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

1. Have you seen the (categories, corners) of talents that will be allowed at the talent contest? _____________

2. Did you see the size of the stage? It’s (slow, gigantic)! _____________

3. We walked to the contest in the rain, and now our clothes are (soggy, dry). _____________

4. The man was tired, so he (slumped, sat up) in his chair and went to sleep. _____________

5. Cynthia twisted (blocks, strands) of hair around her finger. _____________

6. If we write a paper, will Mr. Price give us extra (credit, time)? _____________

7. Our school has lights in front of the stage, so all of the performers have a (luminous, dark) glow on their faces. _____________

8. All of the performers were quite (splendid, capable) of putting on a good show. _____________

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

9. ____________________________________________________________________________

______________________________________________________________________________

10. ____________________________________________________________________________

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

Read the passage and answer the questions below.

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

“Mike,” Roberto said, “the essay is on ‘what makes blueberry pies’?”

“What?” I said. “The essay is on ‘what makes blueberry pies’?”

“Yes,” he said. “I hope you feel butter. I have to go to digger now.”

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

“Blueberry pies?” Roberto asked. “We didn’t have to write about blueberry pies. Our essay was about ‘what makes blue skies.’”

1. Who are the characters in this passage?

2. What is Mike’s main problem?

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

4. What could Mike have done differently to solve his essay problem?
As you read *Miss Alaineus*, fill in the Character and Plot Chart.

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How does the information you wrote in this Character and Plot Chart help you analyze the story structure of *Miss Alaineus*?
As I read, I will pay attention to pauses and breaks in the text.

Freddy slapped the table as he snorted. “Check this out, Eva!” he said between chuckles.
Freddy grabbed my sketchbook and held it up next to my startled face. Eva frowned, looked confused, and then finally a gigantic smile crossed her face.
“You’re good, Nadia,” she said. “But, I don’t get it.”
What I’d drawn was a cartoon of me, with an oversized head and tiny body. I’d added my trademark features.
A banner at the top read, “Science UN-Fair.” Question marks spun around my head and I had a very confused look—a perfect caricature, I might add.
Freddy turned to me and said, “Eva was in the nurse’s office during fifth period. Remember? She got hurt playing soccer during lunch.”
“Oh, yeah,” I said. And then I told Eva what she had missed.

Comprehension Check

1. Who is the main character of this story? **Character**
2. What did Nadia draw in her sketchbook? **Plot**
Photographs or drawings provide a visual image of what is happening in the story. Captions help explain what the photographs or drawings are about.

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

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

1. What does the drawing show? _______________________________________

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

At Home: Find at least three photographs or drawings in magazines or books that do not have captions. Write captions for the images.
You can learn the meaning of an unfamiliar word by using the words around it as clues. Look at the words that appear near the word that you don’t know, and try to find a **synonym** of that word to help you figure out its meaning. Remember that a synonym is a word with a similar meaning.

Circle the synonym of the underlined word in each sentence.

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

**At Home:** Write a list of at least three new words from a magazine or book, and use context clues to find a synonym.
The letters a, e, i, o, and u usually stand for the short vowel sounds /a/ in *damp*, /e/ in *ten*, /i/ in *sit*, /o/ in *hop*, and /u/ in *fun*. Some words with short vowel sounds do not follow this pattern. For example, *ea*, as in *head*, can have the /e/ sound and *ou* followed by *gh*, as in *rough*, can have the /u/ sound.

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

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At Home: Work with a parent or helper to add as many words as possible to each column in the chart.
A. Choose a word from the box to complete each sentence.

impress  wring  fireball  original
commenced  advertisement  elected  sauntered

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

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

9. ____________________________________________
   ____________________________________________
9. ____________________________________________
   ____________________________________________

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

Read the tall tale below. Tell the setting and the events in the plot.

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

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

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

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

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

Summary: ____________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

At Home: Summarize one of your favorite stories. Be sure to include details about the setting and problems in the plot.
As you read *Davy Crockett Saves the World*, fill in the Plot and Setting Chart.

<table>
<thead>
<tr>
<th>Plot</th>
<th>Setting</th>
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<tbody>
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</tbody>
</table>

How does the information you wrote in this Plot and Setting Chart help you analyze the story structure of *Davy Crockett Saves the World*?
As I read, I will pay attention to punctuation.

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

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

89 “Tommy’s apple pie is bigger than mine!”

96 “Why are we having apple juice again?”

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

Comprehension Check

1. What kind of person is Johnny? **Character**

2. How did Johnny’s family benefit from his green thumb? **Plot**

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<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<td>First Read</td>
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<tr>
<td>Second Read</td>
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</tbody>
</table>
Have you ever visited or seen pictures of Puget Sound in Washington State or the Black Hills of South Dakota? If so, you have seen some of Paul Bunyan's greatest work. One time, when Paul was headed out West, he dragged his giant pickax behind him, and the ditch he made with it was the Grand Canyon. This statement may be exaggerating the facts just a little. Paul Bunyan really did not make these beautiful places, but the stories we like to tell about him make him one of the heroes of American tall tales.

Tall tale heroes and the regions where they were born

Paul Bunyan
Babe
Pecos Bill
David Crockett
John Henry
Old Stormalong

What is a tall tale? Four features make a story a tall tale. First, the hero must seem larger than life and have superhuman skills. Second, the hero usually has a certain job that he does better than anyone else. The hero might be a lumberjack or a cowhand, for example. Third, the hero must solve a problem in a way that surprises the reader or makes the audience laugh. Fourth, the details of the tale are exaggerated to be made greater than they really are. Often, the hero is bursting with courage and ready to conquer any difficulty. As a rule, the heroes would be a little rough on the outside. Still, they had tender hearts and souls and possessed the most admirable qualities. They were helpful, always ready to solve problems and determined to create a better world for their neighbors and friends.

1. Why is the toolbar important?

2. What do links do?

3. On this Web site, how else would you get information on tall tales?
Sometimes two smaller words are put together to form a **compound word**. Recognizing the smaller words can help you figure out the compound word’s meaning. For example, **newspaper** is a compound word made from the words **news** and **paper**. The word **newspaper** means “paper on which news is published.”

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

1. The storyteller told an exciting tale about Davy Crockett.  
   ________________________________

2. One story is about how Pecos Bill tames a whirlwind.  
   ________________________________

3. I wrote a story about Sluefoot Sue in my notebook.  
   ________________________________

4. The townspeople decided to ask Davy Crockett for help.  
   ________________________________

5. We could see for miles from the top of the skyscraper.  
   ________________________________

6. For dinner, Davy Crockett ate homegrown tomatoes in his salad.  
   ________________________________

7. Today we will cut the grass with our electric lawnmower.  
   ________________________________

8. I bought some groceries and a magazine from the shopkeeper.  
   ________________________________

**At Home:** Write five sentences, using one of the compound words above in each.
Practice  
Phonics: Long Vowels

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

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

<table>
<thead>
<tr>
<th>coach</th>
<th>bike</th>
<th>wheat</th>
<th>pain</th>
<th>may</th>
<th>deep</th>
</tr>
</thead>
<tbody>
<tr>
<td>steam</td>
<td>flight</td>
<td>slate</td>
<td>towing</td>
<td>mind</td>
<td>float</td>
</tr>
</tbody>
</table>

1. rake

2. feet

3. kite

4. flow

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

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

quest  settings  reduce  buffet  major

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

B. Use the sentences in part A to help define these vocabulary words.

6. settings: __________________________________________________________

7. quest: ______________________________________________________________

8. major: ______________________________________________________________

9. reduce: ______________________________________________________________

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

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

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

Deciduous forests have trees with leaves. Oak and maple trees are found in deciduous forests. When leaves fall to the ground and decay, they make the soil very rich. The climate of a deciduous forest is mild. These forests are also found in North America, Europe, and Asia.
As you read “Forests of the World”, fill in the Venn Diagram.

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

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to pronunciation.

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

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

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

Comprehension Check

1. How has the population of redwoods changed over the years? Compare and Contrast

2. Why can the wind not buffet the redwoods? Main Idea and Details

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<tr>
<td>Second Read</td>
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</tbody>
</table>
A library often holds more than collections of books and magazines. Due to advances in technology, information can be stored and presented in many different forms. To use a library or media center successfully, choose the correct resources.

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

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

1. Which resource would you use to read articles about these common trees in the United States: black cherry, box elder, black willow?

2. Which resource would you use to hear what a typical day in a rain forest sounds like?

3. Which resource would you use to find pictures of a tree named “General Sherman” in California and a tree called a “dancing lime” in Germany?

4. Which resource would you use to learn about techniques used to control wildfires?

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. buffet</td>
<td>a. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td>b. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td>2. bow</td>
<td>a. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td>b. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td>3. tear</td>
<td>a. ____________</td>
<td>__________________</td>
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<tr>
<td></td>
<td>b. ____________</td>
<td>__________________</td>
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<tr>
<td>4. wind</td>
<td>a. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td>b. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td>5. object</td>
<td>a. ____________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td>b. ____________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

**At Home:** Work with a parent or helper. Think of at least two more homographs. Use a dictionary to find their meanings and pronunciations, and write them down.
• The vowel u in tuna, the vowels oo in soon, and the letters ew in grew can stand for the /ü/ sound. The VCe pattern in plume can also stand for the /ü/ sound.
• The vowel u in music, the vowels ue in cue, the letters ew in few, and the VCe pattern in cute can also stand for the /ü/ sound.
• The vowels oo can also stand for the /u¯/ sound in book.

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

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

<table>
<thead>
<tr>
<th>loon /ü/</th>
<th>mule /ü/</th>
<th>book /ü/</th>
</tr>
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</table>
A. Match each vocabulary word with its definition. Write the vocabulary word on the line provided.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Function</th>
<th>Maze</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disasters</td>
<td>Gravity</td>
<td>Adjusted</td>
<td>Zone</td>
</tr>
</tbody>
</table>

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

B. Answer each question.

9. Why is gravity important? ________________

10. How might a maze slow you down? ________________
When you **summarize** nonfiction, you retell it briefly in your own words. In the retelling you focus on the most important ideas or events in the passage. The main idea of a paragraph is often found in the first sentence. Supporting details tell you more about a paragraph’s main idea. A summary should include important details that describe or explain the main ideas.

Read the two paragraphs below, and then write a summary of the passage on the lines provided. Be sure to include the most important ideas and supporting details in your summary.

**Becoming an Astronaut**

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

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

**Summary:**

________________________________________________________________________

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

Main Ideas
Three blank boxes for main ideas.

Summary
Blank box for summary.

How does the information you wrote in this Summary Chart help you generate questions about *Ultimate Field Trip 5*?
As I read, I will pay attention to pronunciation.

People on Earth have long looked at Mars with excitement and fear. Mars is Earth’s nearest neighbor and has an environment similar to Earth’s in many ways. The surface of Mars is much like the surface of parts of Earth, dry and hard. Temperatures on Mars range from –225° to 60° Fahrenheit (-140° to 25° Celsius). There are important differences, too. The atmosphere of Mars is almost all carbon dioxide and doesn’t have enough oxygen to support humans. On Mars, gravity, the force that pulls us toward the ground, is not as strong as gravity on Earth. However, of all the planets in the solar system, Mars is the one that seems most possible for humans to visit and even colonize. It is close to us, and it has a surface and surface temperature most similar to that of Earth.

Comprehension Check

1. Why does Mars seem like the most likely planet for humans to visit? **Main Idea and Details**

2. What are some differences between Earth and Mars? **Compare and Contrast**

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

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

right  round  glow  roar

1. We’re in the rocket, set to go.
   The lift-off lights begin to ________________.

2. The engines rumble, then they ________________.
   Can we still run right out the door?

3. The spacecraft rolls from left to ________________.
   And soon we rocket out of sight.

4. But wait! It’s over. We’re all safe and sound.
   Oh, it was just the simulator spinning ________________.

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

The spacecraft rolls from left to right.
And soon we rocket out of sight.
But wait! It’s over. We’re all safe and sound.
Oh, it was just the simulator spinning round.

At Home: Read a poem aloud to hear the rhythm. Make a list of the words that rhyme.
If you are reading and come to an unfamiliar word, look at the other words in the sentence. These words might give you hints as to the meaning of the unfamiliar word. We call these hints context clues. For example, context clues might explain or describe an unfamiliar word.

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

1. At the U.S. Space Academy, we felt what it was like to be weightless and float through the air.
   
   If you are weightless, you are not affected by _______.
   
   a. air  b. gravity  c. space

2. Astronauts use simulators in order to feel like what it will be like in space.
   
   What are simulators ________?
   
   a. machines  b. portals  c. missions

3. Since space has no atmosphere, special suits need to be worn to supply astronauts with air and protect them from the sun.
   
   The special suits provide ________.
   
   a. sunlight and gravity  b. gas and bubbles  c. protection from the sun and air

4. The mission crew was asked to deploy the robot that was being stored to work on a broken satellite.
   
   The robot was deployed to complete an ________.
   
   a. operation  b. orbit  c. astronaut

5. Someday it might be possible to colonize the moon so people could live there.
   
   You cannot colonize a place without _________.
   
   a. sidewalks  b. people  c. bikes

At Home: Choose three of the underlined words above. Write a sentence with new context clues for each word. Share your sentences with a parent or helper.
A. Underline the words in the paragraph that have the /är/ sound in car, /âr/ sound in bear, or the /ôr/ sound in for. Then sort them on the chart below.

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

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

<table>
<thead>
<tr>
<th>/är/ sound in car</th>
<th>/âr/ sound in bear</th>
<th>/ôr/ sound in for</th>
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</table>
Choose the vocabulary word that best replaces the underlined word or words. Write your choice on the line provided.

fragrance  celebration  variety  moistened
cooperation  canceled  theory  transformed

1. One possible explanation for the roof dogs’ disappearance was that they flew off into the night. ________________

2. If you have a collection of different types of dogs, some will most likely be working dogs. ________________

3. When called into action, the search-and-rescue dog changed from a friendly pet into a life-saving hero. ________________

4. There is usually a joyful party at the animal shelter when a dog finds a new home. ________________

5. Most dogs can smell any odor or pleasant scent. ________________

6. With shared efforts, the dog and the park rangers found the lost camper. ________________

7. Even when rain has dampened a scent trail, dogs with good noses will be able to follow the smell. ________________

8. The search was called off when a dog found the missing person in the woods. ________________
A **cause** is the reason why something happens. An **effect** is the result, or what happens. Many story events are connected through cause-and-effect relationships. Signal words such as *because, so, as a result* help readers identify cause-and-effect relationships.

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

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

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

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

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

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

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

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

**At Home:** Read an article in a newspaper aloud to a parent or helper. Write down examples of cause-and-effect relationships in the article.
As you read *Pipiolo and the Roof Dogs*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
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</table>

How does the information you wrote in this Cause and Effect Chart help you generate questions about *Pipiolo and the Roof Dogs*?
As I read, I will pay attention to tempo.

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

But now it was time to decorate the yard.

Comprehension Check

1. Why is the narrator excited? **Cause and Effect**

2. What is Mai’s responsibility for the party? **Plot**

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

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

<table>
<thead>
<tr>
<th>Dogs with Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breed</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Welsh Corgi</td>
</tr>
<tr>
<td>Dalmatian</td>
</tr>
<tr>
<td>Newfoundland</td>
</tr>
<tr>
<td>golden retriever</td>
</tr>
</tbody>
</table>

1. What task did golden retrievers originally perform? ____________________

2. How are Dalmatians put to use today? ____________________

3. How is a Welsh Corgi’s job today different from its original job? __________

4. Which breed is now known for rescuing people in the water? __________

5. Which breed is often used to help people who are blind? __________

At Home: Make a chart called “People that I Know.” Under the heading “Names,” list three names. Use “Job” as another heading and fill in the chart.
Synonyms are words that have very similar meanings. A thesaurus contains lists of synonyms. A dictionary often includes synonyms for a word along with the word’s definition.

**aroma** *n.* smell, scent, odor  
**brave** *adj.* courageous, fearless  
**dog** *n.* hound, mutt, pooch  
**village** *n.* metropolis, town, city

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

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

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

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

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

**At Home:** Work with a parent or helper to think of two synonyms for each of the following words: village, yelp, delight, tired, and courage.
The letters ur, er, ir, or ear can stand for the /ûr/ sound in fur, her, bird, and earn. The letters ear and eer can stand for the /îr/ sound, as in fear and deer.

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

<table>
<thead>
<tr>
<th>squirm</th>
<th>dreary</th>
<th>engineer</th>
<th>verse</th>
<th>clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>nerve</td>
<td>lurch</td>
<td>learn</td>
<td>sneer</td>
<td>ear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>fur /ûr/</th>
<th>fear /îr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________</td>
<td>6. _________</td>
</tr>
<tr>
<td>2. _________</td>
<td>7. _________</td>
</tr>
<tr>
<td>3. _________</td>
<td>8. _________</td>
</tr>
<tr>
<td>4. _________</td>
<td>9. _________</td>
</tr>
<tr>
<td>5. _________</td>
<td>10. _________</td>
</tr>
</tbody>
</table>

B. Answer the questions using the chart above.

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

________________________________________________________________________

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

________________________________________________________________________
Name ________________________________

celebration gigantic impress quest disasters

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

1. Davy was on a ____________ to save the world from destruction.

2. A ________________ meteor was headed straight for Earth.

3. He never tried to _____________ anyone with his amazing strength.

4. Earthquakes and hurricanes are examples of natural _____________.

5. His friends held a big _________________ to show their thanks.

B. Write a sentence of your own for each of the following words.

6. slumped ________________________________

6. ____________________________________________________________________________

7. settings ________________________________

7. ____________________________________________________________________________

8. wring ________________________________

8. ____________________________________________________________________________

9. adjusted ________________________________

9. ____________________________________________________________________________

10. variety ________________________________

10. ____________________________________________________________________________
A. Read each question, and circle the letter of your answer.
1. Which of the following best describes someone slumped in a chair?
   a. alert          b. drooping
   c. proper
2. Which of the following would impress a teacher?
   a. a well-written paper
   b. a low score on a test
   c. falling asleep during class
3. What happens when strong winds buffet trees?
   a. the trees die
   b. the trees get knocked about
   c. the winds have no effect
4. If a towel has been moistened, how will it feel to the touch?
   a. warm
   b. scratchy
   c. damp
5. In what type of environment do most students spend their day?
   a. a forest
   b. a gymnasium
   c. a classroom

B. Use each of the following words in a sentence.
1. luminous __________________________________________
   __________________________________________________
2. sauntered __________________________________________
   __________________________________________________
3. function __________________________________________
   __________________________________________________
4. gravity __________________________________________
   __________________________________________________
5. fragrance _________________________________________
   __________________________________________________
Use the correct word from the list.

<table>
<thead>
<tr>
<th>injury</th>
<th>mournful</th>
<th>sympathy</th>
<th>delivering</th>
</tr>
</thead>
<tbody>
<tr>
<td>slurp</td>
<td>shrieks</td>
<td>decency</td>
<td>bulletin board</td>
</tr>
</tbody>
</table>

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

Use the vocabulary words to answer the questions.

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

10. mournful What does it mean to be mournful?
    
    ____________________________________________________________
    ____________________________________________________________
An inference is a conclusion or deduction made from evidence. Readers **make inferences** about story elements based on details in the story or from their own experience. You usually “read between the lines” to figure out what a character is feeling or intends to do. When you make judgments or conclusions based on your reading, you are making inferences about characters or events.

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

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

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

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

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

Maria’s face lit up. “Oh, mom!” she exclaimed, hugging her mother.

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

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

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

4. What do you think will happen on Maria’s birthday?
As you read *Shiloh*, fill in the Inferences Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Inferences Chart help you monitor comprehension of *Shiloh*?
As I read, I will pay attention to punctuation.

Just past the admissions window, not far from a display of llamas, Mrs. Battaglia assembled her students. She blew her nose, cleared her throat, and said, “There are ten endangered animals here at the zoo. Achoo!”

“Bless you,” someone muttered.

“Thank you. In groups of three, you are to visit them and answer all of the questions on your worksheet.”

Alice noticed that Mrs. Battaglia’s eyes were red and tearing. She glanced at Wendy, who giggled. For all her talk about their fascinating blood cells, Mrs. Battaglia was clearly too allergic to go anywhere near actual animals.

“At the end of today, your group will choose one—achoo!—animal. It will be your assignment to find a way to raise money for that animal at the school fundraiser in two weeks.”

Wendy grabbed Alice’s hand. “Let’s go together,” she said.

Comprehension Check

1. What does allergic mean in this passage? **Context Clues**

2. How do you think Mrs. Battaglia feels about the field trip to the zoo? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A photograph can help you see what a story or article is explaining or describing. The photograph’s caption provides more information about what you see in the photograph.

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

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

1. ______ Ten dogs, five cats, seven kittens, and twelve puppies were adopted in all.

2. ______ The Lions Club will be holding their annual fair from July 30 through August 4.

3. ______ There was a clown giving out balloons and a cowboy offering free pony rides.

4. ______ There was an Adoption Fair at the Third Street animal shelter today.

5. ______ Eleven-year-old Richard Vitarelli went home with a beagle pup.

6. ______ People were encouraged to take prospective pets out of their crates and get acquainted with the animals.

At Home: Go through newspapers or magazines to find photographs and captions. Explain how the photographs help you understand more about the story.
An idiom is a phrase that cannot be understood from the meaning of the separate words in it. You can often find idioms in the dictionary.

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

1. _____ At the eleventh hour
   a. decide something quickly without thinking about it

2. _____ Beat around the bush
   b. forever

3. _____ Jump to a conclusion
   c. avoiding an issue or avoiding giving an answer

4. _____ Until you’re blue in the face
   d. at the last minute

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

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

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

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

8. Rain or shine the picnic will happen tomorrow.

At Home: Draw a picture depicting one of the idioms above.
A. Make a compound word. Fill in the equation using the words from the box in order to make the best compound word. Write the compound word on the last line.

<table>
<thead>
<tr>
<th>place</th>
<th>cake</th>
<th>parent</th>
<th>print</th>
<th>shore</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>ball</td>
<td>burger</td>
<td>quake</td>
<td>yard</td>
</tr>
</tbody>
</table>

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

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

11. overcrowded: ___________ ___________
12. password: ___________ ___________
13. commonplace: ___________ ___________
14. zookeeper: ___________ ___________
15. tumbleweed: ___________ ___________
A. From each pair of words below, circle the word that best completes the sentence. Then write the correct word on the line provided.

1. Snakes are (predators / reptiles) because they live by hunting and eating other animals. ________________

2. There are about 30 (brands / species) of rattlesnake. ________________

3. A rattler shakes its tail as a warning before (fleeing / lunging) toward you. ________________

4. You can (survive / avoid) a snake bite if you get help right away. ________________

5. Snakes can feel another animal approaching because the ground (vibrates / twists). ________________

6. Rattlesnakes often blend in with their (surroundings / forests), which makes them hard to see. ________________

7. The hikers were (unprepared / alert) after rattlesnakes were spotted on the trail. ________________

8. A rattlesnake shoots poison through its fangs when it bites its (prey / venom). ________________

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

9. ____________________________________________________________________________________

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

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

Rattlesnakes have a bad reputation. No wonder! They look mean. They sound spooky. And you know about their nasty bite. But mostly they’re misunderstood. So here is all you ever wanted to know about rattlesnakes. They are a group of snakes that have what no other snakes have: rattle-tipped tails. They also have thick bodies, wide heads, cat-like eyes, and long, hollow fangs that fold away when they’re not needed. Their dull colors and patchy patterns help them blend with their surroundings.

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

2. List three details about the characteristics of rattlesnakes that support the main idea.
   a. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   b. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   c. ____________________________________________________________
   ____________________________________________________________

At Home: With a family member or helper, read a newspaper or magazine article. Underline the article’s main idea and discuss the details that support the main idea.
As you read a section of “Rattlers!”, fill in the Main Idea Web.

How does the information you wrote in this Main Idea Web help you summarize the section of “Rattlers!” you chose?
As I read, I will pay attention to punctuation.

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

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

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

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

**Comprehension Check**

1. Why do sea snakes have to live in warm waters? **Main Idea and Details**

2. What is one way that sea snakes have adapted to living in water? **Main Idea and Details**
Read the following passage from “How Poison Came into the World.” Answer the questions on the lines provided.

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

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

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

2. How is the plant personified?

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

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

5. What is the point of this legend?

Legends are stories that come down from the past, based on the traditions of a people or region. The hero is the main character in a legend, who often does something brave to help others. Personification is the assignment of human characteristics to an animal, a thing, or an idea.

At Home: Think about “How Poison Came into the World” and draw a picture from the legend. Share your picture with a family member or helper, and tell him or her what the legend explains.
Look for context clues to help you define the underlined word in each sentence. Then write the meaning of the underlined word on the line provided.

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

**Practice**

Vocabulary Strategy: Context Clues

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

**At Home:** Write sentences using the following vocabulary words: **predators**, **alert**, and **lunging**. Make sure each sentence includes context clues.
A. Write the plural form of each word on the line provided.

1. risk _______________________
2. century _____________________
3. compass _____________________
4. ability ______________________
5. rattler ______________________
6. loss _________________________
7. academy _____________________
8. tax _________________________

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

9. tongues _____________________
10. pouches _____________________
11. babies ______________________
12. forests ______________________
13. stories ______________________
14. branches _____________________
15. dictionaries _________________

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

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

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

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

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

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

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

Main idea: ____________________________________________

Detail: ____________________________________________

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

Summary: ____________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

At Home: Read a book, magazine, or newspaper. Take turns finding the main idea and details in the paragraphs or stories that you read.

How does the information you wrote in this Main Idea Web help you summarize “Maya Lin: Architect of Memory”? 
As I read, I will pay attention to pronunciation.

Why did so many people leave their homes? Why did they leave behind everything they knew? Why did they risk their lives and their families’ lives to come to the United States?

Many were escaping hunger, poverty, or religious and political persecution. The United States was their land of hope. Many thought the streets were paved with gold. That’s why Ellis Island is called the “Golden Doors.” Today’s Ellis Island is a museum honoring this important part of our history.

To most immigrants, the United States was the land of opportunity. It was a place where equality for all was possible. To get there people saved everything they earned to buy a ticket on a ship. Some came alone and bid their families farewell forever. Others saved enough to bring their families. For most immigrants the preparation and the journey were not easy.

Comprehension Check

1. What is the main idea of this passage? **Summarize**

2. What are some reasons immigrants came to America? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
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</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**The Internet** offers many online resources for research. Search engines are tools that enable you to search the Internet for information about a subject. You can use key words in a search engine to find information.

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

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

1. What would be key words to use in a search engine to find information about this place? __________________________________________________________

2. Which Web site could you visit to learn about the military history of Castle Clinton? ____________________________

3. Which Web site could you visit to learn about immigrants who went through Castle Clinton? ____________________________

4. Which Web site could you visit to learn when Castle Clinton became a national monument? ____________________________

---

**At Home:** Together with a family member or helper, use key words in a search engine to find a Web site about a monument and write a short paragraph about it.
You can change the form of a word by adding a suffix such as -ed or -ing. This will create inflected endings. The inflected ending -ed is added to a verb to show that something happened in the past. The inflected ending -ing is added to a verb to show that something is happening in the present.

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

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

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

At Home: Make a three-column chart with five verbs and inflected endings.
An **inflected ending** is an ending that is added to a word to show a change in the way the word is used. When you add an inflected ending, follow the spelling rules shown in the examples below to keep the vowel sound of the base word the same. Add **-ing** for present tense and **-ed** for past tense.

Examples:

- hope + **-ing** = hoping  
  Drop the silent e so that hope keeps a long o sound.
- hop + **-ing** = hopping  
  Double the end consonant so that hop keeps a short o sound.
- deny + **-ed** = denied  
  Change the y to i so that deny keeps a long e sound and the long i sound of y.

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

<table>
<thead>
<tr>
<th></th>
<th>-ing</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. drip (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>2. amused (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>3. jog (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>4. qualify (past)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>5. rake (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>6. rely (past)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>7. forbid (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>8. ease (present)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>9. apply (past)</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>10. regret (past)</td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>

At Home: Together with a family member or helper, read a newspaper to find five more words with inflected endings. Write a sentence for each word.
A. From the box, choose a vocabulary word with a meaning similar to the underlined word or words in each sentence. Write the vocabulary word on the line provided.

- forbidden
- reluctant
- mischievous
- hesitation
- blared
- gossiped
- elegant
- irresistible

1. Without a ___pause___, I agreed to travel with my mother to Puerto Rico. __________

2. I was ___unwilling___ to give up another day of the trip. __________

3. I ___talked casually___ with friends about my aunts and uncles in Puerto Rico. __________

4. The loudspeaker ___boomed loudly___ when it announced our flight. __________

5. The woman’s ___tasteful, stylish___ outfit caught our attention. __________

6. The urge to talk to her was ___impossible to ignore___.__________

7. I tried to keep quiet because talking to strangers was ___not allowed___.__________

8. The ___naughty___ children made faces at the people walking past. __________

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

9. ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

10. ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________
Characters will often face a problem throughout a story. His or her efforts to solve this problem make up the plot. By recognizing the **problem and solution** you will be able to summarize the entire story.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The narrator is nervous about flying.</td>
<td></td>
</tr>
<tr>
<td>2. The narrator doesn’t know how to swim.</td>
<td></td>
</tr>
<tr>
<td>3. The narrator is afraid to go into deeper water.</td>
<td></td>
</tr>
</tbody>
</table>
As you read *The Night of San Juan*, fill in the Story Map.

How does the information you wrote in the Story Map help you summarize *The Night of San Juan*?
Soledad would roll out of bed each and every morning, even before the rooster started crowing. She would grab her backpack. Then she’d give her grandfather Sebastián a goodbye kiss and set off on a one-hour march down a dusty road.

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

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

Comprehension Check
1. How would you describe Soledad? Character

2. What does the word mischievous mean? Vocabulary

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
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<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
</tr>
</tbody>
</table>
An almanac is a reference book that is published each year. Almanac entries have **charts** that provide brief facts and statistics about a topic. Charts are a good place to find information on history, geography, and government.

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

**Commonwealth of Puerto Rico**

2. Official languages: _____
3. Total land area: _____
4. Capital: _____
5. Flower: _____
6. Climate: _____

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

At Home: With the help of a family member or helper, think of three more facts that you would like to know about Puerto Rico that are not listed in the above chart.
Suffixes are word parts added to the ends of base words to change their meanings or their parts of speech.

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

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

1. The mischievous girl liked to play tricks on her sisters.
   
2. Amalia has the ability to make friends easily.

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

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

5. Our Spanish teacher always makes us work on our pronunciation.
• The /ô/ sound can be spelled aw, as in law, or au, as in haul, or ough, as in bought.
• The /ou/ sound can be spelled ou, as in counter, or ow, as in cow.
• The /oi/ sound can be spelled oi, as in boil, or oy, as in loyal.

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

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

<table>
<thead>
<tr>
<th>/ô/ sound, as in law</th>
<th>/ou/ sound, as in now</th>
<th>/oi/ sound, as in boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>6.</td>
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<td>7.</td>
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<td>7.</td>
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</tbody>
</table>

At Home: Together with a family member or helper, find one more word for each column of the chart.
A. Select the correct vocabulary word from the choices in parentheses. Write the word on the line provided.

1. Horses were important to the cowboy’s job. They enabled the cowboy to travel easily over the (vastness, horizon) of the countryside. ________________

2. The cowboys had great (hunger, enthusiasm) for their job and eagerly helped the rancher herd the cattle. ________________

3. Sometimes it seemed as though the horses could ride all the way to the (horizon, vastness), where the land met the sky. ________________

4. The (vastness, presence) of the horses helped keep the cattle under control. ________________

5. Both cows and horses had to be careful not to slip into a (horizon, ravine). Such a steep, narrow canyon was a danger. ________________

6. Horses (suspended, swerved) around the cows to keep the herd moving in the right direction. ________________

7. The cowboys and their horses relaxed as the campfire (flickered, swerved) and flashed. ________________

8. The horses slept with the cowboys’ spurs (flickered, suspended) from the top of their saddles. ________________

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

9. ___________________________________________________________________________

   ___________________________________________________________________________

10. ___________________________________________________________________________

   ___________________________________________________________________________
When you use clues in the text to figure out what is not stated directly, you make inferences. Making inferences involves making logical guesses and using knowledge that you already have. When you make an inference, or “read between the lines,” you fill in details that are not described directly. After you have made inferences, you can analyze the story and its characters.

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

1. Bob Lemmons saw the wild mustangs and pulled the reins to slow his horse, Warrior. The mustangs looked up but didn’t run.
   Inference: Bob slowed his horse because
   
2. Bob was the only cowboy who could get close to the wild horses. They accepted him into the herd.
   Inference: Bob’s relationship with horses was
   
3. The sky darkened, and Bob saw lightning flash around him. He quickly led Warrior to a ravine for shelter.
   Inference: Bob and Warrior sought shelter because
   
4. The mustang stallion fought Bob and Warrior. Bob guided Warrior’s blows and the stallion fell, returning meekly to the herd.
   Inference: The leaders of the mustang herd after the fight are
   
5. Analyze your inferences. What do they tell you about Bob’s life as a cowboy?
   
At Home: Using a short newspaper article, work with a family member or helper to make inferences about the piece.
As you read *Black Cowboy, Wild Horses*, fill in the Inferences Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in the Inferences Chart help you monitor comprehension of *Black Cowboy, Wild Horses*?
As I read, I will pay attention to expression, phrasing, and tempo.

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

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

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

Comprehension Check

1. What were some of the chores on the Greenoughs’ ranch? **Summarize**

2. Why do you think five of the Greenoughs ended up working in rodeos? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</table>
When you read poetry, pay attention to features often used with poetic language. For example, poems often include repetition, which occurs when a line or a sequence of lines appears more than once. Assonance is the repetition of the same or similar vowel sounds in a series of words, usually words with different consonant sounds. Repetition and assonance give poems a musical quality and rhythm.

Read the poem. Then answer the questions.

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

1. In which lines do you see repetition? ________________________________

2. What is the example of assonance in the repeated words? ______________

3. What other examples of assonance do you see in line 1? ______________

4. What is the example of assonance in line 2? __________________________

5. Is there an example of assonance in line 3? __________________________

6. Is there an example of assonance in line 4? __________________________
An analogy is a statement that compares two pairs of words. The relationship between the two words in the first pair is the same as the relationship between the two words in the second pair. **Antonyms**, two words with opposite meanings, can be used in analogies.

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

1. feebly is to strongly as tired is to __________

2. presence is to __________ as arrive is to depart

3. light is to heavy as __________ is to hard

4. awake is to sleep as praise is to __________

5. laugh is to __________ as smile is to frown

**At Home:** Together with a family member or helper, write the first pair of words of an analogy containing antonyms. Then work together to write the second pair of words.
Some words contain a Vowel-Consonant-Consonant-Vowel (VCCV) pattern. The two consonants in the middle of the word may be the same. In the word *valley*, for example, the consonant *l* is repeated. In some words, such as *winter*, the consonants are different (*n* and *t*).

blizzard  mutter  pigment  stack  wall  gallop
champion  empire  worship  fifteen  truck

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

_________________________________________________

_________________________________________________

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

<table>
<thead>
<tr>
<th>Words with the Same Consonants</th>
<th>Words with Different Consonants</th>
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</thead>
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<tr>
<td></td>
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</table>

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

1. ho ______ ow (ll   gh)
2. fla ______ er (gm   tt)
3. de ______ ist (nt   pp)

At Home: Together with a family member or helper, write five more VCCV words. Write the words on index cards. Take turns identifying the vowels and consonants in the words.
A. Read each word in the first column. Find its synonym, or the word closest in meaning, in the second column. Then write the letter of the word on the line.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>shrieks</td>
<td>a. devoted</td>
</tr>
<tr>
<td>predators</td>
<td>b. displays</td>
</tr>
<tr>
<td>exhibits</td>
<td>c. screams</td>
</tr>
<tr>
<td>mischievous</td>
<td>d. canyon</td>
</tr>
<tr>
<td>ravine</td>
<td>e. naughty</td>
</tr>
<tr>
<td>dedicated</td>
<td>f. hunters</td>
</tr>
</tbody>
</table>

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

1. The women __________________ about what had taken place the night before.

2. At first, Mom and Dad were ________________ to have a dog stay in the house.

3. The ________________ of humans frightened the wild animals.

4. The people’s faces at the war memorial were ________________.

5. There was a small plaque explaining that the soldiers had fought for ________________.
A. Read each question. Then write your answer, using complete sentences, on the line provided.

1. What does it mean to alert?

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

3. When is something irresistible?

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

5. What is an example of something that vibrates?

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

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

1. delivering

2. survive

3. elegant

4. suspended

5. blared
Complete each sentence by choosing the best word from the box.

swagger navigation patriots tyrant
governor spunk stark instruct

1. All of the proud British soldiers marched with a _____________ as they approached the town.

2. Paul Revere and others were great American _____________ who loved their country and warned the colonists of British attacks.

3. The American colonists needed someone with _____________ to lead the revolution.

4. The _____________ of the Somerset, a British ship, was not an easy task, especially in the dangerous seas.

5. Many American colonists believed that they were being treated cruelly by a _____________.

6. A _____________ helped keep order and enforce the laws in the American colonies.

7. The landscape was _____________ on the night of Paul Revere’s famous midnight ride.

8. Paul Revere tried to _____________ the colonists to prepare for war.
Authors don’t always tell you everything directly in the story. Sometimes you have to make inferences and **draw conclusions** about a selection or character by using clues from the text along with your own experiences. Drawing conclusions will help you understand the selection better.

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

Then answer the questions.

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

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

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

3. **How do you know that the colonists were determined to gain their independence? What was the result of their fight for freedom?**
As you read *Sleds on Boston Common*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

**At Home:** Have the student use the chart to retell the story.
As I read, I will pay attention to pauses.

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

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

The colonists were furious. It wasn’t only the money, although times were hard. They were angry because they hadn’t voted for this tax. The colonists believed that only representatives whom they chose could ask them to pay taxes. The colonists said there could be “no taxation without representation.”

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

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

Comprehension Check

1. What caused the colonists to feel more American than British? **Cause and Effect**

2. Why were colonists so angry about the stamp tax? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
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</tr>
<tr>
<td>Second Read</td>
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</tbody>
</table>
Narrative poetry is poetry that tells a story or gives an account of events. **Meter** is the regular arrangement of accented and unaccented syllables in a line of poetry. **Alliteration** is the repetition of the same first letter or sound in a series of words.

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

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

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

2. Which lines use alliteration? Give examples.

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

3. Marching down to their boats on the shore.
Many long words have smaller root words within them. With many words it is easy to build word families by adding a suffix or a prefix.

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

1. patriot
   unpatriotic

2. tyrant
   tyrannical

3. navigate
   navigation

4. govern
   governor

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

5. The American colonists created their own ________________.

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

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

8. The ________________ of the Somerset, a British ship, had to have good eyesight.

At Home: Read a magazine article and find two words that have word families. Then write the different word families on a sheet of paper, and read them to a family member or helper.
The point at which two syllables meet determines whether the vowel sound is long or short. If the syllable ends in a vowel, as in the word *human*, then the vowel sound is long and has a **V/CV** pattern. If the syllable ends in a consonant, then the vowel sound is short and has a **VC/V** pattern, as in *wagon*.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. humor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. pilot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. lemon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. punish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. lazy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. legal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. comet</td>
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<td></td>
</tr>
<tr>
<td>8. profile</td>
<td></td>
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<tr>
<td>9. frozen</td>
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<tr>
<td>10. proper</td>
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<tr>
<td>11. waken</td>
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<tr>
<td>12. tuna</td>
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</tbody>
</table>

**At Home:** Make an eight-column chart. Then sort the words above by vowel sound.
Choose a vocabulary word from the choices in parentheses. Then write the correct word on the line provided.

1. I will write a letter to my (representative/attorney) in Congress about this problem. ________________

2. (Colonel/Physician) is one of the highest ranks among the officers in the army. ________________

3. Before Christina Smith was elected to Congress, she was a representative in the state (legislature/suffrage). ________________

4. To (submit/qualify) as a voter, you must be at least eighteen years old. ________________

5. Congress is still debating, so they will delay, or (submit/postpone), the vote until next week. ________________

6. She knew that the old law was not (satisfactory/escorted) for today. ________________

7. When we finish writing, we can (submit/qualify) our letters to our representatives. ________________

8. Our (attorney/physician) will present our case to the judge. ________________
A **fact** is a statement that can be proven true. An **opinion** is a statement that a person believes, but that cannot be proven true.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion</th>
<th>Explanation of Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther Morris was the smartest person in Wyoming.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>Benjamin Sheeks thought that women’s suffrage was hogwash.</td>
<td>Opinion</td>
<td></td>
</tr>
<tr>
<td>In 1869 the Wyoming legislature voted to give women of Wyoming the vote.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>The people who lived in Wyoming in 1869 were pleasant.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>Esther ran for office after women in Wyoming got the vote.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>After Esther Morris was elected, people felt the happiest they ever had about the government.</td>
<td>Opinion</td>
<td></td>
</tr>
</tbody>
</table>

**At Home:** Write three sentences that are facts and three sentences that are opinions.
As you read *When Esther Morris Headed West*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in the Fact and Opinion Chart help you evaluate *When Esther Morris Headed West*?
As I read, I will pay attention to pronunciation.

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

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

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

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

Comprehension Check

1. What does the word abolition mean? **Context Clues**

2. How did Lucretia Mott fight to end slavery? **Main Idea and Details**
A time line is a diagram of several events arranged in the order in which they took place. A time line helps to arrange information in an easy, visual way.

Important Events in the Women’s Suffrage Movement

1848: The first women’s rights convention is held in Seneca Falls, New York
1872: Susan B. Anthony and others are arrested in Rochester, New York, for trying to vote in the presidential election
1920: The Nineteenth Amendment is passed
1878: A Woman Suffrage Amendment is introduced in Congress
1916: Carrie Chapman Catt organizes volunteers and promotes women’s suffrage in the media
1910

Use the time line to answer the following questions:

1. What is this time line about? _____________________________

2. How many years does the time line cover? _____________________________

3. What happened in 1872? _____________________________

4. Where was the first women’s rights conference in the United States held? _____________________________

5. Who traveled across America to organize volunteers? _____________________________

6. Which happened first: Seneca Falls Convention or the Nineteenth Amendment is ratified? _____________________________
A dictionary tells you a word’s meaning, and it includes a **pronunciation key** that tells you how to say a word correctly. Look at these symbols from a dictionary’s pronunciation key:

Long vowel sounds have a line over the letter: ē as in *feed*; ā as in *face*.
Short vowel sounds use the letter itself: i as in *kid*; u as in *submit*.
The “oo” sound has one dot over u: ū as in *book*.
The “ew” sound has two dots over u: ü as in *crew*.

Notice how words are spelled when pronunciation symbols are used:

<table>
<thead>
<tr>
<th>Word (as written)</th>
<th>Word with pronunciation symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>face</td>
<td>fās = face</td>
</tr>
<tr>
<td>submit</td>
<td>submit = submit</td>
</tr>
<tr>
<td>kid</td>
<td>kid = kid</td>
</tr>
<tr>
<td>book</td>
<td>bu ∙ k = book</td>
</tr>
<tr>
<td>crew</td>
<td>crü = crew</td>
</tr>
</tbody>
</table>

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

**Example:** true ________ trū

1. riot ___________
2. postpone __________
3. five ___________
4. made ___________
5. took ___________
6. sun ___________
7. look ___________
8. holiday ___________
9. waist ___________
10. frigid ___________
Some words have a pattern with a syllable break between two vowels. This is called the \textbf{V/V pattern}. The word \textit{fuel}, for example, has a syllable break between the vowel \textit{u} and the vowel \textit{e}. This pattern is also found in words with more than two syllables, such as the word \textit{idea}, which has a syllable break between the vowel \textit{e} and the vowel \textit{a}.

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

- diary
- piano
- minus
- meteor
- poet
- riot
- valley
- casual
- about
- rodeo
- closet
- radio
- fluid
- hoarse
- diameter
- ruin
- patriot
- trial
- diet
- meander
- cruel
- fought
- genuine
- without
A. Choose the word from the list that best completes each sentence.

- humanity
- inevitable
- unheeded
- enlightened
- prevailing

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

B. Write a sentence for each vocabulary word.

6. ____________________________________________________________________
   ____________________________________________________________________
7. ____________________________________________________________________
   ____________________________________________________________________
8. ____________________________________________________________________
   ____________________________________________________________________
9. ____________________________________________________________________
   ____________________________________________________________________
10. ____________________________________________________________________
A fact is something that can be proven true. An opinion is a belief that cannot be proven true.

Read each sentence and decide whether it is a fact or an opinion. Then circle Fact or Opinion.

1. People need to change their attitude toward the environment.  
   Fact  Opinion

2. The steam engine was invented during the Industrial Revolution.  
   Fact  Opinion

3. The ozone layer protects us from the sun’s harmful rays.  
   Fact  Opinion

4. Fifth graders in Parma, Michigan, created Environmental Awareness Day.  
   Fact  Opinion

5. Scientists know that pollution is a main cause of global warming.  
   Fact  Opinion

6. Technology is the answer to all of the problems that we face.  
   Fact  Opinion

7. Recycling one ton of paper saves 17 trees and 7,000 gallons of water.  
   Fact  Opinion

8. Cities and towns will be clean and pleasant in the future.  
   Fact  Opinion

9. Acid rain can damage plants, animals, and even buildings.  
   Fact  Opinion

10. Paper is the best material to recycle.  
    Fact  Opinion

At Home: With a family member or helper, read a newspaper or a magazine and list five facts and five opinions.
As you read “Beyond the Horizon”, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
</table>

How does the information you wrote in this Fact and Opinion Chart help you evaluate "Beyond the Horizon"?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to pauses.

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

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

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

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

Comprehension Check

1. How is population growth affecting wild animals? **Main Idea and Details**

2. How is the landscape in the United States changing? **Main Ideas and Details**
Study Skill: Study Strategies

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

Look at the outline below. Then answer the questions.

Environmental Dangers

I. Global warming
   A. Pollution is making it inevitable that ice at Earth’s poles will melt.
   B. Coastlines and weather will change.

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

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

1. What sort of information follows the Roman numerals? _____________________________
   _____________________________
   _____________________________

2. What sort of information follows the capital letters? _____________________________
   _____________________________
   _____________________________

At Home: Outline the summary of Kofi Annan’s speech to world leaders about the health of the environment.
A **prefix** is a word part that can be added to the beginning of a word to change the word’s meaning. Knowing what a prefix means can help you learn what a word means. For example, the prefix *re-* means *again, anew, or back/backward*. The prefix *in-* can mean *within, into, or toward*. Both the prefix *in-* and the prefix *un-* can mean *not*.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>new</td>
<td>renew</td>
<td>to make new again</td>
</tr>
<tr>
<td>in</td>
<td>side</td>
<td>inside</td>
<td>on the inner side, within something</td>
</tr>
</tbody>
</table>

1. **resend**  
   Prefix: _____  
   Meaning: _____________________________  
   Sentence: ____________________________________________________________

2. **unhappy**  
   Prefix: _____  
   Meaning: _____________________________  
   Sentence: ____________________________________________________________

3. **review**  
   Prefix: _____  
   Meaning: _____________________________  
   Sentence: ____________________________________________________________

4. If the word **heeded** means “noticed,” what does **unheeded** mean?  
   Prefix: _____  
   Meaning: _____________________________  
   Sentence: ____________________________________________________________

---

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

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

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

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

<table>
<thead>
<tr>
<th>VCC/CV</th>
<th>VC/CCV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The plants and trees began to dry and shrink from the heat of the scorching sun.

2. The twisted, gnarled branches of the old tree provided little shade for picnickers.

3. The desert hare was thin and scrawny from lack of food.

4. The heat slowed the explorers' progress across the sand.

5. The summer sun made the land look parched from the lack of water.

6. Water gushed from a broken irrigation hose, flooding the crops.

7. The rains transformed the dry, stark landscape into bright fields of green.

8. Soon the buckets were brimming with water from the heavy rain.

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

9. ________________________________

   ________________________________

10. ________________________________

   ________________________________
Read the paragraphs below. Then use information from the passage to fill in the Compare-and-Contrast chart.

Trees are among the oldest living things on Earth. The baobab is a deciduous tree, or a tree that loses its leaves. Baobabs have very wide trunks that can grow to a diameter of more than 45 feet around. The wood in the trunk is pulpy and holds water easily. Most species of baobab grow in the hot, dry climate of Africa, from South Africa to Sudan. Several species also grow in Australia. Many baobabs live for 1,000 years or more.

Like baobabs, most coast redwoods are very old. Unlike baobabs, however, coast redwoods grow tall rather than wide. Coast redwoods are coniferous, not deciduous, so they do not lose their leaves. One of the tallest known redwoods is about 367 feet tall and 600 years old. The wood of the coast redwood is soft, red, and resistant to disease. Coast redwoods grow in areas along the western coast of the United States. They thrive in the foggy, damp, mountainous areas near the Pacific Ocean.

<table>
<thead>
<tr>
<th>Baobab</th>
<th>Both</th>
<th>Coast redwoods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of tree:</strong></td>
<td></td>
<td><strong>Type of tree:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Growth:</strong></td>
<td></td>
<td><strong>Growth:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wood:</strong></td>
<td></td>
<td><strong>Wood:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Climate:</strong></td>
<td></td>
<td><strong>Climate:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read *My Great-Grandmother’s Gourd*, fill in the Venn Diagrams.

New Ways

Old Ways

Similarities

How does the information you wrote in the Venn Diagrams help you make inferences and analyze *My Great-Grandmother’s Gourd*?
As I read, I will pay attention to tempo.

The Mojave and Colorado deserts are two entirely different ecosystems that exist side by side. Although they are both arid, they look different, have different weather, and are occupied by different living things. These deserts are different because they are at two different elevations, their height above sea level. The Colorado Desert is below 3,000 feet in elevation. It has less rainfall, fewer plants, and higher temperatures than the Mojave Desert. The Mojave is over 3,000 feet in elevation. It has more rainfall and temperatures can dip below freezing. So Joshua Tree National Park contains two quite different deserts. But the most remarkable thing about this park is the area between the two deserts. This transition area is very thin, generally less than a mile wide. In this slim zone, animals and plants from both sides of the park are abundant. But the cholla (CHOY-uh) cactus rules the zone. Don’t walk too close to this “jumping” cactus or the spiny needles will snag you. Ouch!

Comprehension Check

1. Compare and contrast the Mojave and Colorado deserts. **Compare and Contrast**

2. What is the transition area? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A process diagram is a drawing that shows how something is put together, how something works, or how something changes over time. In a diagram, the important parts of an object are labeled.

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

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

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

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

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

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

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

---

**At Home:** Find a process diagram in a magazine or newspaper. Then explain the diagram to a family member or helper.
The exact meaning of a word is called a **denotation**. Synonyms can carry positive or negative feelings, or **connotations**. For example, a thin person can be called **scrawny**, which has a negative connotation, or **lean**, which has a more positive connotation. Whether a word has a positive or a negative connotation often depends on a person’s experience with the word. Some words are neutral and have no connotations.

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

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Positive</th>
<th>Negative</th>
<th>Exact Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>smell</td>
<td></td>
<td>stink</td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>mansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>filled</td>
<td>brimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unusual</td>
<td></td>
<td>strange</td>
<td></td>
</tr>
<tr>
<td>plant</td>
<td></td>
<td>weed</td>
<td></td>
</tr>
<tr>
<td>well-dressed</td>
<td></td>
<td>overdressed</td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td>chuckle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td>music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In words that have more than one syllable, one syllable is always stressed, or accented, more than the others. A stressed syllable can appear at the beginning or at the end of a two syllable word. The unaccented syllable often has the unaccented vowel sound /ә/. For example, the second syllable of the word confirm is accented. The first syllable has the /ә/ sound.

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

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

At Home: List five new words that have the /ә/ sound in the unaccented syllable. Use a dictionary to help you.
A. Label each sentence True if the boldface vocabulary word is used correctly. If a sentence is False, explain why on the line below.

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

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

9. ____________________________
10. ____________________________
Authors don’t always tell readers everything in a story, so you may have to draw your own conclusions. To **draw conclusions**, you rely on what you know from your own experience and combine it with clues from the story. Drawing conclusions as you read can help you better understand the story.

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

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

**What conclusion can you draw about Maria?** ________________

**Story clues:** ___________________________________________

**Experience clues:** ________________________________________

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

**What conclusion can you draw about Evan?** ________________

**Story clues:** ___________________________________________

**Experience clues:** ________________________________________

At Home: Write a short story with a beginning and middle, but no end. Then ask another person to read your story and draw conclusions about how the story could end.
As you read *Zathura*, fill in the Conclusions Diagrams.

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

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to punctuation.

Robomation was Gregory and Anthony’s favorite magazine. It had articles about space exploration, science experiments kids could do at home, and stories about traveling to other planets. Plus, winners of the contests got out-of-this-world prizes. Or so Gregory heard. He had yet to win a single contest despite many, many tries.

“Gregory! Anthony!” That was Gregory’s mom calling them from the kitchen. From her tone, Gregory could tell there was something she wanted him to do, and he dreaded it.

“Yes, Mom,” he answered right away. “What is it?”

“Why don’t you go outside,” she called out. “It’s such a beautiful day. Go get some fresh air and exercise. A bunch of kids are shooting baskets across the street.”

Gregory knew his mother was talking about Jordan Veras and the “cool” gang. Gregory didn’t fit in with their group, though he had tried often. Maybe, if he were someone else. . . .

“Ohkay, Mom,” Gregory sighed. He knew his Mom was right about the exercise.

Comprehension Check

1. Why was Robomation Gregory and Anthony’s favorite magazine? **Main Idea and Details**

2. Why isn’t Gregory excited about going outside? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Newspaper articles tell about current events or trends. They answer the questions who, what, where, when, why, and how. A **headline** is a short title about an event or subject that is designed to grab the reader’s attention. A **byline** tells who wrote the article.

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

Will Robots Replace Humans in Space?
by Rachel Ambrose
*Dixon Daily* Staff Writer

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

1. What is the article about? ________________________________

2. Who wrote this article? ________________________________

3. For which newspaper does the writer work? ________________________________

4. Why is the headline important to this article? ________________________________

5. Create a new headline for this article. ________________________________
An analogy is a comparison of two pairs of words. **Synonyms**, or words with the same meaning, can be used in analogies. The two words in the first pair match in the same way that the two words in the second pair match.

Read this example: Big is to large as thin is to __________.
The words **big** and **large** are synonyms, and the words **thin** and **slim** are synonyms.

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

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

**At Home:** Write a synonym for each of the following words: ideas, cruel, gentler, and allow. Then write an analogy for each pair of synonyms.
The schwa-r /әr/ sound is a vowel sound often found in unaccented syllables. The three most common spellings for words that end in the /әr/ sound include ar, er, and or.

A. Fill in the blanks with the correct ending sound: ar, er, or.
1. spid ___ ___ 7. err ___ ___
2. broth ___ ___ 8. vap ___ ___
3. coll ___ ___ 9. equat ___ ___
4. doll ___ ___ 10. peddl ___ ___
5. jogg ___ ___ 11. barb ___ ___
6. schol ___ ___ 12. generat ___ ___

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At Home: With a family member or helper, read a story and list all of the words that end with a /әr/ sound.
A. Match each description with the correct person in the box. Write your answer on the line next to the description.

- patriots
- governor
- attorney
- representative
- defective

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

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

- inevitable
- gushed
- prevailing
- swagger
- gnarled

6. It was once a _______________ belief that certain natural resources would last forever.
7. The _______________ branches of the ancient tree twisted up into the sky.
8. The proud soldier strode past with a _______________ in his step.
9. Unless people work to stop pollution, damage to Earth’s environment is _______________.
10. As the snow melted, water ran into the streams and _______________ down the mountain.
A. Match each word on the left with its antonym on the right. Write the letter of your answer on the line.

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

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

<table>
<thead>
<tr>
<th>bare</th>
<th>ignored</th>
<th>delay</th>
<th>burning</th>
<th>acceptable</th>
<th>turned</th>
</tr>
</thead>
</table>

5. stark ________________
   ______________________

6. postpone ________________
   ______________________
   ______________________

7. satisfactory ________________
   ______________________
   ______________________

8. unheeded ________________
   ______________________
   ______________________

9. rotated ________________
   ______________________

10. scorching ________________
    ______________________
A. Match the vocabulary word with its definition. Then write the correct word on the line.

blurted  permission  scald  autograph
fare  spectacular  clenched  chiseled

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

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

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

Read this story, and then summarize it. Include information about the characters and setting.

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

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

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

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

**Summary:**

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

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Character and Setting Chart help you analyze the story structure of *Goin’ Someplace Special*?
As I read, I will pay attention to punctuation.

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

Now Franklin got up from the step where he had been sitting. “Gramma, I have to go do my math homework. I’ll see you at dinner.”

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

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

Comprehension Check

1. Why does Josie enjoy listening to Gramma’s stories? **Make Inferences**

2. What do Josie and her grandmother have in common? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Look at the time line. Then answer the questions.

Important Civil Right Dates

1940 1970

1946: The United States Supreme Court bans segregation on buses that travel across state lines.

1954: Brown v. Board of Education ruling

1955: Rosa Parks arrested

1960: Ruby Bridges desegregates her school

1963: March on Washington, D.C.

1964: Civil Rights Act passed

1965: Martin Luther King, Jr., begins the March from Selma to Montgomery, Alabama.

1968: Dr. King is assassinated.

1. What is this time line about? ____________________________________________________________

2. What happened in 1955? ______________________________________________________________

3. What happened first: the Civil Rights Act or the Brown v. Board of Education ruling? __________________________________________________________

4. To which city did civil rights protesters march in 1963? ____________________________

5. Would Rosa Parks have been arrested for refusing to give up her seat after 1964? Explain your answer. __________________________________________________________

6. Where would this event appear on the time line? In 1946, the United States Supreme Court bans segregation on buses that travel across state lines.

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

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

<table>
<thead>
<tr>
<th>fair</th>
<th>their</th>
<th>way</th>
<th>bored</th>
</tr>
</thead>
<tbody>
<tr>
<td>fare</td>
<td>there</td>
<td>weigh</td>
<td>board</td>
</tr>
</tbody>
</table>

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

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

1. The wind blew my blue hat away.
   Which word refers to a color? _______________

2. I had to write the right word for each item on the test.
   Which word means correct? _______________

3. Marta took one more turn and won the spelling bee.
   Which word means that someone has gained victory? _______________

4. It is great to live in our state’s capital because we can visit the capitol any time.
   Which word refers to a building? _______________

At Home: Write five pairs of homophones on index cards. Write a sentence for each word.
Many words have unaccented final syllables. Some of these words end with the /әl/ sound, as you hear in the word bottle. Other words have a final /әn/ sound, as you hear in the word sharpen. The final /әl/ may be spelled as -el, -le, -il or -al. The final /әn/ may be spelled as -en, -in, -an, -on, or -ain.

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

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

At Home: Find five more words with the /әl/ and /әn/ sound in an unaccented final syllable in a magazine article or book.
A. In the sentences below circle correct if the boldface vocabulary word is used properly. If not, circle incorrect.

1. The boring television show was **arousing** the children’s interest.
   - correct  incorrect

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

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

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

5. The **unpleasant** encounter with the skunk is one of Carlos’s unhappiest memories.
   - correct  incorrect

6. The **behavior** of the animal’s fur helps it blend in with its surroundings.
   - correct  incorrect

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

7. **stunned** __________________________________________________________

   __________________________________________________________

8. **glimpse** _________________________________________________________

   __________________________________________________________
Comprehension: Author’s Purpose

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

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

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

   Author’s purpose: ______________________

   ______________________

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

   Author’s purpose: ______________________

   ______________________

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

   Author’s purpose: ______________________

   ______________________

Practice

At Home: Read aloud a newspaper or magazine article to identify the author’s purpose, and explain how you reached that conclusion.
As you read *Carlos and the Skunk*, fill in the Author’s Purpose Chart.

<table>
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<th>Clues</th>
<th>Author’s Purpose</th>
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How does the information you wrote in the Author’s Purpose Chart help you evaluate *Carlos and the Skunk*?
As I read, I will pay attention to intonation.

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

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

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

Comprehension Check

1. What is the main idea of this passage? **Main Idea and Details**

2. What special defenses may reptiles use? **Main Idea and Details**
A deck is a short preview of a magazine article that is designed to grab the reader’s attention. Headings are subtitles that break an article into different parts. They help readers organize information so it is easier to understand.

Read the magazine article “Animal Self-Defense.” Then answer the questions.

Animal Self-Defense
by Elle Wainwright

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

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

1. What is the title of the article? ________________________________

2. What is the byline? _________________________________________

3. What is the deck? ___________________________________________

4. What is the heading? _________________________________________

At Home: Write a short magazine article about an animal that uses camouflage to protect itself. Label the title, byline, headings, and deck of your article.
You can define an unknown word by using context clues, the words around an unknown word that give you clues to the word’s meaning.

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

1. The skunk, unaware how badly Tina smelled after spraying her, walked away as if nothing happened.
   unaware: _____________________________

2. The hiker was a coward and was frightened at even the smallest sound.
   coward: _____________________________

3. The location of the town was unknown, but Tom believed he knew where the place was.
   location: _____________________________

4. The boat had a tough time navigating the rough seas, but the dolphins had no problem making their way through the waves.
   navigating: _____________________________

5. The thornbug’s camouflage was flawless, and the students marveled at its perfect disguise.
   flawless: _____________________________

6. He was so grouchy after being sprayed by the skunk that nothing could change his grumpy mood.
   grouchy: _____________________________

7. The pesky mosquito annoyed the girl as it buzzed in her ear.
   pesky: _____________________________

8. The cliffs marked the southern boundary of the village, and the river marked the northern edge.
   boundary: _____________________________

At Home: Choose five of the underlined words above, and make up new context clues for them.
Accented syllables may have vowel sounds that are neither long nor short. Each of these vowel sounds can be spelled in several different ways.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spelling</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ou/</td>
<td>ou, ow</td>
<td>count, plow</td>
</tr>
<tr>
<td>/ô/</td>
<td>al, aw, au, ough</td>
<td>all, crawl, haul, thought</td>
</tr>
<tr>
<td>/oi/</td>
<td>oi, oy</td>
<td>boil, boy</td>
</tr>
</tbody>
</table>

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

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

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

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

1. ____________________________________________________________

2. ____________________________________________________________
When you **make generalizations**, you make broad statements based on information from the text and your own knowledge.

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

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

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

1. What generalization can you make about why most people do not vote?

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

3. What generalization can you make about voters who are 18 to 24 years old?

4. Why might someone make the generalization that it is disrespectful for people of voting age not to vote?

---

**At Home:** Write a generalization about why voting is an important part of U.S. history.
As you read “Getting Out the Vote”, fill in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Information from Text</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>--</td>
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</table>

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Generalizations</th>
<th></th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

How does the information you wrote in this Generalizations Chart help you evaluate “Getting Out the Vote”??
As I read, I will pay attention to pauses.

Do you have strong feelings about something? Do others feel differently? Often this can happen in families. Maybe family members ask you to help keep your home clean. They say that you live in the home, and it’s disrespectful for you to ignore your responsibility. On the other hand, the mess does not bother you. You think that those who are preoccupied with the mess should be the ones to clean it up. Or your family members may point out that the ones who pay the bills should make the rules of the house. You think that everyone in the house should help make the rules.

A debate like this may go back and forth for some time. Each person tries to convince the others that he or she is right. In a situation like this one, no one is really right or wrong. Yet each person wants to win. What is the answer?

Comprehension Check

1. Who do some family members think should make the rules? **Main Idea and Details**

2. What is a debate? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you can identify the **parts of a book**, you can easily find the information that you need.

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

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

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

At Home: Identify each part of a favorite book. Write the names of the parts you find, including any that are not mentioned in the list above.
Prefixes and suffixes are word parts that can be added to a word to change the word’s meaning. A prefix is added to the beginning of a word, and a suffix is added to the end of a word.

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

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

1. restart  
   Prefix: _________  
   Suffix: _________  
   Meaning: ____________________________________________  
   Sentence: ____________________________________________

2. disrespectful  
   Prefix: _________  
   Suffix: _________  
   Meaning: ____________________________________________  
   Sentence: ____________________________________________

3. presidential  
   Prefix: _________  
   Suffix: _________  
   Meaning: ____________________________________________  
   Sentence: ____________________________________________

4. unenthusiastically  
   Prefix: _________  
   Suffix: _________  
   Meaning: ____________________________________________  
   Sentence: ____________________________________________

5. residential  
   Prefix: _________  
   Suffix: _________  
   Meaning: ____________________________________________  
   Sentence: ____________________________________________

At Home: Write five prefixes and five suffixes on slips of paper. Then take turns adding each prefix or suffix to a base word.
Homographs are words that are spelled the same way but have different meanings. Sometimes words that are homographs will be accented, or stressed, on different syllables. The part of speech and the meaning of the word depends on which syllable is accented.

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

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

At Home: Look up five more homographs that have different syllables accented. Then write a sentence for each word.
A. Select the correct word from the vocabulary words within the parentheses. Then write your choice on the line.

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Description is a way nonfiction text can be organized or structured. Signal words such as first, next, then, or finally will alert you to descriptive facts in a text.

Read the paragraph. Then answer the questions below.

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

1. What was the first fact the author gives about the storm that became Hurricane Andrew?

2. What was the initial wind speed of the storm?

3. What signal word does the author use when describing Andrew’s high wind speed?

4. The author uses next to alert you to what descriptive fact?

5. What were the final damage costs?
As you read *Hurricanes*, fill in the Description Chart.

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Descriptive Facts</th>
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How does the information you wrote in the Description Chart help you analyze the text structure of *Hurricanes*?
As I read, I will pay attention to pronunciation.

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

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

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

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

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

Comprehension Check

1. What should you do to stay safe during a tornado? **Main Idea and Details**

2. Where did the Brodies keep safe during the tornado? **Main Idea and Details**

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

**Read the poems and answer the questions.**

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

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

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

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

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

**At Home:** Write a poem describing weather. Use at least one example of personification, imagery, and onomatopoeia.
Words with more than one meaning are multiple-meaning words. You can use context clues or other words in the sentence to help you figure out the most appropriate meaning. Sometimes you may need to consult a dictionary to find all the different meanings of the word.

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

1. When a hurricane’s eye passes over you, the wind stops blowing.
   **Eye** means: __________________________
   __________________________
   __________________________.

2. An eye will allow you to see your surroundings.
   **Eye** means: __________________________
   __________________________
   __________________________.

3. Even during the worst of the storm, my mother maintained her image of calm.
   **Image** means: __________________________
   __________________________
   __________________________.

4. The postcard had an image of a very famous painting on it.
   **Image** means: __________________________
   __________________________
   __________________________.

5. A hurricane watch was issued, so we prepared to leave.
   **Watch** means: __________________________
   __________________________
   __________________________.

6. My watch stopped keeping time because the battery died.
   **Watch** means: __________________________
   __________________________
   __________________________.

At Home: Read a passage from a book, magazine, or newspaper. Then make a list of the multiple-meaning words that you find.
A. Choose the word in each pair that has a final syllable that sounds like the final syllable in *measure*. Then write the word on the line.

**measure**

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

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

**culture**

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

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

**At Home:** Write six sentences using three /chәr/ words and three /zhәr/ words. Read the sentences aloud to hear the sounds in the final syllables.
Replace the underlined word or words in each sentence with a word from the box.

1. The story of the fisher can teach readers about how people's greed can often get them in trouble. ________________

2. The fisher sat by the edge of the river and thought of a way to trick people. ________________

3. The Market Club hired a person who manages money to help count all the money made at the market. ________________

4. At the market, the basket-maker set out her collection of wares for all to see. ________________

5. The fisher tricked others into leaving part of their heavy loads with him. ________________

6. Each person carefully carried his or her products across the log in order to reach the market. ________________

7. He hoped that people would express their gratitude by paying him well. ________________

8. The fisher’s plan did not work, and he felt very unlucky. ________________
An **author’s purpose** is his or her reason for writing the story. The purpose may be to inform, to entertain, to persuade, or to instruct.

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

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

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

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

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

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

**At Home:** Find a story that was written to entertain, to persuade, to inform, or to instruct. Write a paragraph about how you can tell that this is the purpose.
As you read *The Catch of the Day*, fill in the Author’s Purpose Chart.

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How does the information you wrote in the Author’s Purpose Chart help you evaluate *The Catch of the Day*?
As I read, I will pay attention to tempo.

NARRATOR 1: Well, at least it isn’t a raging river that Brer Rabbit has to cross, just a creek. Though it is higher than usual, and the rain is still coming down hard. BRER RABBIT: (to the audience) Well, that wasn’t too bad. If getting my feet a little wet is the most unfortunate thing that happens tonight, I’ll be just fine. (He shakes off the wetness and looks around. Then, putting his hand to his ear, he listens for a moment.) Music! I do believe I hear a party shaping up! (He rubs his hands together eagerly.) And that means dancing, and dancing means food to feed the dancers, and that means a fine time is had by all. (He heads offstage with a hop, skip, and a jump.)

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

Comprehension Check

1. What does Brer Rabbit enjoy about parties? **Main Idea and Details**

2. How does Brer Rabbit feel about the weather? **Make Inferences**

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A fable is a short story that teaches a lesson, or moral. One particular kind of fable is the trickster fable. Metaphor is a type of figurative language that compares things or actions without using like or as.

Read the fable. Then answer the questions.

A crow kept an eye on a family having a picnic. While she waited for them to finish she took a dip in a pond and spent a long time looking at her reflection in the water. When her stomach grumbled, she returned to the picnic site. The family had left but left a piece of cheese behind. She clamped the cheese in her beak and flew to a branch. Then a fox appeared and smelled the cheese. He soon spotted the crow. The fox flattered the crow: “Your feathers must be of the finest onyx.” Next, the fox asked to hear her sweet voice that surely must match her magnificent feathers. The crow opened her beak to sing and dropped the cheese. The fox scooped up the cheese and ate it. He told her to think before she acts.

1. Write the moral of this fable.

2. Why does the trickster decide to trick the other character?

3. Give an example of the use of metaphor.

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

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

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

**At Home:** Write four analogies that show the relationship between two pairs of words.
The suffixes *-ance* and *-ence* mean “the state or quality of.” They are suffixes with unstressed vowels.

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

1. ambul__________  ____________
2. resid__________  ____________
3. bal__________  ____________
4. subst__________  ____________
5. import__________  ____________
6. assist__________  ____________
7. abs__________  ____________
8. persist__________  ____________
9. attend__________  ____________
10. disturb__________  ____________
11. independ__________  ____________
12. perform__________  ____________
13. refer__________  ____________
14. eleg__________  ____________
15. emerg__________  ____________
A. From each pair of words in parentheses, choose the word that best completes each sentence, and write it on the line.

1. The laser lightshow was a (secluded/spectacular) _____________ display of color and light.

2. The (surge/permission) _____________ of the tides often reached the highest points of the beach.

3. The students showed their (behavior/appreciation) _____________ by giving the principal a plaque when she retired.

4. The increasingly cold weather (blurted/compelled) _____________ us to put on our warmest coats.

5. The sculptor (chiseled/clenched) _____________ his name in the statue.

6. I asked the celebrity for his (autograph/contact) _____________ to prove to my friends that I met him.

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

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

damages hurricanes riverbank available destruction wares
A. Match each word on the left with its synonym on the right. Write the letter of your choice on the line provided.

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

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

presidential unpleasant clenched nestled secluded unfortunate

7. A hidden or hard-to-find area ________________
   _______________________________________

8. an election for the leadership of the United States ________________
   _______________________________________

9. a run of bad luck ________________
   _______________________________________

10. the way an animal has curled up snugly in the grass ________________
    ______________________________________

11. a sensation that causes discomfort ________________
    ______________________________________

12. a tightly closed fist ________________
    ______________________________________
A. Write the vocabulary word that best completes each sentence.

1. Glaciers can be _______________ because they have deep holes hidden under thin ice.

2. The scientist wanted to go on an _______________ to the North Pole to learn more about the animals that live there.

3. Scientists _______________ in the freezing weather to build a station.

4. The _______________ water was hard for the boat to navigate through because of all the ice and snow.

5. People have been known to _______________ over the tough environment at the North Pole.

6. They _______________ the tents and packed the pieces onto the boat.

7. The early explorers had to _______________ their shacks when they left Antarctica.

8. Until recently, Antarctica was _______________ by humans.

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

9. If you were on a special mission with a specific purpose, what would you be on? _______________

10. What is another word for “be successful” or “win”? _______________

11. If a building was not lived in for a very long time, what would it be? _______________

12. How would you describe a road with dangerous curves and no sidewalks? _______________
Read each of the following passages from *Spirit of Endurance*. For each passage, tell what problem Shackleton and his crew faced. Explain how they solved the problem.

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

Problem: ____________________________________________

Solution: ____________________________________________

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

Problem: ____________________________________________

Solution: ____________________________________________

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

Problem: ____________________________________________

Solution: ____________________________________________

At Home: Write a paragraph describing a problem you have solved.
As you read *Spirit of Endurance*, fill in the Problem and Solution Map.

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

**At Home:** Have the student use the chart to retell the story.
As I read, I will pay attention to pronunciation.

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

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

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

Comprehension Check

1. How are the North and South Poles alike and different? **Compare and Contrast**

2. Why are the Poles the coldest places on Earth? **Main Idea and Details**

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Practice

Text Features:
Journals and Letters

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

Use the passage to answer the questions.

October 12

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

The Adelie penguin
—has a white front and a black back.
—has a white ring around its eyes.
—is about 30 inches tall.
—weighs 11 pounds.
—eats fish. (Must remember to learn more about their diet tomorrow.)

1. What type of primary source is the passage above? How can you tell?

2. In what ways does the primary source show that the author has witnessed the events described?

3. Based on the passage, what is another primary source that you can expect to see with this one?

At Home: Keep a journal for a week. Then write a letter to a family member summarizing the daily events in your journal.
A **base word** is a word that can stand alone. A **root word** is a word part that forms the core of a longer word. Base and root words can be changed by adding **affixes**. Affixes are word parts such as prefixes that are added to the beginnings of a word or suffixes that are added to the end of a word. For example, the prefix *un-* means “not.” The suffix *-able* means “able to.” When these affixes are added to the root word *bear*, they form the new word **unbearable**, meaning “not able to bear.”

For each word, find the root or base word. Then rewrite the word, dividing it into its parts by drawing slashes. Underline the root or base word.

1. unbreakable ______________
2. unkindness ______________
3. independence ______________
4. leadership ______________
5. abandonment ______________
6. international ______________
7. worthless ______________
8. autograph ______________
9. preview ______________
10. transportable ______________
Some words that are spelled with the letter *g* have a hard *g* sound.

*Bag, rug, gone,* and *igloo* are examples of words with the hard *g* sound.

Some other words have a soft *g* sound. *Age, edge, engine, gentle,* and *giraffe* are examples of words with a soft *g* sound. The *g* is usually soft when followed by *e, i,* or *y.* Some words with the soft *g* sound are spelled with *j* instead of with *g.*

Say aloud the words below. Circle each word that has a soft *g* sound.

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<td>13.</td>
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<td>inject</td>
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<td>15.</td>
<td>surge</td>
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<td>19.</td>
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**At Home:** Look in a book or a magazine to help you find ten more words that have the soft *g* sound.
A. Choose words from the box to complete the sentences below.

1. When fall came, there was no ______________ of fruit from the large orchard.

2. The shiny leaves ______________ the bright light of the afternoon sun.

3. The gymnasium was ______________ after the basketball team won the championship.

4. Breeding hybrid fruits and vegetables is ______________ work, but eating them is simple.

5. The teacher taught his students to always include everyone and not to make anyone feel like an ______________.

6. Dusting the plants with flour was part of their ______________ to protect the tomato plants from insects.

7. Our ______________ holiday dessert is apple pie.

8. Our ______________ has a long history of growing grain to feed people and trading the extra grain for other goods.

B. Possible definitions of the vocabulary words are below. Circle whether the given definition is true or false.

9. T  F strategy: a careful plan

10. T  F outcast: a well-liked individual

11. T  F shortage: an abundance or a large amount

12. T  F complex: hard to understand or do
Read the passage. Then answer the questions.

Wesley often found new ways of doing things that he liked better than the ordinary ways.

Some of Wesley’s ideas helped him prove himself to the other children in the neighborhood. Before Wesley founded Weslandia, the children in the neighborhood had teased him because they did not understand him. Instead of fitting in by imitating the others, Wesley made friends by being himself.

1. Why did the other children tease Wesley?

2. Do you think the author believes that imitating other people to get along is a good idea? Explain your answer.

3. Do you agree with the author’s opinion? Explain your answer.

4. What is the theme or message of the story? Explain.
As you read *Weslandia*, fill in the Theme Chart.

**What Does the Character Do and Say?**

**What Happens to the Character?**

How does the information you wrote in the Theme Chart help you make inferences and analyze *Weslandia*?
As I read, I will pay attention to punctuation.

I handed in my Jupiter report today, but I don’t remember anything about the planet. That’s because as soon as I got home, excitement ruled. I could hear the noise about half a mile away. When I got to the farm, there was bedlam!

“Well, if you didn’t plant it, then how did it get here?”

I heard my mother yelling. My father said he didn’t know how the peculiar plant got there but that it had to be gotten rid of right away. He didn’t want our crop to be spoiled by some mystery fruit.

“Hey, what’s going on?” I asked over all the commotion.

“This!” shouted my mother as she pointed to a strange tree in the middle of the orchard. At first glance, when I looked at the tree, it looked like all the other trees. But then I noticed the extraordinary fruit. Each piece was round and yellow and had a big red spot on it. There was just one spot and each piece of fruit was the same.

Comprehension Check

1. What is the problem? Problem and Solution

2. Why does the father plan to get rid of the tree? Main Idea and Details

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A **hyperlink** is an electronic connection within text on a Web page that provides direct access to other documents or information. A **key word** is a specific word that helps you find information.

Look at the sample online encyclopedia entry. Then answer the questions.

Living things that have parents that are quite different from each other are call **hybrids**. People sometimes breed hybrids because they may have more desirable traits than either of its parents. People often mate closely related living things on purpose. This process is called **crossbreeding**. A crossbreed is a product of mating individuals from two distinct breeds or varieties of the same **species**. Crossbreeding has given us new kinds of plants that resist disease, produce more food on the same area of land, and are more nutritious.

1. What are the hyperlinks on this page?

2. If you wanted to find out about different cat breeds, where would you type this information? What key words would you use?

3. If you wanted more information about different species, which hyperlink could you click on? How would you know?
Use a dictionary when you want to check word origins. The definition may include information about the word’s beginnings or how it has changed over time. It also may tell which language a word comes from or how or when a word became part of the English language.

Find each of these words in the dictionary. Next to each word, tell from which language the word comes.

1. taco
2. junk
3. car
4. reason
5. magenta
6. tortilla
7. city
8. dollar
9. guitar
10. cereal
11. music
12. radius

At Home: Find the people behind the origins of these words: sandwich and teddy bear.
Homophones are words that sound alike but that have different spellings and different meanings. For example, the words flour and flower sound alike, but flour is used to make bread, and a flower is the bloom of a plant.

A. Choose the word that best completes each sentence. Circle the correct word.

1. They took a (poll/pole) to see which brand of cereal people liked best.
2. She did not like to (waist/waste) time watching television.
3. Dad ate toast with red (current/currant) jelly for breakfast.
4. My aunt is running for city (counsel/council).
5. We waited at the (peer/pier) for the boat to arrive.
6. Her (presence/presents) was very important at the meeting.
7. Who is going to (peal/peel) all of these potatoes?
8. The hotel (sweet/suite) was too expensive.

B. Write a sentence for each homophone.

9. accept: ______________________________________________________

10. except: ______________________________________________________

11. affect: ______________________________________________________

12. effect: ______________________________________________________

At Home: Make a list of six pairs of words that are homophones. Use each pair of homophones in a paragraph.
Choose the correct word that best completes the following sentences. Then write a new sentence with the word.

1. Our teacher tries to (instill/insert) a love of reading in each of us.

2. A (botanist/naturalist) is a person who studies nature.

3. The (singular/diverse) life in the park included many types of trees and wildlife.

4. We planted a neighborhood garden in the (busy/vacant) lot.

5. We (separated/combined) the soil with sand to help it drain well.
A cause is the reason why something happens, and an effect is the result, or the thing that happens.

Match the causes with their effects from the box. Write the letter of the effect on the line next to the cause.

**Effects:**

a. Lewis and Clark were sent to explore the new territory.

b. received help from friendly Native American tribes.

c. created accurate journals that described people, places, and things.

d. Lewis, Clark, and their team had very little to eat.

e. doubling the size of the United States

f. halting the expedition in order to catch one.

**Causes:**

1. Lewis and Clark took many breaks to write down everything they saw, which ______.

2. President Jefferson bought the Louisiana territory from France, thus ______.

3. The buffalo moved south for the winter, so ______.

4. Lewis and Clark did not know the land of the Louisiana Purchase, so they ______.

5. Lewis and Clark wanted to examine a prairie dog, which resulted in their ______.

6. President Jefferson wanted to find a water route to the Pacific Ocean, so ______.

At Home: Write a paragraph about the effects of Lewis and Clark’s expedition of the Louisiana Purchase.
As you read “A Historic Journey”, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>→</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→</td>
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<td>→</td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Cause and Effect Chart help you make inferences and analyze “A Historic Journey”?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to punctuation.

Nature is amazingly complex. Every day many different things happen in nature. Look around and observe. What do you see happening?

Living things grow and die as the seasons change. Even the quietest place is not vacant. Insects fill the air. Animals search for food and build their homes. Fish and frogs splash in the water. And nature is so diverse, too. There are millions of kinds of plants and animals to study.

But learning from nature takes time and patience. And that’s especially true of animals.

You can’t just press a button on a hawk and have it tell you how fast it can fly. And chimps don’t wear signs telling you how they take care of their young. To learn these things, you have to observe the animals.

The people you’ll read about here each observed animals in a different way. And each gave the world something through their observations. Some helped us make sense of the natural world. Others helped us see the importance of protecting it.

Comprehension Check

1. What does the word diverse mean? Context Clues
2. What does it take to learn from nature? Main Idea and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<th>Words Correct Score</th>
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<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A **dictionary** entry tells you what a word means and how to pronounce it. It also tells whether a word is a noun, verb, or another part of speech. A **thesaurus** entry provides a list of words with similar meanings. It also contains parts of speech for each of the words.

Use the sample dictionary and thesaurus entries below to answer the questions.

**Dictionary:**

**na-ture** (ˈnā chәr) *n.*: 1. the basic character of a person 2. the physical world, especially living things and objects such as rocks and air

**Thesaurus:**

Natural: *n*: normal, typical, regular
Natural: *n*: inherent, ingrained
Nature: *n*: type, kind

1. How many entries does the dictionary have for the word *nature*? ______
2. *Ingrained* is another word for ____________.
3. Which definition of the word *nature* is the one studied by naturalists? How do you know? ____________________________
4. Write the definition of *nature* that is used in this sentence: *True to her kind nature, the social worker delivered meals to the elderly.* ________________
5. What are some other possible thesaurus entries for *nature*?
   ________________

---

**At Home:** Find five words in the dictionary that have more than one definition. Write the different definitions in your own words. Then write five thesaurus entries.
**Antonyms** are words with opposite meanings. A thesaurus or dictionary is a tool that can help you find antonyms for a particular word.

**A. Read the paragraph. Write the antonym from the box for each underlined word.**

- diverse
- careful
- incorrect
- land
- large
- revealed

Lewis and Clark made a small ________________ contribution to exploration. Without them the secrets of the enormous ocean ________________ area known as the Louisiana Purchase may have never been hidden ________________. Lewis and Clark were the first ones to explore the same ________________ regions that make up the United States. They passed through the Great Plains, Badlands, and Rocky Mountains. They were very careless ________________ about taking incorrect ________________ notes about the people, plants, and animals they came across. With help from friendly Native American tribes, Lewis and Clark made it all the way to the Pacific Ocean.

**B. Use the antonym word pairs from above to write four sentences. Underline each antonym.**

1. _____________________________________________________________________________

2. _____________________________________________________________________________

3. _____________________________________________________________________________

4. _____________________________________________________________________________

**At Home:** Make a list of antonyms for the words empty, different, and huge.
A prefix is an affix added to the front of a base or root word. By adding a prefix, you change the meaning of the word.

In- means “without; not.”
Dis- means “opposite or lack of; not.”
Mis- means “bad or wrong.”
Pre- means “before.”

Add in-, dis-, mis-, or pre- to each of the words in the sentences below. Use context clues to help you decide which prefix to use.

1. My teacher __________approves of talking in class because it disturbs the other students.

2. A lumpy mattress can cause __________comfort for your back.

3. You may need to __________wash new clothes before you wear them.

4. The outfielder __________judged the fly ball and did not make the catch.

5. You should not __________judge food before you try it because you might actually like it.

6. My father __________heats the oven before he puts the food in.

7. Rivals often __________trust each other because they think the other person is trying to trick them.

8. The cheap toys were __________expensive, so Mom agreed to buy them.

9. I __________understood my teacher and wrote the wrong spelling word.

10. It is __________honest to cheat on a test.

At Home: Write a sentence using the word misjudge. Write a second sentence using the word prejude. Explain the difference.
A. Choose a vocabulary word from the box to complete each sentence.

1. Grandfather said that his belief was his _____________ from danger and kept him safe during the war.

2. The _____________ of the class for the code talkers was secret.

3. His shoulders _____________ at the thought of moving away from home.

4. We spoke both Navajo and English when we lived on the _____________.

5. The _____________ that led to the code talkers’ classroom was long and narrow.

6. My grandfather’s face was _____________ from years of smiling and laughing.

7. Grandfather explained why he had _____________ in the army when he was a young man.

8. The soldiers planned an _____________ of enemy land.

B. Write two sentences, each using a vocabulary word.

9. __________________________________________________________________________
   __________________________________________________________________________

10. __________________________________________________________________________
    __________________________________________________________________________
The author's perspective, or point of view, is his or her opinion about the topic. The perspective affects how a story is written because the author chooses words and a tone that show his or her opinions, feelings, and beliefs.

Read each passage. Then answer the questions.

John raced up the trail, sending pebbles skidding behind him. When he reached his favorite hiding place, he fell to the ground out of breath. The river, full of late-summer rain, looked like a silver thread winding through his grandfather’s farmland. They would be looking for him, but he was never coming down.

1. Explain the author’s perspective on John’s feelings.

2. What is the author’s opinion about nature? How do you know?

His grandfather lifted him gently onto the horse. “The answer to that is in the code,” he said. “The code name for America was ‘Our Mother.’ You fight for what you love. You fight for what is yours.”

3. Explain how the author feels about the grandfather.

4. What do you think the author’s opinion is on protecting the United States?

At Home: Read a short story or a magazine article. Write a short paragraph that describes the author’s perspective.
As you read *The Unbreakable Code*, fill in the Author’s Perspective Chart.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in the Author’s Perspective Chart help you generate questions about *The Unbreakable Code*?
As I read, I will pay attention to pauses and intonation.

During the American Revolution, a woman named Anna Smith Strong spied for the American patriots. She wanted to help defeat the British, but she had to be very careful. If she were caught, she would be sent to prison, or maybe even executed.

Anna Smith Strong thought of a simple way to pass messages to the American patriots. She used her clothesline!

Everyone had to hang out laundry to dry in the 1700s. Who would suspect that on her clothesline hung secret messages?

There were six coves near where Strong lived. The Americans needed to know where a British ship was hiding. Strong used her laundry to signal in which cove the ship was hiding. She hung her black petticoat at one end of the line. Then she hung up the correct number of creased, white handkerchiefs to identify the proper cove. Strong helped pass on important information—and she was never caught.

Comprehension Check

1. How did Anna Smith Strong send secret messages to American patriots? **Main Idea and Details**

2. What would hang on Anna Smith Strong’s clothesline if a British ship was hiding in the fourth cove? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
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</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
In poetry, **consonance** is the repetition of end consonant sounds in a series of words. **Symbolism** is the use of a concrete object to represent an abstract idea. 

Read each cinquain below and then answer the questions.

**Brother** 1  
Tell us about 2  
Fellow brave and fearless 3  
Navajo saved country and lives 4  
And hope. 5

1. Which word shows consonance with fearless in line 3? ________________
2. How could line 5 be rewritten to continue the consonance in line 4? ________________

**Warning** 1  
Coding of words 2  
In the puzzle of war 3  
“Iron Fish” waiting underwater 4  
Lives saved. 5

3. Which words in lines 3 and 4 show consonance? ________________
4. The words “Iron Fish” probably symbolize which wartime vehicle? ________________
5. Why might using a symbol in a poem interest the reader more than simply stating what the symbol represents? ________________

**At Home:** List five or more interesting places and things in your neighborhood. Write 3 cinquains about those places or things that include consonance and symbolism.
You can often figure out what an unfamiliar word is by using **context clues**, which are found by looking at other words in the sentence or in surrounding sentences.

**Circle all the context clues that help you define the underlined word in each sentence.**

1. During the drills, we said the same code over and over. We hoped that by repeating the code many times, it would be easy to remember.

2. Henry heard the wind always. The noise of the wind in the canyons especially was ceaseless. Its sound never stopped.

3. The **fierceness** of the Navajo Marines was well known. They were strong, brave, and powerful.

4. John felt **anxiety** about moving to Minnesota. He was nervous about living in a new place and worried about leaving.

5. Grandfather said that the code was a **triumph**. Each message was sent and received with success. Their goal had been reached!

6. Jen explained that only Navajos live on the **reservation**. The land is theirs to farm, protect, and enjoy.

7. Grandfather’s face **wrinkled** as he laughed with his grandson. His cheeks scrunched up and lines appeared at the corners of his eyes.

8. When no rain fell, the leaves of Maria’s favorite tree began to **wither**. They started to dry up and shrink.

**At Home:** Choose four of the above words and use each in an original sentence that uses context clues.
Suffixes are word parts that are added to the end of words to change their meanings. When added to base words, the suffixes **-less** and **-ness** are unaccented syllables. They receive less stress than the base words.

Example: fond + -ness = fondness. **Fond** is the accented syllable, not the suffix **-ness**.

Remember the suffix **-less** means “without.” The suffix **-ness** means “the state or act of.”

For each word listed in the table below, write the meaning and the accented syllable. Write the accented syllable in capital letters. Follow the example below.

<table>
<thead>
<tr>
<th>Base word + suffix</th>
<th>Meaning</th>
<th>Accented syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: fearless</td>
<td>without fear, brave</td>
<td>FEAR less</td>
</tr>
<tr>
<td>effortless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fierceness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stillness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forgiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaningless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>harmless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weakness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weightlessness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motionless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gladness</td>
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<td></td>
</tr>
</tbody>
</table>
A. Replace the underlined word or words in each sentence with a vocabulary word from the box.

1. We **concentrated** on the waves and nothing else, hoping to see a whale. __________

2. The immense blue whale finally **rose into view** from the water. __________

3. If you **ask** at the library, the librarians can provide several books about whales. __________

4. The beautiful harbor was the town’s greatest **draw** for tourists. __________

B. Read each sentence below. Choose the correct meaning of the underlined word. Circle the letter of your answer.

5. The villagers had many **discussions** before they decided on a plan.
   a. conversations     b. problems     c. parties

6. The sleeping adult seals were **sprawled** across the beach as their pups played in the surf.
   a. in motion     b. awake and watchful     c. lying with limbs spread out

7. When she was frightened, the young child became **unreasonable** and wouldn’t listen to her parents.
   a. foolish and senseless     b. happy and cheerful     c. easily distracted

8. After the scientists assured them that it was safe to do so, they **ventured** to touch the whale.
   a. feared     b. dared     c. planned
When you **summarize**, you briefly restate or describe the main characters and most important events in a story.

**Write a summary of each passage on the lines provided.**

Ana Rosa sat down on her usual branch. Then she stared at the sea. She looked so hard and for so long that its blueness filled up her eyeballs, and she had to blink a lot so she wouldn’t go blind.

The evening came and the sea’s blueness turned gray. She watched and waited. Her stomach made grumbling noises but she muffled them with her hand.

Then, just as she began to think that maybe she had imagined it after all, she saw a splash of water rise up until it was high in the air.

Then everyone watched Ana Rosa and waited. She stood there trembling, holding that notebook with her story. She knew right then that this was it. The whole world would find out about her.

She stopped thinking. She just started to read. She read and read until she turned to the last page of the story. There the other sea creatures invite the lonely sea monster to a big underwater fiesta.
As you read *The Gri Gri Tree*, fill in the Summary Chart.

How does the information you wrote in this Summary Chart help you generate questions about *The Gri Gri Tree*?
As I read, I will pay attention to tempo.

“Hurry up!” Caitlin said to her brother Domenic.

Domenic was loaded down with his toolbox and some lumber. “I’m walking as fast as I can!” he said. “Besides, we’ve got all day tomorrow to work on the decorations. What’s the hurry?”

It was Friday afternoon and Caitlin and Domenic were on their way to their grandmother’s house. First thing Saturday morning, they would get busy decorating Grandma’s basement. They were having a big family party there on Sunday afternoon.

Domenic had been studying about the ocean animals that live on a coral reef. He and Caitlin had decided to turn Grandma’s basement into an undersea world. Caitlin had already sketched the cardboard fish that she would hang from the ceiling. Domenic planned to build a treasure chest.

Then he and Caitlin would fill it with prizes.

“What a terrific idea!” Grandma said when she heard their plans. “I’ll help with the decorations too and I . . . .”

Grandma’s voice trailed off. Her eyes were twinkling. That always happened when she had a truly great idea.

Comprehension Check

1. How did Domenic and Caitlin come up with the theme for decorating Grandma’s basement? **Main Idea and Details**

2. What do you think Grandma’s idea is? **Make Predictions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
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</thead>
<tbody>
<tr>
<td>First Read</td>
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<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

At Home: Help the student read the passage, paying attention to the goal at the top of the page.
The graph above shows the weight gain of the blue whales for one week. Use the graph to answer the questions below.

1. What is the title of this graph?

2. How much does the blue whale weigh on the first day?

3. How much weight does a blue whale gain per day?

4. How much will a blue whale weigh on day 7? How did you get your answer?
A word root is part of a word that does not usually stand by itself as a base word. Prefixes or suffixes are attached to a word root. Many word roots are Latin in origin. If you know the meaning of the Latin root, you can figure out the meaning of an unfamiliar word.

Read each sentence. Write the meaning of each boldface word on the line provided. Use the table of Latin roots below to help you determine each definition.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>duct</td>
<td>lead, take, bring</td>
</tr>
<tr>
<td>medius</td>
<td>middle</td>
</tr>
<tr>
<td>fortis</td>
<td>strong</td>
</tr>
<tr>
<td>tract</td>
<td>pull or draw</td>
</tr>
</tbody>
</table>

1. Does water **contract** or expand when it freezes? __________________________

2. The boys could not agree, so a **mediator** was called in to hear both arguments. __________________________

3. The **aqueducts** brought water into the ancient city. __________________________

4. Let’s make a **deduction** based on the facts we know. __________________________

5. The troops **fortified** the town in preparation for the enemy invasion. __________________________
The suffix -ion means “act or process,” or “state or condition.” You must drop the e from words that end in silent e before adding -ion. For example, the word separate must lose its e before you can add -ion to make the word separation.

Add -ion to the words in the box to complete each sentence below. Remember to drop the silent e before adding -ion.

concentrate exhaust confuse discuss
elect decorate correct locate

1. The results of the ___________ showed that the more experienced candidate won the most votes.

2. The incomplete directions led to ___________ among the students.

3. They used the roses as ___________ on the parade float.

4. He was so focused during the test that nothing could break his ___________.

5. Staying up late can lead to ___________ if you do not get enough sleep.

6. Although the ___________ of the park was marked on the map, she could not find it.

7. The student worked very hard on his paper, and it needed only one small ___________.

8. When they could not agree, their ___________ quickly became an argument.

At Home: List at least eight more words that have -ion endings.
A. Complete each sentence with the correct vocabulary word from the box.

| discussions | inquire | labor | abandon | uninhabited |

1. People do not live in ____________ places like Antarctica.
2. The construction workers were tired from the hard ____________ of building a skyscraper.
3. The members of the tribe stayed up very late to have serious ____________ about the future.
4. We had to ____________ the ship when it began to sink.
5. It is important to ____________ about directions to the campsite.

B. Write the vocabulary word from the box that means almost the same as the underlined word or words.

| treacherous | dismantled | traditional | unreasonable | frigid |

6. It was freezing ____________ in the unheated house.
7. My father took apart ____________ the vacuum cleaner to find out what was wrong with it.
8. It is customary ____________ for my family to have turkey for Thanksgiving dinner.
9. Climbing up a steep mountain can be very dangerous ____________.
10. The two men would not stop arguing about which road to take; they were being very difficult to reason with ____________.
A. Use each of the vocabulary words in the box to write a sentence.

- combined
- vacant
- shield
- attraction
- shortage
- strategy

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

B. Match each word in column 1 with its antonym in column 2. Write the letter of the correct word from column 2 on the line.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. peace</td>
<td>a. emerged</td>
</tr>
<tr>
<td>8. failure</td>
<td>b. outcast</td>
</tr>
<tr>
<td>9. straight</td>
<td>c. complex</td>
</tr>
<tr>
<td>10. member</td>
<td>d. bedlam</td>
</tr>
<tr>
<td>11. simple</td>
<td>e. creased</td>
</tr>
<tr>
<td>12. hidden</td>
<td>f. triumph</td>
</tr>
</tbody>
</table>
A. Select the correct word from the choices in parentheses. Then write the correct word on the line provided.

1. The princess (descended / described) the stairs to meet the prince in the hall. ____________

2. No princess was willing to (autograph / accompany) Prince Vincent down the aisle. ____________

3. If the prince did not marry, the king would (despair / dismiss) him from the kingdom. ____________

4. Prince Vincent was in (despair / delight), and his future looked hopeless. ____________

5. The horse’s (huntsman / bridle) was broken, and the harness would not fit. ____________

6. The queen welcomed the princess as her guest and served her (delicacies / intentions) from different nations. ____________

7. The prince told the queen about his (decorations / intentions) to marry the princess. ____________

8. The princess (dismissed / consented) to his proposal, and they lived happily ever after. ____________

B. Use two vocabulary words to write a sentence for each. Then underline the vocabulary word.

9. ______________________________________________________________________________________________
   ______________________________________________________________________________________________

10. ______________________________________________________________________________________________
    ______________________________________________________________________________________________
The sequence of events is the order in which things happen in a story. Determining the sequence of events can help you summarize the action of a story.

Place the correct number for the sequence of events in the left column next to the event described in the right column.

After Alexi spared the life of the Golden Mare, the horse became devoted to Alexi. Alexi became a huntsman for the Tsar. As his first order of business, Alexi captured the Firebird. Next, he asked Alexi to find Yelena the Fair so she could become his wife. Alexi persuaded Yelena to meet the Tsar. After Yelena discovered the Tsar’s intention, she told the Tsar she would not get married without her grandmother’s ring. The Golden Mare volunteered to fetch the ring from the lake. Yelena convinced the Tsar that she would turn a pot of water into a fountain of youth for him. The Tsar decided to test the water by having Alexi thrown in. Alexi survived and came out of the water with the ring. The Tsar was convinced that his youth would be restored but he became an infant instead. Since he was too young to rule, Alexi became the Tsar and married Yelena. Alexi released the Firebird and the Golden Mare.

<table>
<thead>
<tr>
<th>Order</th>
<th>Events from <em>The Golden Mare, the Firebird, and the Magic Ring</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alexi becomes a huntsman for the Tsar and captures the Firebird.</td>
</tr>
<tr>
<td></td>
<td>Alexi spares the life of the Golden Mare, and the horse devotes her life to him.</td>
</tr>
<tr>
<td></td>
<td>Yelena follows Alexi to meet the Tsar.</td>
</tr>
<tr>
<td></td>
<td>Alexi is thrown into the cauldron of boiling water and survives.</td>
</tr>
<tr>
<td></td>
<td>Alexi becomes Tsar and releases the Golden Mare.</td>
</tr>
<tr>
<td></td>
<td>The Golden Mare volunteers to fetch Yelena’s magic ring.</td>
</tr>
</tbody>
</table>

At Home: Make a story chart for events that happened to you yesterday.
As you read *The Golden Mare, the Firebird, and the Magic Ring*, fill in the Sequence Chart.

How does the information you wrote in this Sequence Chart help you summarize *The Golden Mare, the Firebird, and the Magic Ring*?
As I read, I will pay attention to pauses and intonation.

Once upon a time, a really, really long time ago, there lived a beautiful, kind-hearted girl named Katharine. You would have thought that such a lovely girl would be happy. But she was not. She was sad and terribly lonely. For you see (as is to be expected in a story like this), Katharine’s life was filled with sorrow. Her mother died when she was young. Her father brought her to live with her Aunt Mara and cousins Melina and Ursula while he went off to fight for the king. Her father loved Katharine dearly and promised to return for her as soon as possible, but that promise was made many years ago. Over the years Katharine’s cousins grew to hate her. They knew that Katharine was kinder and more beautiful than they were. Each day Melina and Ursula were meaner. They ordered her around. Katharine was truly miserable. So what did Katharine do all day? She did everything! Inside she cooked and cleaned. Outside she planted, weeded, and harvested the garden, fed the animals, cleaned the barn, collected the eggs, and milked the cow.

Comprehension Check

1. Why was Katharine miserable? Plot

2. Why were Ursula and Melina cruel to Katharine? Make Inferences

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A Venn diagram compares two things. Differences are written in the left and right circles. Similarities are written where the circles overlap.

A. Read the summary of *Cinderella* and fill in the Venn diagram.

**Cinderella**
Cinderella is a household servant with an evil stepmother, evil stepsisters, and a fairy godmother. She loses a slipper at a ball, and the prince searches the kingdom for the woman to whom it belongs. Cinderella and the prince get married and live happily ever after.

**Rhodopis**

<table>
<thead>
<tr>
<th>Both</th>
<th>Cinderella</th>
<th>Rhodopis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>household servants, lost slipper, kingdom is searched, end with marriage and happiness</td>
<td>pharaoh, animal friends, sings and dances, falcon finds the slipper</td>
</tr>
</tbody>
</table>

B. Read the completed Venn diagram and write a summary of *Rhodopis*.

**Rhodopis**

...
Homophones are words that sound the same but have different spellings and different meanings.

**A. Circle the word that makes sense in each sentence.**

1. Most fairy tales are stories that you have (herd / heard) before.
2. The hero often must race to complete a task in just one (hour / our).
3. In some stories, people try to (by / buy) happiness with jewels or gold.
4. My baseball team (one / won) the game.

**B. Write a word from the box next to each word to make pairs of homophones, and write a sentence using one of the homophones in the pair.**

- pear
- flower
- course
- hear

5. here ________________

   __________________________________________________________

6. coarse ________________

   __________________________________________________________

7. pair ________________

   __________________________________________________________

8. flour ________________

   __________________________________________________________
Many words are Greek in origin. Word roots are small word parts that usually cannot stand on their own. Knowing the meanings of Greek roots can help you define unfamiliar words.

Read the table. Then write the correct word from the box below to complete each sentence.

<table>
<thead>
<tr>
<th>Greek root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>astr</td>
<td>star</td>
<td>astronaut</td>
</tr>
<tr>
<td>auto</td>
<td>self, same</td>
<td>automatic</td>
</tr>
<tr>
<td>photo</td>
<td>light</td>
<td>photogenic</td>
</tr>
<tr>
<td>mech</td>
<td>machine</td>
<td>mechanism</td>
</tr>
<tr>
<td>graph</td>
<td>thing written</td>
<td>graphic</td>
</tr>
<tr>
<td>phon</td>
<td>sound, voice</td>
<td>phonetic</td>
</tr>
</tbody>
</table>

1. The vehicle needed a _______________ who knew how its engine worked.
2. We studied sounds and syllables in our _______________ class.
3. Ms. Brown made one more _______________ of the worksheet for the new student.
4. The author wrote a _______________ about Harriet Tubman.
5. Thanks to the _______________ , we don’t have to walk to school.
6. An _______________ looked at the stars through her telescope.

photocopy  astronomer  automobile
biography   mechanic   phonics

At Home: Read a newspaper or magazine, and find three words that include Greek roots. Then use each word in a sentence.
A. Match the vocabulary word with its definition. Then write the letter of the correct word on the line.

1. ease ______
   a. joined together

2. scenery ______
   b. disappointed or kept from doing something

3. bundle ______
   c. working well together

4. fused ______
   d. move carefully or slowly

5. guaranteed ______
   e. landscape

6. supervise ______
   f. group of things held together

7. frustrated ______
   g. assured

8. coordination ______
   h. watch and direct

B. Fill in the paragraph using the eight vocabulary words from section A.

   My uncle ______ that we would enjoy the ______ of the mountains and lake. But the trip did not start out great. We tried to ______ the tent out of the stuffed car, but it wouldn’t budge. Next, my older brother became ______ when he noticed the ______ of hamburgers was ______ together. Unfortunately, we did not bring any other food for dinner. We relied on the ______ of all three of us to get the hamburgers separated. While my uncle cooked, he wanted to ______ me as I unpacked the rest of the car. I was about to ask to go home when I saw two baby deer playing with each other. I guess being in nature is worth a frozen dinner and over-stuffed car.
When you read a story, you make judgments about the characters and the things they say or do. You might make a judgment about whether a character made a good choice or a poor choice.

Answer each question below. Then explain your answers.

1. It takes Uncle Curtis three tries to find the exit to Mount Tamalpais. When Uncle Curtis finally makes it to the park, he is given a map of the campgrounds. He “didn’t even glance at it but threw it into the backseat.” Do you think he made a wise decision when he chose to ignore the map?

__________________________________________________________________________
__________________________________________________________________________

2. Teddy and Bobby wear clothes appropriate for a San Francisco summer—sweatshirts and corduroys. The weather forecast for Mount Tamalpais is hot and humid. Teddy and Bobby decide to pack only sweatshirts and corduroys to take to the camp. What do you think of their clothing decision?

__________________________________________________________________________
__________________________________________________________________________

3. Teddy and Bobby find that the hot dogs and hamburgers, which Teddy had packed in dry ice, are frozen solid. But Uncle Curtis tries to grill the frozen food before it has thawed. Do you think that Teddy’s method of packing the meat was successful?

__________________________________________________________________________
__________________________________________________________________________
As you read *Skunk Scout*, fill in the Judgments Chart.

<table>
<thead>
<tr>
<th>Action</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Judgments Chart help you monitor comprehension of *Skunk Scout*?
As I read, I will pay attention to punctuation and inflection.

Can you guess what main force created the Grand Canyon? It was the mighty Colorado River.

The Colorado is a huge, powerful river. In the spring, melted snow fills the river, and it becomes swift and wild.

The river picks up rocks, huge boulders, sand, and pebbles and carries them along. Over millions of years, this gritty river water carved into layer after layer of rock. It carved the deepest canyon of all, the Grand Canyon.

One reason the river could carve the rock is that the rock was soft. Soft for rock, that is! Back in time, before there was a Grand Canyon, oceans covered the land.

Over millions of years, broken seashells, sand, mud, and clay fell to the bottom of the sea. These small bits of matter that settle on the sea bottom are called sediment. Over millions of years, the sediment turned into rock, called sedimentary rock. And this rock was soft enough for the river to be able to carve a deeper and deeper path through it.

But the Colorado River was not the only force to form the Grand Canyon.

Comprehension Check
1. How did the Colorado River help form the Grand Canyon? **Main Idea and Details**

2. What is sedimentary rock? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An interview is a way to gain information from someone. When you conduct an interview, you ask a person questions and he or she provides answers.

Read the interview of park ranger, Dan Levitt. Then answer the questions.

Reporter: What are the kinds of things you have to do when you are a park ranger?
Dan: There really is no typical day. We do a lot of different things. We do campfire presentations where we show photos and read a narrative. I’m doing one on the Rio Grande and its water quality. We talk about water, the earth, and plants and animals found here in the park. We also tend to the park trails and operate visitor centers.

Reporter: What did you study to become a park ranger?
Dan: I have a bachelor’s degree in geography, but you can study anything from geology to paleontology. I got my start by volunteering at various parks. Here I find that I use all the science courses I’ve taken.

1. What kinds of work do park rangers do? ______________________________________
   ______________________________________
   ______________________________________

2. What could a person study to become a park ranger?

   ______________________________________
   ______________________________________
   ______________________________________

3. What could the reporter ask Dan if he or she wanted to learn more about campfire presentations?

   ______________________________________
   ______________________________________
   ______________________________________

4. If you were the reporter, what question would you ask Dan?

   ______________________________________
   ______________________________________
   ______________________________________
Words with more than one meaning are **multiple-meaning words**. You can use context clues, or other words in the sentence, to help you figure out the meaning. Sometimes you must use a dictionary to learn the different meanings of the word.

### A. Read each sentence. Then circle the letter next to the correct meaning of each underlined word.

1. My first camping trip **might** have been a disaster, but it turned out great.
   a. physical strength  
   b. expressing possibility or doubt
2. We had to change a flat tire on the way to the campground, but the **spare** tire worked fine.
   a. extra  
   b. hold back or avoid
3. After that we set up our tent near some trees and **brush**.
   a. object with bristles on a handle  
   b. heavy growth of bushes
4. **Cavities** in the rocks near the river were the perfect place to store our towels while we swam in the lake.
   a. hollow places  
   b. decayed spots on teeth
5. He still had some **change** in his pocket.
   a. to become different  
   b. coins
6. As the day came to a **close**, I was happy to be camping.
   a. end  
   b. shut

### B. Use a dictionary to find two meanings of each multiple-meaning word listed below.

7. **jam**  
   a.  
   b.  
8. **coat**  
   a.  
   b.  

---

**At Home:** Write a paragraph containing ten multiple-meaning words. Write at least three sentences using each meaning of each word.
Many words in English have **Latin roots**. You can define unfamiliar words by recognizing a Latin root and using context clues.

<table>
<thead>
<tr>
<th>Latin Roots</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>to hear</td>
</tr>
<tr>
<td>tract</td>
<td>to drag, draw</td>
</tr>
<tr>
<td>port</td>
<td>to carry</td>
</tr>
<tr>
<td>spect</td>
<td>to look</td>
</tr>
<tr>
<td>mit/miss</td>
<td>to send</td>
</tr>
</tbody>
</table>

Read the root chart and write the root of each underlined word in the sentences below. Then use context clues and the meaning of the Latin roots to write a definition of each underlined word.

1. Making a campfire is tricky. First an adult must **transport** wood to your campsite. __________ **Transport** means ________________.

2. Then you must **inspect** the wood to make sure that it is dry. __________ **Inspect** means ________________.

3. When an adult lights the fire, you will notice an **audible** crackle and pop as the wood begins to burn. __________ **Audible** means ________________.

4. The **spectacle** of a roaring fire is a wonderful sight. __________ **Spectacle** means ________________.

5. For some people, the main **attraction** of a campfire is roasting marshmallows. __________ **Attraction** means ________________.

**At Home:** Read a magazine, newspaper, or a book and find as many Latin root words as you can.
A. Match the words with their definitions. Then write the letter on the line.

1. rigid ______ a. of or relating to the body
2. wheelchair ______ b. not yielding or bending
3. interact ______ c. simple or basic
4. physical ______ d. a chair mounted on wheels
5. elementary ______ e. to act on or influence each other

B. Choose the word in parentheses that will complete each sentence. Then write the word on the line.

6. Children should learn (physical, rigid) activities that they will still enjoy when they are adults. _____________

7. Sports that allow you to (salute, interact) with the natural environment are exciting. _____________

8. The team followed a (rigid, gracious) exercise routine that involved running a mile, 100 push-ups, and jumping rope everyday.

9. A person in a (parasol, wheelchair) can compete in the Paralympics.

10. Pete was new to sailing, so he took an (elementary, diverse) sailing class to learn more. _____________

C. Find the vocabulary words in the word search below.

11. j u w o i c s p h y s i c a l l k j
12. a k j e l e m e n t a r y u e u y p
13. r i g y i u o w h e e l c h a i r z
14. a r l r i g i d l k j j f i n t e r

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You encounter techniques of *persuasion* every day. Persuasion is communication meant to convince you that you should believe something, act in a certain way, or participate in something. People trying to persuade you can use a variety of techniques.

### Techniques of Persuasion

<table>
<thead>
<tr>
<th><strong>Testimonial</strong></th>
<th>a statement of support by a noteworthy person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bandwagon</strong></td>
<td>The product or activity is said to be popular with everyone.</td>
</tr>
<tr>
<td><strong>Emotional appeal</strong></td>
<td>Language is used to make a person feel strong emotions.</td>
</tr>
<tr>
<td><strong>Repetition</strong></td>
<td>a name being repeated many times</td>
</tr>
<tr>
<td><strong>Slogan</strong></td>
<td>a catchy phrase</td>
</tr>
</tbody>
</table>

**Match a technique of persuasion to each example.**

1. Our wheelchairs are used nationwide by all Paralympians everywhere. ____________

2. Boundless Playgrounds are fun! Boundless Playgrounds are safe! Boundless Playgrounds make memories! ____________

3. A GPS device in your hands makes your feet “Glad to Walk Positively Anywhere Safely.” ____________

4. Hi, I’m proud to use FastBreak Wheelchairs. Because of FastBreak Wheelchairs, I was named one of the top young athletes in the nation. ____________

5. Would you enjoy never going anywhere new, never hearing new sounds, and never meeting new people? Probably not. With GPS, you can be free to walk anywhere, any way, and any time that you want! ____________

---

**At Home:** Find three examples of persuasion in a newspaper or magazine.
As you read “A Dream Comes True”, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Fact and Opinion Chart help you monitor comprehension of “A Dream Comes True”?
As I read, I will pay attention to pronunciation.

**Wheelchair** basketball is probably the oldest competitive wheelchair sport. It began after World War II as a way to get disabled veterans active. Now children ages 6 and up are playing wheelchair basketball in gyms everywhere. They play on the same size court and use most of the same rules as their classmates. And they’re getting a lot of exercise, too.

Only a few rules are adapted in wheelchair basketball. For example, if a player takes more than two pushes of the wheelchair while dribbling, a traveling penalty is called. Even if only the wheel of a player’s wheelchair goes out of bounds, the player is out of bounds. A player who lifts out of his or her seat to get a physical advantage gets charged with a foul. So does a player whose feet touch the floor.

Like wheelchair hockey, each wheelchair basketball player is classified according to his or her ability level. Wheelchair basketball, like wheelchair hockey, takes coordination. Players must use their hands to move their wheelchairs. At the same time, they must be able to handle the ball.

**Comprehension Check**

1. Why does wheelchair basketball take coordination? **Main Idea and Details**

2. Why is it important to adapt sports? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
</tr>
</tbody>
</table>
You see printed materials every day that provide information about the world around you. Everyday communications have many forms.

Study the descriptions below. Then answer the questions.

| Consumer materials | Warranty: guarantees a product or its parts for a period of time  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Product instructions: explain how to operate a product</td>
</tr>
<tr>
<td>Directions</td>
<td>Maps explain how to get from one place to another.</td>
</tr>
</tbody>
</table>
| Advertisements      | Help-wanted ad: explains a particular job and how to apply for it  
|                     | Store ad: provides information about the store and its merchandise                  |
| Brochure            | a small booklet that contains information about a place, service, person, or object |
| Newsletter          | a printed report or letter giving information about a special group or organization |

1. What might you read if you were looking for a job? _______________________

2. Would you read a brochure or a warranty to learn more about a museum exhibit? ______________

3. A neighborhood club is planning a Fourth of July parade. What would you read to find out when and where the parade begins? ______________

4. What might you read to learn how to operate your new camera? _______________________

5. What would you use to get directions from California to Texas? ______________
You can figure out the meaning of an unfamiliar word by using context clues, the words around the unfamiliar word.

Read each sentence. Use context clues to help you define the boldface word. Then write the letter of the best choice on the line.

1. During the game my opponent was the best player on the other team.
   An opponent is ______.
   a. a competitor        b. an ally        c. a coach

2. The athletes trained at a high altitude because it is much more difficult to run in the mountains.
   Altitude is ______.
   a. an underwater cave  b. the height above sea level  c. a plateau

3. The winning women’s basketball team looked regal with their gold medals and flowers on top of the podium.
   Regal means ______.
   a. deprived of food     b. serious         c. like royalty

4. Joe was accompanied by his guide dog, who escorted him into the gymnasium.
   To be escorted is to be ______.
   a. complex              b. guided         c. called

5. For months the team practiced their maneuvers until the exercises became natural to them.
   Maneuvers are ______.
   a. movements            b. schedules      c. relationships

At Home: Find an unfamiliar word in a favorite story. Then make a poster that explains the word with context clues.
The names of characters from Greek and Roman mythology are origins of many English words. Recognizing words from mythology can help you figure out the meanings of unfamiliar words.

A. Match each word to the name from Greek or Roman mythology that best explains each word’s origin. Then write the letter of the name on the line.

1. fortune ______  a. Jove, the Roman god who controlled the weather
2. cosmic ______  b. Fortuna, the Roman goddess of luck
3. titanic ______  c. Gaea, the Greek Earth goddess
4. volcano ______  d. Furies, angry spirits in Greek mythology
5. cereal ______  e. Janus, the Roman god of beginnings
6. jovial ______  f. Cosmos, the Greek word for universe
7. geology ______  g. Mount Olympus, the home of the gods in Greek mythology
8. furious ______  h. Titans, Greek giants who had enormous strength
9. January ______  i. Ceres, the Roman goddess of grain
10. Olympics ______ j. Vulcan, the Roman god of fire

B. Use four words from the first column to make two sentences.

11. _____________________________________________________________ 
    _____________________________________________________________

12. _____________________________________________________________
    _____________________________________________________________
A. Choose the word from the list above that best completes each sentence. Then write the word on the line.

1. The hot-air balloon soared through the air because it was not ____________, or held down, to the ground by anything.
2. The balloons soar because the hot-air is light and the air surrounding it is heavy and _____________.
3. People in hot-air balloons are ________________ into the sky.
4. The large balloons ________________ when they are filled with hot air.
5. The small pieces of matter in air move faster as the air heats. Then the ________________ spread out, and the balloon rises.
6. ________________ is a gas that is lighter than air, so it also can be used in hot-air balloons.
7. Some people ride in hot-air balloons to do ________________ experiments.
8. You and a ________________ might enjoy sharing a hot-air balloon ride.

B. Label the statements True or False.

9. The science club launched the balloon, and it dug deep into the earth. ________________
10. You can inflate a balloon with hydrogen or hot air. ________________
11. The balloon will not move when it is anchored to the ground. ________________
12. To conduct scientific experiments you must bring a companion. ________________
When you **make generalizations**, you state a broad idea that describes the information in a passage. You combine what you already know with information in the text to form a general statement about a topic or an idea.

**Read the pairs of sentences. Then form a generalization based on each set of statements below.**

1. Today there are no clouds, no storms, and no high winds. It is a perfect day for ballooning.
   
   ____________________________

2. Thousands of people belong to hot-air balloon clubs. People from different parts of the world like ballooning.
   
   ____________________________

3. Joseph Montgolfier noticed that hot air rises. He and his brother built the first hot-air balloon.
   
   ____________________________

4. Early hot-air balloons flew very high. Early hot-air balloons carried no people.
   
   ____________________________

5. The first public balloon flight was in France. A Frenchman was the first person to ride in a balloon.
   
   ____________________________

---

**At Home:** Draw a diagram of a hot-air balloon. Then write a paragraph making generalizations about its parts and how it rises.
As you read *Up in the Air: The Story of Balloon Flight*, fill in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Information from Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th></th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalizations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in the Generalizations Chart help you monitor comprehension of *Up in the Air*?
As I read, I will pay attention to tempo and phrasing.

It is a beautiful day at the football stadium. Fans fill the seats and wait for the kickoff. Suddenly, a strange shadow appears on the field. People sitting in the upper rows hear a low whirring sound overhead. Floating in the sky is a football-shaped balloon.

Most of us have seen them on television during sporting events. They are like silent ships sailing on a sea of sky. These strange-looking balloons are called blimps. They are cousins to the hot-air balloon.

Blimps and hot-air balloons are part of a group of flying machines known as lighter-than-air craft. They are filled with gas that weighs less than air.

Blimps are also members of the airship family. Just like boats, airships have motors and rudders. The motors give airships speed. The rudders help steer. This makes airships very different from hot-air balloons. Hot-air balloons have little control over their speed or direction. Airships can even fly against the wind.

Comprehension Check

1. Compare and contrast blimps and hot-air balloons. Compare and Contrast

2. Where do people commonly see blimps? Main Idea and Details

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Second Read</td>
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<td>=</td>
</tr>
</tbody>
</table>
When you read poetry, you often encounter poetic elements such as **similes** and **metaphors**. Similes and metaphors use language to create striking or unexpected images for the reader. These are figures of speech that compare or associate two things. Similes use *like* or *as* in the comparison. Metaphors do not use *like* or *as*.

**Read the poem to answer the following questions.**

**Balloon Flight Haiku**

It floats in the air
Like a bird’s loosened feather,
drifting among blue.

The azure ocean
above our very heads
is where it sails high.

Unlike a feather,
it is guided by someone
who chooses its course.

1. What similes can you find in the haiku?

2. What metaphors can you find in the haiku?

3. What comparisons are made in the haiku?

4. Which comparison is not stated directly? How do you know the comparison is made?

**At Home:** Write several similes and metaphors that describe a hot-air balloon flying in the sky.
Many English words have roots that originally came from the ancient Greek language. Knowing what the **Greek root** means will help you figure out the meaning of the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hydro</td>
<td>water</td>
</tr>
<tr>
<td>aster/astro</td>
<td>star</td>
</tr>
<tr>
<td>dem</td>
<td>people</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
</tr>
<tr>
<td>log/logue</td>
<td>word</td>
</tr>
<tr>
<td>pod</td>
<td>foot</td>
</tr>
</tbody>
</table>

Use the chart above to help you choose which word is being described in each item below.

1. The lightest gas, this element is found in water and all organic substances.
   (helium, hydrogen) __________________

2. This is a noun that means “a conversation, often in a story.”
   (dialogue, dialect) __________________

3. This object has three “feet.” (tricycle, tripod) __________________

4. This kind of political system allows the people to vote for their government.
   (democracy, monarchy) __________________

5. This is a form of communication that people use to write in Morse code.
   (telephone, telegraph) __________________

6. This is the study of the stars and planets. (geology, astronomy) __________________

At Home: Choose five of the words above and write sentences using them.
Prefixes are word parts added to the beginning of other words or word parts. A prefix changes the word's meaning. Some prefixes refer to an amount and are called **number prefixes**.

<table>
<thead>
<tr>
<th>prefix</th>
<th>number</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni-</td>
<td>1</td>
<td>unity</td>
</tr>
<tr>
<td>bi-</td>
<td>2</td>
<td>bicycle</td>
</tr>
<tr>
<td>tri-</td>
<td>3</td>
<td>triceratops</td>
</tr>
<tr>
<td>cent-</td>
<td>100</td>
<td>centennial</td>
</tr>
</tbody>
</table>

A. Choose the best prefix for the boldface word. Then write the complete word on the line.

1. The girl put on her soccer _____ **form** before the game.
   ________________

2. Every _____ **meter** counts when carefully measuring the length of a board. ________________

3. The _____ **cycle** has three wheels. ________________

4. Stephanie was _____ **lingual** and knew two languages.
   ________________

B. Circle the prefix in each word. Then write a definition of the word that is based on the meaning of the prefix.

5. triangle _______________________________________

6. universe _______________________________________

7. bisect _________________________________________

8. centipede _____________________________________

9. tripod ________________________________________

10. unicorn _______________________________________

At Home: Write a paragraph containing the five words with number prefixes.
Choose the word that best replaces the underlined word or words. Then write the word on the line.

1. If you are curious about the study of living things, you can make amazing discoveries. ____________

2. First you must become someone who watches everything around you. ____________

3. Your investigations might take you to a park or even to a lake, where you can study life under the water. ____________

4. Sometimes a lake will look as though it has no activity, but it is really filled with life. ____________

5. In the water you may find minerals to be cleaned back in the lab. ____________

6. Even if the water is thick and dark, you will probably find something fascinating. ____________

7. Take samples of the water so that you can study them under a microscope. ____________

8. You may find evidence that a volcano exploded or evidence of other natural events in your water samples. ____________
Events or steps usually happen in **sequence** or in a particular order. If you can recognize and follow the sequence, you will better understand what will happen next. Words such as *first*, *then*, *next*, *now*, and *finally* help signal the order in which events or steps occur.

**Read the scientific method. Label each step of the scientific method below.**

Scientific method is specific steps scientists take during an experiment. Scientists try to answer questions they have by performing several tests. By following a specific sequence during different experiments, they are able to determine the answers to their questions.

1. **Initial or First Observation:** Scientists notice something and wonder why.
2. **Gather Information:** Scientists try to find out more.
3. **Hypothesis:** Scientists take their initial observation and create a question that can be tested. A hypothesis should make a prediction of the outcome.
4. **Testing:** Scientists will perform experiments and record data.
5. **Draw a Conclusion:** Using the information from their tests, scientists will compare this data to their hypothesis to see if their prediction is correct or not.

1. Finally I conclude my hypothesis was correct. The birds made a nest to hold their eggs. 

2. Then I learned more from a book about birds laying eggs in the spring.

3. First I see two blue birds. One is flying from tree to tree. The other is gathering twigs. It is springtime.

4. Next I observe the birds for a week. They choose a large tree branch. The birds gather more twigs and start building a nest. I see three bird eggs.

5. I predict the birds will make a nest to hold their eggs.

**At Home:** Write a paragraph explaining why it is important for scientists to follow a specific sequence.
As you read *Hidden Worlds* fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you summarize *Hidden Worlds*?
As I read, I will pay attention to pauses and intonation.

The ocean is big. It covers about two-thirds of Earth. The ocean is also deep—very deep. The ocean’s average depth is more than 2 miles (3 kilometers). At its deepest it goes down nearly 7 miles (11 kilometers). That’s taller than Mount Everest.

Think of a place where animals live. You might think of a forest or grassland. But what about the ocean? In fact, the ocean makes up most of Earth’s habitat. But to this day, most of the deep ocean has never been explored.

For centuries, people thought that the bottom of the deep ocean was lifeless. It is very cold in the deep, dark ocean. No light reaches the bottom. And water is heavy. All that water presses down hard on the sea floor. How could anything live down there?

But then scientists began exploring the deep. What they found shocked them. On the deep sea floor, they discovered a world beyond their wildest imagination. It is a strange world teeming with bizarre life.

Comprehension Check

1. What is it like at the bottom of the ocean? **Main Idea and Details**

2. Why has not much of the deep ocean been explored? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A myth is a traditional story that explains imaginary events from the past or a traditional world view. Myths describe how a custom, belief, or natural phenomenon came about. **Symbolism** is the use of concrete objects to represent abstract ideas or qualities. **Figurative language** uses imaginative language to describe objects, places, or people.

Read the myth below, then answer the questions.

A long time ago there was one land and one people. Everyone lived together happily and in peace. Then two brothers were born who quarreled over everything. This made the Creator angry. In a voice like low, rumbling thunder, he told the brothers to shoot an arrow into the air. Each brother and his people would live where his arrow landed.

Soon the brothers started quarreling again. Once more the Creator became angry. This time he took away fire from everyone except for one old woman called Loo-Wit. The people stopped quarreling, and the Creator asked Loo-Wit to share her fire. In return, the Creator offered to grant her one wish. She chose to be young and beautiful. When the two brothers saw how beautiful Loo-Wit was, each of them wanted to marry her. Again there was quarreling, which caused the Creator to turn each brother into a mountain and also to make Loo-Wit a mountain.

1. The myth says that the brothers shot their arrows into the air. What does this explain? ____________________________________________

2. What do the mountains symbolize? ____________________________________________

3. Find an example of figurative language in the myth. ____________________________________________

**At Home:** Discuss with a parent or helper why people long ago used myths as a way of explaining their world.
Many words in English have ancient **Latin or Greek word parts**. Sometimes Latin or Greek word parts create a word family, or a group of words with a common feature or pattern. For example, the Greek root *geo* means “earth.” The words *geography, geology, geographer, geode, geometry,* and *geometric* form a word family based on the words’ Greek root *geo*.

<table>
<thead>
<tr>
<th>Origin</th>
<th>Greek</th>
<th>Latin</th>
<th>Greek</th>
<th>Latin</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word part</td>
<td>bio</td>
<td>dict</td>
<td>tele</td>
<td>man</td>
<td>terr</td>
</tr>
<tr>
<td>Meaning</td>
<td>life</td>
<td>speak</td>
<td>far away</td>
<td>hand</td>
<td>earth</td>
</tr>
</tbody>
</table>

Look at the Latin and Greek word parts above. Choose the word in parentheses that best fits with the other two words to form a word family. Then write the word on the line.

1. bionic | biography | (biosphere/bicker) | ________________
2. dictate | dictation | (dice/dictionary) | ________________
3. telethon | telephone | (telescope/territory) | ________________
4. manner | maneuver | (manicure/main) | ________________
5. diction | dictator | (decorate/edict) | ________________
6. manual | manufacture | (manuscript/mane) | ________________
7. terrarium | terrestrial | (terrible/terrace) | ________________
8. television | telegram | (telecast/teller) | ________________
9. biology | biologist | (bisect/biographer) | ________________
10. telescopic | telepathy | (telegraph/tale) | ________________

*At Home:* Add as many words as you can to the word families formed by Latin and Greek word parts.
Some words end with -able or -ible. When they are added as suffixes they change the word’s meaning. Both of these suffixes mean “able to be,” “capable of being,” “likely to,” “worthy of being,” “fit for,” or “tending to.”

A. Think about adding -able or -ible to complete each word. Write the complete word on the line at the right.

1. cap___ ______________
2. invis___ ______________
3. poss___ ______________
4. us___ ______________
5. suit___ ______________

B. Add the suffix -able or -ible to create a new word. Write the new word on the line. Then write a sentence containing that word.

6. break ______________
   ______________________
7. sense ______________
   ______________________
8. convert ______________
   ______________________
9. honor ______________
   ______________________
10. collapse ______________
    ______________________
Name __________________________________________

A. Read each word in column 1. Find its antonym, or the word that is most nearly opposite in meaning, in column 2. Then write the letter of that word on the line.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. despair</td>
<td>a. hire</td>
</tr>
<tr>
<td>2. dismiss</td>
<td>b. clear</td>
</tr>
<tr>
<td>3. rigid</td>
<td>c. hope</td>
</tr>
<tr>
<td>4. elementary</td>
<td>d. thin or light</td>
</tr>
<tr>
<td>5. dense</td>
<td>e. flexible</td>
</tr>
<tr>
<td>6. murky</td>
<td>f. advanced</td>
</tr>
</tbody>
</table>

B. Complete each sentence with the correct vocabulary word from the box.

- accompany
- intentions
- supervise
- physical
- companion
- bundle

7. Although he did not complete the project, his ______________ were good.

8. For many people who live alone, a pet makes an excellent ______________.

9. Grace offered to ______________ Pete to the store so he would not be lonely on the long drive.

10. It is important to get some ______________ exercise every day.

11. The mailman left a ______________ of letters on the front step.

12. If there is no one to ______________ the job, it may not be done correctly.
A. Use each of the vocabulary words in the box to make a sentence of your own.

specimens research scientific scenery consented ease

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________

B. Write the vocabulary word that means almost the same as the underlined word or words.

observer scoured inflate guaranteed launched erupted

7. Hot water **burst forth** from the geyser. _______________
8. After cooking breakfast, I **cleaned** the greasy pan with a sponge. ____________
9. The scientist kept his distance from the volcano; he was acting only as a **watcher** from afar. ______________
10. The manufacturer **assured** customers that the product would work properly. ______________
11. The children wanted to **put air in** the balloons. ______________
12. The government **sent off** a satellite into space. ______________