts and feelings of all the characters in this passage.
3. In Passage A the third-person limited point of view shows only Madeline’s thoughts and feelings, so we get a one-sided picture. The third-person omniscient point of view shows all the characters’ thoughts and feelings, so we get a more complete picture of the events.
1.3 Integration of Knowledge and Ideas

Lesson A Analyze Visual and Multimedia Content

Practice

Graphic Novel
Answers will vary.

Realistic Fiction
Words and Multimedia Comparison Possible Answers:

Words Only
Meaning: Christina likes being in the forest, but Yamila does not. Yamila’s opinion begins to change.

Christina: is eager to go hiking with the Baileys; goes on a nature walk; describes quaking aspens
Yamila: groans softly about hiking so early; agrees that camping “hasn’t been horrible” and the forest of quaking aspens “might be kinda cool”

Tone: The author’s tone is approving toward Christina and disapproving toward Yamila. As Yamila’s attitude becomes more positive, the author’s tone becomes more approving toward her.

Christina: seems friendly toward the Baileys; is tolerant of her sister’s whining
Yamila: groans about getting up early; helps her mother make dinner; speaks with a smile

Beauty: Yamila and Christina are in their sleeping bags, looking out the window.
The night has twinkling stars and a crescent moon.
Christina asks Yamila to imagine a forest of quaking aspens with their leaves moving all at once.

Multimedia Elements
Meaning: Sound on p. 66: The emphasis on wow shows that Yamila is more interested in the forest, and emphasis on not too loudly shows that Yamila is only complaining a little.

Tone: Sound on p. 66: The reader emphasizes slight, early, and camping to show disapproval of Yamila.
Sound on p. 67: The reader uses a friendly, positive voice when reading about Yamila’s conversation with her sister.
Picture on p. 67: Both girls are in their sleeping bags and smiling.

Beauty: Picture on p. 66: The light and dark shades of green are peaceful and inviting.
Picture on p. 67: A soft blue sky with the crescent moon and stars is also peaceful. Both girls are smiling, and Christina is gesturing with her hands.
Sound on p. 67: The girls are tired, but they still talk about the beauty of the forest.
1. The tone in Yamila’s voice is happier and more interested, and the picture on page 67 shows Yamila lying next to her sister and smiling.

2. The narrator’s voice emphasizes words that show Yamila is more interested in the forest and that show she begins to see its beauty.

3. The pictures show the greenery of the forest and the night sky with stars and a crescent moon.

**Folk tale**

Words and Multimedia Comparison Possible Answers:

**Words Only**

Meaning: At first the villagers don’t share food with the hungry soldiers. Then they are curious about the stone soup and help make it.  
*Villagers:* hide food from everyone; then gradually offer food for the soup; enjoy soup with neighbors and soldiers  
*Soldiers:* use a pot and stone to make soup; describe more foods that would make the soup taste better

Tone: At first the author’s tone is disapproving of the greedy villagers and approving of and sympathetic toward the soldiers, even when they use trickery. When the villagers share food, the tone is very positive.  
*Villagers:* tell soldiers to keep walking  
*Soldiers:* say they will share soup with the villagers; grin as they leave the village

Beauty: embroidered bag for stone; soldier drops stone with a flourish; a smile like sunshine; rich, nutritious soup bubbling in the pot

**Multimedia Elements**

Meaning: *Sound on p. 24:* Reader emphasizes *pitiful* and *even from neighbors and friends.*  
*Picture on pp. 26–27:* Crowd behind soldiers looks curious; soldiers look as if the soup smells and tastes delicious.

Tone: *Sound on p. 24:* Reader’s slow, sad voice describing the soldiers shows sympathy.  
*Sound on p. 26:* Reader’s enthusiasm about the soldiers and villagers shows approval.

Beauty: *Picture on p. 25:* The homes in the village look warm and cozy.  
*Picture on pp. 26–27:* A villager and the soldiers are smiling; the soup pot is shining.

1. The reader’s voice shows trickery by exaggerating the soldiers’ request for each different kind of food.

2. The multimedia elements help show the author’s attitude toward the soldiers because the tone of her voice is positive, not serious. The reader sounds as if she’s telling a joke.

3. The picture on pages 26–27 shows the group gathered around a shiny pot of soup, and the smells of the soup are coming out of the pot.
Myth
Words and Multimedia Comparison Possible Answers:

Words Only
Meaning: The old man’s hair becomes birds, other animals, and tall trees.
   *Curly hair:* becomes different birds
   *Short hair:* becomes animals that live on land
   *Long, thick hair:* becomes tall trees
Tone: The author’s tone is positive and respectful.
   *Sun:* No one was wiser than he.
   *Old, bald man:* watching over what became of his hair
Beauty: Sun, elders, and old man are in a village.
   Elders blow on hair cut from the old man.
   The hair becomes birds, other animals, and trees.

Multimedia Elements
Meaning: *Sound on p. 340:* The reader’s voice shows the elders’ curiosity about the old man.
   *Sound on p. 341:* The reader’s voice shows the old man’s pride when he sees what his hair has become.
Tone: *Sound on pp. 340–341:* The reader’s voice is quiet and respectful. The emphasis on *ravens* shows surprise that hair changed into a bird.
Beauty: *Picture on pp 340–341:* The bright, colorful picture shows different animals and plants.

1. The picture showed birds, trees, and other plants and animals that came from the hair. The reader’s voice showed surprise when the first puff of air changed the hair into a raven.
2. The narrator’s voice is quiet and respectful, and that shows the author’s positive attitude. The picture shows the plants and animals living together peacefully.
3. The picture shows the beauty of the forest plants and animals, and the respectful, positive voice of the reader is pleasant to hear.

Poem
Words and Multimedia Comparison Possible Answers:

Words Only
Meaning: The immigrants and Statue of Liberty are described differently.
   *People:* tired, homeless, and searching for freedom
   *Statue of Liberty:* welcoming, lighting the way for immigrants
Tone: The author’s tone is sympathetic to the immigrants and positive about the Statue of Liberty.
   *Statue of Liberty:* caring and helpful
   *Immigrants:* go through hardships to have freedom
Beauty: The poem is set in New York Harbor.
   The Statue of Liberty lifts her lamp.
   Ellis Island, or the door to the United States, is golden.
Multimedia Elements

Meaning: The reader emphasizes the words *invitation, huddled masses, and the homeless,* and that shows a difference between the immigrants’ sad condition and the Statue of Liberty’s welcoming message.

Tone: *Sound on p. 274:* The reader’s voice is slow and solemn, showing that the tone is sympathetic to the immigrants and respectful and positive toward the Statue of Liberty.

Beauty: *Sound on p. 274:* The reader’s slow voice emphasizes the poor condition of the people arriving in New York Harbor, and that makes the invitation from the Statue of Liberty seem even more welcoming. *Picture on p. 274:* Photo shows the Statue of Liberty during the day.

1. The reader uses a slow and serious voice to describe the immigrants and that shows the immigrants’ condition. The reader’s voice emphasizes *invitation* to show that the Statue of Liberty was pleased to welcome immigrants.

2. The narrator speaks with pride in his voice to show the author’s positive attitude toward immigrants.

3. A photograph of the plaque is included along with a photo of the Statue of Liberty. The photo of the Statue of Liberty shows clear blue water and a shining lamp.

Lesson B Compare Themes and Topics

Practice

Compare and Contrast Mysteries

Possible answers:

1. The mysteries both involve friendly culprits. The culprit in one is Grandma, and the culprit in the other is a cat.

2. Both mysteries involve finding clues and using them to solve a problem. The characters in the first story find the missing food and then come up with a new way to accomplish their goal. The characters in the second story find out what caused the problem, but they don’t come up with a solution.

3. The two mysteries have similar themes. You can solve a problem by using your mind to follow the clues. The themes are different because the first story extends the theme. You can accomplish your goal if you use your mind when events change.
Compare and Contrast Adventure Stories

Possible answers:

1. Both stories involve flying. The first story is science fiction, and the second story is realistic fiction.

2. The main character in the first story gets permission to fly and then has to work to meet some conditions. The main character in the second story works to write a song for a contest, which he wins. His prize is a ride in a hot air balloon. The main characters in both stories like what they see on their flight and return home when the flight is over.

3. The themes of the adventure stories are similar because the main character in each story is thankful for a new experience.
2.1 Key Ideas and Details

Lesson A Quote Accurately

Practice

1. The women’s rights movement started when women joined the fight to end slavery.

2. Inferences Chart Possible Answers:

- **What I Read:** One woman who worked hard to fight slavery was Lucretia Mott.
- **What I Know:** I fight against things I think are wrong.
- **Inference:** Lucretia Mott thought slavery was wrong.

- **What I Read:** They couldn’t be seen or heard. Lucretia Mott was furious.
- **What I Know:** I get very angry when my role is limited.
- **Inference:** Lucretia Mott was furious because her role was limited.

- **What I Read:** Even though Mott was some 20 years older than Stanton, they became friends.
- **What I Know:** My friends are different from me, but we are also alike in some ways.
- **Inference:** Lucretia Mott and Elizabeth Cady Stanton became friends because they were alike in some ways.

Lesson B Determine Main Ideas and Supporting Details

Practice

Main Idea of Paragraph 2: In the face of a threat, a reptile’s usual behavior is to avoid it.

- Supporting Detail 1: Lizards dart away from a threat.
- Supporting Detail 2: Snakes slither away from a threat.
- Supporting Detail 3: Turtles hide in their shells or slip into the water.

Main Idea of Paragraph 3: Often, though, staying out of trouble isn’t possible. That’s when a reptile uses its defenses to help it stay alive.

- Supporting Detail 1: It may use its color, size, special body parts, or even deadly poison to survive.
- Supporting Detail 2: Some reptiles change the way they stand.
- Supporting Detail 3: Others change the way they look.
Lesson C Summarize

Practice
Main Idea of Paragraph 2: Astronauts must go through difficult training because just about everything is done differently in space.
Supporting Detail 1: Astronauts must learn how to walk and work without gravity.
Supporting Detail 2: They must practice wearing spacesuits.
Supporting Detail 3: They must even learn to eat and sleep while weightless.
Main Idea of Paragraph 3: However, many different machines are available to help astronauts prepare for space travel. Some machines are simulators, or machines that re-create some of the conditions of outer space here on Earth.
Supporting Detail 1: The 1/6 Gravity Chair simulates the moon’s weaker gravity.
Supporting Detail 2: In the Multi-Axis Trainer (MAT), astronauts experience what it is like to be in a tumbling spacecraft.
Supporting Detail 3: The Five Degrees of Freedom (5DF) Chair simulates the challenges of floating weightlessly.
Summary: Possible answer: Astronauts train hard because walking, working, eating, and sleeping are very different in outer space. Machines that simulate conditions in outer space help astronauts learn about the moon’s weaker gravity, weightlessness, and being in a tumbling spacecraft.

Lesson D Read Historical Text

Practice

1. The related people are Native Americans from the Northwest Coast and from the Plains. The related events are whale hunting and buffalo hunting. The related concepts are that the hunted animals were used for food and many other things and that Native Americans worked together when they hunted.

2. Venn Diagram Comparing and Contrasting Native Americans
   People of the Northwest Coast: made artwork; had religious ceremonies; were expert traders; honored animals in songs, dances, and artwork
   Overlapping section: hunted large animals; used animals in many ways
   People of the Plains: some lived in teepees that they could move; some lived in lodges; some grew crops.

3. Native Americans in the Northwest Coast and the Plains were similar because they hunted large animals and used them for food and other things. The hunters in each group worked together when they hunted.
Lesson E Read Scientific Text

Practice

1. The related people in the text are early Greek and Viking sailors. The related concepts are the things that helped the early Greeks and Vikings sail long distances without getting lost.

2. Venn Diagram: Early Greek and Viking Navigation
   
   Early Greek Sailors: used bonfires along the shore
   
   Overlapping Area: traveled far from home and returned safely
   
   Viking Sailors: used knowledge of coastline, winds, seaweed, sun, and stars;
   
   used birds to find out if land was near

3. Early Greek and Viking sailors could travel far from home and return safely.
   
   Early Greeks used bonfires on the shore to help them know where they were.
   
   Vikings used their knowledge of the land, wind, plants, and sky. They also used a bird to find out if their ship was near land.

Lesson F Read Technical Text

Practice

1. The directions explain how to make a garden plan.

2. You know the order in which to do the steps because the directions contain the sequence words *first, second, third, fourth, fifth,* and *last.*

3. You need to check a seed catalog or gardening guide to learn which plants grow well in the area and then list plants you want to grow.

4. You need to make a table showing how much space each kind of plant needs. You also need to find the length and width of the garden and make a map. Then you need to decide which plants you want to grow and mark space on the map for them.

5. You can begin planting.

6. You wouldn’t know which plants grow well in your area and how much space they need.

7. If you know how far apart you need to plant the plants, you can tell how many and what kind of plants will fit across the width of the garden.
2.2 Craft and Structure

Lesson A Understand Precise Vocabulary

Practice

1. **massive** definition: extremely large
   Context clues: covers about two-thirds of Earth; very deep; At its deepest, it goes down nearly 7 miles.

2. **investigated** definition: learned about or explored
   Context clue: explorers

3. **desolate** definition: gloomy and empty
   Context clues: very cold; no light; water presses down hard; How could anything live down there?

4. **bizarre** definition: surprisingly strange
   Context clues: shocked them; beyond their wildest imagination; strange

Lesson B Understand Content Words

Practice

1. **zooplankton** definition: very small animals that are food for other ocean animals
   Context clues: tiny animals that other ocean animals eat

2. **crustaceans** definition: animals that have legs, antennae, and an exoskeleton
   Context clues: with legs and antennae similar to lobsters, shrimps, and crabs

3. **frigid** definition: very cold
   Context clues: Arctic’s; sea ice

4. **species** definition: a group of similar living things
   Context clue: three new species of bristle worm

5. **abroad** definition: outside the United States
   Context clues: immigrants entered the United States; were from England, Ireland, Germany, and the Scandinavian countries

6. **steerage** definition: an inexpensive part of a ship for people who are traveling
   Context clues: cheapest tickets; class; provided the traveler; lowest level; air stank; no privacy

7. **pier** definition: a landing place for ships
   Context clues: Ships delivered their passengers; this landing place

8. **processed** definition: checked one step at a time
   Context clues: papers were checked; inspected by doctors
Lesson C Compare Text Structures

Practice

A.

Text Structure (first passage): chronological
Signal Words (first passage): young boys; 1892; 1899; 1903; December 17, 1903

Text Structure (second passage): problem and solution
Signal Words (second passage): succeeded; a lot of trial and error; many problems; successful; One problem; To solve this problem; As a result; problems; solutions

Possible answer: Both passages are about how Orville and Wilbur Wright invented a flying machine. The chronological text structure lets one writer describe events in the brothers’ lives and add personal details about the brothers. The text structure of problem and solution lets the other writer give details about how the brothers used the scientific method to solve one problem.

B.

Text Structure (first passage): problem and solution
Signal Words (first passage): problems; help prepare; problems faced; challenges

Text Structure (second passage): comparison and contrast
Signal Words (second passage): different; However; while; However; but

Possible answer: Both passages are about living conditions in outer space. The text structure of problem and solution lets one writer show many problems astronauts face. It also lets the author describe machines that help astronauts solve these problems. The text structure of compare and contrast lets the other writer describe everyday tasks. The writer uses these descriptions to show the huge differences between conditions on Earth and in outer space.

C.

Text Structure (first passage): chronological
Signal Words (first passage): March 1765; March 1766; June of 1767; Following; April 1770; then; May 1773

Text Structure (second passage): cause and effect
Signal Words (second passage): resulted in; As a result

Possible answer: Both passages describe events in the colonies after the French and Indian War. The chronological structure lets one writer list laws the British government passed and repealed, and it explains that the colonists protested these laws. The text structure of cause and effect lets the other writer describe life in the colonies and the reasons the colonists were angry about the tax laws.
Lesson D Analyze Multiple Accounts

Practice

Possible answers:

1. The firsthand accounts are Passages B and C. Passage B was written by Meriwether Lewis, who experienced the events, and Passage C was also written by someone with personal experience.

2. Passage A is a secondhand account because it uses research instead of personal experience.

3. The author of Passage A has a neutral perspective about Lewis and Clark’s trip through the Rockies. This passage is a secondhand account, and it presents facts that are neither positive nor negative.

4. The author of Passage B has a positive perspective because it says that Lewis felt joy when he saw the Rockies. This passage does not include anything negative.

5. Passage C is neutral because it has positive and negative information. The author’s perspective in Passage B is positive because the author is happy about what he sees, and he does not say anything negative.
2.3 Integration of Knowledge and Ideas

Lesson A Use Print and Digital Information

Practice

Use Print and Digital Information

Source A (Water Cycle)
This source explains how the water cycle works. The sun heats water. Water vapor goes into the air and rises. The water vapor cools and forms clouds. Drops of water in the clouds get bigger and fall back to earth. Then the cycle starts over.

Source B (Water Cycle)
This source is about how the water cycle works, and it explains the terms evaporation, condensation, and precipitation. This source tells how precipitation forms and explains that the same water is used over and over.

Water is a renewable resource because it is not used up. Both sources support this answer because they show that the water cycle doesn’t have an end. Source B also says that water we use today has been recycled for millions of years.

Source A (Earning Money)
This source lists kinds of jobs kids might have today. This source includes common jobs, such as having a paper route, and dream jobs, such as being an actor. In the past, some children worked instead of going to school, but now laws limit when, where, and how many hours children can work.

Source B (Earning Money)
This source describes what children need to do before they start a job. They need to figure out what they like to do and ask people about the goods and services they need. It’s especially important for kids to keep things simple. Then the job might turn into a successful business.

Possible answer: The list of jobs in Source A helps me think about a job I might like to do. Source B says to ask people what tasks they need help with and then make a simple plan to earn money.

Lesson B Reasons and Evidence in Text

Practice

1. The author provides reasons and evidence by saying that turning the thermostat down in winter and up in summer can make a big difference in how much gas or electricity a home uses. Even small changes in the thermostat setting can save lots of energy.

2. The author supports this point by saying that cars use fossil fuels, which are natural resources. If people walk, ride a bike, or take a bus or train, their cars are not burning fossil fuel, and the people are conserving natural resources.
Practice

1. What You Learn from Source A: This source is a secondhand account that gives factual information. Lewis and Clark kept records of the land, plants, and animals they saw on their trip. A Shoshone woman guided the men through Native American territory, and Lewis and Clark first saw the Rocky Mountains on May 26, 1805.

2. What You Learn from Source B: This is a firsthand account. Meriwether Lewis was happy when he saw the Rocky Mountains. Lewis says that mountains were covered with snow. Because the sun was shining, he could see the mountains very clearly.

3. What You Learn from Source C: This source is a firsthand account. It says that Lewis and Clark really wanted to see the mountains because they were a barrier the men had to cross. At first Lewis was happy to see the mountains, and then he realized how hard it would be to cross them. As Lewis and Clark went toward the mountains, they followed a river with lots of bends, and that slowed the men down.

4. Source A says that a Native American guide was very helpful as Lewis and Clark went across the mountains. Source B says Lewis felt joy when he saw the Rocky Mountains. Source C says that after Lewis saw the Rockies he realized they would be a challenge to cross. This source also says that progress toward the Rocky Mountains was slow.

5. Possible answer: The focus of the report on “Lewis and Clark’s Trip through the Rockies” is that the trip was very difficult, but Sacagawea’s help and the beautiful views were positive parts of the challenging trip.
3.1 Phonics and Word Recognition

Lesson A Multisyllabic Words

Practice

Short Vowel Sounds
short a: batch; scanner; dampered; stamp
short e: tenth; sense; bread; fences
short i: mythical; nick; sick; rhythm
short o: cotton; notch; lot
short u: rough; stump; jut; lovely; tough

Long Vowel Sounds
A.
1. rake: painful; may; slate
2. feet: wheat; deep; steaming
3. kite: bike; flight; mind
4. flow: coaches; towing; floated
B.

Answers will vary.

Words with the Sounds /ü/, /û/, and /ä/
1. Circle: prune
2. Circle: hooks
3. Circle: hue
4. Circle: handbook
5. Circle: few
6. Circle: flutes
7. Circle: wooden
8. Circle: uses
9. Circle: food

loon: prune; flutes; food
mule: hue; few; uses
book: hooks; handbook; wooden

r-Controlled Vowels ar, ear, are, or, ore, oar, our
A.
Underline: aboard; wore; far; explore; star; chores; care; tear
B.
car: far; star
bear: care; tear
for: aboard; wore; explore; chores

r-Controlled Vowels ur, er, ir, ear, eer
A.
fur
1. squirming
2. verse
3. nerve
4. lurch
5. learning

fear
6. dreary
7. engineer
8. clearly
9. sneer
10. earful
B.

11. The vowel sound in fur can be spelled ir, er, ur, or ear.
12. The vowel sound in fear can be spelled ear or eer.

Variant Vowel Spelled aw, au, ough, augh; Diphthongs Spelled ou, ow, oi, oy
law
dawdle
brought
sought
daughter
sprawls
thought
bawl
cow
crowd
mountain
loudly
fountain
house
town
boil
toil
joint
loyal
noise
foil
pointed
royal

Consonant Exceptions -ture, -sure
A.
1. closure
2. pleasure
3. exposure
4. treasure
5. enclosure
6. leisure
B.
7. legislature
8. future
9. fixture
10. nature,
11. mixture
12. pasture
13. creature
14. gesture
15. nurture

Closed Syllables
A.
1. rabbit
2. cobbler
3. flapjacks
4. goblet
5. mitten
B.
6. punish
7. proper
8. lemon
9. complete
10. minute

Open Syllables
A.
1. humor: hu|mor
2. pilot: pi|lot
3. lazy: la|zy
4. legal: le|gal
5. profile: pro|file
6. frozen: fro|zen
B.
Underline: diary; fluid; piano; diameter; meteor; ruin; poet; patriot; riot; trial; diet; casual; meander
7. di|ary
8. pi|ano
9. mi|nus
10. meta|tor
11. po|et
12. ri|ot
13. valley (no open syllable)
14. casu|al
15. flu|id
16. hoarse (no open syllable)
17. di|ameter
18. ru|in
19. patri|ot
20. tri|al
21. di|et
22. me|ander

Vowel Team Syllables
1. rain|ing; Underline ai
2. ground|ed; Underline ou
3. Sun|day; Underline ay
4. eight|y; Underline ei  
5. float|ed; Underline oa  
6. book|shelf; Underline oo  
7. mean|est; Underline ea  
8. soap|box; Underline oa  
9. weight|lift|er; Underline ei  
10. pot|pie; Underline ie  

Consonant + le Syllables  
1. sta|ble; O  
2. mal|ple; O  
3. can|dle; C  
4. gen|tle; C  
5. sin|gle; C  
6. bub|ble; C  
7. fa|ble; O  
8. ap|ple; C  
9. ea|gle; O  
10. lit|tle; C

r-Controlled Vowel Syllables  
A.  
1. spid: er  
2. broth: er  
3. coll: ar  
4. doll: ar  
5. jogg: er  
6. schol: ar  
7. err: or  
8. vap: or  
9. equat: or  
10. peddl: er  
11. barb: er  
12. generat: or  

B.  
Answers will vary.

Unaccented Final Syllables -el, -le, -il, -al, -en, -in, -an, -on, -ain  
1. Circle: human; an  
2. Circle: basin; in  
3. Circle: signal; al  
4. Circle: angel; el  
5. Circle: nozzle; le  
6. Circle: bacon; on  
7. Circle: captain; ain  
8. Circle: global; al  
9. Circle: barrel; el  
10. Circle: able; le  
11. Circle: listen; en;  
   Circle: lessened; en  
12. Circle: practical; al  
13. Circle: slogan; an  
14. Circle: pencil; il  
15. Circle: mountain; ain

Prefixes 1  
A.  
1. Underline: un; not kind  
2. Underline: in; not dependent  
3. Underline: pre; view before or view a part of something before viewing the whole thing  
4. Underline: dis; not connect or take apart  
5. Underline: mis; not behave or behave badly  
6. Underline: re; calculate again  

B.  
7. un  
8. dis  
9. re  
10. mis  
11. re  
12. in  
13. re
14. re
15. dis
16. dis

Prefixes 2
A.
1. uni; uniform
2. centi; centimeter
3. tri; tricycle
4. bi; bilingual

B.
5. Circle: tri; a shape that has three angles
6. Circle: uni; all the things in space considered as a whole or as one
7. Circle: bi; cut into two parts
8. Circle: centi; an animal with 100 feet or legs
9. Circle: tri; something with three feet or legs
10. Circle: uni; an animal with one horn

Suffixes 1
1. ance; ambulance; Circle: am
2. ence; residence; Circle: res
3. ance; balance; Circle: bal
4. ance; substance; Circle: sub
5. ance; importance; Circle: por
6. ance; assistance; Circle: sis
7. ence; absence; Circle: ab
8. ence; persistence; Circle: sis
9. ance; attendance; Circle: ten
10. ance; disturbance; Circle: turb
11. ence; independence; Circle: pen
12. ence; performance; Circle: for
13. ence; reference; Circle: ref
14. ance; elegance; Circle: el
15. ence; emergence; Circle: mer

Suffixes 2
1. closely; Answers will vary.
2. observation; Answers will vary.
3. knowledgeable; Answers will vary.
4. concentration; Answers will vary.
5. carefully; Answers will vary.
6. happiness; Answers will vary.
7. enjoyable; Answers will vary.
8. understandable; Answers will vary.

Suffixes 3
effortless
without effort; EF fort less
fierceness
the state of being fierce or violent; FIERCE ness
stillness
the state of being still or quiet; STILL ness
forgiveness
the act of forgiving; for GIVE ness
meaningless
without meaning; MEAN ing less
harmless
without harm or injury; HARM less
weakness
the state of being weak; WEAK ness
weightlessness
the state of having no weight; WEIGHT less ness
motionless
without motion; MO tion less
 gladness
the state of being glad or happy; GLAD ness
Suffixes 4
1. election
2. confusion
3. decoration
4. concentration
5. exhaustion
6. location
7. correction
8. discussion

Suffixes 5
A.
1. able; capable
2. ible; invisible
3. ible; possible
4. able; usable
5. able; suitable

B.
6. breakable; Answers will vary.
7. sensible; Answers will vary.
8. convertible; Answers will vary.
9. honorable; Answers will vary.
10. collapsible; Answers will vary.

Roots 1
1. mechanic
2. phonics
3. photograph
4. biography
5. automobile
6. astronomer

Roots 2
1. hydrogen
2. dialogue
3. tripod
4. democracy
5. telegraph
6. astronomy

Roots 3
1. port; to carry from one place to another
2. spect; to look at carefully
3. aud; able to be heard
4. spect; something interesting or unusual to look at
5. tract; the act of dragging or drawing in

Roots 4
1. Circle: b
2. Circle: b
3. Circle: a
4. Circle: a
5. Circle: b
6. Circle: a

Roots 5
1. chronology
2. genealogy
3. auditorium
4. conscious
5. sanitary
6. astronomy
3.2 Fluency
Lesson A Develop Fluency
Practice
Read with Purpose and Understanding
Students should read their selections with a focus on purpose and understanding.

Read with Accuracy, Appropriate Rate, Phrasing, and Expression
Students should read the selections with a focus on accuracy, appropriate rate, phrasing, and expression.

Use Self-Monitoring Strategies
Students should read the selections with a focus on self-monitoring strategies.
Part 4 WRITING

Answers will vary.

Part 5 SPEAKING AND LISTENING

5.1 Comprehension and Collaboration
Lesson A Collaborative Discussions

Practice
Students should participate in collaborative discussions.

Lesson B Listening Skills

Practice
Answers will vary.

5.2 Presentation of Knowledge and Ideas

Answers will vary.
Part 6: LANGUAGE

6.1 Conventions of Standard English

Lesson A Sentences

Practice

Sentences: Statements and Questions
A.
1. Sage missed vocabulary day because she had a cold.
2. Did her group finish defining their vocabulary words?
3. Sage likes to make up her own definitions.
4. Is “Musical Performance” the theme for this week?
5. She was looking forward to the Tenth Annual Vocabulary Parade.
6. Who spelled the most words correctly?

B.
7. Sage turned red when she heard everyone laughing.
8. Do you have a collection of unrelated objects?
9. Mrs. Page asked the students to spell and define the words.
10. Why were they laughing?

Sentences: Commands and Exclamations

1. command; Please tell me what the vocabulary words are for this week.
2. command; Write each word five times.
3. command; Be sure to include each word’s definition.
4. exclamation; Playing vocabulary games is really fun!
5. command; Line up by the board for the Vocabulary Parade.
6. exclamation; How exciting it is to come in first place!
7. exclamation; Wow, that’s an amazing gold trophy that Sage won!
8. command; Make a list of your favorite vocabulary words.

Subjects and Predicates

A.
1. Circle: man; Underline: A brave man
2. Circle: bear; Underline: Davy’s pet bear
3. Circle: comet; Underline: The big, bad comet
4. Circle: enemy; Underline: Davy Crockett’s red-hot enemy
5. Circle: Sally Sugartree; Underline: The beautiful Sally Sugartree

B.
6. Circle: received; Underline: received piles of letters
7. Circle: learned; Underline: learned all the latest dances
8. Circle: climbed; Underline: climbed a 50-foot hickory tree
9. Circle: howled; Underline: howled loudly at Davy
10. Circle: elected; Underline: elected Davy to Congress

Compound Subjects and Predicates

A.
1. CS
2. CP
3. CS
4. CP
B.
5. Davy jumped over the comet’s shoulder and planted his teeth around its neck.
6. Sally Sugartree and the community were happy to see Davy return.

Simple and Compound Sentences 1

1. S
2. C
3. S
4. C
5. S
6. S

Simple and Compound Sentences 2

A.
1. Underline: but; Limited rainfall or lengthy drought can cause wildfires, but these fires can also be caused by campfires or a stray match.
2. Underline: and; Helicopters can drop chemicals to slow flames, and firefighters can set up fire lines.
3. Underline: but; Tiny bonsai trees may look like young plants, but they are fully grown.
4. Underline: but; Many areas in the world are covered with trees, but the Arctic tundra is treeless.
5. Underline: and; Moisture is absorbed, and then it evaporates and falls as rain.

B.
6. (blank)
7. C
8. (blank)

Complex Sentences 1

1. They tasted space food and wore space suits.
2. Gum and drinks are not allowed because they can create disasters in the dirt-free zone.
3. The students were told to remove their jewelry so that they would not be injured.
4. The trainer would hold onto the chair until the last student had a turn.
5. He volunteered to sit in the gravity chair before he realized how hard it was to move around.

Complex Sentences 2

1. The Hubble Telescope must be powerful because it can spot a firefly 10,000 miles away.
2. I was feeling brave before I saw how fast the multi-axis trainer was spinning.
3. Possible answers: While Bethany held on to the 5DF Chair, the kids practiced moving along the wall. Bethany held on to the 5DF Chair while the kids practiced moving along the wall.
4. Since the moon does not have an atmosphere, there is no wind to blow the prints away.
Fixing Run-on Sentences 1
Possible answers:
1. San Pablo Etla is on the edge of a valley. Lupe’s father built their house on the mountainside.
2. Lupe found Pipiolo asleep inside an old shoe, and she saw greatness when he opened his eyes.
3. The roof dogs guarded the roofs, and they would bark furiously down at Lupe and Pipiolo.
4. Pipiolo slipped into a cornfield, and Lupe followed him.
5. Pipiolo barked when all the dogs jumped down onto the pile of oranges in the truck.
6. Lupe took a walk over to the village of Viquera. It was a longer route to her school.

Fixing Run-on Sentences 2
Possible answers:
1. Lupe lived in San Pablo Etla. The village is in southern Mexico.
2. The roof dogs would run to the edge of their roofs, and they would bark furiously at Lupe and Pipiolo.
3. The dogs didn’t frighten Lupe. She knew they were the ones who were frightened.
4. Pipiolo was lucky Lupe didn’t have a flat roof because Papa would have put him up there.
5. Lupe gave each roof dog a tuft of grass. She saved the piece with a flower for Chulita.
6. Lupe continued to dig up grass while Pipiolo slept in the shade.

Fixing Sentence Fragments
Possible answers:
1. Robert commanded the roof dogs to escape.
2. Max was the only dog left on the truck.
3. The big truck roared loudly.
4. Sally missed the smell of her grandma’s brownies.
5. The tallest building in the city had many offices.
6. Sally’s uncle owns a big farm in the country.
7. Marcus, Kathy, and Lisa played board games for hours.
8. The winning football team celebrated a victory.
9. Robert found his favorite hat on the bleachers.
10. The school mascot joined the team in the celebration.
11. Today is her birthday.
12. Robert told me about the good news.

Combining Sentences 1
1. Dennis and his dad went fishing.
2. It was fun looking at the tiny creatures.
3. Dennis studied plants and insects.
4. Dennis used microscopes to help other scientists.
5. He observed nature every day.
6. Scientists ask questions and look for answers.
7. There was a volcano blast in 1980.
8. They saw dead trees covered with ash.
9. Frogs and fish returned to the lakes.
10. Place the slide on the microscope in the lab.
Combining Sentences 2
1. Dennis walked to a small pond.
2. He worked in the science lab.
3. He went to college in Seattle.
4. Dennis happily helped others.
5. The scientists traveled to a mountain camp.
6. Rivers were flooded quickly by mud.
7. The helicopter flew low over the blast zone.
8. Dennis found living things in the lakes.

Lesson B Nouns

Practice

Common and Proper Nouns 1
A.
Underline: town; money; trouble; family; bathroom; father; cobbler; skin; dog; head; porch; leg; minute; town
Circle: Becky; Shiloh; Judd Travers; Murphy; Sunday; Marty Preston
B.
Possible answers:
1. trouble; Marty Preston
2. dog; Judd Travers
3. family; Shiloh
4. father; skin
5. money; town

Common and Proper Nouns 2
1. Jonah and Sally Ann live in the state of California.
2. Jonah hopes that Dad will go to see Dr. Mason.
3. Jonah thinks that he can earn money by delivering papers on Fridays.
4. If Jonah finds work in town, he can pay Mr. Dennis.
5. Jonah looks for work in Sacramento, California.
7. Even Mrs. Snow said nice things about Daisy.
8. Jonah asks Doc Mason about delivering newspapers.
9. Jonah’s father’s name is John Henry.
10. By April, Jonah, Sally Ann, and Daisy are good friends.

Singular and Plural Nouns 1
A.
1. colors
2. patterns
3. food or foods
4. warnings
5. sounds
6. heads
7. bites
8. sections
9. buttons
10. fangs
B.
11. There are 30 different kinds of rattlers.
12. Rattlers can be found in almost all 50 states.
13. Rattlers live in different habitats.

Singular and Plural Nouns 2

A.
1. enemies
2. valleys
3. moss or mosses
4. bushes
5. countries
6. inches
7. boxes
8. babies
9. patches
10. families

B.
11. lunches
12. cities
13. days
14. foxes

Irregular Plural Nouns 2

A.
1. rodeos
2. photos
3. tomatoes
4. banjos
5. kangaroos

B.
6. echoes
7. heroes
8. feet
9. women
10. videos

Possessive Nouns 1

A.
1. sister’s
2. lady’s
3. driver’s
4. friend’s
5. balcony’s
6. tree’s
7. port’s
8. night’s
9. moon’s
10. sea’s

B.
11. Amalia’s idea was a good one.
12. She suggested that they ask José Manuel’s grandma to let him play.
13. As they planned, the girls bought ice cream from a vendor’s cart.
14. The sisters watched a vendor fill a woman’s basket with vegetables.
Possessive Nouns 2
1. girls’
2. houses’
3. doors’
4. Grandma’s
5. sisters’
6. fritters’
7. Mami’s
8. mother’s
9. children’s
10. Evelyn’s

Lesson C Verbs
Practice
Action Verbs
1. opposed
2. (blank)
3. sold
4. (blank)
5. closed
6. stopped
7. walked
8. sailed
9. drew
10. lived
11. walk
12. wears
13. dress
14. live
15. play
16. work

Subject-Verb Agreement 1
1. Circle: fights; fight
2. Circle: destroys; destroy
3. Circle: make; makes
4. Circle: break
5. Circle: walks; walk
6. Circle: help; helps
7. Circle: punishes
8. Circle: pulls; pull

Subject-Verb Agreement 2
A.
1. rides; singular
2. listens; singular
3. camp; plural

B.
4. brings; bring
5. practice; answers

C.
1. pay
2. colors
3. teaches
4. sail
5. studies
6. worry

Simple Verb Tenses 1
1. tries
2. agrees
3. postpones
4. wishes
5. finishes
6. piles
7. remembers
8. announces
9. passes
10. gives
Simple Verb Tenses 2
A. 
1. voted
2. gained
3. collected
4. changed
B. 
5. will pass
6. will remember
7. will invite
8. will serve

Main and Helping Verbs 1
1. Underline: have; Circle: discovered
2. Underline: has; Circle: occurred
3. Underline: has; Circle: learned
4. Underline: have; Circle: established
5. Underline: have; Circle: researched
6. Underline: has; Circle: saved
7. Underline: have; Circle: begun
8. Underline: have; Circle: suffered
9. Underline: has; Circle: improved
10. Underline: had; Circle: believed

Main and Helping Verbs 2
1. Possible answers: are; were
2. Possible answers: am; was
3. Possible answers: is; was
4. Possible answers: is; was
5. Possible answers: are; were
6. Possible answers: is; was
7. were
8. Possible answers: is; was
9. Possible answers: am; was
10. Possible answers: are; were

Perfect Verb Tenses
1. Circle: have seen; present perfect
2. Circle: had been; past perfect
3. Circle: will have prepared; future perfect
4. Circle: had ended; past perfect
5. Circle: have lived; present perfect
6. Circle: has danced; present perfect
7. Circle: had begun; past perfect
8. Circle: will have started; future perfect
9. Circle: have eaten; present perfect
10. Circle: had lost; past perfect

Progressive Verb Forms
A. 
1. Circle: is examining; present progressive
2. Circle: will be presenting; future progressive
3. Circle: was explaining; past progressive
4. Circle: will be joining; future progressive
5. Circle: am helping; present progressive
B. 
6. will be performing
7. was thinking
8. is playing
9. was winning
10. will be traveling
Avoid Shifts in Verb Tense
A.
1. Circle: sang
2. Circle: walks
3. Circle: came
4. Circle: entered
5. Circle: cried

B.
Possible answers:
6. shouted
7. went
8. called
9. paints
10. jogs

Irregular Verbs 1
1. Danny found a game in the park.
2. The meteorite made a huge hole in the ceiling.
3. Walter and Danny flew into outer space.
4. Danny threw the ball at his brother.
5. The boys wore pirate costumes to the party.
6. The scuba diver rose out of the water.
7. The spaceship gave off a faint glow.
8. They ran away from the strange vehicle.

Irregular Verbs 2
1. begun
2. chosen
3. eaten
4. drunk
5. taken
6. gotten
7. spoken
8. grown
9. flown
10. known

Linking Verbs 1
A.
1. Underline once: Fatima; Underline twice: was
2. Underline once: people; Underline twice: are
3. Underline once: water; Underline twice: tasted
4. Underline once: I; Underline twice: am
5. Underline once: We; Underline twice: were

B.
6. was
7. were
8. is
9. am
10. are

Linking Verbs 2
A.
1. Underline: broken
2. Underline: worried
3. Underline: proud
4. Underline: concerned
5. Underline: thankful

B.
6. Possible answers: is; was; Underline: a hot, dry landscape
7. Possible answers: am; was; Underline: grateful
8. Possible answers: were; are; Underline: fascinated
9. Possible answers: felt; was; Underline: a little nervous
10. Possible answers: tastes; is; Underline: better
Lesson D Pronouns

Practice

Pronouns and Antecedents 1
A.
1. 'Tricia Ann
2. “Someplace Special”
3. 'Tricia Ann
4. people
5. boy
B.
6. she
7. they
8. C
9. it
10. he

Pronouns and Antecedents 2

1. Possible answers: you; I
2. she
3. you; they; you
4. I; she
5. They
6. They
7. he
8. it
9. she; him; I
10. you; you

Subject and Object Pronouns 1

1. They
2. them
3. she
4. him
5. who
6. which
7. everyone
8. somebody

Subject and Object Pronouns 2

1. they; subject
2. I; subject
3. them; object
4. she; subject
5. He; subject
6. them; object
7. He; subject
8. he; subject
9. them; object
10. We; subject

Reflexive Pronouns

1. yourself
2. herself
3. themselves
4. himself
5. ourselves
6. yourselves
7. myself
8. herself
9. myself
10. yourself
11. herself
12. ourselves
13. herself
14. myself
15. yourself

Pronoun-Verb Agreement 1

1. asks
2. believes
3. agree
4. forms
5. thinks
6. wants
7. try
8. meet
9. turn
10. Do
Pronoun-Verb Agreement 2
1. Our country has two major political parties; they are the Democratic party and the Republican party.
2. They have animals that represent each party.
3. The Democrats have their animal; it is a donkey.
4. The Republicans have theirs, too; it is an elephant.
5. The donkey is associated with Andrew Jackson; it is a symbol of strong will.
6. Cartoonist Thomas Nast made the symbols famous; they are in his cartoons.
7. Republicans like the elephant, and they have said it is a symbol of strength and dignity.
8. Democrats like their donkey because it is smart and brave.

Possessive Pronouns 1
1. Our
2. their
3. his
4. its
5. Possible answers: my; your; our; his
6. your
7. ours
8. our
9. her
10. our

Possessive Pronouns 2
1. your
2. mine
3. My
4. our
5. her
6. their
7. its
8. our
9. my
10. our

Relative Pronouns
A.
1. Circle: who
2. Circle: whom
3. Circle: that
4. Circle: who
5. Circle: that

B.
6. that
7. that
8. who
9. whom
10. which

Pronouns, Contractions, and Homophones 1
1. you’re
2. your
3. It’s
4. they’re
5. It's
6. their
7. They’re
8. Their
9. it’s
10. its
Pronouns, Contractions, and Homophones 2

1. The fisher tricks some people on their way to the market.
2. He stands there next to the log bridge and shakes it.
3. They’re likely to be frightened by the shaky log.
4. They will think that they’re going to fall into the river.
5. They could lose their merchandise or even drown.
6. “Put some of your baskets down before you cross,” the fisher says.
7. He tells the others to leave some of their food before crossing the log.
8. As they go to the market, they’re easily tricked.
9. However, on their way home, they see nothing wrong with the bridge.
10. They decide that they’re going to trick the fisher.

Lesson E Adjectives

Practice

Adjectives

1. Circle: icy; Underline: sidewalks
2. Circle: broken; Underline: toy; Circle: younger; Underline: brother
3. Circle: frightened; Underline: puppy; Circle: brown; Underline: couch
4. Circle: front; Underline: yard
5. Circle: green; Underline: car
6. Circle: smart; Underline: dogs
7. Circle: sweet; Underline: yogurt
8. Circle: heavy; Underline: bag
9. Circle: magnificent; Underline: sights; Circle: national; Underline: park
10. Circle: large; Underline: earrings
11. Circle: wooden; Underline: bench
12. Circle: funny; Underline: movie

Order of Adjectives

1. Our town will soon have a big, new library.
2. My mom won’t let me wear my ripped, old, Italian jeans anymore.
3. The magnificent, big, red hot-air balloon floated through the sky.
4. Grandpa has a noisy, black, German car.
5. The slow, old computer needs to be updated.
6. Our soccer team got nice, new, cotton jerseys.
7. Alyssa always wears small, gold earrings.
8. We sat on the grass and looked up at the fluffy, white clouds.
9. The florist arranged the colorful, fresh flowers in the vase.
10. We were nervous about getting on the small, white plane.
11. Mark wore a pair of black, European, leather shoes.
12. We took the groceries out of the green, reusable bags.

Proper and Common Adjectives

A.

1. Underline once: delicious; Underline twice: Japanese
2. Underline twice: Greek
3. Underline twice: New Year’s Eve
4. Underline once: elderly; underline twice: Australian
5. Underline once: school; excellent
B.
7. My grandmother has an Italian accent, and my grandfather has a French accent.
8. We went on a long tour and learned about Spanish architecture.
9. Maria enjoys eating Chinese food.
10. I wrote a long essay about my German heritage.

Articles
1. a
2. the
3. Possible answers: a; the
4. Possible answers: A; The
5. the
6. Possible answers: an; the
7. Possible answers: A; The
8. Possible answers: a or the; the
9. Possible answers: a; the
10. the
11. an
12. a
13. the
14. The
15. an

Adjectives that Compare 1
1. Samoa is probably warmer than Canada.
2. Fire ants are smaller than a fingernail.
3. He said that Mr. Andrews was the nicest teacher he had ever had.
4. The distances Lewis and Clark traveled for their Corps of Discovery were longer than those of some other expeditions to the West.
5. Lewis thought that they were the strangest squirrels in the world.
6. The next day, he saw an even larger buffalo.
7. Two hundred years ago, it was harder to cross the country than it is today.
8. Birds can change direction faster than a plane.

Adjectives that Compare 2
1. One of the healing plants was leafier than the others.
2. Even the tiniest insects can teach scientists important things about nature.
3. He felt like the luckiest science teacher in the country.
4. E. O. Wilson worked to make our planet healthier than it was.
5. Neither Clark nor Lewis was braver than the other.
6. Lewis and Clark are two of the bravest men in history.
7. Keeping a journal is easier for some people than it is for others.
8. The men thought it was hotter today than it was yesterday.

Comparing with More or Most 1
1. John tried to find the nicest place of all to stay.
2. He thought the Navajo language made the greatest code.
3. Grandfather’s home was prettier than the school.
4. Hiking was harder than hauling water.
5. The Navajo language was the United States’ strongest weapon.
6. Some soldiers were faster than others.
7. This code was simpler than any other.
8. This is the strangest story of all.

Comparing with More or Most
1. Most important was that the Navajo language had no alphabet.
2. This story is the most interesting that I have ever read.
3. Correct
4. The most dangerous time was the day that the enemy shot at Grandfather.
5. It was more fascinating to watch the stars than to go to school.
6. Correct
7. The Navajo language was considered more secret than other languages.
8. A wild horse feels more comfortable without a rope around its neck.

Comparing with Good
1. Circle: better; best
2. Correct
3. Circle: bestest; best
4. Circle: best; better
5. Correct
6. Circle: gooder; better
7. Circle: bestest; best
8. Correct
9. Circle: goodest; best
10. Circle: better; best

Comparing with Bad
1. Winter is the worst time to visit the República Dominicana.
2. Making a fuss about the sea monster would be worse than not telling anybody.
3. Guario thinks that sitting in a gri gri tree is the worst way to spend time.
4. Roberto complained that washing dishes was a worse chore than sweeping.
5. Spring is a worse time than winter for whales to migrate.
6. Spotting the sea monster was not the worst thing that happened that day.
7. Roberto was a worse domino player than Papi.
8. Ana Rosa had a worse time at the gathering than her neighbors.

Lesson F Adverbs
Practice
Adverbs 1
1. Underline: slowly; how
2. Underline: early; when
3. Underline: inside; where
4. Underline: rapidly; how
5. Underline: softly; how
6. Underline: late; when
7. Underline: cruelly; how
8. Underline: high; where
9. Underline: happily; how
10. Underline: always; when

Adverbs 2
A.
1. Underline: quietly
2. Underline: very; soon
3. Underline: terribly
4. Underline: brilliantly
5. Underline: very; quickly
B.
Possible answers:
6. rather
7. completely
8. quite
9. very
10. finally

Using Good and Well
A.
1. Circle: a
2. Circle: b
3. Circle: b
4. Circle: a
5. Circle: a

B.
6. good; Underline: ruler
7. well; Underline: planned
8. good; Underline: husband
9. well; Underline: worked
10. well; Underline: serve

Comparing with Adverbs: -er and -est
1. harder
2. nearest
3. fastest
4. sooner
5. higher
6. hardest
7. faster
8. soonest
9. later
10. faster

Comparing with Adverbs: Using More and Most 2
1. The ranger spoke more knowledgeably than Uncle Curtis did.
2. Teddy unpacked the car more hurriedly than Bobby did.
3. Uncle Curtis turned more promptly the third time they neared the exit.
4. Correct
5. The experienced campers found the trail more easily than Uncle Curtis did.
6. Bobby asked questions more eagerly than Teddy did.
7. It was Teddy who unrolled his sleeping bag most roughly of all.
8. Correct

Avoiding Double Negatives 1
1. Some children never exercise.
2. Until now, nobody learned how to sail.
3. Yesterday she couldn’t give directions to the taxi driver.
4. Athletes don’t give up.
5. Hannah couldn’t play on playgrounds.
6. Nothing was written in Braille.
7. The girl had never played with other kids.
8. Matthew never had fun on the swings.
10. She can’t stop trying.

Avoiding Double Negatives 2
1. The kids never have anything bad to say about gym class.
2. No one ever passes up a chance to learn kickboxing.
3. No person anywhere should be without a new GPS device.
4. What if you couldn’t find anybody to give you directions?
5. None of the athletes say anything negative.
6. There weren’t any playgrounds where she could play.

Relative Adverbs
1. when
2. why
3. when
4. where
5. why
6. where
7. when
8. where
9. when
10. why

Lesson G Prepositions, Conjunctions, and Interjections

Practice

Prepositions
1. Underline: above
2. Underline: over
3. Underline: in; of
4. Underline: to; of
5. Underline: in
6. Underline: about
7. Underline: in
8. Underline: in; for
9. Underline: from
10. Underline: in; behind

Prepositional Phrases
A.
1. Underline: about; Circle: hydrogen
2. Underline: from; Circle: balloon
3. Underline: of; Circle: heights
4. Underline: with; Circle: tether
5. Underline: over; Circle: Paris

B.
Possible answers:
6. on; during
7. in; of
8. in; inside
9. In; On
10. across; above; in

Coordinating Conjunctions
1. but
2. or
3. and
4. but
5. so
6. or
7. so
8. and
9. but
10. so

Subordinating Conjunctions
1. Circle: Although
2. Circle: Because
3. Circle: After
4. Circle: Whenever
5. Circle: Once
6. Circle: because
7. Circle: until
8. Circle: Although
9. Circle: until
10. Circle: unless

**Correlative Conjunctions 1**
1. and
2. or
3. nor
4. or
5. but also
6. and
7. or
8. or
9. and
10. nor

**Correlative Conjunctions 2**
1. Circle: b. Both . . . and
2. Circle: a. Either . . . or
3. Circle: a. Whether . . . or
4. Circle: b. Not only . . . but also
5. Circle: b. Either . . . or
6. Circle: a. both . . . and
7. Circle: b. not only . . . but also
8. Circle: a. neither . . . nor
9. Circle: a. Both . . . and
10. Circle: b. whether . . . or

**Interjections**

**A.**
1. Circle: Oh no!
2. Circle: Hey!
3. Circle: Oh!
4. Circle: Ouch!
5. Circle: Oh
6. Circle: Yes

**B.**
7. Wow! That is wonderful.
8. Yikes! We forgot to replace the batteries.
9. Oh, did you know that this Friday is a holiday?
10. Hooray! We will have pictures to remember our trip.
11. Look! There is a pencil in my backpack.

**Lesson H Capitalization**

**Practice**

**First Words**
1. Dear Georgia,
2. How are you? Let me just say,
3. “Here is a poem for you.”
4. Roses are red.
   Violets are blue.
   Sugar is sweet
   And so are you.
5. Your friend,
   Michael

**Proper Nouns: Names and Titles of People**
1. P. J. and I made brownies for the family party.
2. My uncle, General Steven Ross, loved them.
3. My uncle and I ate five brownies each.
4. Father helped Grandpa make pasta.
5. Grandpa said that Mr. Matthews gave him the recipe.
6. Grandma Ruth said that my little sister, Peggy, can help make brownies next year.
7. Peggy and I are very excited that we’ll get to make brownies together soon!
8. Our neighbor Mrs. Pirrello told us that she has a good cookie recipe.
9. My mom and my dad want to try Mrs. Pirrello’s cookie recipe.
10. P. J. and my sister ate almost all of the brownies we made!

Proper Nouns: Names of Places
1. Our class drove through Titusville, Florida, to visit the John F. Kennedy Space Center.
2. The bus drove south along Cheney Highway.
3. We looked at the Atlantic Ocean, and then we went inside to learn about space.
4. We learned about the Crab Nebula, an exploding star far from Earth.
5. We also learned about Mars, the fourth planet from the sun.

Other Proper Nouns and Adjectives
1. The fifth graders at Jefferson Elementary are studying the Louisiana Purchase.
2. The Jeffersonville Historical Society has helped them gather information.
3. The Louisiana Territory had been changing hands since the Seven Years’ War.
4. Spanish, French, and British troops had all occupied the territory.
5. The students wondered if the troops spoke English.

Titles of Works
2. One writer liked the book Stuart Little.
3. Her favorite chapter was titled “A Narrow Escape.”
4. Another writer reviewed a play titled The Great Divide.
5. He compared it to the short story titled “Opposite Ends.”
6. One writer reviewed the choir’s performance of “Somewhere over the Rainbow.”
7. I remember that song from the film The Wizard of Oz.
8. Next month, I’ll write a review for the television series titled Karate Man.
9. The article’s title will be “Getting Your Kicks.”
10. Maybe I’ll write a review of my favorite magazine, Kidsports.

Lesson 1 Punctuation
Practice
End Punctuation
1. Do you have any chicken soup?
2. At 10:00 a.m., some ladies brought chicken soup to my house.
4. “A. J. Jones,” she said, “you’ll feel better soon.”
5. How hot it was!
6. “Do you have more soup?” I asked.
Commas 1
A.
1. 124 Higgins Street
2. Pittsburgh, PA 15212
3. September 4, 2009
4. Dear Mariela,
5. On September 30, 2009, I will be coming to town. I can’t wait to see you!
6. Your friend,
   Grace

B.
1. We unloaded the balls, bats, and catcher’s equipment for the big game.
2. I hope I’ll be pitcher, but I’m not sure whether I’ll be chosen.
3. A pitcher has to be smart, fast, and accurate.
4. Our games are exciting, and many people cheer.
5. We score early in the game, or we depend on good pitching.
6. Yes, we can leave when the game is over.
7. You had a good time, didn’t you?
8. It was so nice to see you, Lori.
9. After class ended, I went to my locker to gather my books.
10. Graham, I can’t hear what you’re saying.

Commas 2
1. Mom, are you ready for the family reunion?
2. Yes, I’m ready.
3. Well, I’m not.
4. As you know, we haven’t prepared anything for the potluck supper.
5. On the table, you’ll find the recipe for the beans.
6. In the cabinet over the stove, you’ll find the ingredients.
7. Yes, Mom, I’ll make the beans.
8. Like my mom, I enjoy cooking.
9. “You are both great cooks,” my dad said.
10. “I think,” I replied, “you’re right!”

Semicolons
1. Next weekend, I plan to go hiking; hiking is one of my favorite activities.
2. I like to spend time outdoors; I can’t stand to stay inside.
3. It might rain next weekend; therefore, I might have to stay inside.
4. Craig traveled to Boise, Idaho; Los Angeles, California; and Nashville, Tennessee.
5. The Smiths went up north for their vacation; the Johnsons went down south for theirs.
6. Emma went to Paris for her vacation; it has always been her dream.
7. Brianna has decided to take French lessons; therefore, she is reading a lot of books in French.
8. The flight did not include meals; however, we were offered free snacks.

Colons
1. Mr. Noble needs an assistant who can do the following: input data, write reports, and complete applications.
2. The movie starts at 4:45 p.m.
3. The restaurant had several house specials: a hot turkey sandwich, grilled fish, mushroom soup, and raspberry cheesecake.

4. Dear Sir:
   We were honored to have you come eat at our restaurant last week.

5. Every repairman must have the following tools: a screwdriver, a hammer, and a saw.

6. Everyone liked our team’s new motto: play your best and have fun.

7. The news was shocking: The tornado struck in the early morning. The school had been severely damaged.

8. There are four seasons: summer, fall, winter, and spring.

Quotation Marks

2. “I want to learn about Jamaica,” said Isabel.

3. “Will we,” asked Kevin, “learn about Ireland?”

4. “Yes,” replied Mrs. Lee, “we will.”

5. Michael exclaimed, “What fun this day will be!”

6. Samantha and John enjoyed reading the short story “Best Player.”

7. Yes, it reminded me of the poem “Casey at the Bat.”

8. It made me think of the song “Take Me Out to the Ballgame.”

9. I read an article titled “Greatest Baseball Players in History.”

10. I love visiting my Aunt Denise’s house.

Apostrophes
1. She’s a great singer.

2. Have you seen Mr. Stern’s golf clubs?

3. The assistants searched for the two actresses’ hats.

4. I asked to borrow my father’s tennis racket.

5. Sam doesn’t want to go shopping today.

6. I like your suggestion, but I still can’t decide what to do.

7. You’re the best friend I’ve ever had.

8. The babysitter asked us to help pick up the children’s toys.

9. The salesperson showed me where the ladies’ shoe department is.

10. I love visiting my Aunt Denise’s house.

Lesson J Titles of Works
Practice
1. Did you know that the movie Alice in Wonderland was based on a book?

2. Yes, the book was titled Alice’s Adventures in Wonderland.

3. My mom used to sing “You Are My Sunshine” to me.

4. The author’s life was described on a TV show called Great Authors.

5. Have you read “Rapunzel” or other fairy tales?

6. I memorized a poem called “When Pigs Fly.”

7. Articles about the author also appeared in newspapers such as The Chicago Tribune.

8. The author’s biography was published in Cricket magazine, too.
9. We learned how to play “Row, Row, Row Your Boat” in music class.

10. I wrote a short story called “Mr. Gumble Fumbles.”

Lesson K Spelling

Practice

Tips for Improving Spelling
Homophones:
1. Circle: two; two; too

Rhyming Words:
Possible answers:
1. through
2. knew
3. blue

Using Words That You Know:
Answers will vary.

Making up Clues:
Answers will vary.

Related Words:
Possible answer: love

Syllables:
in|dus|try

Prefixes and Suffixes:
Possible answers:
1. undecided
2. unknown
3. unable

Changing the Way You Say a Word:
Possible answer: el ep hant

Visualizing:
Answers will vary.

Using the Dictionary:
Answers will vary.

Using Resources to Check Spelling
Answers will vary.

Spelling Commonly Confused Words Correctly
Answers will vary.

6.2 Knowledge of Language

Lesson A Use Precise Language

Practice
Possible answers:
1. chuckled
2. tiny
3. massive
4. formal
5. awarded
6. wandered
7. galloped
8. hearty
9. pleasant
10. reminded

Lesson B Choose Punctuation for Effect

Practice
A.
1. Add parentheses: (the front door is locked).
2. Add parentheses: (it’s very long)
3. Add parentheses: (the one to Tara’s birthday party)
4. Add parentheses: (scary ones only)
5. Add parentheses: (any variety you like)
6. Add parentheses: (Did you already know?)
7. Add parentheses: (there are seven colors)
8. Add parentheses: (right and left)

B.
1. No, there is no such thing as a leprechaun.
2. Good, I had hoped we wouldn’t have to go swimming on such a cold day.
3. Many years ago—ten, in fact—we moved to a new state.
4. There is much to learn about the wildlife in the forest—it will be exciting to study their habits.
5. Two winners—one boy and one girl—took prizes at the spelling bee.
6. My grandmother preserved most of the old family photos, luckily.
7. Yes, the teacher will let us study in groups for the test.
8. The amusement park was very exciting—it had four roller coasters.
9. Wow, I can’t believe this great news!
10. Monday—and maybe Tuesday—should be good days for walking in the park.

Lesson C Effective Sentences

Practice

A. Possible answers:
   1. The tiny mouse scampered toward the tempting cheese.
   2. We shivered uncontrollably in the freezing lake.
   3. I eagerly ate the sweet, juicy peach.
   4. The enormous redwood towered above the other trees.
   5. I was astonished to find ten dollars in my pocket.

B. 
   1. They tasted space food and wore space suits.
   2. Gum and drinks are not allowed because they can create disasters in the dirt-free zone.
   3. The students were told to remove their jewelry so that they would not be injured.
   4. The trainer would hold onto the chair until the last student had a turn.
   5. He volunteered to sit in the gravity chair before he realized how hard it was to move around.

C. 
   1. Circle: b
   2. Circle: a
   3. Circle: b
   4. Circle: b
   5. Circle: b

Lesson D Compare Language Use

Practice

Formal English
Answers will vary.

Informal English
Answers will vary.

Dialect
Possible answer:
Febold saw a wagon train coming toward him. He ran to the road and began waving his hat vigorously back and forth because he was very happy to see other people. The passengers on the wagon waved back, and soon they were riding their wagons over to him.

“Is there gold in this state?” one of the passengers asked.

“We have something in Nebraska much better than gold,” said Febold.

“What do you mean?” another passenger asked.

“We have hundreds of acres of excellent prairie land ready to be farmed,” Febold answered.

The people in the wagon train looked at the dry land around them, peered
up at the sky (where there was not a single rain cloud), and started laughing uncontrollably.

The dialect in the original passage uses words and expressions that are used only in one region of the country. The formal language in the revision is used in all areas of the country.

**Register**

Possible answer:
MOM: Want some more mashed potatoes? No? Well, okay, if you say so, but I'm not finishing mine. So, Marisol, what was up at school? Did you find out what you got on your science test?
MARISOL: School was okay. Yeah, we got 'em back.
GRANDMA: What did you get? You studied a lot for it.
MARISOL *(smiling)*: Yeah, thanks for helping me study. Mr. Coban wrote something on my test—see?
GRANDMA: Whoa! “Congratulations on a job well done!” That’s a big deal!
MOM: You and your grandma should have extra ice cream to celebrate!

The registers are similar because both are used to discuss typical events. The registers are different because the original register uses language between adults and a child, and the revision uses the kind of language children use with each other.

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**6.3 Vocabulary Acquisition and Use**

**Lesson A Multiple-Meaning Words**

**Practice**

A.

1. *(sample item)*

2. *support*
   - Meaning: assistance
   - Part of Speech: noun
   - Meaning: to hold up; Write: X
   - Part of Speech: verb
   - Meaning: to defend or argue for
   - Part of Speech: verb

3. *mission*
   - Meaning: a local church or parish;
   - Write: X
   - Part of Speech: noun
   - Meaning: a task or objective
   - Part of Speech: noun
   - Meaning: a style of American furniture
   - Part of Speech: adjective

B.

Possible answers:

1. *contest* (noun): I won the poster contest.
   *contest* (verb): She will contest the decision.

2. *protest* (noun): The protest began at noon.
   *protest* (verb): The students will protest if the teacher changes the schedule.

3. *contract* (noun): We signed a contract for a yearlong lease.
   *contract* (verb): She will contract Molly’s virus if they spend too much time together.
4. toll (noun): The driver paid the toll.
   toll (verb): Did you hear the bell
   toll?

5. bass (noun): The student plays bass
   in the orchestra.
   bass (noun): The fisher caught
   trout and bass.

**Lesson B Use Context Clues**

**Practice**

**Definitions**
1. Circle: adapt; change
2. Circle: scattering
3. Circle: leader of our state
4. Circle: place where people listen to
   speakers
5. Circle: work together

**Examples**
1. Circle: the American Red Cross
2. Circle: vitamins; minerals
3. Circle: rock; metal; gas
4. Circle: river; forest
5. Circle: blacksmithing; carpentry

**Restatements**

A.
1. Circle: lawmakers
2. Circle: chance
3. Circle: music group

B.
1. Possible answer: without pay
2. Possible answer: resisted

**Cause/Effect Relationships**

1. Circle: he was nervous about living
   in a new place
2. Circle: her cheeks scrunched up
   and lines appeared at the corners
   of her eyes
3. Circle: each message was sent and
   received with success
4. Circle: autumn arrived
5. Circle: it would be easy to
   remember

**Comparisons**

A.
1. Circle: hopeful
2. Circle: fairly
3. Circle: ordinary

B.
1. Possible answer: calmness
2. Possible answer: stiff

**Lesson C Understand Word Parts**

**Practice**

**Prefixes**

Possible answers:
1. to look at again
2. true, or not fiction
3. someone who works beside a lawyer
4. to manage together
5. words with similar meanings
6. a single tone
7. a moment played again
8. to host together
9. not able to absorb
10. a train that moves on one rail
Suffixes
A.
1. (sample item)
2. honorable
3. usable
4. convertible
5. admirable

B.
1. Underline: al; like the norm
2. Underline: ible; able to collapse
3. Underline: able; able to give comfort
4. Underline: logue; a speech given by one person
5. Underline: ity; the state of being civil

Roots
A.
1. chronology
2. genealogy
3. auditorium
4. conscious
5. sanitary
6. astronomy
7. photograph

B.
Circle: b. the process of how plants make food with the aid of light

Lesson D Use Print and Digital Resources
Practice
Dictionaries and Glossaries
A.
1. a. Definition #1
2. b. True
3. b. Definition #2

B.
1. adjective
2. amputate
3. Possible answer: The girl was an amateur, not a professional.

Thesauruses
Possible answers:
1. (sample item)
2. Unfamiliar Word: distressed
   Synonyms: unhappy, anxious, concerned, nervous, uneasy, upset
   Answers will vary.
3. Unfamiliar Word: forthright
   Synonyms: honest, direct, frank, open, unreserved, bold
   Answers will vary.

Lesson E Understand Figurative Language
Practice
Similes
A.
1. The author is comparing the surface of the water to glass.
2. *glass* Word Web
   Center box: glass
   Outer boxes: Possible answers: smooth; clear; reflective; shiny
3. Possible answer: The author wants readers to understand that the water was smooth and clear.

B.
Possible answers:
1. The simile means that I felt like I didn’t belong.
2. Possible answer: I crept down the hall as quiet as a mouse.
Metaphors

A.

1. A firefighter and a rock are being compared.
   Possible answer: Their qualities are that a firefighter is someone who puts out fires, and a rock is very strong.
   Possible answer: The writer is saying that these two things are alike because a firefighter fights fires, and to do that he or she must be very strong.

2. Snow and a blanket are being compared.
   Possible answer: Their qualities are that snow falls from the sky, and a blanket covers someone who is asleep.
   Possible answer: The writer is saying that these things are alike because when snow falls, it covers the yard just like a blanket covers someone who is sleeping.

3. A third-base player and a wall are being compared.
   Possible answer: Their qualities are that a third-base player catches and throws a baseball, and a wall blocks things from going through it.
   Possible answer: The writer is saying that these two things are alike because when a third-base player catches the ball, she's like a wall that stops something.

4. The ferocious wind and a howling, clawing animal are being compared.
   Possible answer: The wind's qualities are that it can blow hard and move things even though you can't see it. A howling, clawing animal's qualities are being loud, scary, and dangerous.
   Possible answer: The writer is saying that these two things are alike because when a ferocious wind blows hard and rattles the window, it is loud and scary like a howling, clawing animal.

B.

1. Possible answer: The metaphor means that the birds had brightly colored feathers and were beautiful, just like the brightly colored jewels in a necklace.

2. Possible answer: The moon hung low in the sky like a beautiful pearl earring.

Lesson F Understand Common Expressions and Sayings

Practice

Idioms

A.

1. very happy
2. to avoid a direct answer
3. listening closely
4. to get through a challenge successfully
5. someone who is not very active
6. kind
7. expensive
B.
1. Circle: a. be more careful with money
2. Circle: b. something hard to find
3. Circle: b. at the last minute

Adages and Proverbs

A.
1. Underline: let sleeping dogs lie; Circle: a. It is better not to restart an old argument.
2. Underline: an apple a day keeps the doctor away; Circle: b. Eating an apple every day keeps you in good health.
3. Underline: make hay while the sun shines; Circle: b. Take advantage of an opportunity while you have chance to do so.
5. Underline: every cloud has a silver lining. Circle: b. You can find something good in every bad situation.

B. Possible answers:
1. Don’t count on something until it actually happens.
2. One thing that is certain is better than two things that are uncertain.

Lesson G Understand Word Relationships

Practice

Synonyms

A.
1. smeared
2. conditions
3. breakable
4. prevent

B.
Unfamiliar Word: valiant
Synonyms: Possible answers: brave; courageous; fearless; heroic; unafraid

Unfamiliar word: speculate
Synonyms: Possible answers: guess; assume; imagine; hypothesize; conclude

Sentence 1: Answers will vary.
Sentence 2: Answers will vary.

Antonyms

A.
Possible answers:
1. Word: haughty
   Antonyms: Possible answers: friendly; humble; kind
2. Word: veteran
   Antonyms: Possible answers: beginner; amateur; inexperienced
3. Word: unique
   Antonyms: Possible answers: common; familiar; usual
4. Word: diminutive
   Antonyms: Possible answers: large; oversized; huge
5. Word: tense
   Antonyms: Possible answers: relaxed; calm; peaceful
B.
1. unimportant
2. uninterested
3. boring
4. soft-spoken
5. unusual

Homographs
A.
1. Circle: a. task
2. Circle: a. friendly and helpful
3. Circle: b. trash
4. Circle: a. delight
5. Circle: b. individual

B. with
Answers will vary.

**Lesson H Build Vocabulary**

**Practice**

**Using Precise Language**

A.

**Synonyms and Adjectives/Adverbs**

Possible Answers:

Word: *jump* (verb)
Synonyms: leap; spring; vault
Adjectives/Adverbs: suddenly; high; far

Word: *laugh* (verb)
Synonyms: chuckle; howl; giggle
Adjectives/Adverbs: loudly; joyously; happily

Word: *flower* (noun)
Synonyms: blossom; plant; bud
Adjectives/Adverbs: yellow; open; fragrant

Word: *building* (noun)
Synonyms: tower; structure; house
Adjectives/Adverbs: brick; old; empty

Word: *person* (noun)
Synonyms: human; person; individual
Adjectives/Adverbs: friendly; energetic; kind

B.

Possible answers:
1. very: extremely
2. looked: glanced
3. came: burst
4. look at: inspect
5. left: abandoned
6. walked: strode
7. moved: hurried
8. big: giant

**Using Content Words**

Possible answers:

*Evidence*

*What is it?* proof
*What are some of its properties?* Evidence is facts. Evidence shows what really happened. Evidence can be objects.
*What is an example of it?* Fingerprints and statements people make are examples of evidence.

*Species*

*What is it?* a kind, a type, a group of living things
*What are some of its properties?* All the things in one species are alike in some way. A species has several kinds of related animals or plants. A species is a group in nature.
*What is an example of it?* Squirrels, ducks, and apple trees are examples of species.

*Extinct*

*What is it?* no longer living
*What are some of its properties?* Something extinct has no more living members. Something extinct is gone and will not come back. Something extinct might have lived a long time ago, or might have lived a few years ago.
What is an example of it? Dodo birds, dinosaurs, and woolly mammoths are examples of extinct animals.

asteroid
What is it? a small body of rock and metal that orbits the sun
What are some of its properties? An asteroid is in outer space. An asteroid can sometimes be found between the planets Mars and Jupiter. An asteroid is smaller than a planet but larger than a meteor.
What is an example of it? An example of an asteroid is the giant asteroid that many scientists believe hit Earth and led to the extinction of dinosaurs. Examples of asteroids that were named for famous people are Newtonia, Shakespeare, Einstein, and Mozartia.

Using Words That Signal Relationships
Circle: however; Although; Moreover; but; nevertheless
1. Terrance is used to city life, but Grandma is used to country life.
2. They both like baseball cards.