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Use the vocabulary words below to complete the sentences.

intersection  engulf  abruptly  conscious
anxiety  cascade  procedure  souvenir

1. Marian often had the best ideas, but her ____________ about public speaking kept her from running for class president.

2. I would have liked to take a ____________ from the archaeological site, but it was strictly forbidden.

3. Though the task was not difficult, I had to be careful to follow the ____________ exactly.

4. We were startled when the author ____________ closed her book and left.

5. The actor was extremely well trained—always ____________ of the audience's reaction to his performance.

6. The papers fell in a ____________ from the top of the shelf.

7. I was taught to look both ways when crossing an ____________.

8. The huge wave was about to ____________ the tiny islands in the sea.

Choose two of the vocabulary words in the box above and write a sentence for each.

9. ____________________________

   ____________________________

10. ____________________________

    ____________________________
Read the passage and answer the questions.

It was dark when I woke up. I was so cold. At first, I didn’t know where I was. I started to panic. I couldn’t move my arms or legs. What was happening to me? Then I remembered. I had been skiing. I had heard a really loud noise, like a freight train. When I had looked behind me, all I had seen was a wall of snow coming my way—fast!

“I must be buried in that snow,” I said to myself. Talk about panic! Now I had a good reason. To make myself feel better, I thought about all the TV shows I had watched about people being rescued. I drifted in and out of consciousness.

Meanwhile, I learned later, the rescue teams were gathering, just like on TV! Several skiers were missing after the avalanche. Luckily, I had been skiing on a marked path. The rescue teams would know where to look for me. After what seemed like forever, I heard voices. I tried to scream, but the snow covering me blocked any noise. At last, I felt something touch my legs. A dog was digging me out. I had been rescued!

1. What do you know about the narrator? ________________________________

_______________________________________________________________

_______________________________________________________________

2. Where is the story set? _________________________________________

3. How does the setting affect the story? _____________________________

_______________________________________________________________

_______________________________________________________________

4. What is the main conflict in the story? _____________________________

_______________________________________________________________

At Home: Tell a story about a rescue. Discuss the conflict and how the setting and characters affect the plot.
As you read *The Summer of the Swans*, fill in the Story Map.

How does the information you wrote in this Story Map help you monitor comprehension of *The Summer of the Swans*?
As I read, I will pay attention to pauses and stops.

Lucky sidestepped impatiently once the saddle was cinched tightly. Using the wooden fence as a ladder, Rachel swung into the saddle. She twitched the reins, and Lucky trotted across the pasture. The grass was so tall that it swept Rachel’s boots as she rode.

Rachel couldn’t believe how quickly the summer had passed. School would be starting in another week. Soon, instead of taking afternoon rides in the California hills, she’d be learning French and algebra. Rachel remembered the beginning of the last school year. Just walking by the geometry classroom had filled her with anxiety. It was easy now to laugh about how worried she’d been.

Luckily, her friend Abra had been in the same geometry class. She’d helped Rachel really understand lines and angles.

Yesterday Abra had confessed that she was nervous about taking biology. Rachel hoped she could return the favor and help Abra in biology.

Lucky stopped abruptly. Her head rose as she smelled the air. Rachel had learned to pay attention to Lucky’s sudden stops.

If she didn’t, she’d be sure to miss something important.

Comprehension Check

1. How did Abra help Rachel in geometry class? Character, Setting, Plot

2. What clues indicate that Rachel and Abra might make a good team? Character, Setting, Plot
A **photo caption** explains the situation in which the photograph was taken. Captions give information about the people or events shown in the photo. They may answer some of the questions readers want to know, such as *who, what, when, where, why,* and *how.*

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

**Sparky Rescued!** Monday, February 14, Philadelphia, PA—Firefighter Cathy Lewis carries Sparky, a ten-year-old beagle, from his burning home. The beagle was unconscious when firefighter Lewis pulled him out of the fire. Sparky is being treated in an animal clinic. Photo by Ninti Alfred.

1. What is the title of the caption? ________________________________
2. How does the caption title hint at the photo's content? ________________
   ___________________________________________________________
3. What do you learn from the dateline? _____________________________
   ___________________________________________________________
4. Who took the photograph? ________________________________
5. Summarize the information in the photo by answering these questions.
   Who is in the picture?
   ___________________________________________________________
   ___________________________________________________________
   Why is this picture in the paper?
   ___________________________________________________________
Multiple-meaning words have more than one definition. When you come across a multiple-meaning word, you need to determine which meaning is being used by looking at its context. These words will have various entries in the dictionary.

Consider the multiple meanings of the word conscious.

conscious (kon shəs) adj.
1. having an awareness of one’s self and one’s surroundings;
   The patient remained conscious after her surgery.
2. fully aware of something; I was not conscious that time was passing quickly.
3. intentionally meant: Marianne made a conscious effort not to tease her little brother.

Each word below has more than one meaning. Use a dictionary to identify two different meanings for each word. Write two sentences—one for each meaning of the word.

1. kind
   a. 
   b. 
2. produce
   a. 
   b. 
3. proceeds
   a. 
   b. 
4. park
   a. 
   b. 

At Home: Together, provide multiple meanings for the word catch. Use each one in a sentence.
Short vowel sounds are often spelled using just the vowel itself. For example, the letter u stands for the /u/ sound in bug, cut, and nun. The letter i stands for the /i/ sound in big, kick, and lid. Sometimes short vowel sounds have different spellings. For example, the /u/ sound is spelled by the ou in trouble and the o in shove. The short /e/ sound can be spelled by the ea in thread.

Read the word in the left column. Then circle the words on the right that make the same short vowel sound using a different spelling.

rug  bone  done  through  shove  over  double  money  though
din  rhythm  encyclopedia  pretty  very  myth  women
let  fiend  friend  said  laid  haystack  says  thread  head

Choose five of the words above that have the short vowel sound in them. Write a sentence for each word you chose. Underline the word you chose in each sentence.

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

5. ________________________________________________________

At Home: Play word games, listing as many words as you can with short vowel sounds. List basic spellings in one column and variant spellings in another.
Use the clues to complete the crossword.

Across
4. low vegetation on the floor of a forest
5. a person who accompanies another to give protection
7. secluded
8. resisted the effect of

Down
1. poisonous
2. plants
3. person who translates
6. predicted

remote 
undergrowth
interpreter 
escort 
vegetation 
foretold
Read the passage. Then answer the questions.

“How does a whole city get lost?” Todd asked his mother.
“It isn’t actually lost,” she explained. “It’s more like people forgot it was there.”

Todd was very excited. He and his mother were on their way to visit Machu Picchu. It was the first time Todd and his mother would be going to Peru.
The tour guide explained that Machu Picchu, or at least what was left of it, was discovered by a man named Hiram Bingham. Todd listened intently as the tour guide described the dangers Bingham and his crew faced while trying to reach the city—a city they were not sure even existed!
“At least we don’t have to cut our way through the forest to get there,” Todd said. His mother agreed.
When the tour guide finished, both Todd and his mother settled into their train seats to take in the view of the rain forest.
Todd tried to imagine the way Bingham had felt as he climbed the mountain. Todd could hardly wait to see the actual city. It was going to be one of the best times of his life, he was sure. When he finally arrived, he was not disappointed.

1. What happens in the story? ________________________________________________________________

2. Who is the main character of the story? _______________________________________________________

3. Where is the story set? ______________________________________________________________________

4. How does Todd feel about seeing Machu Picchu? _________________________________________________

5. What does Todd learn on the way? ____________________________________________________________

At Home: Together, work to illustrate the passage above. Include details of the setting.
As you read *Lost City*, fill in the Character, Setting, Plot Chart.

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<th>Setting</th>
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How does the information you wrote in this Character, Setting, Plot Chart help you analyze the story structure of *Lost City*?
As I read, I will pay attention to the pronunciation of city names, pauses, and intonation.

Abdullah (Ahb-DUL-lah) loosened his black-and-white head covering. Another grueling day of work was under way. His job was to help remove dirt from ancient tombs, or graves. Abdullah looked around the excavation site and tried to count all of the exposed graves. But he soon gave up. “There are too many of them,” he thought. “Besides, if Sheik Hamoudi (Shayk hah-MOOD-ee) catches me counting graves instead of working, he will send me away.” Abdullah threw himself into removing dirt, but while he worked, he secretly dreamed of discovering a hidden treasure.

Sheik Hamoudi was the foreman on the site. He had worked for the Englishman for a long time. For the past week, the Sheik had been the boss while the Englishman and his wife were away in Baghdad. He treated his workers fairly, and yet he frightened Abdullah when he yelled. Abdullah had grown up in the south of Iraq and had never been more than a few miles from his village.

Comprehension Check

1. What words would you use to describe Abdullah? **Character, Setting, Plot**

2. What does Abdullah dream of finding? **Character, Setting, Plot**

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Social studies includes information about government, economics, geography, and history. Here are some special features that might help you use a social studies textbook.

a. **Table of Contents**—lists the book's units and chapters and their page numbers

b. **Headings and Subheadings**—identifies the contents of the page, section, or paragraph

c. **Glossary**—defines specific terms used in the text

d. **Index**—alphabetical list of subjects in the book with their page numbers

e. **Captions for Photographs**—often provide information about the subject

Answer the questions by writing the letter of the correct feature.

1. Where would you look for the beginning page number for Chapter 3? ____

2. Where would you look if you wanted to find information on Julius Caesar? ____

3. Where would you look to find out what the word *triumvirate* means? ____

4. Where would you look to find out what the article on page 156 concerns? ____

5. Where would you look to locate information on ancient Rome? ____

6. Where would you find information about a photograph of The Grand Canyon? ____

7. Where could you look to find the date of the beginning of World War I? ____

8. Where would you find the definition of *treaty*? ____

9. Where would you find further information about a specific topic? ____

10. Where would you find the page number of the beginning of a chapter on Japan? ____

Lost City • Grade 6/Unit 1

At Home: Take turns giving directions from one place to another that your family visits. Ask the other person to guess where you will end up.
**Compound words** are words that consist of two or more words joined together. They can be hyphenated, closed, or open. If you are not sure how to write a compound word, look it up in the dictionary.

sister-in-law  
everybody  
roller skate

You can use the separate parts of compound words to determine their meaning.

\[
\text{under} + \text{growth} = \text{undergrowth}
\]

Low plants on the floor of a forest.

A. Identify the separate words that make up each compound word. Explain how they create the meaning of the word.

1. foretold

2. snowcapped

3. stonework

4. staircase

Write a sentence using a compound word. You may use one listed, or you may choose one on your own.

5. __________________________

At Home: Have the student create three compound words of his or her own, along with definitions for these words.
A common way to spell a long vowel sound is to use the pattern: vowel-consonant-silent e. Some examples: gate, hide, eve, lone, mute. There are also other ways to form long vowel sounds. The letter y can stand for the long i sound, as in fly. Two vowels together are called a diphthong and can stand for one sound. For example, the ea in mean stands for the long e sound. Other diphthongs that stand for long vowel sounds include ee, ai, and oa.

Look at each item. Fill in the missing vowel(s) to spell the sound. Then write the complete word in the space.

Vowels and Diphthongs

a  e  i  o  u  y  ee  ea  ai  oa

1. st____m    long e
2. f____n____    long i
3. f____nt    long a
4. h____g____    long u
5. c____cle    long i
6. l____n    long o
7. n____l    long a
8. r____d    long e
9. enc_____clopedi a    long i
10. d____m____    long o

At Home: Choose one sound spelled by a vowel or diphthong. Write a list that includes as many words that fit the pattern as you can.
A. Write the vocabulary word that matches each clue.

altered  erode  absorb  concentrated  innovations

1. This is what happens to ice when it melts. It means “changed.”
   ______________________

2. This is another word for inventions or changes.
   ______________________

3. Things that are really packed together are called this. You can buy orange juice in this form.
   ______________________

4. Water and wind wear away at rocks and soil over time to do this.
   ______________________

5. A sponge or a paper towel can do this with liquid.
   ______________________

B. Write a sentence of your own using vocabulary words from the list above.

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________
Read the passages. Then list the main idea and three supporting details for each one.

Science is all around us. Due to scientific research, we are able to communicate through the Internet and cell phones. Every time we bake something, we are participating in a scientific process. Our baked goods are new substances formed from a variety of single substances. Look around you. Many of the objects surrounding you, such as plastic or metal products, are the results of much scientific research and study.

Main Idea:__________________________________________________________

Supporting Details: ________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Medicine helps us improve the quality of our lives. If you have a headache, you can take medicine to ease the pain. If you have an infection, a doctor can give you medicine to heal it. Without medicine, your infection could be deadly. In addition, doctors and researchers help people fight diseases with the help of vaccinations and antibiotics. Measles, tuberculosis, and polio are not nearly as threatening as they were 100 years ago because of medicine.

Main Idea:__________________________________________________________

Supporting Details: ________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
As you read *Gecko Glue, Cockroach Scouts, and Spider Silk Bridges*, fill in the Main Idea Web.

How does the information you wrote in this Main Idea Web help you make inferences and analyze the story structure of *Gecko Glue, Cockroach Scouts, and Spider Silk Bridges*?
Practice

Fluency

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

Have you ever asked yourself how birds and insects fly? Or why birds can fly, but other animals can’t? Human beings have long studied nature and its mysteries. Over time they have found some amazing ways to use what they have learned.

Of course, human beings can’t fly. But they have reached the skies by using technology to invent flying machines.

Some of these ideas for flying machines have come from animals like birds and insects.

Birds are not the only animals that humans have tried to copy. Today we are able to track a plane from takeoff to landing thanks to a system that bats and dolphins use to navigate and hunt.

There are other animals that are useful to people. Bees help people in lots of ways, providing them with many valuable products. In this book you will learn about some other ways in which humans have developed technology by imitating nature.

Comprehension Check

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

2. How have other animals helped people to develop flying machines? **Main Idea and Details**

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Gecko Glue, Cockroach Scouts, and Spider Silk Bridges • Grade 6/Unit 1

At Home: Help the student read the passage, paying attention to the goal at the top of the page.
A library lists all its books, DVDs, and other materials in a card catalog. There are three cards in the card catalog for each book: an author card, a title card, and a subject card. If you know the author, the title, or the subject, you can flip through the appropriate section of the catalog.

An electronic catalog works the same way. However, you can also search by key words. For instance, you can enter an author’s name and a subject, or even two or more subjects like elephants and Indian. An electronic search result will give you a numbered list of titles. Type in the number of the book and press enter. A screen for that particular book will come up, and give you the same information that you would find in a card catalog. It will also tell you if the book is available.

Look at the information on the following card. Then answer the questions below.


1. What key words could you use to find this book? ____________________________

2. Which row would house this book?

3. What do you need to know to find this book? ____________________________

4. What kind of work is this? ____________________________

At Home: At home or at the library, use an online catalog to look up several books using different key words.
When you read, you should use the surrounding text, which often gives you **definitions** in context, to help you determine the meaning of unfamiliar vocabulary. Just as its name implies, this kind of context clue actually states the meaning of the unfamiliar word.

**Underline the definitions you find in the sentences. Write a sentence of your own using the defined word from each sentence.**

1. Astronauts used a powerful telescope to find out more about the cosmos, another name for the universe.

2. The scientists at Mission Control, the place where the trip was supervised, were in constant contact with the astronauts who planned the repair of the telescope.

3. So that the mission, the trip planned to fix the telescope, could succeed, the damaged part had to be replaced.

4. When the Endeavor was in place, the shuttle’s robotic, or mechanical, arm was used to grab the damaged telescope.

5. Crew members left the shuttle through a small room with two hatches, or doors.
The long e sound can be spelled by either **ei** or **ie**. The long a sound can be spelled by **ei**. To remember how to spell words with **ei** or **ie**, memorize the following sentence:

Place the *i* before *e* except after *c* or when sounding like *a* as in *neighbor* and *weigh*.

A. Read the sentences. Circle the words that contain the **ie** or **ei** digraphs. Then, in the space, write whether the sound is long **e** or long **a**.

1. The researcher mixed eight chemicals together. _______________
2. Field work can help find the medicine that will work. _______________
3. Researchers must yield to signs of danger when testing medicine. _______________
4. They must weigh everything carefully. _______________
5. Before they receive a new assignment, they must make thorough notes on the last one. _______________

B. Fill in the missing letters in each sentence.

6. The laboratory has many vents in the c_________ling to prevent dangerous gases from building up.
7. Researchers wear goggles as a way to sh_________ld their eyes from laboratory chemicals.
8. Chemicals shipped by fr__________ght have to be handled with caution.

**At Home:** Together, find other words that have long **e** or long **a** spelled with **ie** or **ei**.
A. Complete each sentence with a vocabulary word.

1. Many folk tale characters are known for their kindness and ____________.
2. African folk tales often feature insect and animal characters, such as a spider or a ____________.
3. My grandmother ____________ through her attic to find her favorite book from her childhood.
4. At one point in the story, the children were so hungry they were ____________ for food.
5. The children in the story were very brave, but the enemy was ____________.

B. Write sentences of your own, using the remaining vocabulary words.

6. __________________________________________________________________________

7. __________________________________________________________________________

8. __________________________________________________________________________
In stories and in real life, one event can make another event occur. For example, if your alarm does not go off then you might be late for school. The first event is the **cause**, and the second event is the **effect**. Authors use signal words or phrases such as **as a result**, **so**, **therefore**, **because**, **due to**, and **then** to show the relationships between events.

Read the following article. Underline the signal words or phrases that show the relationships between events. Then write the cause and effect of each situation as indicated by the signal words.

Passing on traditions is very important to some families because they feel it keeps family memories alive. When an older relative tells the story of his father’s immigration to America, he is passing on part of the family tradition. Traditions also accompany holiday gatherings. Every year special events, such as holiday dinners and celebrations, take place. As a result, familiarity with the events are passed on to the younger generations. Then these youngsters grow up and pass on their awareness of traditions. Therefore, family tradition survives through the centuries.

1. **cause**
   - **effect**

2. **cause**
   - **effect**

3. **cause**
   - **effect**

4. **cause**
   - **effect**

At Home: Together, discuss family traditions. Which are the student’s favorites? Why? Which tradition will he or she be likely to continue?
As you read *The Magic Gourd*, fill in the Cause and Effect Chart.

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How does the information you wrote in this Cause and Effect Chart help you make inferences and analyze the story structure of *The Magic Gourd*?
As I read, I will pay attention to punctuation.

The Navajo (NAH-vah-hoh) Indians call themselves the Dineh (dee-NAY). In Navajo, their name means “The People.” Over 255,000 Navajos live in the United States today. Their nation is the largest in the country.

For generations the Navajo have made beautiful weavings, baskets, and jewelry. Their arts reflect their traditions, their history, and their modern life.

Centuries ago, the Navajo settled in a part of the Southwest now called the Four Corners. It’s called that because the borders of four states meet in one spot.

The Four Corners area has beautiful canyons, mesas, rivers, and rock formations. But the high desert climate is harsh and dry. The Navajo lived in hogans. They moved often to find grass for their sheep and horses. When the climate permitted, they planted corn, squash, and melons. At times, on the brink of famine, they have to be good farmers to get by.

In 1868, the United States and the Navajo signed a treaty. The treaty promised them their own government, called the Navajo Nation. It also created the huge Navajo Reservation in the Four Corners area.

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Comprehension Check

1. How does the climate affect the Navajo? **Cause and Effect**

2. Why is art important to the Navajo? **Draw Conclusions**

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A **time line** organizes information chronologically, or in time order. Time lines are divided into spans of years. The time moves from the earliest on the left to the latest on the right. Events are listed on the time line in the year they occurred.

### Use the time line below to answer the questions.

1. **Which is the earliest entry on the time line?**

2. **About what year did Ghana begin to decline?**

3. **About how long did Mali exist?**

4. **Which is the longest-lived kingdom on the time line?**

5. **When were the Songhay defeated?**

6. **When did the Asante Empire begin?**

---

**At Home:** Together, make a time line of the student’s life. Divide the time line into year segments, and list major events for each year.
When you read, you should use the context, or surrounding words, to help you determine the meaning of unfamiliar vocabulary. One kind of context clue is **restatement**, in which the meaning of a word is restated after the word appears. Look at the example:

The country was afflicted by famine. It suffered from an extreme scarcity of food.  
The meaning of the word *famine* is restated in the sentence that follows it.

---

**Read each sentence. Circle the word whose meaning is restated. Then write the meaning on the line.**

1. Passing on cultural traditions is important to Malians, the people who live in Mali. ________________________________

2. Often storytelling is accompanied by djembes, which are drums that people play as others tell stories, dance, or sing. ________________________________

3. The Dogon, a tribe of people in Mali who live at the base of the Bandiagara Cliffs, have rituals of their own. ________________________________

4. The Dama dance, which is religious, is part of the Dogon tradition. ________________________________

5. Part of the Dama dance is done on stilts, which are long poles people can stand on to mimic the long legs of a water bird. ________________________________

---

**At Home:** Together, discuss various dancers and dances from different cultures that you know about.
Read each clue. Provide an answer that uses an r-controlled vowel sound. Then use each word you found in a sentence.

1. Something that is ripped is this. ________________

2. This is on the side of your head. ________________

3. You can play games, eat hot dogs, and see farm animals here. ________________

4. This is something you can do in the ocean. ________________

5. This is the opposite of far. ________________

6. You can brush it, curl it, or put it in braids. ________________
Write each word next to its definition.

vital  conserve  sedated  analyzing
speculated  embedded  dehydrated  propelled

1. examining carefully and in detail in order to understand something
2. moved or driven forward
3. avoid waste; save or preserve
4. of greatest importance
5. medicated to calm or go to sleep
6. thought of reasons or answers
7. dried out due to lost water or moisture
8. set into surrounding matter

Write four sentences using one of the vocabulary words in each sentence.

9. ___________________________________
   ___________________________________
   ___________________________________

10. ___________________________________
    ___________________________________
    ___________________________________

11. ___________________________________
    ___________________________________
    ___________________________________

12. ___________________________________
    ___________________________________
Read the paragraph. Then answer the questions.

The Florida Everglades are home to many birds, reptiles, and mammals. The Everglades provide a variety of habitats. They are vital to the wildlife they support, supplying particular environmental conditions that can be found only in the Everglades. Birds and other animals are protected by the sawgrass prairies. Crocodiles and alligators live together in the swamps and water. People must protect and preserve this land in order to nurture and protect the wildlife that make the Everglades their home.

1. What is the main idea of this paragraph?

2. Where is the main idea of this paragraph located?

3. Why do you think it is located there?

4. What purpose do the first and second sentences serve?

5. Why are the Everglades vital to wildlife?
As you read *Interrupted Journey*, fill in the Main Idea Web.

How does the information you wrote in this Main Idea Web help you make inferences and analyze the story structure of *Interrupted Journey*?
As I read, I will pay attention to tempo.

The peregrine falcon is a raptor, a bird of prey. It has a body that is designed for hunting. The falcon’s eyes are set forward in its head. That gives it depth perception. Its vision is excellent. It can spot a bird in flight from a great distance away.

Inside its nostrils are baffles. Scientists have speculated that these small walls slow the air rushing into the falcon’s lungs as it dives. They let the falcon breathe. They also keep its lungs from bursting.

Like all raptors, the falcon’s beak is curved. It’s designed for tearing its prey’s flesh. Unlike other raptors, the falcon also has a “tooth.” This special notch on its beak breaks its prey’s back.

The falcon’s legs, feet, and curved talons are strong weapons. They can deliver a powerful blow to prey. Then, as the falcon flies away, it can grasp its prey.

Peregrine falcon’s wings are long, narrow, and pointed. They help give this bird its incredible speed in a dive. In level flight its wings flap rapidly to keep it aloft.

Comprehension Check

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

2. What natural weapons does the peregrine falcon have? **Main Idea and Details**

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<td>Second Read</td>
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</table>
Read the free-verse poem. Then answer the questions.

Creeping and crouching,
The snow leopard depends on stealth.
He looks at his lunch having lunch.
Slowly the snow leopard approaches,
only to pounce!
Alas, he won’t have his lunch now—
his four-legged lunch leapt to safety.

1. What sound is repeated in the first line?
   ____________________________________________________________
   In the last line? __________________________________________

2. What imagery does the poem create in your mind?
   __________________________________________________________
   __________________________________________________________

Think about a scene from nature. Write your own free-verse poem.
Use alliteration and imagery to capture the scene.

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

At Home: Take turns finding words that show alliteration and imagery.
Using analogies requires you to understand how words relate to each other.

Analogies are written like this: up : down :: conserve : waste.

They are read like this: “Up is to down as conserve is to waste.”

One relationship that is often used is opposites, or **antonyms**, as in the example given above. Choose the best word to complete the analogy.

**A. Circle the letter of the correct answer.**

1. open : closed :: wild : ____________
   - a. savage
   - b. quiet
   - c. tame
   - d. barbaric

2. advance : retreat :: comedy : ____________
   - a. tragedy
   - b. music
   - c. jokes
   - d. laughter

3. agree : disagree :: feast : ____________
   - a. Thanksgiving
   - b. famine
   - c. festival
   - d. hunger

4. remain : leave :: allow : ____________
   - a. permit
   - b. decide
   - c. request
   - d. prohibit

5. defeat : victory :: lazy : ____________
   - a. weary
   - b. ambitious
   - c. aggressive
   - d. decent

**B. Write three analogies, using antonyms, of your own.**

6. ____________________________________________________________________

7. ____________________________________________________________________

8. ____________________________________________________________________

Interrupted Journey • Grade 6/Unit 1

**At Home:** Play a game in which the student gives a word and you make up an antonym for that word. Take turns.
Compound words are words that are made of up two or more words.

apple + sauce = applesauce

When you find compound words, you can use the single words that make them up to help you pronounce the larger word. For example, look at the word homework. First, you need to determine that the word is made up of the words home and work. Then you can apply what you know about pronunciation to sound out the word. You know the VCe uses a silent e to make a long o sound in home. And you know that a vowel followed by an r has a specific r-controlled sound.

Read each compound word. Put a slash through the word to divide it into single words. Then write a sentence using the word.

1. everybody
2. downpour
3. flashbulb
4. something
5. weekend
6. mountainside
7. beachfront
8. wildlife

At Home: Have the student think of as many words as he or she can that are compound words. Then work together to make the list as long as possible.
Complete the crossword puzzle with the clues below.

Across
1. place where two or more roads meet
2. secluded
3. to assume to be true without complete proof
4. changed
5. looking desperately for

Down
4. take in
6. predicted
7. established way of action
8. picked through
10. save
Name ________________________________

A. Write each vocabulary word from the box next to the appropriate clue.

engulf  abruptly  withstood  vegetation  erode

1. synonym of quickly ________________
2. to cover or swallow up someone or something ________________
3. the plant life or the plants that cover an area ________________
4. to wear away ________________
5. resisted the effect ________________

B. Write the correct vocabulary word from the box in the following sentences.

propelled  innovations  undetected  generosity  dehydrated

6. Raquel’s ________________ helped raise more money than expected.
7. Spencer’s ________________ helped improve the process.
8. During hide and seek, Kim went ________________.
9. Grapes are ________________ by sunlight to make raisins.
10. The wind ________________ Sara’s sailboat across the water.
Fill in each blank with a vocabulary word.

inscribed  resemblance  postmarked  enthralled
regulation  grouchy  embarrassment  pennant

Our quiz team would never have won the _______________ without working together. At our first practice, everyone was _______________ because it was so early in the morning. Jenny suffered from _______________ because she forgot the answers to most of the science questions. Hiroshi was _______________ with the buzzers. Keila refused to wear the _______________ uniform. Finally, our coach opened a letter. It was _______________ July 1972. _______________ on the envelope was the name of my favorite game show host. He had written to our coach for advice when he was young. Our coach explained that we had no chance of winning if we did not have even a _______________ to a team. We needed team spirit! Once we found it, we were able to cooperate and to win.

Choose two vocabulary words. Write sentences using these words.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Read the story and answer the questions.

The basketball team could not win a game. It did not make any sense. They had many good players. They had a lot of experience. When Coach Grimley watched the Falcons play their first game, he immediately understood why they could not win. Everyone wanted to be a star. At the next practice, the coach explained that no one would be a star if they did not show some team spirit and support each other. In practices during the next week, all the team members did was pass the ball to other players who were in a better position to score points. When the next game came around, the Falcons won!

1. Why could the Falcons not win?

________________________________________________________________________

2. What is implied by the sentence, “Everyone wanted to be a star”?

________________________________________________________________________

3. What can you infer about Coach Grimley’s approach to basketball?

________________________________________________________________________

4. What can you infer from the Falcons’ winning?

________________________________________________________________________
As you read *How Tía Lola Came to Visit/Stay*, fill in the Inferences Chart.

<table>
<thead>
<tr>
<th>Text Clues and Prior Knowledge</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in this Inferences Chart help you make inferences about *How Tía Lola Came to Visit/Stay*?
As I read, I will pay attention to pauses, stops, and intonation.

Jenna turns her head to look at the pennant on the wall above her bed. It’s from her old school basketball team, the Wilson Wildcats. Jenna had been a star forward on the team, and some of her best friends had played, too. Then again, Jenna had had a lot of friends at Wilson. She had lived in the same small town her whole life. Being at Wilson was like going to school with your extended family.

Now Jenna, her brother Sean, and her parents had moved into a new neighborhood in a big city. There were three times as many students at Eastern Middle School as there were at Wilson. Jenna let out a loud sigh. How was she ever going to make friends?

After dinner the night before the first day, Jenna and her brother Sean play one-on-one basketball in the driveway. They’ve been shooting baskets together as long as Jenna can remember. Their evening games have always been Jenna’s favorite part of the day.

Comprehension Check
1. What kind of relationship do Jenna and her brother have? **Make Inferences**

2. Why was Wilson like an extended family for Jenna? **Cause and Effect**

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</table>
An **almanac** contains general information about various topics. Almanacs are published yearly and contain statistics for the previous year.

Almanacs are filled with up-to-date information in a concise format. The index is the organizer for the almanac. Almanacs also appear online and they often have indexes that are links to the information you are seeking.

**Use the almanac index to answer the questions.**

<table>
<thead>
<tr>
<th>Animals</th>
<th>First Aid</th>
<th>Mortality Statistics</th>
<th>Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Foreign Phrases</td>
<td>Newspapers</td>
<td>Time Zones</td>
</tr>
<tr>
<td>Baseball</td>
<td>Geography</td>
<td>Nutrition</td>
<td>Tropical Storms</td>
</tr>
<tr>
<td>Calendars</td>
<td>Governors, U.S.</td>
<td>Olympics</td>
<td>Volcanoes</td>
</tr>
<tr>
<td>Cities, World</td>
<td>Holidays</td>
<td>Presidents</td>
<td>Weather</td>
</tr>
<tr>
<td>Endangered Species</td>
<td>Hurricanes</td>
<td>Refugees</td>
<td>Writing/Language</td>
</tr>
</tbody>
</table>

1. Under which three headings would you probably find information about Hurricane Andrew? ____________________________________________________________

2. Where could you learn the days of the week in French? ____________________________________________________________

3. Where could you find out who designed a famous building? ____________________________________________________________

4. Where would you find out what public official is the head of your state? ____________________________________________________________

5. Where could you find out what time it is in Sydney, Australia? ____________________________________________________________

6. Which two headings might have information about bald eagles? ____________________________________________________________

**At Home:** Together, think of other facts you might find in an almanac and make a list of them.
Change each sentence to the past tense by adding the inflectional ending -ed to appropriate action verbs.

1. Kim and Joey play together after school on Mondays.
   ____________________________________________________________
   ____________________________________________________________

2. The class members work together to decorate the gym.
   ____________________________________________________________
   ____________________________________________________________

3. Even though they might fail to win the game, the players always hope to win the next one.
   ____________________________________________________________
   ____________________________________________________________

4. Every person creates a part of the presentation.
   ____________________________________________________________
   ____________________________________________________________

5. When we walk on a school trip, we cross the street together as a class.
   ____________________________________________________________
   ____________________________________________________________

6. Jamal helps his friends build a model car.
   ____________________________________________________________

7. Jumanda saves her money to buy a new computer.
   ____________________________________________________________

8. Yoshi likes to read aloud in class.
   ____________________________________________________________

At Home: Discuss how meanings change when you add the inflectional ending -ed to different action verbs.
Plurals are often formed by adding the letter s to the end of a word.
- dog + s = dogs
- cat + s = cats

Some words have to be changed slightly to form plurals.
- wolf → wolves
- knife → knives

Sometimes, the letter s does not make an /s/ sound. Instead, it makes the /z/ sound.

A. Write the words in the sentences that have an s that makes a /z/ sound.

1. Team spirit is not just for baseball teams. ________________
2. You and your classmates can work together to meet goals. ________________
3. Team spirit is about working together as equals. ________________
4. You can work together to solve problems. ________________
5. Members of a team do their best to make their plans successful. ________________
6. Teams can succeed if they use the strengths of each member. ________________

B. Write some sentences of your own that contain plurals that have the /z/ sound.

7. ________________
8. ________________
9. ________________
10. ________________
A. Write each vocabulary word on the line next to its definition.

<table>
<thead>
<tr>
<th>Spicy</th>
<th>Undone</th>
<th>Vigil</th>
<th>Ravaged</th>
<th>Marveled</th>
<th>Broadcast</th>
<th>Unsatisfactory</th>
<th>Calculations</th>
</tr>
</thead>
</table>

1. ________________ mathematical reckoning or figuring
2. ________________ came apart or unfastened
3. ________________ a period of remaining awake to guard
4. ________________ transmitted by radio or television
5. ________________ laid waste to, destroyed
6. ________________ zesty; flavored with spices
7. ________________ became filled with wonder or astonishment
8. ________________ not good enough to meet a need or desire

B. Write four sentences of your own. Use at least one vocabulary word in each sentence.

9. ____________________________________________________________
   ____________________________________________________________

10. _____________________________________________________________
    _____________________________________________________________

11. _____________________________________________________________
    _____________________________________________________________

12. _____________________________________________________________
    _____________________________________________________________
Study the diagram and answer the questions.

1. What can you infer about Saturn’s climate in relation to Earth’s?

____________________________________________________________________________________________________________________________

2. Which is likely the hottest planet in our solar system? Explain.

____________________________________________________________________________________________________________________________

3. Which planet is likely to be the coldest planet in the solar system? Explain.

____________________________________________________________________________________________________________________________

4. Which planets would we most likely be able to see in our night sky with no telescope? Explain.

____________________________________________________________________________________________________________________________
As you read *The Night of the Pomegranate*, fill in the Inferences Diagram.

How does the information you wrote in this Inferences Diagram help you monitor comprehension of *The Night of the Pomegranate*?

At Home: Have the student use the chart to retell the story.
Astronomy is the study of stars, planets, and other objects in space. The term comes from two Greek words that mean “star” and “to name.” Astronomers are people who observe stars, planets, comets, and other distant objects. Modern astronomers use instruments to observe the sky. They have computers to make calculations about data. They record what they see on computers, too. Calculators help them solve mathematical problems. Powerful telescopes give them a clear look deep into the universe. They launch space probes and satellites into space. These broadcast photographs of planets and galaxies far from Earth.

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

2. How are ancient astronomers and modern astronomers alike? How are they different? **Compare and Contrast**

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</table>
Graphs show information visually. They are used to compare things or to show how things change over time.

United States and Soviet Explorations of Venus, 1961 to 1969

Study the line graph. Answer the questions.

1. Which of the years had the fewest attempts to explore Venus?

2. How many attempts were made during 1964 and 1965?

3. Which year had the most attempts to explore Venus? How many?

4. How many attempts were made during 1963?

5. What trend does this line graph show over the time period given?

At Home: Help the student plot some kind of change over time on a line graph.
When you are unsure about a word’s pronunciation, check the dictionary. A **pronunciation key** follows each word. If you are unsure about the symbols in the pronunciation key, check the table of contents of the dictionary. Most dictionaries have a guide to pronunciation. Use the pronunciation key and the guide to help you say the words correctly.

Example:

_vigil_ vij’-əl

**Pronunciation keys are given. Identify the word for which the pronunciation key is given.**

1. vū’ər ______________________ 4. plan’i terē ______________________
2. tel’ə skōp ____________________ 5. noľ’ij ______________________
3. stār’gāz’ _____________________ 6. i klips’ ______________________

**Write four sentences. Use one of the words from the list above in each sentence.**

7. __________________________________________
   __________________________________________
8. __________________________________________
   __________________________________________
9. __________________________________________
   __________________________________________
10. __________________________________________
    __________________________________________

**At Home:** Help the student look up several words in a dictionary, in the library, or online for pronunciation guidance.
When you add \textit{-ed} or \textit{-ing} to a word, you usually double the last consonant when the vowel that comes before the ending has a short sound.

\[
\begin{align*}
\text{trap} + \text{ed} &= \text{trapped} & \text{trap} + \text{ing} &= \text{trapping} \\
\text{shop} + \text{ed} &= \text{shopped} & \text{shop} + \text{ing} &= \text{shopping}
\end{align*}
\]

You do not double the last consonant when the vowel that comes before it is long or when the word ends with more than one consonant. You just add the ending. If a word ends with a silent \textit{e}, you drop the \textit{e} before adding the ending.

\[
\begin{align*}
\text{peek} + \text{ed} &= \text{peeked} & \text{peek} + \text{ing} &= \text{peeking} \\
\text{rest} + \text{ed} &= \text{rested} & \text{rest} + \text{ing} &= \text{resting} \\
\text{time} + \text{ed} &= \text{timed} & \text{time} + \text{ing} &= \text{timing}
\end{align*}
\]

There are also some exceptions to the rules above.

\[
\begin{align*}
\text{pilot} + \text{ed} &= \text{piloted} & \text{pilot} + \text{ing} &= \text{piloting} \\
\text{travel} + \text{ed} &= \text{traveled} & \text{travel} + \text{ing} &= \text{traveling}
\end{align*}
\]

Read each word and add the endings \textit{-ed} and \textit{-ing} to each one. Follow the rules above.

1. open ________________________
2. close ________________________
3. hope ________________________
4. hop ________________________
5. wish ________________________
6. trot ________________________
7. coat ________________________
8. cook ________________________
9. direct ________________________
10. deliver ________________________

\textbf{At Home:} Together, write a story about any subject using several words with inflectional endings.
A. Complete each sentence with a vocabulary word.

1. After __________ such as tornadoes or hurricanes, people and animals need help.
2. The damage from a natural disaster can be __________ to a community.
3. Often, people are warned of the coming storm and can __________ their homes before the storm arrives.
4. Volunteers help __________ the damage suffered by residents who lived through a storm.
5. Different groups __________ relief in many ways, providing food, shelter, and healthcare.

B. Write sentences of your own about natural disasters. Use a vocabulary word in each sentence.

6. ____________________________

7. ____________________________

8. ____________________________

9. ____________________________

10. ____________________________
Read the article. Then answer the questions.

On December 26, 2004, a tsunami hit Southeast Asia. The tsunami, a result of an earthquake in the middle of the ocean, leveled beach resorts and coastal cities, and washed inland. It hit several countries in Southeast Asia, including Indonesia and Thailand. The tsunami washed away buildings, cars, animals, and people. The death toll from the natural disaster was over 200,000. Such a large tsunami hasn’t been seen for thousands of years, if ever. Surviving residents now face the challenge of putting their homes, their cities, and their lives back together.

They are doing this with an overwhelming amount of aid. People from around the globe have worked together to help the victims of this natural disaster. From small children donating allowances to countries donating millions of dollars, people are pitching in to help. Musicians have performed concerts, and restaurants have hosted benefits. International relief organizations have played vital roles in assisting the victims. Now the challenge is to get the aid to the people who need it the most.

1. What generalization about this tsunami can you make from the information in the first paragraph? ____________________________________________

2. What can you say about tsunamis in general? ____________________________________________

3. What generalization can you make about people in disaster situations based on the second paragraph? ____________________________________________

4. What can you say about people in general based on the information in the article? ____________________________________________

5. What are some of the relief efforts that you have heard about or read about? List as many as you can. ____________________________________________

At Home: Help the student discuss ways that ordinary people help others in the face of disasters.
As you read *Zoo Story*, fill in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Generalization</th>
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How does the information you wrote in this Generalizations Chart help you monitor comprehension of *Zoo Story*?
The Midwest floods hit Iowa in July 1993. On July 10 heavy rains poured down on ground that was already soaked. The next day, the rising Raccoon River flooded. River waters broke through the levee protecting Iowa’s capital city of Des Moines. A levee is a man-made wall. Levees keep river waters from flooding populated areas. But sometimes they fail. The raging waters flooded Des Moines’ water treatment plant. The plant shut down. For 12 days 250,000 people in Des Moines were without clean water for drinking. Residents couldn’t bathe, wash their clothes, or even flush their toilets. There wasn’t enough water to use in fighting fires. The mayor of Des Moines shut down all but the most essential businesses. Des Moines needed clean water—and fast. Soon help was there. Help came from the Federal Emergency Management Agency, or FEMA. FEMA goes in to help when the President of the United States declares a place a disaster area. The agency tries to mitigate, or help make better, some of the problems. It finds people shelter. It repairs buildings and provides insurance money. In Des Moines, FEMA took charge of getting fresh water to the city.

Comprehension Check
1. Why is flooding a problem? **Make Generalizations**

2. How did FEMA help Des Moines? **Main Idea and Details**

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At Home: Help the student read the passage, paying attention to the goal at the top of the page.
When you need to research a topic, you can use a search engine to explore the Internet. You will need to think of key words to enter into the search box. Enter the words, click on search, and the search engine will find a list of Web sites. Each Web site listing will have a brief description and a Web address. Click on an underlined link to open a new Web page.

**Best Web Browser**

1. Tropical Storm Center - *Hurricane Andrew*
   The Tropical Storm Center’s main page on *Hurricane Andrew* of 1992
   http://www.tsc.gov
2. National Weather Home Page - *Hurricane Andrew*
   *Hurricane Andrew* a very destructive United States hurricane
   http://www.nationalweather.gov
3. U.S. Satellite Pictures - *Hurricane Andrew*
   Satellite pictures and upper-air data of *Hurricane Andrew*
   http://www.ussatellitepics.gov
4. Aftermath Photos - *Hurricane Andrew*
   Photographs of damage after Florida’s worst hurricane
   http://www.andrewpics.com
5. 10 Years after *Hurricane Andrew*: America’s Newspaper
   People’s lives 10 years after the destructive *Hurricane Andrew*
   http://www.americasnewspaper.com

**Use the search results to answer the questions.**

1. Which key words were used to search for information? _________________________

2. Which sites might have information about the storm’s origins?
   ________________________________________________________________

3. Which national newspaper has an article on Andrew?
   ________________________________________________________________

4. If you needed pictures, which sites would likely be most helpful?
   ________________________________________________________________

5. If you wanted to search for the effects of Andrew on Miami, which keywords would you use? ____________________________________________
Read the paragraph. Answer the questions.

One of the most important things to remember when calamity strikes is not to panic. A panicky person cannot think clearly. A person who panics cannot maneuver through the obstacles presented by a disaster, such as a tornado or hurricane. Each kind of disaster requires a different action. For example, a tornado requires people to go to the center of a building, preferably a room with no windows, or a basement, and cover their heads. A hurricane, on the other hand, requires evacuation because the storm surge can flood areas. If the storm surge rises too high, people will be stranded on rooftops and unable to get to safety. In the event of an earthquake, people should get outside or stand in doorways for protection. Seismic activity causes the ground to shake and buildings to come toppling down in some cases. Regardless of the kind of natural disaster, a calm approach will allow you to think things through and act appropriately for the situation.

1. What does maneuver mean? ____________________________

2. Which clues helped you define maneuver? ____________________________

3. What is a storm surge? ____________________________

4. Which clues helped you define storm surge? ____________________________

5. What is seismic activity? ____________________________

6. Which clues helped you define seismic activity? ____________________________

At Home: Ask the student to write a sentence using the word requires along with a context clue to help define it.
The spellings *ou, oi, au, and oo* stand for a variety of sounds. For example, the *ou* in *found* is different from the *ou* in *fought*. The *ou* in *found* stands for the same sound as the *ou* in *sound*, while the *ou* in *fought* stands for the same sound as the *au* in *naughty*. The *oo* in *gloom* stands for a different sound from the *oo* in *book*. The *oi* sound is the most regular and is made by either the *oi* in *coil* or the *oy* in *boy.

1. Circle the words in which *ou* stands for the same sound as in *foul*.
   - boundary
   - loud
   - fought
   - bough
   - fountain
   - mount

2. Circle the words that have the same vowel sound as *naughty*.
   - caught
   - bought
   - autumn
   - often
   - cough
   - laugh

3. Circle the words that have the same *oo* sound as in *gloom*.
   - room
   - hook
   - boot
   - cook
   - foot
   - loot

Fill in each blank with *oi* or *oy* to spell a word.

4. b____
5. s____
6. _____ster
7. sp_____l
8. c_____l
9. n_____sy
10. b_____sterous
11. av_____d
12. cl_____stered
13. cl____
14. depl_____

At Home: Together, list as many words as you can that have the sound /ou/ in them.
Complete the crossword puzzle with words from the vocabulary list using the clues below.

Across
1. extremely rich and magnificent
2. a part of something that changes
3. showing embarrassment
4. walked unsteadily
5. succeeded
6. accidental events that seem to be connected
7. scarves

Down
1. to make more attractive
2. a part of something that changes
3. showing embarrassment
4. walked unsteadily
5. succeeded
Read the passage and answer the questions.

“The Bear and the Two Travelers”
A Fable by Aesop

Two men were traveling together, when a bear suddenly met them on their path. One of the men quickly climbed into a tree and concealed himself in the branches. The other, seeing that he would be attacked, fell flat on the ground. When the bear came up and nudged him with his snout, and smelled him all over, he held his breath and feigned the appearance of death as well as he could. The bear soon left him, for it is said bears will not touch a dead body. When the bear was quite gone, the other traveler descended from the tree, and jocularly inquired of his friend what the bear had whispered in his ear. “He gave me this advice,” his companion replied. “Never travel with a friend who deserts you at the approach of danger.”

Moral: Misfortune tests the sincerity of friends.

1. What problem do the two travelers encounter at the beginning?

2. How do the travelers react to the situation?

3. What problem arises for the second traveler?

4. Relate the moral of the story in your own words.
As you read *Rumpelstiltskin’s Daughter*, fill in the Problem and Solution Chart.

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<th>Problem</th>
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<tr>
<th>Attempt</th>
<th>Outcome</th>
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<tr>
<th>Solution</th>
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How does the information you wrote in this Problem and Solution Chart help you monitor comprehension of *Rumpelstiltskin’s Daughter*?
As I read, I will pay attention to tempo.

Long ago in a land of forests and mountains, two kingdoms sat side by side. One, on the borders of a forest, was inhabited by men and women who lived and worked on farms and in villages. In this place, the sun shone on most days and rain fell only when it was really needed. As any traveler through the region could report, the people there were always busy, usually happy, and never sad for long.

The second kingdom, however, was hidden from sight. For it lay mostly beneath a mountain whose base went so deep that it seemed to reach almost to the fiery center of the earth. This was the kingdom of the gnomes, and its ruler was one Beryl Hardstone.

Beryl was a princely sort, given his fabulous wealth. Beryl had all the traits and powers of gnomes. He was small, bearded, and not particularly handsome, at least in human terms. He could move through solid earth as easily as through air. And he could carry with him whatever he held in his hands. This was useful because, in true gnome fashion, Beryl was a miner and he liked to take his precious stones with him.

Comprehension Check
1. Why does the author compare the two kingdoms? **Author’s Purpose**

2. What can you infer about the citizens who live in the second kingdom? **Make Inferences**

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A myth is a story that explains occurrences in nature through the intervention of gods and goddesses.

A **moral** is a practical lesson contained in the narrative.

**Hyperbole** is the deliberate use of exaggeration for emphasis. Myths sometimes use hyperbole to describe human weaknesses.

Now that you have read “The Golden Touch,” you know how myths use hyperbole, explain natural occurrences, and teach a moral at the same time. Think of an explanation for a natural occurrence. Write your own myth about this occurrence. You can make up gods and goddesses, or you can borrow them from ancient cultures. Be sure that your myth not only explains an occurrence but also teaches a lesson, such as “It doesn’t pay to be greedy” or “Be kind to everyone.”

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**At Home:** Together, make up a myth to explain why the wind blows or why something else occurs naturally.
An **idiom** is an expression whose meaning cannot necessarily be understood from the meanings of its separate parts. When you read an idiom, use the context of the sentence or paragraph to help you identify its meaning. Often, the dictionary will provide an entry that explains how a popular idiom is used.

Example: The salesman needs to sell the last television on the floor. He might sweeten the pot by offering a free three-year warranty.

A. **Underline the idiom in each sentence. Write what it means in the space provided. If you have trouble, consult a dictionary.**

1. I tried to break the ice by telling the group a story.

   ____________________________________________________________________

2. When I forgot the ending, my older brother said, “That’s par for the course. He can never remember a thing.”

   ____________________________________________________________________

3. My brother is on the ball. He is always prepared.

   ____________________________________________________________________

4. When I turned in the first draft of my report, the teacher said she wanted to make sure I was on the right track.

   ____________________________________________________________________

5. My mom bends over backwards to get us to our school functions. She sometimes even misses her book-club meetings to take us to ball practice.

   ____________________________________________________________________

B. **Write a sentence that contains an idiomatic expression.**

6. ____________________________________________________________________

   ____________________________________________________________________

   ____________________________________________________________________
You can break words into syllables to help you pronounce them. If you find a word that has a Vowel/Consonant/Consonant/Vowel (VCCV) pattern, you should draw a line between the two consonants to break the word into syllables.

Example: Kristi Kris/ti

Sometimes words will have two sets of VCCV, as in im/port/tant.

If you find a word with a Vowel/Consonant/Consonant/Consonant/Vowel (VCCCV) pattern, draw the line between one consonant and the digraph or blend of two consonants.

Example: buck/le

Copy the words. Insert lines to break the words when you find VCCV and VCCCV patterns.

1. slipper ________________
2. correct ________________
3. Cinderella ______________
4. matter ________________
5. Christmas ______________
6. tackle ________________
7. children ______________
8. pumpkin ________________

Choose two words that have the VCCV or the VCCCV pattern. Write them on the lines and draw lines to break them into syllables.

9. ______________________
10. ______________________
Name ____________________________________________________________

Answer each question about a vocabulary word.

- outskirts  
quarantine  
intercept  
pedestrians  
plight  
epidemic  
rendezvous  
unbearable

1. Where would you be likely to find **pedestrians**? ____________________________
   ____________________________________________________________

2. Name something that you find **unbearable**. ______________________________
   ______________________________

3. What is a synonym for **rendezvous**? ______________________________
   ______________________________

4. Where are the **outskirts** of town? ______________________________
   ____________________________________________________________

5. What kinds of things can you **intercept**? Give two examples. __________
   ____________________________________________________________

6. If something happens in **epidemic** proportions, how does it happen?
   ____________________________________________________________

7. Describe in general the **plight** of endangered species. ________________
   ____________________________________________________________

8. When would you need to **quarantine** an animal? _______________________
   ____________________________________________________________
Read the summary of the story “The King of Mazy May” by Jack London.

Walt Masters is the main character of “The King of Mazy May” by Jack London. When Walt was little, his mother died. He and his father moved to the Klondike, a region in Alaska known for its gold. They were prospectors, or people who looked for gold. At the time, prospectors had to make their claims on land quickly or claim jumpers would try to steal the land. Walt, though still a boy, was given the job of protecting his neighbor Loren’s claim while Loren traveled on foot to make his claim to the land official.

Walt noticed some strangers who were claim jumpers. He spied on them. He learned that they hoped to get to Dawson to stake the claims before anyone else could. Walt knew he had to do something. He took a team of the claim jumpers’ dogs and raced to Dawson. The men followed him closely and actually shot at him. Without the dogs, Walt would have been an easy target. But those dogs saved his life. Not only that, they saved Loren’s claim in the end.

Number each event in the order that it happened in the story.

____ Walt helped Loren save his claim to the land.
____ Walt and his father moved to the Klondike.
____ Walt saw some claim jumpers in the area.
____ Walt’s mother died.
____ Walt took the claim jumpers’ dogs and headed for Dawson.
____ Walt was given the job of protecting his neighbor’s claim.

What is your opinion of how Walt acted? On the lines below write a brief paragraph explaining how you feel about what Walt did.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
As you read *The Great Serum Race*, fill in the Sequence Chart.

Event

How does the information you wrote in this Sequence Chart help you monitor comprehension of *The Great Serum Race*?
As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

On the outskirts of Anchorage, Alaska, 12 dogs jump and bark. They have been training for months. Now, these furry athletes and their human driver, or musher, are about to set off on an amazing journey. They’re going to race the Iditarod. They’ll run more than 1,100 miles up snow-covered mountains, through blizzards, and across frozen tundra and jagged ice sheets. Temperatures may fall to minus 50 degrees Fahrenheit (-45˚ Celsius). Most animals couldn’t hope to survive such dangerous conditions. But these dogs can’t wait to begin! They are Alaskan huskies, bred for this weather and this job. They love to run through the icy north.

In the late 1800’s and early 1900’s, many people who lived in Alaska depended on sled dogs. They lived far from transportation. Winters there were harsh. The best way to get around was to use sled dogs. Over the years, the dogs saved many lives. They helped people keep in touch with each other and the outside world. Without the dogs, life might have been unbearable for some of the settlers.

Comprehension Check

1. What conditions might a sled dog face? Summarize

2. What problems did people have in the late 1800’s in Alaska? How did dogs help? Problem and Solution

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<td>Second Read</td>
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Haiku is an unrhymed form of Japanese poetry that is usually three lines long.

The first line in Haiku has five syllables; the second line, seven; the third, five. Haiku often describes something in nature.

**Symbolism** is the use of an everyday object to stand for something more meaningful.

**Metaphor** is a comparison of two essentially unlike things.

Try your hand at writing haiku. Write three poems that picture different seasons. In at least one poem, include a symbol. For example, flower buds can symbolize the coming of spring. Use a metaphor in at least one poem.

When you finish you may draw a picture for each haiku.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Synonyms are words that have the same or nearly the same meaning. You can use synonyms to help you determine the meaning of unfamiliar words. Often, synonyms are used as context clues.

Example: Jennie was scheduled to intercept, or seize, the message at midnight. The word seize is a synonym for intercept.

A. Use a dictionary or thesaurus to find a synonym for each of the following words.

1. majestic ________________________________
2. hospitable ________________________________
3. dejected ________________________________
4. abbreviated ________________________________
5. reasonable ________________________________

B. Choose two sets of synonyms from the list above and write a paragraph that includes them.

6. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

At Home: Together, find as many synonyms for different words as possible.
Recognizing letter patterns in words helps you separate words into syllables.

Vowel-Consonant-Vowel (VCV) patterns can be divided in two different ways.

- If the vowel before the consonant is long, the break comes after the vowel, as in ba/sic. It follows the **V/CV** pattern. It is the most common pattern.
- If the vowel before the consonant is short, the break comes after the consonant, as in rob/in. It follows the **VC/V** pattern.
- If the first syllable is unstressed, as in a/bout, the break comes after the unstressed vowel. It follows the **V/CV** pattern.

You can find where the word should break by sounding out the syllables, using first the long and then the short vowel sounds. The pronunciation that sounds right and the VCV patterns will help you pronounce the word.

**A. Copy the words. Draw lines to break the words into syllables when you find a VCV pattern.**

1. **again** ________________  5. **habitat** ________________  
2. **forest** ________________  6. **Friday** ________________  
3. **student** ________________  7. **depict** ________________  
4. **desert** ________________  8. **delight** ________________  

**B. Choose two of the words from the above list. Write one sentence that contains each word.**

9. ______________________________________________________________________
   ______________________________________________________________________

10. ______________________________________________________________________

At Home: Help students pronounce new words by looking through written material and identifying VCV patterns.
Use the clues to complete the crossword.

**Across**
4. an area remote from the center
5. extremely rich and magnificent
6. written on or engraved
7. self-consciousness or shame
8. a restraint upon the activities of people to prevent the spread of disease
10. people walking

**Down**
1. similarity or likeness
2. figuring by mathematical processes
3. accidental events that seem to be connected
9. not finished
A. Write each vocabulary word next to its antonym.

- grouchy, unsatisfactory, spicy
- sheepishly, prospered, unbearable

1. _____________ boldly
2. _____________ acceptable
3. _____________ tolerable
4. _____________ failed
5. _____________ happy
6. _____________ mild

B. Write four sentences using the following vocabulary words: calamities, devastating, evacuate, administer. Write about a natural disaster.

7. ______________________________________________________________________

8. ______________________________________________________________________

9. ______________________________________________________________________

10. ______________________________________________________________________
A. Fill in each blank with a vocabulary word.

flourish  |  foreman  |  employee  |  fulfill  
gleefully |  gloated  |  vigorously |  gritted

1. The cowboy ___________ his teeth as he clung to the bucking bronco.
2. The man ___________ about his special ability to lasso cattle.
3. The children ___________ ran home so they could play outside.
4. The team practiced ___________ all afternoon, and they were tired when they finished.
5. The new ___________ reported directly to the manager of the company.
6. Grapes and oranges ___________ in southern California.
7. Many boys hoped to ___________ their dreams of becoming cowboys.
8. The ___________ of the farm decides which crops will be picked next.

B. Choose two vocabulary words from the list above. Use them in sentences of your own.

9. ________________________________________________________________
   ________________________________________________________________

10. _______________________________________________________________
    _______________________________________________________________
Read the passage and answer the questions.

Before the American Southwest was American, Spanish and Mexican settlers made their homes in the places we now call Texas, New Mexico, Arizona, and southern California. Many descendants of these early settlers still remain. Ranching was the business to be in, and my relatives were rancheros or ranch owners. My name is Hernando Arturo Castillo. When I was a boy, most of my nights were filled with adventure stories told around the campfire. My friends were the gauchos, Spanish for cowboys. That’s all I ever wanted to be. Their lives seemed so daring, even though the work was hard. I never became a gaucho, partly because I tried it. When I was sixteen, I went with the gauchos on a cattle drive to the Northwest. Saying the work was hard was an understatement! I have never been so tired and scared as I was on those lonely plains at night. From that point on, I knew I would do better as a ranchero. I followed in my father’s footsteps, much to his delight.

1. Where is the passage set? Why is the setting important?

2. Who is the main character in the passage? Describe his perspective as he narrates his own story.

At Home: Together read a short story and discuss character, setting, and plot.
As you read *Juan Verdades*, fill in the Character, Setting, Plot Chart

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Plot</th>
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How does the information you wrote in this Character, Setting, Plot Chart help you monitor comprehension of *Juan Verdades*?

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

If Benny Stone could see what lay ahead, he’d probably be itching to get to Old Mesilla. Instead, he squirmed. The car seat was hot and made him sweat more. His neck itched and he wished he were back home.

His mom, however, was a different story. The farther they got from Minneapolis, the lighter Benny’s mother seemed. It was as if she was shedding burdens onto the highway as they traveled southwest, the convertible top pulled back.

Suddenly, she jabbed her finger at the windshield. “Look! There it is!” In the backseat, Garcia, Benny’s black Labrador retriever, turned obediently, whipping himself in the face with one wind-blown ear.

A large sign loomed on the side of the road. “Welcome to New Mexico, the Land of Enchantment,” Benny read as it zoomed out of view. He had stopped complaining.

Seeing his mom all grinning and light was almost worth the trip. Well, almost. He could still name about ten things he’d rather do this summer than spend it with his mother in some tiny southwestern town.

Comprehension Check

1. Why does Benny change his mind about New Mexico? Character, Setting, Plot

2. How do you think Benny’s summer is going to turn out? Make Predictions

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**Maps** are used to show the features of an area. A map usually has a compass rose to show you north/south orientation. A map also has a scale to show the relationship between the distances on the map and the actual distances between physical locations.

The map below shows some unusual place names in the western United States.

Use the map to answer the questions.

1. What does the map show?

2. In which state is Searchlight found?

3. Which city on the map is located in Montana?

4. Which state is north of Boring, Oregon?

5. Which city is about 400 miles west of Chugwater, Wyoming?
Words consist of a variety of parts: prefixes, base words, suffixes, and inflectional endings. **Base words** give the heart of a word’s meaning. If you can identify and understand the base word, you can use your knowledge of its meaning to determine the meaning of a larger word.

Example: I hope to find a qualified employee.

The base of the word *employee* is *employ*, which means “use or work.” The suffix -ee means “one who.” Therefore, the word *employee* means “one who works.”

A. Write each base word. Then, write a definition of the whole word.

1. illness
   - Base word: ____________
   - Definition: ______________

2. memorial
   - Base word: ____________
   - Definition: ______________

3. novelty
   - Base word: ____________
   - Definition: ______________

4. organization
   - Base word: ____________
   - Definition: ______________

B. Choose two words from above. Use them in sentences of your own.

5. ______________________________________________________________________

6. ______________________________________________________________________
When you read words with two or more syllables, you will find
that at least one of the syllables is accented. Say the word
wagon. The accented sound in that word is wa. Some words
have the accent at the other end of the word. Say again. This
time gain is accented. The schwa sound is never accented.

A. Say each word aloud and write each word on the line provided.
Divide each word in syllables. Place a stressmark in front of the
accented syllable.

1. flourish 6. tennis
2. remind 7. delight
3. mixture 8. fiber
4. about 9. promote
5. mobile 10. trial

B. Choose two of the words from the list and use each in a
sentence.

11. _______________________________________________________________

12. _______________________________________________________________
A. Write each vocabulary word next to its definition.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
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<tbody>
<tr>
<td>embarked</td>
<td>expressed regret</td>
</tr>
<tr>
<td>promenade</td>
<td>not thinkable</td>
</tr>
<tr>
<td>unimaginable</td>
<td>leisurely walk</td>
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<tr>
<td>started out</td>
<td>started out</td>
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<tr>
<td>encioning</td>
<td>characterized by a lack of stability</td>
</tr>
<tr>
<td>sensational</td>
<td>arousing an intense interest</td>
</tr>
<tr>
<td>limousine</td>
<td>large, luxurious automobile</td>
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B. Choose two vocabulary words. Use them in sentences of your own. Then draw a picture in the box below to illustrate one of your sentences.

9. __________________________________________________________________________

10. __________________________________________________________________________
Read the passage and answer the questions.

“Joshua, are you writing again?” asked Mrs. Talbot for what seemed like the hundredth time. “If you don’t come down and participate in life, you aren’t going to have anything to write about!”

Joshua didn’t agree. He spent lots of time living. But he also spent lots of time writing. He recorded what happened during the school day, during breakfast, during dinner, and during playtime with friends. But in his writing, all the things happened on Mars set hundreds of years before or after they actually happened. It seemed to him that his life was much more interesting when he put it somewhere else in time or space. After all, Joshua planned on being a writer when he grew up. He needed lots of practice.

1. How does Joshua’s mother feel about his writing?

2. What kind of writing does Joshua do?

3. Why does Joshua write stories about everything that happens to him?

4. How does Joshua feel about his life?

Write a short paragraph about your life as if it were set in another place and time. Use another sheet of paper if you need to.
As you read *Nothing Ever Happens on 90th Street*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>Text Evidence</th>
<th>Conclusions</th>
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How does the information you wrote in this Conclusions Chart help you monitor comprehension of *Nothing Ever Happens on 90th Street*?
As I read, I will pay attention to punctuation.

September 15, 3:41 P.M.
Hello, Peter Smith of Portland, Oregon. This is Julie Taylor of Monterey, California. You may wonder why I’m writing to you, since we don’t know each other. It’s because my entire class is abuzz. Everybody is talking about Mr. Mora’s big announcement today. Mr. Mora is my teacher. Well, not just mine, of course, but he’s the teacher for our whole class. My school is called Old Monterey Middle School, which is a boring name. I would have called it the Monterey School for Future Writers and Other Geniuses.

Mr. Mora laughed when I told him that. He said, “Well, Julie, that name is a bit long, don’t you agree?” Mr. Mora is always asking us if we agree. Most of the time I do. Mr. Mora knows a lot, especially about writing—which brings me to the exciting announcement. “Settle down, please,” said Mr. Mora. It was almost three o’clock, and we were getting restless. “I’m going to give you a homework assignment—with a twist.”

Comprehension Check

1. How do you think Peter Smith will respond? Draw Conclusions

2. How can you tell that Julie is a creative thinker? Make Inferences

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When you interview a person, your purpose is to get specific information from her or him. Use the following guidelines for interviewing:

- Write your questions before the interview. Be sure to avoid questions that can be answered with a yes or a no answer.
- At the beginning of the interview, state your purpose directly.
- Remember that your job is to listen, not talk, during the interview.
- Listen closely to the responses, taking brief notes. If possible, tape-record the interview so you can revisit the information later. Be sure to get permission to tape.
- Ask follow-up questions to get more information or clarification about a topic.
- Immediately after the interview, review your notes and add information so you don’t forget it later.

Suppose that you are preparing to interview your favorite author. You can focus the interview on his or her life, profession, a specific book, or another issue. Write a clear statement of your purpose. Then write five questions that will help you gather that information.

Purpose: __________________________________________

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________
5. ________________________________________
Dictionaries provide readers with the histories of words as well as their meanings. The word’s **origin** usually follows the pronunciation key and the identification of it as a part of speech. If you don’t understand the abbreviations in the entry, check the front of the dictionary for a guide to the abbreviations. Some common ones are ME for Middle English, OE for Old English, F for French, L for Latin, and Gk for Greek.

Example: **describe** (*di skrɪb´*) **vt** described; describing [ME, from L *describere*, from *de- + scribere* to write] 1. to give an account in words

A. Use a dictionary to find the origins of the words below. Record the earliest origin listed in the dictionary.

1. wrong: ________________________________
2. scissors: ______________________________
3. health: ________________________________
4. govern: ________________________________
5. split: ________________________________

B. Use each of the words above in a sentence.

6. ________________________________
   ________________________________

7. ________________________________

8. ________________________________
   ________________________________

9. ________________________________
   ________________________________

10. ________________________________
    ________________________________
The final /әr/ sound is a very common sound in the English language. Every vowel can stand for the /ә/ sound. It sounds like the beginning a in about; the u in minute; the last e in teacher. In fact, when you see an -ar or -er at the end of a word, it stands for the final /әr/ sound. Often, -or does the same.

A. Read the sentences. Write the words that have the final /әr/ sound on the line.

1. A writer needs time to think of good subjects. _______________
2. Stories are often similar to real life. _______________
3. An author can be seen as a messenger. _______________
4. He or she teaches lessons through specific subject matter. _______________
5. Sometimes writing is turned into a show for the television viewer. _______________
6. Directors, producers, and actors all play a part in bringing us entertainment. _______________
7. They also deliver messages to the audience. _______________
8. Creators of stories play an important role in society. _______________

B. Choose two of the words that have the /әr/ sound and use each in a sentence.

9. _______________
   _______________
10. _______________
    _______________
A. Answer the questions about the vocabulary words.

1. What is the difference between a renewable and a nonrenewable resource? Give examples of each. __________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. Name one adverse effect that has happened in our environment. ______
   ____________________________________________________________________
   ____________________________________________________________________

3. What does it mean to generate electricity? __________________________
   ____________________________________________________________________

4. What is an apparatus? Give an example. __________________________
   ____________________________________________________________________
   ____________________________________________________________________

B. Write a paragraph about using resources responsibly. Use three of the five vocabulary words: renewable, nonrenewable, adverse, generate, apparatus. Underline the vocabulary words you use.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Read the paragraph. Then answer the questions.

“Building Green” is one way to conserve natural resources and protect the environment, but it is expensive and requires dedication to change. There are other ways you can conserve energy that will result in reduced pollution, and you don’t have to move! One way to conserve energy is to pay attention to the heating and cooling in your home. If you turn the thermostat down in the winter and up in the summer, the result is a significant decrease in the use of electricity or gas. Even changing the temperature a few degrees will save a bundle of energy. Another way to conserve natural resources is to put the car keys away. Cars use gasoline, which comes from a nonrenewable resource. If you can, take a bus or train, ride a bike, or walk. Doing so will help you save money on gasoline, reduce the amount of fossil fuels you use, and help the environment by not burning those fuels. Going green is easier than you think!

1. What is the effect of turning down the heat in the winter?

2. How can you help the environment?

3. Name three effects of not driving.
   A. 
   B. 
   C. 

4. Why is “going green” easy to do?

At Home: Together, discuss ways that you can work together to help the planet.
As you read *Building Green*, fill in the Cause and Effect Chart.

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

How does the information you wrote in this Cause and Effect Chart help you monitor comprehension of *Building Green*?
As I read, I will pay attention to intonation and pausing.

Click on the TV. Turn up the heat. Go for a ride in the car.

What do all these actions have in common? They all use energy. Energy is an important part of our lives. Try to imagine going through a day without it. First take away everything that uses electricity. No refrigerator, no TV, no light bulbs. Then shut down everything that runs on gasoline or fuel. No cars, trucks, planes, or trains. Next turn off the natural gas or oil that keeps your home warm on bitter cold nights. You get the idea—energy powers our lives.

Most of the energy we use comes from fossil fuels—coal, oil, and natural gas. These energy sources are called fossil fuels because they formed from plants and animals that died millions of years ago.

Fossil fuels have many uses. Power plants burn coal and oil to generate electricity. Gasoline and fuel for most cars, planes, trains, and ships come from oil. Oil and natural gas provide heat for homes. In many ways, fossil fuels are excellent sources of energy.

Comprehension Check

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

2. What would happen if electricity were taken away? **Draw Conclusions**
Study Strategies are ways that help you learn new material and manage the information you already know.

Skimming—Look over material you have read. Don’t read every word. Just look at the headings, boldfaced words, italicized sentences, pictures, and other things that stand out in the text. What do you know about them?

Scanning—If you need specific information about the Revolutionary War, for example, scan the text for key words that relate to the subject. Make a note of pictures, time lines, or other visuals that might have something to do with the topic you are reviewing.

Notetaking—If you haven’t already done so, take notes on the most important aspects of the text. Record important terms and dates. Write brief definitions or descriptions to remind you of the knowledge you already have.

Outlining—One way to clearly identify main points is to construct outlines of sections of text. You can use a formal or informal outline. Whatever you choose, be sure to record the main ideas and supporting details in the text.

Choose a chapter or section from your social studies or science book. Skim the text for the most important information. Make an outline of the reading in the space below.

________________________________________________________________________
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________________________________________________________________________
Context refers to the words and sentences that surround an unfamiliar word. **Context clues** come in different forms but are often included within the same sentence as the unfamiliar word. Sometimes the clues will be in the form of definitions, restatements, or synonyms. Other times, the clue will be in a contrasting word. Often the general context will give you an idea about the meaning of the word.

Use the context clues in the sentences to define the underlined words.

1. We need to be economical, not wasteful, with natural resources.
   
   ____________________________

2. Mining for natural resources often destroys the habitats, or homes, of endangered animals.
   
   ____________________________

3. If we use fewer fossil fuels, such as oil and coal, that are made from the remains of plants and animals, there will be less demand for them.
   
   ____________________________

4. If more efficient cars are built, they will use less gasoline and oil to run, and will place less stress on the environment.
   
   ____________________________

5. Architects, the people who design buildings, are coming up with new ways to save energy every day.
   
   ____________________________

6. To purify, or clean the air, people should plant more trees.
   
   ____________________________
The final /әn/ sound can be represented by an -on or an -en. This sound is always in an unaccented syllable, as in weapon and frighten.

The final /әl/ sound can be spelled as -le, -al, and -el, as in struggle, mental, and channel. This syllable is also unaccented.

A. Fill in the correct letters to make the final /әn/ sound in the following words.

1. wag ______

2. deep ______

3. op ______

B. Fill in the correct letters to make the final /әl/ sound in the following words.

4. dent ______

5. doub ______

6. flann ______

C. Circle the words that follow the spelling patterns that stand for the final /ән/ and /әл/ sounds.

7. The solar panel will help heat the house.

8. The wind tunnel provides energy to make electricity.

9. I love to go to street fairs and eat funnel cake.

10. My brother loves to frighten me and he is very good at it.
Complete the crossword using the vocabulary words.

Across
1. ditches used as a military defense
3. highly ordered stage of cultural development
5. having a belief in chance
7. firmly
8. to lengthen in time

Down
2. dig up
4. to come before
6. useful tools or implements often for kitchen use
Write a summary of the paragraph on the lines provided. Be sure to state the main ideas in your own words.

An archaeologist is a person who studies the cultural and physical remains of past civilizations. Some archaeologists study bones. Others study artifacts, which are things from ancient civilizations like artwork, tools, and buildings. Archaeologists can have many different specialties. Sometimes they spend time researching the past. Many archaeologists spend time doing fieldwork—collecting and observing information while digging at a site. And, maybe most importantly, they have to put all the things they find together to form theories about the past, whether it is a particular civilization or animal. Certain evidence provides information about the way people and animals lived and behaved. For example, the way an animal’s teeth are formed might indicate what kind of food the animal ate. By putting this information together, archaeologists can give us theories of how people lived thousands of years ago.

At Home: Find a short nonfiction article. Then write a summary of it.
As you read *The Emperor’s Silent Army*, fill in the Summary Chart.

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<thead>
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</tbody>
</table>

How does the information you wrote in this Summary Chart help you monitor comprehension of *The Emperor’s Silent Army*?
As I read, I will pay attention to tempo.

Archaeologists discovered the first examples of cave art in the early 1800s. In Europe alone Stone Age art appears in hundreds of places. Most are found on rocks. At first, some scientists had doubts about the age of this art. They didn’t think that Paleolithic people could have invented a way to make light that would allow them to work in pitch-black caves. Then, around 1900, an archaeologist found a decorated piece of sandstone. It had once been used to burn animal fat, creating light. It must have been used as a lamp. This was the first prehistoric lamp ever found. Early in the 1960s, another French scientist discovered a similar lamp in the Lascaux cave. Scientists now agree that ancient artists must have used fat-burning lamps while they worked inside the caves. Many of the paintings at Lascaux are high on the walls and ceiling. How were the artists able to reach such out-of-the-way places? Evenly spaced holes found along the walls are a clue. They suggest that the artists built wooden scaffolds, or platforms, to stand on while they worked.

Comprehension Check

1. How did the Paleolithic people paint caves in the pitch dark? **Summarize**

2. Why did archaeologists at first doubt that the cave art was from Paleolithic people? **Draw Conclusions**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>−</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>
<td></td>
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<tr>
<td>Second Read</td>
<td>−</td>
<td></td>
<td>=</td>
<td></td>
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</tbody>
</table>
**Practice**

**Literary Elements:**

**Meter** is the rhythmical pattern of unstressed and stressed syllables in a line of poetry. Iambic pentameter, or five pairs of short-long syllables, is the most common meter.

**Consonance** is the repetition of consonant sounds at the beginning or ends of two or more words grouped together. For example, *creak* and *crock*.

---

Mark the meter of the first three lines of “Ozymandias.” Underline the stressed syllables.

I met a traveler from an antique land

Who said: Two vast and trunkless legs of stone

Stand in the desert . . .

Circle the words that show consonance in the following lines.

Clip-clop went the horse’s hooves

As she trotted across the park to be patted on the head.

Now write a short poem of your own. Use consonance in your poem.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Words can consist of a variety of parts: prefixes, base words, suffixes, and inflectional endings. **Prefixes** are attached to the beginnings of words and often change the words’ meanings.

Look at the following chart of prefixes and their meanings.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not, without, the opposite of</td>
<td>unhappy</td>
</tr>
<tr>
<td>il-</td>
<td></td>
<td>illegal</td>
</tr>
<tr>
<td>dis-</td>
<td></td>
<td>disappear</td>
</tr>
<tr>
<td>re-</td>
<td>do again</td>
<td>retype</td>
</tr>
<tr>
<td>super-</td>
<td>beyond or above</td>
<td>superhuman</td>
</tr>
<tr>
<td>extra-</td>
<td></td>
<td>extraordinary</td>
</tr>
<tr>
<td>anti-</td>
<td>against</td>
<td>antibiotics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>anti-inflammatory</td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
<td>bicycle</td>
</tr>
</tbody>
</table>

**A. Write the meaning of each word. Use your knowledge of prefixes to help you define the words.**

1. bisect: ________________________________
2. reclassify: _____________________________
3. unloved: _______________________________
4. disapprove: ____________________________
5. illiterate: ____________________________

**B. Think of three words that use the prefixes in the chart. Use a dictionary to check whether the word can take the prefix.**

6. ________________________________
7. ________________________________
8. ________________________________
A prefix is a syllable that comes at the beginning of a word. It usually changes the meaning of the base word or the root.

If you do not know what the prefix of a word means, try to think of another word with the same prefix. You may not know what supergravity is, but you probably know what a superhero is. You can apply the meaning of super (over and above, larger) to the new word.

A. Underline each prefix in the words below. Write a meaning for the prefix.

1. provide ________________  4. illegal ________________
2. review ________________  5. ungrateful ________________
3. tricycle ________________  6. disgrace ________________

B. Use four of the words above in sentences of your own.

7. ___________________________________________________________

8. ___________________________________________________________

9. ___________________________________________________________

10. _________________________________________________________
Name ________________________________

Write the vocabulary word next to its synonym.

sponsoring array significance charismatic
mimics despondently sleuthing anonymous

1. importance _________________
2. searching _________________
3. imitates _________________
4. hopelessly _________________
5. attractive _________________
6. supporting _________________
7. group _________________
8. unknown _________________

Choose four vocabulary words and write a sentence for each. Underline the vocabulary words you use in your sentences.

9. ____________________________________________________________________________

10. ____________________________________________________________________________

11. ____________________________________________________________________________

12. ____________________________________________________________________________
Read the passage and answer the questions.

“I can’t go out there,” Sam said, as she peeked through the stage curtains at the ever-growing audience. “I just can’t do it!” She was nearly in tears.

“Honey, you will be fantastic, really,” Mrs. Mosley, Sam’s drama teacher said. “Besides, if you don’t go out there, we won’t have a show! You are the star, after all.”

Over the last six weeks, Sam had practiced and practiced and practiced her lines. She knew them forward and backward. But they had all left her mind the minute she saw the audience—the huge crowd that would be looking right at her!

“Curtain time!” said Mrs. Mosley.

Sam, despite her knocking knees and quivering voice, walked out onstage and delivered her first line. By the time she finished her first scene, she had forgotten there even was an audience. She was a hit!

1. How does Sam feel at the beginning? __________________________________________

2. What information supports this conclusion? ______________________________________

3. How well is Sam prepared for the performance? Support your conclusions.

4. How do Sam’s feelings change? Support your conclusion.

5. Do you think Sam will continue to act? Support your conclusion.

At Home: Extend the story by making up something that happens right after the play, involving Sam and the audience.
As you read *The Case of the Phantom Poet*, fill in the Conclusions Chart.

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

How does the information you wrote in this Conclusions Chart help you monitor comprehension of *The Case of the Phantom Poet*?
As I read, I will pay attention to dialogue, tempo, and intonation.

(The stage in the school auditorium; Erica reads aloud from a script. Joel practices karate. They are unaware that Jesse is watching them.)

Erica: “Ranger: Old Teddy’s going to hurt somebody soon.”

Joel, say that line despondently so the audience sees how upset you are. Should I write unhappily in the stage direction instead of despondently?

Joel: I’m feeling despondent about this play. There’s not enough action in it. I should be a karate instructor instead of a park ranger.

Erica: It’s set in a forest. It’s about a bear that gets into campers’ stuff. It’s about how people have to learn to respect animals’ homes.

Joel: I could be a ranger who teaches karate in his spare time.

(He chops the air and kicks one leg to the side.) Pow! Take that, Old Teddy! Erica, I’m going to make up my own lines.

Erica: You’re going to ruin my play!

Joel: You’re going to ruin my acting career!

Erica: A real actor follows the script and listens to what the director tells him.

Comprehension Check

1. How would you summarize what the play is about? **Summarize**

2. How do you think this conflict between Joel and Erica will end? **Make Predictions**

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<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>
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<tr>
<td>Second Read</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Practice**

**Study Skill: Tables**

**Tables** are used to organize information so that it is easily accessible. Columns help you organize the information into different categories. Rows help you repeat similar information.

Here is some information about some Broadway shows. *Bingo* is playing at the Starstruck. It has its first preview on December 7 and opens on January 24. *Class Zoo* is opening on March 15 at the Kids’ Stage. *Class Zoo* has its first preview on February 12. *Caesar* opens at the Tall Theater in previews on March 8. *Caesar* then opens on April 3. *Western* has previews on March 26. It opens April 26 at Studio 50. The Ford Center has previews of *Iceberg* on March 29. *Iceberg* opens on April 28.

Make a table with four columns. Title your columns Play, Theater, Preview and Opening. Fill in the table with the appropriate information. Then use it to answer the questions.

1. How many shows are listed? ________________________________________
2. Which play is opening on April 3? __________________________________
3. When is the first preview of *Class Zoo*? ____________________________
4. Where is *Iceberg* being staged? ________________________________
5. Which play is being performed at the Starstruck? __________________
6. If you were visiting New York from March 25 to April 7, which previews could you attend? ____________________________

<table>
<thead>
<tr>
<th>Play</th>
<th>Theater</th>
<th>Preview</th>
<th>Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bingo</td>
<td>Starstruck</td>
<td>December 7</td>
<td>January 24</td>
</tr>
<tr>
<td>Class Zoo</td>
<td>Kids’ Stage</td>
<td>March 15</td>
<td>March 15</td>
</tr>
<tr>
<td>Caesar</td>
<td>Tall Theater</td>
<td>March 8</td>
<td>April 3</td>
</tr>
<tr>
<td>Western</td>
<td>Studio 50</td>
<td>March 26</td>
<td>April 26</td>
</tr>
<tr>
<td>Iceberg</td>
<td>Ford Center</td>
<td>March 29</td>
<td>April 28</td>
</tr>
</tbody>
</table>

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**At Home:** Use a table or chart to plan a trip and find information, such as the shortest trip, the most expensive trip, or the last train.
Using analogies requires you to understand how words relate to each other. Analogies are written like this: happy : joyful :: significance : importance. They are read like this: happy is to joyful as significance is to importance. Synonyms, words that mean the same or nearly the same thing, are often used in analogies, as in the example.

A. Choose the best word to complete the following analogies. Circle the letter of the correct answer.

1. jumped : leaped :: laughed :
   a. cried
   b. hoped
   c. chuckled
   d. smiled

2. close : shut :: perform :
   a. forget
   b. act
   c. imitate
   d. quiet

3. child : kid :: drama :
   a. play
   b. tragic
   c. violence
   d. comic

4. dinner : supper :: academy :
   a. breakfast
   b. title
   c. obey
   d. school

5. friend : pal :: author :
   a. writer
   b. character
   c. lead
   d. actor

B. Write an analogy of your own that uses synonyms.

6. ____________________________________________
You can change a base word that is a verb to a noun by adding some form of the -ion, -ation ending. For example to change the verb navigate to a noun, drop the last e and add -ion: navigation.

Sometimes because of the way the word sounds you have to use the alternative ending -ation, as in commendation.

A good test for which ending to use would be to see if you can pronounce the word with the -ion ending. Commendion is very hard to say, so we use the -ation ending for commendation.

A. Read each verb below and decide which ending you should use to change it to a noun. Try out the -ion ending first. If that does not sound correct, then use -ation. Write your nouns on the lines that follow each base word.

1. consider ________________ 5. confess ________________
2. decorate ________________ 6. satisfy ________________
3. promote ________________ 7. confuse ________________
4. act ________________ 8. express ________________

Use four of the nouns in sentences of your own.

9. __________________________________________________________
   __________________________________________________________
10. __________________________________________________________
    __________________________________________________________
11. __________________________________________________________
    __________________________________________________________
12. __________________________________________________________
    __________________________________________________________

At Home: Together, find three words that follow the -ion, -ation patterns in a story that the student chooses.
A. Write each vocabulary word next to its synonym.

vigorously  generate  unimaginable  extravagant
gleefully  adverse  prolong  significance

1. make ______________________
2. importance ______________________
3. bad ______________________
4. luxurious ______________________
5. extend ______________________
6. joyfully ______________________
7. powerfully ______________________
8. incredible ______________________

B. Write the vocabulary word from the box that is a context clue for the underlined words.

nonrenewable  utensils  gritted  sleuthing

9. My detective work and ______________________ skills were well known.
10. Disposable cameras are ______________________.
11. Jessica ground and ______________________ her teeth before her parachute jump.
12. Jason preferred chopsticks to other eating ______________________.
A. Complete each sentence with one or more vocabulary words.

<table>
<thead>
<tr>
<th>gloated</th>
<th>fulfill</th>
<th>sensational</th>
<th>precarious</th>
<th>superstitious</th>
</tr>
</thead>
<tbody>
<tr>
<td>precede</td>
<td>steadfastly</td>
<td>array</td>
<td>anonymous</td>
<td>charismatic</td>
</tr>
</tbody>
</table>

1. The ____________ speaker told ______________ stories that held the audience’s attention.

2. My ______________ aunt warned me not to walk under a ladder.

3. As the cat looked down from the top of the tree, he realized just how ______________ his position was.

4. I wanted to read more by this author, but she is ______________.

5. Someday I will ______________ my dream of becoming a filmmaker.

6. The appetizers ______________ the main course at dinner.

7. The doctor gazed ______________ upon the wide ______________ of different surgical instruments.

8. Even though Jo was taught to be a gracious winner, she secretly ______________ when she beat the boastful boy.

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

9. ____________________________________________________________________________

10. ______________________________________________________________________________
A. Write the vocabulary word that best matches each clue.

<table>
<thead>
<tr>
<th>summitt</th>
<th>awesome</th>
<th>specialists</th>
<th>deteriorated</th>
</tr>
</thead>
<tbody>
<tr>
<td>maturity</td>
<td>guidance</td>
<td>peripheral</td>
<td>typical</td>
</tr>
</tbody>
</table>

1. this is what you need when you are lost ________________
2. this is what you show when you act like a grown-up ________________
3. these kinds of doctors only work in one area of medicine; neurosurgeons are examples of ________________
4. you might use this word to describe something that causes wonder ________________
5. if you reach the top of the mountain, you are standing on this ________________
6. you might use this word to describe something ordinary ________________
7. you use this kind of vision to see things out the corner of your eye ________________
8. if something has gotten worse it has done this ________________

B. Write two sentences using four vocabulary words from above. Underline the words you use.

9. ________________________________________________
   ________________________________________________

10. ________________________________________________
    ________________________________________________
A. Read each passage and then write what you think was the author’s primary purpose for writing.

1. John Muir was one of North America’s greatest conservationists. He worked steadfastly to persuade the United States government to protect such wilderness preserves as Yosemite. He also helped establish the Sierra Club in 1892.
   Author’s purpose: ___________________________________________________________________

2. Once upon a time in a village in China, an extraordinary young woman was born. At that time girls were not considered good luck. She proved this belief wrong when she grew up to be the hero who saved her village.
   Author’s purpose: ___________________________________________________________________

3. Remember that heroes come in all shapes and sizes. Most importantly, you too can be an uncommon hero! All you need to do is to donate to our cause. Your help will make you a hero in everyone’s eyes.
   Author’s purpose: ___________________________________________________________________

B. Choose one of the stated purposes for writing and rewrite one of the passages above as if the author had a different purpose for writing. Use the lines below to rewrite your passage.

4. __________________________________________________________________________________

   __________________________________________________________________________________
As you read “Seeing Things His Own Way,” fill in the Author’s Purpose Chart.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Purpose</th>
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<tbody>
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How does the information you wrote in this Author’s Purpose Chart help you monitor comprehension of “Seeing Things His Own Way”?
As I read, I will pay attention to pauses, stops, and intonation.

Marla Runyan is a competitive Olympic athlete. She is also legally blind. Though you might guess that Marla is very different from other athletes, in most ways, she really isn’t. She has had injuries and disappointments. She has had victories, too. She has changed coaches and tried new events. She has been good at a lot of things, and awesome at a few. She is stubborn, competitive, and proud.

What does make Marla different is that she lacks full vision. She has only peripheral vision. This means she can see only the outer edges of what most people normally view. For example, if she looks at a picture of a person, she might see only the top of his head, his fingertips, and his shoes. The rest of his body is a blur of colors.

Marla’s vision problems are uncommon in the world of top-notch athletes, but what really makes her different is that she hasn’t let poor vision stop her from doing what she loves and doing her best.

Comprehension Check

1. How would you summarize Marla’s athletic career? Summarize

2. What does the author want you to know about Marla? Author’s Purpose

<table>
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<th>Words Read</th>
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<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
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<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
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</tr>
</tbody>
</table>
Diagrams are visual illustrations that show you how something is put together or arranged. When you look at a diagram, make sure you read all the labels so you can be clear about what is presented. Tables are used to organize information to make it easily accessible.

Use the diagram to answer the questions.

1. What does the diagram show? _________________________________

2. What is the uropatagium? _________________________________

3. Where are a bat’s thumbs located? _________________________________

4. How many fingers do bats have? _________________________________

5. How many toes does a bat have? _________________________________

6. Use the lines below to write a paragraph about bats. Use what you already knew about bats and what you might have learned from the diagram.

_________________________________________________________

_________________________________________________________

_________________________________________________________
When you encounter an unfamiliar word, check the context within which it is used. One kind of context clue is a **synonym** of the word used in the same passage, often within the same sentence.

Example: The biker relied on her **peripheral**, or **side**, vision as she changed lanes.
The words **peripheral** and **side** are synonyms.

**Fill in the blank in each sentence with a synonym of the underlined word.**

1. Rachel found mangoes so delicious and _______________ that they have replaced strawberries as her favorite fruit.
2. Madison wanted to learn how to ski, but she didn’t want to pay for a ski **instructor**, so she decided to read a book and become her own ________________.
3. José rode his bike in the city, but when the first bus **rushed** past him and then another car ________________ by him, he decided city cycling wasn’t for him.
4. Stephanie had an **itinerary** of all the places to visit in Spain, but she lost her travel ________________ somewhere along the way.
5. When Alejandro heard the glass inside the box **break** and ________________, he knew his mom’s present would have to be replaced.
6. Before he **departs** for work, Mitchell turns off all the lights in his home and then he ________________.
7. Katrina knew the stone was **artificial**, but she thought the ________________ diamond looked very real.
8. Despite looking confident, inside Raja was **anxious** and ________________.
The suffix **-ion** means an action or a condition. When you add it to the end of a verb, it changes the verb to a noun, as in *act + ion = action*. Sometimes you drop an *e* from the end of the base word when you add the ending, as in *create + ion = creation*. Sometimes you have to change the spelling at the end of the base word to make the new word easier to say.

Examples:
The last letters *d* or *de* become an *s*.  *explode + ion = explosion*
The last letter *t* becomes *ss*.  *permit + ion = permission*
The last letters *eive* become *ept*.  *receive + ion = reception*

A. **Add the -ion suffix to each of the words. Make the spelling changes you need.**

1. extend
2. implode
3. perceive
4. pretend
5. transmit
6. corrode
7. divide
8. emit
9. deceive
10. transmit

B. **Choose two of the words you made and use them each in a sentence of your own. Underline the -ion words you use.**

11. 
12. 

**At Home:** Together, see how many words you can list that have **-ion** at the end.
A. Write the vocabulary word that completes each sentence.

<table>
<thead>
<tr>
<th>formations</th>
<th>wreckage</th>
<th>intact</th>
<th>severed</th>
</tr>
</thead>
<tbody>
<tr>
<td>interior</td>
<td>hovering</td>
<td>edgy</td>
<td>clockwise</td>
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</table>

1. Oceanographers study the ___________ of ships that have been underwater for many years.

2. Coral ___________ often make up reefs where underwater life is abundant.

3. Finding an ___________ ship or airplane is rare because most have sunk to the ocean floor.

4. Fish and divers alike are ___________ above the ocean floor in the water.

5. Seeing the ___________, or inside, of the Titanic is amazing!

B. Write sentences using these vocabulary words: edgy, clockwise, severed. Write about an experience with the ocean or with creatures that live in water.

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________
Read the passage. Then record three facts and three opinions presented in it.

Oceanography is the most interesting branch of science. Oceanographers go whale watching and even swim with sharks. Doing that must be really scary. They study all the animals in the ocean. Oceanographers also scuba dive. They learn to use computers that tell them about water. They even study weather. I think that being an oceanographer would be the best job in the world!

Facts:
• 
• 
• 
• 

Opinions:
• 
• 
• 
• 

What is, in your opinion, the best job in the world? Write a paragraph that contains facts and opinions to answer the question.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
As you read *Exploring the Titanic*, fill in the Fact and Opinion Chart.

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How does the information you wrote in this Fact and Opinion Chart help you monitor comprehension of *Exploring the Titanic*?
As I read, I will pay attention to punctuation.

Jacques Cousteau did not begin his life near the sea. He was born in 1910 in France. His hometown of St.-André-de-Cubzac [sant on-DRAY duh koob-ZOK] is set along a river.

Jacques was often sick as a boy so he did not spend as much time outside as his adventurous spirit would have liked.

Most of his adventures came from his reading. Jacques loved books about pirates, pearl divers, and distant seas.

Jacques had another habit during childhood. He loved inventions and toying with all kinds of machinery. He saved his allowance to buy one of the first movie cameras sold in France. He taught himself to take it apart and put it back together. When he was 13, he used the camera to shoot his first film.

When he was a young man, Cousteau joined the navy.

As he traveled around the world, he became more and more interested in the sea. One bright weekend morning in 1936, the young sailor waded into the waters of the Mediterranean Sea.

Comprehension Check

1. What may have influenced Jacques’s decision to join the navy? **Draw Conclusions**

2. How do you know that Jacques was good at understanding machinery? **Draw Conclusions**

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A tall tale features a larger-than-life hero who solves a problem in a funny or outrageous way. It includes exaggerated details.

**Hyperbole** is the use of exaggeration for emphasis.

**Dialogue** is a conversation between two or more characters. It is usually set off by quotation marks.

Common American heroes of tall tales include Johnny Appleseed, Paul Bunyan and Babe the Blue Ox, Pecos Bill and Widow Maker, and Slue-Foot Sue. All of their tales include elements of exaggeration, or hyperbole. For example, Pecos Bill was raised by coyotes, so he had a special relationship with wild animals. He first chose to ride a lion instead of a horse. When he decided on a horse to ride, he chose one that no one else would dare go near because it was so wild. Paul Bunyan was an enormous man who, with the help of his blue ox, felled many trees. He was a woodsman.

**Choose one of these American heroes of tall tales and write a tall tale yourself. Be sure to include dialogue and hyperbole.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
Words consist of a variety of parts: prefixes, base words, suffixes, and inflectional endings. **Suffixes** are the parts that are added at the end of words. Suffixes change the meanings and the functions of words.

Example: When I went deep-sea diving, I saw the *wreckage* of a sunken ship.

The suffix –*age* is added to the base word *wreck*. The suffix means “state of being,” so the word means “something that has been wrecked.” You can use your knowledge of suffixes to determine word meanings.

Write the new word formed by adding the suffixes below to the base word. Then write what the new word means.

1. active + ity = ________________________________________________
2. swim + er = ________________________________________________
3. place + ment = ______________________________________________
4. trace + able = _______________________________________________
5. hope + ful = ________________________________________________
6. captive + ity = ______________________________________________
7. drive + er = ________________________________________________
8. state + ment = ______________________________________________
9. afford + able = ______________________________________________
10. cheer + ful = ________________________________________________
You add the suffix -ive to a verb to change it to an adjective. It shows a state of being. The vowel in the suffix is short.

Example: attract + ive = attractive

You add the suffix -age to a verb to change it to a noun. It shows an action, a state, a number, or the cost of something. Sometimes you drop the last e. The vowel in this suffix is short.

Examples: post + age = postage
            store + age = storage

You add the suffix -ize to a noun to make it a verb.

Example: civil + ize = civilize

The vowel in this suffix follows the VCe pattern. It has a long i sound.

Read the sentences. Underline the words that follow the patterns described above.

1. When I went scuba diving, I saw the wreckage of a ship.
2. The guide on the whale-watching tour told us about the whale’s parentage.
3. The beauty of the water made its strength seem deceptive.
4. The teacher asked us to verbalize the answers to his questions as he tape recorded us.
5. We hope to formalize the agreement between the school and the state.
6. The work we have done is impressive.

Use some of the words above or others that have suffixes to make up sentences of your own. Underline the word with the suffix.

7. ____________________________________________________________
   ____________________________________________________________

8. ____________________________________________________________
   ____________________________________________________________

At Home: As a team think of as many other words that follow the patterns on this page as you can. List them.
Write the vocabulary word that best completes each sentence.

bewildering moderate hamper prohibit accessible

1. Many people make medium or ______________ donations to their favorite charities every year.

2. Some people find it ______________ when they are faced with complicated and confusing instructions.

3. Making aid ______________ to those who need it is often the job of relief organizations.

4. By giving her time, Cynthia hopes to help, not ______________, the patients’ progress.

5. Some organizations may ______________ young people from volunteering, but others are happy to have young volunteers.

Write sentences using each one of the vocabulary words.

6. ______________________________________________________

7. ______________________________________________________

8. ______________________________________________________

9. ______________________________________________________

10. _____________________________________________________
Helping others is easy to do. From opening a door for a stranger to volunteering at a local hospital, there are many ways to help others. When you are deciding how you want to help, it is important to find the volunteer work that is right for you. If you like working with people, you might volunteer at the hospital or at a nursing home. Usually these volunteer positions allow you time to visit with people, bring them flowers, tell them stories, and just provide company. If you like working with animals, you might volunteer at an animal shelter. There you might walk dogs, clean cages, or help with adoptions. Most of your time will be spent with animals, not humans. If you like working outdoors, you might volunteer with the park service. There you might plant flowers, rake leaves, or clean up litter. However you decide to help, your time will be well spent.

1. How are the three different volunteer positions alike?

________________________________________________________________________

________________________________________________________________________

2. What is the difference between volunteering at an animal shelter and volunteering at a hospital?

________________________________________________________________________

________________________________________________________________________

3. How is volunteering with the park service different from volunteering at the hospital?

________________________________________________________________________

________________________________________________________________________

4. How is volunteering for the animal shelter different from volunteering for the park service?

________________________________________________________________________

________________________________________________________________________

At Home: Plan ways to help the community or discuss ways you already do.
As you read *Saving Grace*, fill in the Venn Diagram.

How does the information you wrote in this Venn Diagram help you monitor comprehension of *Saving Grace*?
As I read, I will pay attention to tempo or expression.

Mary was the fifteenth of seventeen McLeod children. She was one of the few born into freedom. Young Mary worked the cotton and corn fields. She learned the value of hard work, yet she was unsatisfied. She saw the opportunities that the white children had. They went to school while she worked. Mary ached for a better life.

Mary’s mother worked for a white family. One day, Mary went into the playhouse where the children did their schoolwork. When Mary began to look at a book, one of the girls took it away from her. She said that Mary couldn’t read, so she couldn’t have that book. Instead she handed Mary a picture book. With a heavy heart, Mary looked at the pictures. After a while, her hurt hardened into a fierce resolve. She would learn to read. No one could stop her.

After the Civil War, there were still two worlds in the South. Education was not accessible to everyone. Many whites did not think that blacks needed to read or write. But Mary knew that she must learn to read to get a better life.

Comprehension Check

1. How was Mary McLeod’s life different compared to the white children? Compare and Contrast

2. What does Mary think she must do to have a better future? Draw Conclusions

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A **book** has different **parts**. These parts can be used to find information in the book.

A **title page** is the first page and tells the title, the author, and the publisher.

A **copyright page** tells when the book was written, who holds the copyright, and where the book was published.

A **table of contents** lists the names of the units, chapters, or other sections of the book with the page numbers.

A **glossary** defines difficult or specific terms used in the text.

An **index** is an alphabetical list of all the topics covered in the book with all the corresponding page numbers.

**Answer the questions.**

1. Where would you look to find the author’s name? ______________________

2. Where would you look to find the meaning of an unfamiliar word? ______________________

3. Where would you look for the beginning page number of Chapter 5? ______________________

4. Where can you find out who published the book? ______________________

5. In a book about volunteering, where would you look to find information about a historic event? ______________________

6. Explain why the different parts of a book can help you write a report.

   ______________________
   ______________________
Homographs are words that have the same spelling. However, homographs have different definitions and sometimes different pronunciations. For example, sow (rhymes with go) means to plant seeds. Sow (rhymes with now) means a female pig. Sometimes the word is stressed on different syllables. Object is stressed on the first syllable when it means a thing. It is stressed on the second syllable when it means to oppose something.

Definitions are provided for the homographs. Write a sentence for each definition of the word. The sentence should make the meaning clear.

1. project: something you are working on

2. project: put forth or present

3. dove: a kind of bird

4. dove: past tense of dive

5. wind: steady gusts of air

6. wind: wrap around

7. lead: make the way or go first

8. lead: a metal

At Home: Together, list three more homographs and use each in a sentence.
Words can include a **prefix** at the beginning, a **base word**, and a **suffix** at the end. Knowing the meanings of some common prefixes and suffixes, along with meanings of base words, can help you figure out the meaning of a new word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Suffix</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>un-, dis-</td>
<td>not</td>
<td>-ful</td>
<td>full of</td>
</tr>
<tr>
<td>out-</td>
<td>in a way that is greater</td>
<td>-ment</td>
<td>result of or state of</td>
</tr>
<tr>
<td>en-</td>
<td>put in or on or cover with</td>
<td>-ly</td>
<td>in the manner of</td>
</tr>
<tr>
<td>re-</td>
<td>again or back</td>
<td>-ness</td>
<td>a state or condition of</td>
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A. In the words below, circle the prefix and underline the suffix. Then write the meaning of the word on the line following it.

1. unkindness
2. enclose
3. rearrangement
4. unthankful
5. outgrow
6. disagreement
7. retirement
8. unhappiness
9. disentangle
10. unpleasantness

B. Choose two of the words above and use each in a sentence of your own.

11. ____________________________
   ____________________________
12. ____________________________
   ____________________________
A. Write each vocabulary word next to its definition.

- demonstration
- prominent
- luxury
- adept
- spectators
- prevail
- maneuvered
- collective

1. involving all members of a group ________________
2. people who watch ________________
3. triumph ________________
4. widely known or famous ________________
5. highly skilled ________________
6. showing the value of a product ________________
7. changed direction and position for a purpose ________________
8. condition of having comfort and pleasure ________________

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

9. ____________________________________________________
   ____________________________________________________

10. ____________________________________________________
    ____________________________________________________

11. ____________________________________________________
    ____________________________________________________

12. ____________________________________________________
    ____________________________________________________
Each statement below is either a fact or an opinion. If the statement is a fact, write fact on the line provided. If the statement is an opinion, write opinion on the line provided.

1. Bicycling is one of many forms of exercise that young people can do.  
   ____________________

2. Mountain bikes should be used only in the mountains, not on city streets.  
   ____________________

3. Bicycles are a form of transportation in many parts of the world.  
   ____________________

4. Bicycles are better than cars because they produce less pollution.  
   ____________________

5. Learning to ride a bicycle is the easiest experience you will ever have.  
   ____________________

6. To reduce the use of fossil fuels, people could use bicycles as their main form of transportation.  ____________________

7. Bicyclists must follow the law when riding on city streets.  
   ____________________

8. Bicycles are the best way to travel.  ____________________

9. You don’t need to worry about wearing a bicycle helmet if you’re not riding in the street.  ____________________

10. Before you ride a bicycle you should always check to make sure the brakes are working properly.  ____________________
As you read *Major Taylor*, fill in the Fact and Opinion Chart.

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<th>Opinion</th>
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How does the information you wrote in this Fact and Opinion Chart help you monitor comprehension of *Major Taylor*?
As I read, I will pay attention to tempo.

Did you know that the first bicycles were for sport and pleasure?

Some of the earliest bikes were luxury toys for the rich. Today, people ride bikes for many different reasons. Children ride bikes for fun. Your mom or dad may ride to work or to the store. Some people, such as bicycle messengers, even use bikes to do their job.

The professional cyclist made the sport of cycling popular.

These athletes spend their time training and competing in national and international cycling events. They appear on television. They are front-page news in newspapers. Some have become the new athletes of the year in sports magazines.

But there is one professional cyclist who changed cycling history. He is Lance Armstrong. He won the Tour de France six times. The Tour de France is the greatest race in cycling. No one has ever won this race so many times. But there’s more. In the midst of his cycling career, Lance had to overcome cancer. As a cancer survivor, Mr. Armstrong made the greatest comeback in cycling history.

Most of Lance’s racing bikes are sleek and incredibly lightweight. This is quite a dramatic change from early bicycles.

Comprehension Check

1. What is the author’s purpose for including Lance Armstrong in this passage? **Author’s Purpose**

2. How do you think the changes from the early bicycles helped Lance Armstrong win the Tour de France six times? **Draw Conclusions**

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At Home: Help the student read the passage, paying attention to the goal at the top of the page.
Poetry uses words in special ways.

**Assonance** is the repetition of the same middle vowel sound in two or more closely grouped words. Example: *pudgy bug*

**Onomatopoeia** is the use of a word to sound like or imitate what it describes. Example: *chirp, bleep, bang*

My pup and I take to the trail
Up and down the hills, we sail
On paws, on bike, together we race,
My metal gears click into place
Thump, bump my tires pound
Pant, pant, my partner’s sound
Every time by just a whisker,
The dog wins, he’s just faster.
Woof, woof, he barks in victory,
That’s enough, I say in misery,
I’m positive I’ve seen him wink
I haven’t got a chance, I think.

1. Which words have assonance? ____________________________

2. Which words show onomatopoeia? ____________________________

3. How does the author use humor to show how he feels about his pet?

4. Write two more lines for this poem that have either assonance or show onomatopoeia. ____________________________
Using analogies requires you to identify the relationships between words. Sometimes analogies can be synonyms or antonyms. Other times, one word might be a category of another or might be something the other does. Analogies are written like this.

diners : eat :: spectators : ______

Read the analogy like this. Diners are to eat as spectators are to ______.

Your job is to fill in the blank. First you must identify the relationship between diners and eat. When you realize that eat is something a diner does, you should then think about what a spectator does. This will give you the answer, watch.

Circle the letter of the word that best completes each analogy.

1. reader : book :: rider :
   a. magazine
   b. supper
   c. bicycle
   d. art

2. biology : science :: history :
   a. America
   b. social studies
   c. English
   d. time

3. car : steering wheel :: bike :
   a. wheels
   b. gears
   c. brakes
   d. handlebars

4. automobile : motor :: novel :
   a. plot
   b. book
   c. poem
   d. author
Sometimes the vowel sounds of base words change with the addition of suffixes. A long sound might become a short sound. For example, wise has a long i sound, but wisdom has a short i sound.

Read the words. Explain how the underlined vowel sound in the first word changes with the addition of a suffix. Underline the changed vowel in the second word.

1. pronounce  pronunciation

2. human  humanity

3. south  southern

4. admire  admiration

5. crime  criminal

Choose three of the words listed above and use them in sentences. Use at least one of the words in each sentence.

6. 

7. 

8. 

At Home: Help the student tell how the vowel sound changes when a suffix is added to certain words.
A. Read the following sentences. Write a vocabulary word in each blank.

1. Other artists tried to discourage him with their ________________.

2. But the unknown potter would one day be famous for his beautiful ________________.

3. The ________________ of the old building were covered with flowering vines.

4. The potter’s brow was ________________ in thought as he spun the wheel.

5. The weather in the desert is very dry and ________________.

6. He ________________ shaped the jug as it spun on the potter’s wheel.

7. The artist painted his design without the ________________ of a sketch.

8. The ancient jug showed classic ________________ in its balanced design.

B. Write the letter of the definition beside each vocabulary word in column 1.

9. symmetry ______ a. use of ridicule to show contempt

10. arid ______ b. articles made of clay fired at high temperature

11. benefit ______ c. skillfully

12. deftly ______ d. part of a roof that overhangs the wall

13. eaves ______ e. balance

14. furrowed ______ f. advantage

15. derision ______ g. dry

16. ceramics ______ h. wrinkled
Read the passage and answer the questions.

When I was fourteen years old, I fled my homeland with my family. We lived in Estonia, which is in eastern Europe. The Russian army was coming to take over. The Germans, who had been occupying Estonia, were fleeing. We knew we were not safe. My father was an avid photographer, and as his daughter, I have adopted his hobby. He had shelves of photo albums, and so do I. He even took pictures of our flight. As I grew older I realized that almost all Estonians are avid photographers. When I asked an older woman about it, she explained, “We document everything we can. When you come from a country that has been occupied so many times, you know that things and people can disappear without any notice.” For the first time, I realized my motivation for taking so many pictures.

1. What is the author’s purpose for writing this selection?

2. What do you know about the author?

3. What do you learn about Estonians?

4. How does the author’s perspective as an Estonian refugee affect her life?
As you read *A Single Shard*, fill in the Author’s Perspective Web.

How does the information you wrote in the Author’s Perspective Web help you monitor comprehension of *A Single Shard*?
As I read, I will pay attention to pauses and intonation.

During the Middle Ages, most people in Europe were farmers. They lived in villages on the estate of a noble. They grew crops and tended animals. They provided food for themselves and others. They also had to make by hand everything they wore or used. There were no machines.

At the same time, many men and women were skilled in various crafts. One person in a village, for instance, might be a weaver. Other villagers went to him or her for wool and linen cloth to make into clothing. Villagers also needed a carpenter to build their houses. They needed a blacksmith to make iron tools and nails.

As time passed, more people needed the things made by these craftspeople, such as cloth and tools. So some people stopped farming and worked at their craft. People began to depend on the work of skilled craftspeople. The craftspeople became more specialized, and the number of different crafts grew. Medieval craftspeople made everything from arrows and armor to wheels and woolen cloth.

Comprehension Check

1. Find at least three words in the passage that are homophones. List them along with their homophones. Homophones

2. Why does the author write about the craftspeople? Author’s Purpose

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Different **typefaces** and sizes are used to highlight important parts of an entry in an encyclopedia. The topic is usually bold and in a larger size than the rest of the text. Boldface type is used for important words. Cross-references, or other topics that relate to the entry, are usually set in capitals.

**A. In the encyclopedia entry below, write the kind of typeface that should be used for each term on the blank line following the term.**

Korean Pottery 1. ________________________________

The Chinese influenced the style, form, glazing methods, and brush techniques of Korean pottery 2. ________________________________ for centuries. Korean merchants and traders with China probably brought back the first examples of Chinese pottery and clay. Koreans may have even traveled to China to learn the art of making pottery. During the Three Kingdoms 3. ________________________________ period, b.c. 57 to a.d. 668 4. ________________________________ Korean potters produced plain pottery for ordinary people and very elaborate statues as burial artifacts. The methods used to make these ceramic funeral objects included the ancient methods of coiling 5. ________________________________ and hammering clay 6. ________________________________, and using potter’s wheels 7. ________________________________. Scholars have compared the Three Kingdoms 8. ________________________________ pottery to the Han dynasty 9. ________________________________ pottery of China 10. ________________________________.
Homophones are words that are pronounced the same but have different spellings and meanings.

Example: to, too, and two

If you are confused about the meaning of a homophone, you can check a dictionary.

Read each sentence. Underline the correct homophone to complete the sentence.

1. I plan (to, too, two) attend the Native American History Conference next week.
2. I (sea, see) that they have guest speakers from several groups.
3. I want to (hear, here) about the Trail of Tears.
4. (Their, There, They’re) going to have a whole day dedicated to that historical event.
5. I hope you will (be, bee) (their, there, they’re) (for, four) it.
6. I like to (pier, peer) under the (pier, peer) for clams.

Use another form for the homophones from the sentences above in a sentence of your own.

7. 
8. 
9. 
10. 

At Home: Together, work to come up with a list of five more homophones.
Sometimes the end consonant sound of a base word changes with the addition of suffixes.

a. Words that end with a hard c often change to the soft c sound with the addition of particular suffixes. For example, the hard c of physic turns to a soft c in physician. However, it stays hard in physical.

b. Words that end in a soft c often change to make the /sh/ sound with the addition of the –ial suffix. For example, the soft c in office changes to /sh/ in official.

c. Words that end in -ct change the /t/ sound to /sh/ with the addition of the –ion suffix. For example, the /t/ in select changes to /sh/ in selection.

Read each sentence and underline the word that has a consonant alternation with the addition of a suffix. Write the base word. Then, write a, b or c depending on which of the above rules the word follows.

1. The facial carvings of the masks are amazing. ________________
2. I feel a strong attraction to the history of art. ________________
3. The columnist criticized the exhibit at the museum. ________________
4. The construction of the exhibit took weeks to finish. ________________
5. I am interested in the medicine men of South American Indians. ________________

Choose three of the underlined words from the five sentences above. Write one sentence of your own for each of the words you chose.

6. ________________
7. ________________
8. ________________
A. Fill in the blanks with vocabulary words to complete the paragraph.

<table>
<thead>
<tr>
<th>guidance</th>
<th>typical</th>
<th>bewildering</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefit</td>
<td>deftly</td>
<td>derision</td>
</tr>
</tbody>
</table>

Every small town has a story to tell. Some stories are ________________, and others are so unusual they are downright ________________. In the Traveler’s Trails, the author gives readers ________________ about these small towns. He ________________ describes his journey through the heartland without a trace of ________________ for any of the communities. In fact, he reflects on the ________________ he gets from meeting these people and learning their histories.

B. Select the vocabulary word from the box that best completes each sentence.

| awesome | clockwise | luxury | ceramics |

1. We fired ________________ in a kiln.
2. The view from the mountain top was ________________.
3. We jogged around the track in a ________________ direction.
4. The palace showed evidence of great ________________.
A. Write each vocabulary word next to its synonym.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>summit</td>
<td>deteriorated</td>
</tr>
<tr>
<td>interior</td>
<td></td>
</tr>
<tr>
<td>prohibit</td>
<td>arid</td>
</tr>
</tbody>
</table>

1. dry _______________
2. inside _______________
3. ban _______________
4. peak _______________
5. ruined _______________

B. Use each of the vocabulary words listed below in a sentence of your own.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>wreckage</td>
<td>intact</td>
</tr>
<tr>
<td>severed</td>
<td>moderate</td>
</tr>
<tr>
<td>maneuvered</td>
<td></td>
</tr>
</tbody>
</table>

6. _____________________________________________________________________

7. _____________________________________________________________________

8. _____________________________________________________________________

9. _____________________________________________________________________

10. ____________________________________________________________________
A. Write the vocabulary word that matches each clue.

1. If something is spoken, it is this. ____________________

2. If you treated someone badly, you have done this to them.
   ____________________

3. This is a synonym for anger. ____________________

4. This is an antonym for slowed. ____________________

5. This means the same thing as burst. ____________________

6. If something is done unlawfully, it is done this way. ____________________

7. A person who moves from place to place is called this.
   ____________________

8. Your actions affect this, the way people see you. ____________________

B. Write sentences using four of the vocabulary words from above.

9. ____________________________________________________________

10. ___________________________________________________________

11. ___________________________________________________________

12. ___________________________________________________________
A. Read each scenario. Then identify the author’s purpose for writing it: to inform, to entertain, or to persuade.

1. An author writes a personal memoir about an experience with a mentor.
   Author’s Purpose: ________________________________

2. A journalist writes about a mentoring program at the local high school.
   Author’s Purpose: ________________________________

3. An author writes a short story about a boy and his mentor.
   Author’s Purpose: ________________________________

4. The mayor gives a speech asking people to join a new mentoring program.
   Author’s Purpose: ________________________________

5. A person writes a guidebook to train youth mentors.
   Author’s Purpose: ________________________________

B. Use the lines below to recommend an author whose work you really like to a friend. In your recommendation tell your friend what you like best about the author’s writing and explain what you think the author’s purpose is for writing a specific piece.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
As you read "Breaking Through," fill in the Author’s Purpose Chart.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Author’s Purpose Chart help you monitor comprehension of "Breaking Through"?

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

Mica’s first day in the new house was terrible. She hated it. She wanted to go back and be with Mariana. The only good thing about the new house was that she didn’t have to share a room with Maggie anymore. Maggie was only six years old, but she thought she was Mica’s age. She would do everything Mica did. She would borrow Mica’s clothes and belongings without permission. But not anymore: Mica could just lock Maggie out anytime she wanted.

During that first week, neighbor after neighbor came over to welcome the Flores family to the neighborhood. There were lots of neighbors, but Mica didn’t see anyone her age. This made her even more depressed. She began to wonder what her new school would be like. She would find out the next day.

Mica didn’t want to get up the next morning. She was excited about her first day of middle school, but she didn’t know what to expect. Then Mica slowly rolled out of bed after her mother had yelled for the fifth time for her to get up. Mica locked her door and started to get ready.

Comprehension Check

1. How does the author make the reader feel sympathy for Mica? **Author’s Perspective**

2. What do you think will happen to Mica when she goes to school? **Make Predictions**
A schedule lists times, places, or events in a table. The schedule below shows the day, times, and destinations for a cruise ship, the Norwegian Sky, from New England to Canada.

### Schedule for the Norwegian Sky

<table>
<thead>
<tr>
<th>Day</th>
<th>Port of Call</th>
<th>Arrival</th>
<th>Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boston, Massachusetts</td>
<td>-----</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td>2</td>
<td>Sydney, Nova Scotia</td>
<td>8:00 A.M.</td>
<td>2:00 P.M.</td>
</tr>
<tr>
<td>3</td>
<td>Corner Brook, Newfoundland</td>
<td>8:00 A.M.</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>4</td>
<td>Quebec City, Quebec</td>
<td>8:00 A.M.</td>
<td>-----</td>
</tr>
<tr>
<td>5</td>
<td>Quebec City, Quebec</td>
<td>-----</td>
<td>12:30 A.M.</td>
</tr>
<tr>
<td>6</td>
<td>Halifax, Nova Scotia</td>
<td>8:00 A.M.</td>
<td>8:00 P.M.</td>
</tr>
<tr>
<td>7</td>
<td>Bar Harbor, Maine</td>
<td>6:00 A.M.</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>8</td>
<td>Boston, Massachusetts</td>
<td>9:00 P.M.</td>
<td>-----</td>
</tr>
</tbody>
</table>

Use the schedule to answer the questions.

1. How many days does the schedule show? __________________________

2. On what day and at what time does the ship arrive in Halifax, Nova Scotia? __________________________

3. On what day and at what time does the ship depart Quebec City? __________________________

4. Where will the ship be on Day 7? __________________________

5. In which place will the ship stay the longest? __________________________

6. In which city (other than Boston) is the stay the shortest? __________________________

At Home: Plan a trip using the above schedule.
Meanings of words are often based on roots and base words. Words that are related are called **word families**. You can build a word family by thinking of all the parts of speech a word can be.

Word family for *illegally*: legally, legal, legality, illegal, legalize, legalization

A. **Build a word family for each of the words listed. List as many related words as possible. List at least three for each word. Use a dictionary if necessary.**

1. migrant: ____________________________
   ____________________________
   ____________________________

2. mistreated: ____________________________
   ____________________________
   ____________________________

3. quickened: ____________________________
   ____________________________
   ____________________________

4. mentor: ____________________________
   ____________________________
   ____________________________

5. uttered: ____________________________
   ____________________________
   ____________________________

B. **Write sentences using five of the word family words that you listed above.**

6. ____________________________
   ____________________________
   ____________________________

7. ____________________________
   ____________________________
   ____________________________

8. ____________________________
   ____________________________
   ____________________________

9. ____________________________
   ____________________________
   ____________________________

10. ____________________________
    ____________________________
    ____________________________
Homophones are words that sound alike but are spelled differently. These words are examples of the fact that different letters and combinations of letters can stand for the same sound.

For example, the homophone of principal is spelled principle. Both the -al and the -le make the /әl/ sound.

A. Use each pair of clues to find the homophones. Make sure you spell the different words correctly.

1. two plus two / a preposition indicating purpose
2. a spoken or written story / a cat has one
3. the selling of something at a low price / a piece of cloth that helps move a boat
4. take a survey/a long cylinder
5. heaviness / remain in readiness
6. plant / use a needle and thread
7. the opposite of old / had an understanding of
8. a soldier who wore armor / the opposite of day

B. Write sentences using four of the homophones from above.

9. ____________________________

10. ____________________________

11. ____________________________

12. ____________________________

At Home: Find three homophones and use them in a sentence.
Use the vocabulary words from the box and the clues below to solve the crossword puzzle.

Vocabulary:
- grimaced
- dejectedly
- participate
- encounter
- ordeals
- nourishing
- anticipated
- victorious

Across
3. made a facial expression of disgust
6. nutritious
7. severe trials or experiences
8. with sadness

Down
1. take part
2. having won
4. a meeting between people
5. expected

Clues:
- 1. take part
- 2. having won
- 4. a meeting between people
- 5. expected
Read the passage and then fill in the chart to compare and contrast dogs and cats as pets. Use information from the passage as well as your own experience as you fill in the chart.

**Dogs and Cats as Pets**

Both cats and dogs make great pets. They are soft and furry and lovable. However, they have some major differences. One of the main differences between having a dog and having a cat as a pet is the amount of care each needs. Cats need to be fed daily, and they need their litter box cleaned. They also need some attention, but not a lot. They like their sleep! Dogs, on the other hand, need plenty of attention. They, like cats, need to be fed daily. In addition, they need to be walked at least three times a day. They should have at least an hour of exercise every day. Adopting any animal is a big commitment. Adopting a dog is more of a time commitment than adopting a cat.

<table>
<thead>
<tr>
<th>Cats need:</th>
<th>Both animals are or need:</th>
<th>Dogs need:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**At Home:** Compare and contrast two decisions you have made.
As you read *Ta-Na-E-Ka*, fill in the Venn Diagram.

Different

Alike

How does the information you wrote in this Venn Diagram help you monitor comprehension of *Ta-Na-E-Ka*?

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

Most kids would fall flat on their faces if they tried to read while walking quickly, but not Stacey Taylor. She stepped nimbly over sidewalk cracks, veered around a tricycle some little kid had left out, and even gave her neighbor’s poodle a pat on the head—all without ever lifting her nose from the book in her hands.

The book was the true story of an amazing reporter named Nellie Bly. Back in the late 1800s, most people thought that only men should be reporters. But Nellie Bly did daring things that male reporters were afraid to do. No adventure was too bold for her, no ordeal too severe. She had herself locked up in an insane asylum and wrote about how badly the inmates were treated. She traveled around the world by boat, train, and even rickshaw.

Wow, thought Stacey. Wouldn’t it be great to be a reporter like Nellie Bly? She tried to think of something daring she could do. Maybe she could discover what horrific secret ingredients were in the cafeteria food.

Of course, for all she knew, the cafeteria served nourishing, delicious food cooked by a gourmet chef. In fact, there were a lot of things Stacey didn’t know about Walker Middle School. Today was the first day of the school year, and she was just starting sixth grade.

Comprehension Check
1. What characteristics does Stacey admire in Nellie Bly? Make Inferences

2. How can you tell the author admires Nellie Bly? Author’s Perspective

<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>
Literary Elements:
Moral and Personification

A fable is a short story that teaches a moral, often through the actions of animals that act like people.

A moral is a lesson taught by a fable or story. It is usually stated outright at the end of the fable.

Personification is a literary device where animals or things have human characteristics.

Read the fable and answer the questions.

The Ant and the Chrysalis

An Ant was running around in the sunshine looking for food when he came across a Chrysalis (the pupa stage of a butterfly) that was very near to changing. “Poor, pathetic animal!” cried the Ant with scorn. “What a sad fate is yours! While I can run all over the place you lie here in your shell, unable to move.” The Chrysalis heard all this, but did not make any reply. A few days later, the Ant felt himself shaded and fanned by the gorgeous wings of a beautiful Butterfly. “Behold in me,” said the Butterfly, “your much-pitied friend! Boast now of your powers to run and climb as long as you can get me to listen.”

Moral: “Appearances are deceptive.”

1. Who are the main characters in the story?

2. Why does the ant think the chrysalis is pathetic?

3. How are the ant and the butterfly like people?

4. What is the moral of the story?

5. Why was the ant wrong to pity the chrysalis?
Many English words have **Latin roots**. Familiarizing yourself with Latin root meanings will help you determine the meanings of English words. These roots usually do not stand alone as words.

The Latin root *ject* means “to throw.” In the word *dejectedly*, the root means “put down” or “thrown down,” as in *depressed*.

A. Fill in the chart with as many words as possible that have the Latin roots as listed. Use a dictionary if needed.

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

B. Choose six of the words you listed above and use them in sentences. Use at least one of the words in each sentence.

5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
Some words in English have **Latin roots**. When you know particular roots, you can often figure out the meaning of a word. Roots do not normally stand on their own, so they are often in the middle of a word, surrounded by prefixes and/or suffixes.

**Underline the Latin root of each word. Use the word in a sentence that makes the meaning clear. Use a dictionary if you need to.**

1. project ____________________________

2. biography ____________________________

3. bookmobile ____________________________

4. microscope ____________________________

5. tractor ____________________________

6. manuscript ____________________________

7. flexible ____________________________

8. periscope ____________________________

**At Home:** Help the student identify the meaning of the word **spectacular**.
A. Complete each sentence with a vocabulary word.

1. Investors hope for a ____________ and unbroken rise in the value of their investments.
2. People who are ____________ study how people and governments use money.
3. There are ____________ rises and declines in soccer’s popularity.
4. The launch and ____________ of a new sports shoe is often a publicity show.
5. The time line and ____________ of the Internet is shorter than the history of the personal computer.

B. Write sentences using the vocabulary words from above.

6. __________________________
   __________________________
   __________________________

7. __________________________
   __________________________
   __________________________

8. __________________________
   __________________________
   __________________________

9. __________________________
   __________________________
   __________________________

10. __________________________
    __________________________
Sometimes writers use **persuasion** to try to make the reader think a certain way. Persuasive writing uses strong emotional words, such as *should* and *must*.

**Read this passage from an editorial in a community newspaper. Then answer the questions below.**

Longview Stables, founded 120 years ago, must not be closed by the city council. Although the city council wants the land for a new office building, we believe that Longview Stables should be spared. There are several reasons why. First, Longview Stables is a landmark. Second, it is the only stable in the area and provides an important service. Third, the stable also cares for horses that are ill or have been mistreated. Once the animals are well, the caretakers find new homes for them. We urge readers to write or call the mayor’s office and express your support for Longview Stables. If the stable is closed, we will lose an important part of our town’s heritage.

1. What opinion is expressed in the topic sentence?

2. What are two details that support this opinion?

3. What are two examples of persuasive language used in this passage?

4. Do you think the editorial will convince readers to oppose closing the stables?
As you read *Many Countries, One Currency*, fill in the Persuasion Chart.

<table>
<thead>
<tr>
<th>Word or phrase</th>
<th>Kind of persuasion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

How does the information you wrote in this Persuasion Chart help you monitor comprehension of *Many Countries, One Currency*?
The Bureau of Engraving and Printing (BEP) prints all paper money in the United States. The BEP was founded in 1862 during the Civil War. Until that time, the federal government did not issue paper money. Today it prints trillions of dollars in bills every year. Most of the money that the BEP prints will replace bills that are worn or torn. Paper money is very strong. But even so, dollar bills wear out in two years. Other last longer, depending on their amount. The continuous folding and handling of money wears the bills out.

The BEP prints bills in the following denominations: $1, $5, $10, $20, $50, and $100. Bills are printed at different plants. One is in Washington, D.C., and the other is in Fort Worth, Texas. Every day the two plants turn out about 37 million bills with a value of almost $700 million!

The new $20 bills contain many new security features. It has been carefully designed to prevent counterfeiters from making fake money. The BEP takes special care in printing bills. The bills need to last as long as possible. The BEP uses special paper and inks to make the bills strong. The paper and ink are also hard for outsiders to copy. All through history, criminals have printed counterfeit money.

Comprehension Check

1. Summarize the duties of the BEP. **Summarize**

2. Why do you think paper bills feel different from regular paper? **Make Inferences**
A dictionary lists definitions of words. It also provides the syllable division, the pronunciation, and the parts of speech.

**money** (mun ē) *n.* 1. the coins and paper currency issued by a government for payment of debt and purchase of goods and services 2. wealth in terms of funds

A thesaurus lists synonyms and antonyms of a word. It also lists the different parts of speech.

**Example: answer**

**NOUNS**
1. response reply, acknowledgment, return, rejoinder
2. solution explanation, interpretation, resolution, clue, key

**VERBS**
respond reply, say, retort, echo, mimic, repeat

**ANTONYMS** demand, inquiry

Use the sample entries to answer the questions.

1. What part of speech is the word *money*? ________________

2. What are the two parts of speech for *answer*?

   __________________________________________________________________________

3. Name a synonym for the word *answer* as a verb. ________________

4. In the phrase “finding an answer,” which synonym best replaces *answer*?

   ________________

5. In the phrase “I’m losing *money*,” which definition best describes how *money* is used?

   __________________________________________________________________________

At Home: Use a synonym and an antonym for the word *answer* in two different sentences.
Many words in English have **Greek roots**. If you know the meanings of particular roots, you can usually determine the meanings of English words.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto</td>
<td>self</td>
<td>autobiography</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology</td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>thermometer</td>
</tr>
<tr>
<td>derm</td>
<td>skin</td>
<td>dermatologist</td>
</tr>
<tr>
<td>tele</td>
<td>distance</td>
<td>telephone</td>
</tr>
</tbody>
</table>

Use the definitions of the roots above to help you identify the meanings of each of the following words. Write their meanings on the lines.

1. automobile: ________________________________________________
2. speedometer: ______________________________________________
3. biologist: ________________________________________________
4. automatic: ________________________________________________
5. televise: _________________________________________________
6. dermatitis: _______________________________________________

Choose two of the words listed above and use them in sentences.

7. _________________________________________________________
   _________________________________________________________

8. _________________________________________________________
   _________________________________________________________
Some words in the English language have **Greek roots**. When you know the meaning of the Greek roots, you can figure out meanings of new words. Roots do not normally stand on their own. They can be in the middle of a word or surrounded by prefixes and/or suffixes. Sometimes the prefixes and the suffixes are also from Greek roots.

A. **Underline the Greek root or roots of each word. Then write the meaning of the word on the line following it. Use a dictionary to help.**

1. autograph

2. chronological

3. astronomy

4. photography

5. ecological

6. biology

7. automobile

8. telegraph

---

**At Home:** Together, think of other words that have the same roots as the word chronological.
A. Match each vocabulary word to its synonym.

<table>
<thead>
<tr>
<th>dilapidated</th>
<th>decades</th>
<th>rafters</th>
<th>instinctively</th>
</tr>
</thead>
<tbody>
<tr>
<td>swiveled</td>
<td>auction</td>
<td>decrease</td>
<td>shakily</td>
</tr>
</tbody>
</table>

1. trembling ____________
2. decayed ____________
3. lower ____________
4. naturally ____________
5. turned ____________
6. tens ____________
7. sale ____________
8. beams ____________

B. Write sentences using four of the vocabulary words.

9. 

10. 

11. 

12. 

Read the paragraphs below. Describe both sides of each argument. Then give an explanation for your judgment.

In the nineteenth century, many museums increased the sizes of their collections. They bought valuable objects for very low prices and carried them far from their places of origin. The British Museum bought works of art in Greece and Egypt and brought them back to London. Museums in the United States acquired many Native American objects. Some people say that these objects should be returned to their original owners. Others say that these objects should remain in museums for people everywhere to enjoy.

1. First argument: ________________________________
   ________________________________

2. Second argument: ________________________________
   ________________________________

3. Your judgment: ________________________________
   ________________________________

Some people want to stop companies that make certain products from advertising. They believe that advertising some products, such as chewing tobacco, encourages young ball players to begin bad habits. Other people deny that advertising has much influence. Some also believe that companies should have the right to advertise. They believe that advertising is a form of free speech and free speech should be protected.

4. First argument: ________________________________
   ________________________________

5. Second argument: ________________________________
   ________________________________

6. Your judgment: ________________________________
   ________________________________

At Home: Make an argument and then a judgment about whether cities should pass curfew laws.
As you read *Honus and Me*, fill in the Make 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>
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</tr>
</tbody>
</table>

How does the information you wrote in this Make Judgments Chart help you monitor comprehension of *Honus and Me*?
“Whoever wants to know the heart and mind of America had better learn baseball.”

A famous historian wrote those words in the 1950s when baseball had been America’s favorite sport for almost 100 years. People played it in small towns all across the country. In the 1870s many people lived in small towns. Most worked on farms. Baseball was the perfect pastime for them.

Baseball was a rural game. It slowly became a favorite American sport.

People loved baseball for many reasons. Until the last thirty or forty years, mostly boys played sports. And most American boys grew up playing baseball. They played it all summer long. They played in schoolyards, on farm fields, and in parks. Wherever you could put out four bases, you were likely to find kids playing baseball.

The first professional game of paid players took place in 1869 in Cincinnati, Ohio. In 1876 the National League was formed. At the time no other organized sports were played. Professional baseball just made sense to people. It had clear rules. And people enjoyed different things in the game. Some loved memorizing the statistics of individual players. Others admired favorite pitchers or hitters. Still others cheered for their hometown teams. For many years, baseball was the most popular sport in America. It was called America’s pastime.

Comprehension Check

1. What is the author’s purpose for writing this passage? **Author’s Purpose**

2. Why would someone make a judgment about Americans based on baseball? **Make Judgments**

<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>
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<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Articles in magazines, newspapers, and textbooks are often accompanied by illustrations. Photos and illustrations enrich an article by showing the reader something words cannot. Often an illustration is accompanied by a caption, a sentence or two that describe what is in the picture. They give the reader additional information.

Study the illustration and caption below. Use them to answer the questions.

Milwaukee, 1957, National League President Warren Giles presents Hank Aaron with the 1957 National League Most Valuable Player Award.

Henry “Hank” Aaron hit 755 home runs over his career. Not only did he break Babe Ruth’s record for home runs—he also established 12 other major league career records. He averaged 33 home runs a year. He drove in more than 100 runs 15 times, including a record 13 seasons in a row.

1. Who is shown in the illustration? ________________________________
2. What made Hank Aaron famous? ________________________________
3. How many home runs did Hank Aaron hit in his career? ________________
4. Where and when was the picture taken? ___________________________
5. What award did Hank Aaron receive in 1957?_______________________
A thesaurus lists a word's **antonyms**. Antonyms are words with opposite or nearly opposite meanings. In a thesaurus, the antonym is often the last part of the entry. It is usually marked **ant**.

Example: *decrease*: lower, reduce, subtract; **ant**. increase

The antonym, or the word with the opposite meaning, of *decrease* is *increase*.

**Write the antonyms of the following words. Use a thesaurus if you need to.**

1. movement: ________________
2. problem: ________________
3. collect: ________________
4. many: ________________
5. expensive: ________________
6. depart: ________________
7. shaky: ________________
8. decayed: ________________

**Choose four of the words listed above and use them in sentences.**

9. __________________________________________________________________________________

10. __________________________________________________________________________________

11. __________________________________________________________________________________

12. __________________________________________________________________________________

**At Home:** Together, work on a list of words and find antonyms for them.
The suffixes **-able** and **-ible** both mean “able or likely.” You decide which spelling you will use based on whether you are attaching the suffix to a base word, such as *remark* (remark**able**) or a word root, such as *poss* (poss**ible**).

You will have to decide whether to drop the silent e at the end of a word when you add **-able**. Look at these two examples: manageable and excusable. When the base word ends in a soft /g/ or /c/ sound, you keep the silent e when you add **-able**.

Read the word parts below. Add the correct suffix, either **-able** or **-ible**. Then use each word in a sentence of your own.

1. imposs
2. reverse
3. love
4. aud
5. compat
6. horr
7. compare
8. read

**At Home:** Together, find more words with these suffixes and make a list of them.
Match each vocabulary word to its definition.

<table>
<thead>
<tr>
<th>convictions</th>
<th>oppression</th>
<th>evident</th>
<th>remedies</th>
</tr>
</thead>
<tbody>
<tr>
<td>persistent</td>
<td>defiance</td>
<td>momentum</td>
<td>resonated</td>
</tr>
</tbody>
</table>

1. ____________ evoked a positive response, echoed
2. ____________ clear in vision or understanding
3. ____________ medicines, cures
4. ____________ the willingness to resist or challenge
5. ____________ beliefs
6. ____________ an unjust use of power or authority
7. ____________ the strength gained through motion
8. ____________ goes on stubbornly in spite of opposition

Choose four of the vocabulary words and write a sentence for each one. Write about taking a stand on an issue.

9. ________________________________________________

10. ________________________________________________

11. ________________________________________________

12. ________________________________________________
The American women’s rights movement was led by powerful women. Elizabeth Cady Stanton, Susan B. Anthony, the Grimke sisters, and Sojourner Truth took active roles in the movement during the late 1800s and early 1900s. One of the most controversial topics at the time was suffrage, or the right to vote. Some women had conventions and others staged protests in order to stand up for their rights. In the end, all the work paid off when women gained the right to vote in 1920.

1. Summary: ___________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Choose a story you have recently read. Write a one-paragraph summary of the story. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
As you read *Let It Shine: Rosa Parks*, fill in the Summary Chart.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

How does the information you wrote in this Summary Chart help you monitor comprehension of *Let It Shine: Rosa Parks*?

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

César Chávez was one of the great labor leaders of our time. Some people are driven to improve the lives of those around them. César Chávez was that kind of person.

When Chávez was young, he and his family were migrant workers. They traveled from field to field picking crops. This meant the Chávez children changed schools often. It also meant that the Chávez family remained poor and had no permanent home.

César’s life was filled with hardship, yet he never gave in. He spent his life fighting to improve the lives of migrant workers. Because of Chávez, the lives of campesinos (kam-puh-SEE-nohs), or farm workers, are much better today.

Césario Estrada Chávez was born on March 31, 1927, near Yuma, Arizona. He was the second child of Librado and Juana Chávez. César was named for his grandfather, which was telling. To escape oppression by the harsh government, his grandfather had fled Mexico in the 1880s. He claimed land in Arizona and started a farm. César was influenced by his grandfather’s love of farming and his desire for a better life.

Comprehension Check

1. What hardships did the Chávez family experience? Summarize

2. What is César Chávez famous for doing? Main Ideas and Details

<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>
Words rhyme when their endings sound the same or nearly the same. Rhymes mostly occur at the end of lines of poetry.

A simile is a comparison of two essentially unlike things using “like” or “as.”

Repetition of key lines or phrases emphasizes the importance of the ideas expressed in them.

A. Answer the following questions.
1. Which pair of words rhyme? ______
   a. simile/smile  
   b. rhyme/Tim  
   c. stand/grand

B. Read the simile and then answer the next two questions.
2. The army came down the mountain like a swarm of bees.
   What two things are compared in this simile? __________________________
   __________________________
   __________________________
   __________________________
3. How are the two things alike? __________________________
   __________________________
   __________________________
   __________________________
   __________________________

C. Write a poem about taking a stand that includes repetition. You might also include a simile or use rhyme.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Synonyms or antonyms can be **context clues**. Sometimes definitions or examples are given. The clues can come within the same sentences or they can appear within the same paragraph.

Example: Martin Luther King’s words *resonated* like booming thunder in the church hall.

**Use the context clues to define each underlined word. Use a dictionary if needed.**

1. Oppression comes in many forms. Slavery is probably the most unfair.

2. The man’s avarice showed in every aspect of his life. All he could think about was making more money.

3. It is important to acknowledge the bounty we are working so hard to achieve, such as equal rights and an end to discrimination.

4. Metropolises, such as New York and Washington, offer public buses.

5. Calculations like addition and subtraction take practice to perfect.

6. A policeman, sensing my urgency, stopped traffic to let me cross the street quickly.

7. In the silence the man’s consumption of soup seemed unnaturally loud.

8. Our class shook our heads in unison because we are all in agreement.
The suffixes -ant, -ent, -ance, and -ence are closely related except for the way they are spelled.

<table>
<thead>
<tr>
<th>-ant and -ent</th>
<th>-ance and -ence</th>
</tr>
</thead>
<tbody>
<tr>
<td>being or performing what the root means</td>
<td>the quality of having, showing, or making what the root means</td>
</tr>
</tbody>
</table>

There is no easy rule for choosing the correct spelling, but if you know the spelling of one form, then you know the spelling of the other form.

Example: resistant, resistance present, presence

Read each sentence below and fill in the correct suffixes. Use a dictionary to help.

1. My teacher takes attend__________ every morning. My sister is only going to have one bridal attend__________ in her wedding.

2. A private detective must be observ__________ to do his job well. The stores will be closed tomorrow in observ__________ of the holiday.

3. What is the differ__________ between bluish green and greenish blue? How are the twins differ__________ from each other?

4. The crowd responded with great exuber__________ at the town fair. Some people were so exuber__________ in fact, that they had to be asked to be quiet for the announcements.

5. My brother is always very sure of himself so he is very confi__________. He gained a lot of confi__________ as a camp counselor last summer.

6. We walked through the fragr__________ botanical gardens. The fragr__________ of the flowers was wonderful.
A. Match each vocabulary word to its synonym.

quickened  uttered  encounter  chronology  

1. meeting  ...................................  5. ordered events ..................................

2. naturally ...................................  6. run down ....................................

3. beliefs ....................................  7. hurried ......................................

4. lower ......................................  8. said ..........................................  

B. Write the correct vocabulary word from the box in each sentence.

victorious  ordeals  debut  periodic  swiveled  persistent  

9. The actor’s film ______________________ was a success.

10. The __________________ appearance of the whales made the town appeal to tourists.

11. The soldiers felt that the __________________ of training made them stronger.

12. The player __________________ at the end of the court and made a perfect basket.

13. The team was __________________ because they had practiced hard before the game.

14. His __________________ effort in class meant that he was successful on the exam.
Use the vocabulary words in the box and the clues to complete the crossword puzzle.

Across
1. unjust use of power
4. without stopping
5. periods of ten years
8. expected
9. character

Down
2. obvious
3. nutritious
5. willingness to resist
6. against the law
7. take part in

participate continuous decades evident oppression
nourishing anticipated illegally reputation defiance
Fill in each blank with a vocabulary word.

Renaissance  philosopher  commissioned  miniature  envisioned  proportion

1. A ______________, such as Socrates or Renè Descartes, is a person who asks and sometimes answers questions about life.

2. During the ______________, which began in Italy, many famous works of art were made for royalty.

3. Leonardo da Vinci ______________ many great works of art and then painted them on canvas.

4. Da Vinci studied the ______________ of the human body, or the relation of its parts to each other and to the whole.

5. Some master painters made ______________ and highly detailed paintings.

6. I ______________ that you look through the art books in the library to see some of them.

7. An architect was ______________ to design a new room for the queen’s palace.

8. The king has a tiny ______________ sculpture of da Vinci.

Use two of the vocabulary words in sentences of your own.

9. ____________________________
   ____________________________
   ____________________________

10. ____________________________
    ____________________________
    ____________________________
A **generalization** is a broad statement based on a number of details. Generalizations contain words such as *all, always, often, many, most, more, less, none, or least*. A good generalization cannot be proved false.

**Read the passage. Then read the generalizations that follow and tell whether each is valid. If a generalization is valid, underline the signal word or words in it.**

Before the invention of the printing press, books were hard to obtain in Europe. Books had to be copied by hand, which took a long time and was expensive. Most books were bibles or prayer books and were owned by a church. Books were often written in Latin, even though people did not speak Latin in their daily lives. Most people were illiterate, or could not read. They did not have books to learn to read. When the printing press was invented, books became less expensive. They began to be printed in English, French, and German. Literacy rates increased.

1. Before the invention of the printing press all books were written in Latin. 
   ________________

2. Even though most books were printed in Latin, people did not speak Latin in their daily lives. 
   ________________

3. It was less expensive to produce all books by hand than to produce them on a printing press. 
   ________________

4. Most people were illiterate or could not read, because they did not have books. 
   ________________

5. After books were printed in English, French, and German, more people learned to read. 
   ________________

**At Home:** Discuss with the student the details he or she used to form generalizations.
As you read *Leonardo’s Horse*, fill in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in this Generalizations Chart help you monitor comprehension of *Leonardo’s Horse*?
As I read, I will pay attention to pauses, stops, and intonation.

Michelangelo’s family had deep roots in the city of
Florence. His mother, Francesca, was related to a very
powerful man. He was Lorenzo de Medici (MED-uh-chee),
who ruled the city. Michelangelo’s father, Lodovico
(loh-doh-VEE-koh), came from a long line of government
officials. But at the time Michelangelo was born, the family
wasn’t doing well. Money was scarce. Yet Lodovico refused
to get a regular job. He thought of himself as a gentleman. In
those days, gentlemen didn’t work, at least not with their hands.
The family was saved when Lodovico became mayor of a
small village called Caprese (kah-PRAY-zay). Lodovico and
his family moved into a simple stone house and began a new life.
Early in the morning of March 6, 1475, Francesca gave
birth to her second child. They named him Michelangelo.
When Michelangelo was still a baby, his father lost his job.
The family decided to return to Florence. His mother was
very ill at the time. She could not care for her infant son.
So she left him with a stonecutter and his wife. The couple
lived in a nearby village. Most of the men in this village were
also stonecutters.

Comprehension Check

1. Why were stonecutters not considered gentlemen? **Make Generalizations**

2. How do you know that a person’s social position at this time was important? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
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<tbody>
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<tr>
<td>Second Read</td>
<td>–</td>
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<td></td>
</tr>
</tbody>
</table>
When you research a topic, you will often need to consult primary sources, such as journals and diaries, that come from the time and place you are researching.

The following excerpt is from a sailor’s journal. After you read the passage, answer the questions.

September 1, 1724. Sailed day and night west, fourteen leagues. Four tropical birds came to the ship, which is a very clear sign of land, for so many birds of one sort together show that we are not lost. Twice, saw two pelicans; many weeds. The constellation called Las Gallardias, which at evening appeared in a westerly direction, was seen in the northeast the next morning, making no more progress in a night of nine hours. This was the case every night, as says the Admiral. At night the needles varied a point towards the northwest. In the morning they were true, by which it appears that the polar star moves, like the others, and the needles are always right.

1. What kind of information does the journal give?

2. Why might this primary source be useful?

3. What do you learn about life on the ship?

4. How much distance did the ship travel in the time covered in this journal entry?
Words are often made up of parts, including prefixes, suffixes, and roots or base words. Knowing the meanings of **Greek roots** will help you expand your vocabulary.

A. **Identify the Greek roots of each of the words. Write the root(s) and meaning on the line provided. Use a dictionary to help.**

1. telegram: 

2. cosmopolitan: 

3. chronology: 

4. autograph: 

5. genre: 

6. bibliography: 

B. **Use each of the words above in a sentence of your own.**

7. 

8. 

9. 

10. 

11. 

12. 

---

**At Home:** Make a list of Greek roots and their meanings.
When you add the prefixes **co, com, con, post, pro,** or **sub** to words, you add a particular meaning to the word.

Here is a chart of some common prefixes and their meanings.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>co, con</th>
<th>post</th>
<th>pro</th>
<th>sub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning of Prefix</td>
<td>together or with</td>
<td>after</td>
<td>in front of or for</td>
<td>under</td>
</tr>
<tr>
<td>Example Word</td>
<td>contribute</td>
<td>postscript</td>
<td>promote</td>
<td>subway</td>
</tr>
<tr>
<td>Meaning of Word</td>
<td>give, as a group</td>
<td>written afterward</td>
<td>move forward</td>
<td>a route under ground</td>
</tr>
</tbody>
</table>

If you do not know the meaning of a word and you forget what the prefix means, think of another word that has the same prefix. This can help you understand new words.

**Examples:** contract, convert postmark, postseason

Underline the Greek or Latin prefix in the following words. Then write the meaning of the complete word. Use a dictionary to help.

1. co-worker
2. committee
3. proportion
4. cooperate
5. profession
6. submit
7. postpone
8. companion
9. submarine
10. combine

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**At Home:** Work with the student to make a list of other words with these prefixes.
Write the vocabulary word next to its definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>immigrated</td>
<td>move in a restless way</td>
</tr>
<tr>
<td>fidget</td>
<td>the place to which a person is traveling</td>
</tr>
<tr>
<td>honorable</td>
<td>acting with proper behavior</td>
</tr>
<tr>
<td>formally</td>
<td>worthy of respect</td>
</tr>
<tr>
<td>glumly</td>
<td>not firm; shaky</td>
</tr>
<tr>
<td>tinkering</td>
<td>busy in a trifling way</td>
</tr>
<tr>
<td>destination</td>
<td>very unhappily or disappointedly</td>
</tr>
</tbody>
</table>

Choose six vocabulary words. Write sentences using these words.

9. _____________________________
   _____________________________

10. _____________________________
    _____________________________

11. _____________________________
    _____________________________

12. _____________________________
    _____________________________

13. _____________________________
    _____________________________

14. _____________________________
    _____________________________
Events in a story happen in a certain order that is called **sequence**. Understanding the sequence of events can help you better understand what you read.

Read the story. Then number the events to show the order in which they occurred.

Last night, I dreamed that I met an alien at the mall.

I went to the mall with my friend Jose who wanted to buy a new video game. So we stopped in a video store first. Then we stopped in a shoe store that was having a sale. Jose wanted to buy a new pair of sneakers and hiking boots, but it was taking him a long time to make a decision. It was getting late, so I told him I would go buy a book and come back for him.

“Your sister said to meet her at 5:30 p.m. and it’s already 5 o’clock. Let’s just meet your sister in front of the ice cream store,” said Jose.

“Great idea,” I said. Then I headed out. I was in such a hurry that I didn’t even see that I was about to run into someone until it was too late. When I told the “man” that I was sorry, he got very angry. That’s when I saw the third eye on his face and the extra arms on his back. I was just about to ask what planet he was from when my alarm clock started to ring.

My alarm clock woke me up. ______
Jose and I went to the shoe store. ______
We decide to meet my sister in front of the ice cream store. ______
I left Jose to go and buy a book. ______
Jose and I went to the electronics store. ______
I went to sleep and began having a dream. ______
I went to the mall with my friend Jose. ______
I ran into an alien. ______
As you read *LAFFF*, fill in the Sequence Chart.

- **Setting**
- **Characters**
- **Events**
- **Events**
- **Events**
- **Events**

How does the information you wrote in this Sequence Chart help you monitor comprehension of *LAFFF*?

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

Carter peeked over the top of the newspaper. “I’m meeting some guys at the basketball courts in a little while.”

“Isn’t it kind of cold for basketball?” said Oliver. “Some of us just have thick skin, I guess,” Carter replied sarcastically.

Oliver resented how Carter acted so superior, using every available chance to emphasize how he was smarter, more athletic, and more adventurous than his younger brother. “Hey—I can shoot hoops. It’s just that Joey and I might go to the movies. . . .”

From somewhere, a cell phone rang. Carter rummaged around for it on the table.

“Where did you put your phone, dear?” asked Mrs. McBride. Carter knocked over an empty juice glass as he looked under napkins and plates.

“Ring, ring, ring,” said Bailey.

Carter dropped to the floor. “Give me that, little missy.” He snatched his cell phone from Bailey’s hand. Then he stood, turned, walked toward the living room, and. . . .

Oliver replayed the next few seconds in his mind so many times, he could almost convince himself it hadn’t happened. “Talk to me,” Carter said as he answered his cell phone. As he spoke, Carter began to disappear.

Comprehension Check

1. What events happen after the cell phone rings? **Sequence**

2. What leads you to believe the cell phone is related to Carter’s disappearance? **Draw Conclusions**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When you need to research a topic, you can use **key words** and a search engine to explore the Internet and bring up a list of Web sites. Clicking on a Web site will bring up its home page. Usually a Web site will contain other underlined words called **hyperlinks**. Clicking on a link will take you to a Web site related to your key words.

One student found this link when he looked for information on an architect whose designs interested him.

http://www.franklloydwright.com/books_about.html

*Frank Lloyd Wright: The Elementary School Years* by Matt Plumpton

*Frank Lloyd Wright’s Building Blocks* by Mickey Chavez

*Frank Lloyd Wright’s Treehouse* by Wendy Willow

*Toys of Frank Lloyd Wright (1893–1909)* by Megan Cho

**Use the information from the Web site to answer the questions.**

1. What is this Web site about? ____________________________

2. What key words might the student have used to find this Web site? ____________________________

3. What key words would you use to find photos of the buildings Frank Lloyd Wright designed? ____________________________

4. How can you order a book? ____________________________

5. Which link would you click on to order the book by Matt Plumpton? ____________________________
Synonyms are words that have the same or nearly the same meaning. Many words have the same denotation (literal meaning) but have different connotations (implied meanings, that suggest different things). For example, the words *cheap* and *inexpensive* are synonyms. *Cheap* has a negative connotation because it also includes the idea that the quality of an object is poor. The word *inexpensive* has a more positive connotation because it suggests that the object did not cost a lot of money. It has no reflection on the quality of the object.

Read each pair of synonyms. Write whether their connotations are positive or negative.

1. lean: __________
   scrawny: __________

2. old: __________
   senior: __________

3. fancy: __________
   gaudy: __________

4. ugly: __________
   plain: __________

5. careless: __________
   carefree: __________

6. thrifty: __________
   miserly: __________

7. picky: __________
   selective: __________

8. curious: __________
   nosy: __________

9. childish: __________
   playful: __________

10. stingy: __________
    frugal: __________

At Home: Together, discuss other words that have positive or negative connotations.
You can often recognize **absorbed prefixes**, such as *ac-, ar-, il-, im-, and ir-*, because the final consonant of the prefix is doubled. They are prefixes whose spelling changes because they would be awkward in their original form. Usually, the absorbed prefix is close to the original prefix, which you may already know.

In the words below, identify the absorbed prefix by underlining it. Then identify the original prefix from the meaning of the word.

1. **immigrate**
2. **accompany**
3. **announce**
4. **arrive**
5. **illogical**
6. **irregular**
7. **illuminate**
8. **immature**
9. **arrest**
10. **illegal**

Write sentences of your own using two of the words listed above.

11. ____________________________________________________________
    ____________________________________________________________

12. ____________________________________________________________
    ____________________________________________________________

At Home: Together, make a list of other words with absorbed prefixes.
A. Fill in each blank with a vocabulary word.

anthropologists presumably portable nuisance immense

1. Communication is of ________________ importance in modern daily life.
2. It is a ________________ if you can’t reach someone on the telephone.
3. People have been communicating ________________ for thousands of years.
4. People who are ________________ study the remnants of cultural communication, such as paintings and carved tablets.
5. Means of communication today, such as cell phones, are much more ________________ than those of the past, such as stone tablets.

B. Use the vocabulary words in sentences of your own.

6. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. __________________________________________________________
   __________________________________________________________

9. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

10. __________________________________________________________
    __________________________________________________________
Read the passage.

Many products today are advertised in terms of problem and solution. For example, hair conditioner is supposed to be a solution to the problem of dry, tangled, and damaged hair.

Create your own product to be used in the home. Design an advertisement that describes a problem and tells how your product will provide the solution to that problem. Draw your advertisement in the box. Then use your advertisement to answer the questions below.

1. What is the name of your product? ____________________________
2. What problem does your product solve?
   ____________________________
   ____________________________
   ____________________________
3. How does your product solve the problem?
   ____________________________
   ____________________________
   ____________________________
   ____________________________

At Home: Discuss with the student how an ordinary product used in your home solves a problem.
As you read *These Walls Can Talk*, fill in the Problem and Solution Chart.

- **Problem**
- **Solution**

- **Problem**
- **Solution**

- **Problem**
- **Solution**

- **Problem**
- **Solution**

How does the information you wrote in this Problem and Solution Chart help you monitor comprehension of *These Walls Can Talk*?
As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

In the 1900s, airplanes crossing the deserts of Peru made an amazing discovery. Passengers looked out of the windows and saw immense drawings scratched into the earth. These drawings showed birds, mammals, bugs, and patterns.

People on the ground did not know that these drawings existed. Yes, they knew that lines were scratched into the ground. They could see them clearly. However, until people saw the lines from the sky, they had no idea that the lines formed pictures.

Most people believe that the drawings were made by the Nazca people. They lived in that area around 200 B.C.E. They lived in Pampa Colorado, which means Red Plain. The surface there is flat and stony. The surface pebbles are reddish. Only the surface is red, though, while the soil below is much lighter. The lines were made by removing topsoil so that the lighter soil showed through.

Scientists have studied these images for years. The images raise many questions. How were these lines created and by whom? What was the purpose of these drawings? So far, there have been no solid answers. But scientists do have some theories.

Comprehension Check

1. How did people discover the giant drawings? What was the effect? Cause and Effect

2. Why is it difficult to know exactly who made the drawings? Make Inferences

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

At Home: Help the student read the passage, paying attention to the goal at the top of the page.
Functional documents give you information to help you complete tasks, decide on purchases, or get from one place to another. They might also provide information about an organization or community. It is important to be able to interpret such documents in order to access the information you need.

What if you were going to see a friend at his house? You have never been there before. He gives you these directions. Read the directions and then answer the questions.

1. Walk down Duffield Street until you run into Tillary Street.
2. Turn right on Tillary Street.
3. Make an immediately left on Flatbush Avenue.
4. Walk down Flatbush Avenue, past the gas station.
5. Turn right on Myrtle Avenue. There is a restaurant on the corner.
6. Walk down Myrtle Avenue. At the second stoplight, turn right onto Ashland Place.
7. My house is on the right, before you get to Willoughby Street.

1. What is the purpose of this functional document? 

2. What is the first turn that you would make? 

3. How many streets will you walk on to get to your friend’s house? 

4. Where is your friend’s house located? 

5. What markers does your friend use to help you find the streets? 

At Home: Help the student write directions from your home to a neighborhood location.
Words can be made up of prefixes, suffixes, and roots. Roots are different from word bases because they cannot stand alone. Many words in the English language trace their history back to Greek and Latin. If you learn the meanings of several basic Greek and Latin word roots, you will unlock the key to a larger English vocabulary. Knowing the basic meanings will allow you to grasp the meanings of seemingly unfamiliar words.

Review the chart. Use the meanings of the word parts to help you define the words below.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ject</td>
<td>throw</td>
<td>eject</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>automobile</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph</td>
</tr>
<tr>
<td>tele</td>
<td>far away</td>
<td>telescope</td>
</tr>
<tr>
<td>manu</td>
<td>hand</td>
<td>manufacture</td>
</tr>
<tr>
<td>cent</td>
<td>one hundred</td>
<td>centuries</td>
</tr>
<tr>
<td>logy</td>
<td>science of</td>
<td>zoology</td>
</tr>
</tbody>
</table>

1. reject: ____________________________
2. autograph: ________________________
3. manuscript: ______________________
4. centennial: ______________________
5. zoology: _________________________
6. telephone: _______________________
7. manual: _________________________
8. biology: _________________________
The **Greek suffixes** -logy or -ology mean the science or the study of whatever the root or base word indicates. *Biology* is the science of plant and animal life.

The suffix -ician means practitioner, someone who practices or works with whatever the root or base word indicates. A *musician* is someone who practices or plays music.

The suffix -crat means a person who rules or governs. An *autocrat* is someone who rules all by himself or herself.

**Using what you know about Greek suffixes, write a definition of each word listed below. Then use the word in a sentence of your own.**

1. **politician**
   
   

2. **technology**
   
   

3. **aristocrat**
   
   

4. **ecology**
   
   

5. **electrician**
   
   

6. **bureaucrat**
   
   

**At Home:** Together, make a list of other words with these suffixes.
Use the vocabulary words and the clues to complete the crossword puzzle.

Vocabulary

<table>
<thead>
<tr>
<th>guilds</th>
<th>established</th>
<th>scribes</th>
<th>obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>privileged</td>
<td>manuscripts</td>
<td>alloy</td>
<td>penniless</td>
</tr>
</tbody>
</table>

Across

1. gained full acceptance
3. enjoying an advantage
5. people who write
7. written documents

Down

2. a substance composed of two or more metals
3. having no money
4. things that get in the way
6. associations or unions of craftspeople
When you use words to describe something your mission is to create a striking image or **description** for your readers. Use vivid, specific details to tell your reader how the subject looks, sounds, smells, tastes, or feels.

Look at the list of items below. Each one appeals to the senses of sight and sound, as well as smell. Choose one item, circle it, and answer the questions that follow.

A trip to the zoo        A trip to the movies        A trip to a baseball game

1. What smells go along with this scene? ________________________________

2. What sounds do you hear? ________________________________

3. What tastes go along with this scene? ________________________________

4. What might appeal to your sense of touch? ________________________________

5. Finally, what do you see? ________________________________
As you read *Breaking into Print*, fill in the Description Web.

How does the information you wrote in this Description Web help you monitor comprehension of *Breaking into Print*?
As I read, I will pay attention to tempo.

When I was in sixth grade, my friends were doing amazing things. Ann wrote beautiful poems. Ray drew funny cartoons. Donna was a sports nut. She played soccer and basketball, and was a star on the swim team. Heather went to every new movie and had strong feelings about each one.

I felt privileged to have such interesting friends. I was so proud of them that I wanted to tell the world. So I started a newspaper. Every month I collected interesting stories and articles by and about the other sixth-grade kids at Humiston School.

I named the newspaper the Scribe. It was printed on a photocopy machine. I sold each copy for five cents, and every issue sold out.

I knew that I loved working on the Scribe, and I knew that my friends liked reading it. What I didn’t know was that I was a publisher. The publisher is the person who takes a writer’s manuscript and turns it into a book or an article for a magazine or newspaper.

Sometimes you read something you like. You’re curious about the writer. But you probably don’t wonder about the publisher. That’s because the publisher’s work happens behind the scenes. But even if you aren’t aware of the publisher’s job, it’s still important.

Comprehension Check

1. How would you describe the author’s group of friends? **Description**

2. How did the author publish the newspaper? **Summarize**

<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>
Rhyme scheme is the pattern made by the end rhymes in the lines of a poem. Schemes are marked by lowercase letters that show which lines rhyme, such as aabb. Rhyme schemes create a rhythmic pattern, or a predictable sound, for each stanza of a poem.

Personification is a comparison in which human qualities are given to objects, ideas, or animals.

Read the poem and answer the questions.

**A Poem Has Life**
by Meg Mackenzie

I have so many things to say
I must be sure to sing all day.
When cause and word are in the heart,
It must give voice for that’s the art.

I simply know that poems must shout,
Though words don’t easily come about.
But fight the fight I must,
or cry.
I am a poet; I know not why.

1. What is the rhyme scheme of the poem? __________________________

2. Which lines give examples of personification? __________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. What is this poem about? __________________________________________
   _____________________________________________________________

4. How many beats are there in each line? ____________________________

**At Home:** Together, write a narrative poem about a recent event.
Many English words have **Latin roots**. Roots are different from base words. They cannot stand alone as words. Familiarizing yourself with Latin root meanings will help you determine the meanings of many English words.

The Latin root *manu* means “hand.” The Latin root *script* means “text.” A *manuscript* is text, or material written by hand.

A. **Use a dictionary to make eight words from the Latin roots *manu* and *script*.**

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________
8. ___________

B. **Write four sentences using the words that you made from the Latin roots *manu* and *script*.**

9. __________________________________________
   __________________________________________

10. __________________________________________
   __________________________________________

11. __________________________________________
   __________________________________________

12. __________________________________________
Many words in English come from Greek and Roman mythology. The gods and goddesses of these early myths had certain characteristics that are reflected in the modern words formed from their names. An example of a word taken from mythology is *cereal*. This word is from *Ceres*, the Roman goddess of agriculture, because *cereal* is made from grain.

Study the words in the chart that are taken from Greek or Roman mythology. Choose five of the words and use each in a sentence of your own. Underline the words in your sentences.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word from Mythology</th>
</tr>
</thead>
<tbody>
<tr>
<td>east</td>
<td>Eos: Greek goddess of the dawn</td>
</tr>
<tr>
<td>flower</td>
<td>Flora: Roman goddess of flowers</td>
</tr>
<tr>
<td>martial</td>
<td>Mars: Roman god of war</td>
</tr>
<tr>
<td>panic</td>
<td>Pan: Greek god of sheperds</td>
</tr>
<tr>
<td>jovial</td>
<td>Jupiter: Most powerful Roman god</td>
</tr>
<tr>
<td>volcano</td>
<td>Vulcan: Roman god of fire</td>
</tr>
<tr>
<td>Saturday</td>
<td>Saturn: Roman god of agriculture</td>
</tr>
<tr>
<td>January</td>
<td>Janus: Roman god of beginnings</td>
</tr>
<tr>
<td>May</td>
<td>Maia: Roman goddess of growth</td>
</tr>
</tbody>
</table>

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

At Home: Together, make a list of words that come from mythology.
Vocabulary

1. Mateo’s house or **dwelling** was in the path of the volcano.
2. Caitlin was an **ambitious** girl: She wanted to be successful.
3. Carlin did not waste time and **lounge** around in an unproductive way.
4. Juanita spent her afternoon **pondering** her schedule, thinking about what to do next.
5. This medicine might make you feel **drowsy** or sleepy.
6. A good night’s sleep **revived** the weary traveler and energized him.
7. Kim **agonized** and suffered over her decision.
8. She knew if the volcano erupted, the **vapors** would be gases and debris.

**B. Use the context clues to write the definition of each vocabulary word on the line provided.**

9. dwelling

10. ambitious

11. lounge

12. pondering

13. drowsy

14. revived

15. agonized

16. vapors
The theme is the main idea of a story. Authors often do not state the theme directly. They reveal it through the interaction of the characters, or in actions, or conflict. The theme can usually be summed up in one sentence. For instance, consider the story of the tortoise and the hare. In this well-known story, the tortoise and the hare are in a race. Of course, the hare can run very fast, and everyone (especially the hare) is sure that he will win the race. The tortoise cannot run at all, and walks very, very slowly. But the hare is overconfident, and he stops to rest between spurts. The tortoise continues on his way, slowly but surely, and reaches the finish line first. The theme of the story, never directly stated by the author, is, “Slow and steady wins the race.”

Read the passage below. Then answer the question.

The ground was shaking from the earthquake as Melvin stood outside his apartment building at the end of the street. His mother stood next to him and silently grabbed his hand. Melvin looked at her and realized they were totally unprepared. What should they do? Where could they go? Melvin had no idea. He looked back into the apartment building and then at his mother. He realized that everything they had—all their furniture, pots and pans, and clothing—meant nothing unless he and his mother lived through this awful day. He turned back to her and said, “We can run very fast if we take nothing.”

Circle the theme that best states the main idea or message of the story.

When trouble comes, people reach out to help each other.

When trouble comes, people realize what they value most in life.

When trouble comes, people show their worst traits because they are afraid.
As you read *The Dog of Pompeii*, fill in the Theme Chart.

- **Setting**
- **What the Characters Want**
- **Plot Problem**
- **Outcome**
- **Theme**

How does the information you wrote in this Theme Chart help you monitor comprehension of *The Dog of Pompeii*?
As I read, I will pay attention to pauses and intonation.

“What do you figure Pa’ll bring back from his trip?” Seth asked Jed.

“He’s bound to bring back news about what’s happening in the rest of the world. And you know he’ll have a tall tale about his adventures at the trading post,” answered Jed, chuckling.

“Do you remember the story about the time the syrup trapped him?” giggled Seth.

“As I recollect,” recounted Jed, “Pa said he’d been doing a fair bit of pondering at the trading post, trying to decide which of the fabrics Ma would like for a new dress and which ones he should buy for the little ones’ smocks. He was mighty tired looking at all those bolts of cloth, so he leaned his elbows on the counter, looking left, right, up, and down, over and over, until finally he’d made his decisions. But when he tried to stand up, he couldn’t budge! His elbows were stuck in a pool of syrup that he hadn’t noticed was on the counter.

“And the syrup had hardened by the time Pa wanted to stand up, so he felt like a beetle trapped in pitch,” finished Seth, nearly convulsed with laughter. “Do you remember how Pa showed us what had happened to him?”

Comprehension Check

1. What happens while Pa is at the trading post? **Summarize**

2. Why do you think Pa tells his children tall tales? **Make Inferences**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Graphic aids** can help you understand processes and events. Graphic aids include diagrams, charts, tables, illustrations, graphs, and photographs. Graphic aids should help you better understand the text they accompany and should provide additional information.

**How a Volcano Forms**

When a volcano erupts, lava and other materials flow onto Earth’s surface. The materials pile up around the opening as they cool. Over time a mountain may form. Both the opening and the mountain around it are called a *volcano*.

Use the diagram to answer the questions.

1. What is shown in the diagram? ____________________________________________________________________

2. What is the part of the volcano through which the lava erupts? ____________________________________________________________________

3. What causes the mountain part of the volcano to form? ____________________________________________________________________

4. What is lava called before it erupts? ____________________________________________________________________

---

**At Home:** Discuss with the student several other questions about this diagram.
Multiple-meaning words have more than one meaning. Context will often allow you to determine which meaning of a word is being used.

Example: I went to the lounge to get a bottle of water.
I lounge about all day on Saturdays.

In the first example, the word lounge refers to a “place to get refreshments.” In the second sentence, lounge means “relax.”

Each of the following words has more than one meaning. Write at least one sentence for each meaning of the word.

1. content
   content
2. frank
   frank
3. lark
   lark
4. mount
   mount
5. paddle
   paddle
6. object
   object
7. conductor
   conductor
8. fine
   fine

At Home: Ask the student to list three more multiple-meaning words and use them in sentences.
The English language borrows many words from around the world. Some of the words are cognates, or spelled and pronounced almost the same way as they are in the original language. Others are words made of foreign phrases. Knowing a word’s original meaning can help you understand and remember it.

A. Use a dictionary to find the original language and meaning of each word.
1. gong ____________________________
2. algebra __________________________
3. pizza ____________________________
4. typhoon __________________________
5. bazaar ____________________________
6. denim ______________________________
7. bronco ____________________________
8. sombrero __________________________
9. caribou ____________________________
10. igloo ____________________________

B. Choose two of the words above and write a sentence for each one.
11. ____________________________
12. ____________________________
A. Match each vocabulary word to its antonym.

<table>
<thead>
<tr>
<th>honorable</th>
<th>unsteady</th>
<th>portable</th>
<th>immense</th>
</tr>
</thead>
<tbody>
<tr>
<td>privileged</td>
<td>ambitious</td>
<td>lounge</td>
<td>drowsy</td>
</tr>
</tbody>
</table>

1. exercise _________________ 5. lazy _________________
2. awake _________________ 6. disreputable _________________
3. needy _________________ 7. tiny _________________
4. stable _________________ 8. immoveable _________________

B. Use these vocabulary words in the following sentences.

philosopher Renaissance elaborate miniature fidget glumly

9. I could not help myself as I began to _________________ in my seat when the lecture went on too long.

10. I answered the teacher’s questions _________________ because I wanted to be outside.

11. The model train was so beautiful with all its _________________ figures and buildings.

12. During the _________________, artists such as da Vinci became famous for their painting.

13. Socrates was a famous _________________ in ancient Greece.

14. The frame around the picture was so _________________ the picture was hard to see.
A. Fill in each blank with a vocabulary word.

recommend  envisioned  immigrated  destination  anthropologists
nuisance  pondering  established  obstacles  manuscripts

1. The artist __________________________ a life-size statue made of bronze.
2. Many people have __________________________ to the United States.
3. Genevieve was __________________________ her next chess move.
4. __________________________ face many __________________________ in their work.
5. Sometimes it is a __________________________ to travel to such a far-off __________________________.
6. The magazine will __________________________ the best books to read.
7. The author submitted several typed __________________________.
8. It is important to bank with an __________________________ company.

B. Use six vocabulary words to write sentences of your own.

9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________