

GRADE 4

California Treasures

Practice Book



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2 3 4 5 6 7 8 9 10 066 12 11 10 09

Contents

Unit I • Growing Up

Making a Move

My Diary: From Here to There

Phonics: Short Vowels	9
Vocabulary	10
Comprehension: Make Inferences	11
Comprehension: Inferences Word Web	12
Fluency: Intonation and Expression	13
Text Feature: Time Line	14
Vocabulary Strategy: Word Origins	15
Spelling: Short Vowels	16
Grammar: Sentences	18
Writing: Single Moment in Time	20

Changing

The Adventures of Ali Baba Bernstein

Phonics: Long <i>a</i>	21
Vocabulary	22
Comprehension: Character, Setting, Plot	23
Comprehension: Setting, Event, and Character's Reaction Chart	24
Fluency: Accuracy	25
Text Feature: Maps	26
Vocabulary Strategy: Synonyms	27
Spelling: Long <i>a</i>	28
Grammar: Subjects and Predicates	30
Writing: Single Moment of Action	32

Kids at Work

Kid Reporters at Work

Phonics: Long <i>e</i>	33
Vocabulary	34
Comprehension: Compare and Contrast	35
Comprehension: Venn Diagram	36
Fluency: Intonation and Pacing	37
Study Skill: Use the Library	38
Comprehension: Writing Frame	39
Vocabulary Strategy: Thesaurus: Antonyms	40
Spelling: Long <i>e</i>	41
Grammar: Simple and Compound Sentences	43
Writing: Rubric	45

Future Jobs

The Astronaut and the Onion

Phonics: Long <i>i</i>	46
Vocabulary	47
Comprehension: Character	48
Comprehension: Character Web	49
Fluency: Pacing and Phrasing	50
Literary Elements: Metaphor and Personification	51
Vocabulary Strategy: Using a Dictionary	52
Spelling: Long <i>i</i>	53
Grammar: Complex Sentences	55
Writing: Describing a Single Moment	57

Relationships

Because of Winn-Dixie

Phonics: Long <i>o</i>	58
Vocabulary	59
Comprehension: Sequence	60
Comprehension: Sequence Chart	61
Fluency: Intonation and Pacing	62
Literary Elements: Onomatopoeia and Simile	63
Vocabulary Strategy: Connotation and Denotation	64
Spelling: Long <i>o</i>	65
Grammar: Run-On Sentences	67
Writing: Describing Setting	69

Contents

Unit 2 • Making a Difference

Civil Rights

My Brother Martin

Phonics: Prefixes	70
Vocabulary	71
Comprehension: Author's Purpose	72
Comprehension: Author's Purpose Map	73
Fluency: Expression and Intonation	74
Text Feature: Salutation and Body	75
Vocabulary Strategy: Prefixes	76
Spelling: Prefixes	77
Grammar: Common and Proper Nouns	79
Writing: Identifying Showing and Telling Sentences	81

Women in Sports

Mighty Jackie

Phonics: Digraphs	82
Vocabulary	83
Comprehension: Author's Purpose	84
Comprehension: Author's Purpose Map	85
Fluency: Intonation	86
Text Feature: Primary Sources	87
Vocabulary Strategy: Context Clues: Description	88
Spelling: Digraphs	89
Grammar: Singular and Plural Nouns	91
Writing: Identifying Showing and Telling Sentences	93

Special Olympics

Making a Splash

Phonics: Three-Letter Blends	94
Vocabulary	95
Comprehension: Main Idea and Details	96
Comprehension: Main Ideas and Details Chart	97
Fluency: Accuracy	98
Study Skill: Using Parts of a Book	99
Comprehension: Writing Frame	100
Vocabulary Strategy: Idioms	101
Spelling: Three-Letter Blends	102
Grammar: Irregular and Plural Nouns	104
Writing: Rubric	106

Saving Animals

Wild Horses

Phonics: <i>r</i> -Controlled Vowels <i>ar, or</i>	107
Vocabulary	108
Comprehension: Cause and Effect	109
Comprehension: Cause and Effect Chart	110
Fluency: Pacing	111
Literary Element: Hyperbole and Figure of Speech	112
Vocabulary Strategy: Context Clues: Paragraph Clues	113
Spelling: <i>r</i> -Controlled Vowels <i>ar, or</i>	114
Grammar: Possessive Nouns	116
Writing: Building a Strong Verb Vocabulary	118

Being Brave

Mystic Horse

Phonics: Suffixes	119
Vocabulary	120
Comprehension: Sequence	121
Comprehension: Sequence Chart	122
Fluency: Intonation and Pacing	123
Text Feature: Table	124
Vocabulary Strategy: Homophones	125
Spelling: Suffixes	126
Grammar: Plurals and Possessives	128
Writing: Building a Strong Verb Vocabulary	130

Contents

Unit 3 • The Power of Words

Healing Letters

When I Went to the Library

Phonics: <i>r</i> -Controlled Vowels <i>er, ir, ur</i>	131
Vocabulary	132
Comprehension: Make Inferences	133
Comprehension: Inferences Web	134
Fluency: Pacing and Intonation	135
Text Feature: Toolbars	136
Vocabulary Strategy: Base Words	137
Spelling: <i>r</i> -Controlled Vowels <i>er, ir, ur</i>	138
Grammar: Action Verbs	140
Writing: Recognizing Capitalization	142

The Art of Persuasion

Dear Mrs. LaRue

Phonics: Silent Letters	143
Vocabulary	144
Comprehension: Draw Conclusions	145
Comprehension: Conclusions Chart	146
Fluency: Expression	147
Text Feature: Line Graphs	148
Vocabulary Strategy: Prefixes	149
Spelling: Silent Letters	150
Grammar: Verb Tenses	152
Writing: Using End Punctuation	154

Keeping Promises

Ranita, the Frog Princess

Phonics: Soft <i>c</i> and <i>g</i>	155
Vocabulary	156
Comprehension: Make Judgments	157
Comprehension: Make Judgments Chart	158
Fluency: Expression	159
Text Feature: Map	160
Vocabulary Strategy: Antonyms	161
Spelling: Soft <i>c</i> and <i>g</i>	162
Grammar: Main and Helping Verbs	164
Writing: Rubric	166

Word Power

Words Add Up to Success

Phonics/Word Study: Plurals	167
Vocabulary	168
Comprehension: Fact and Opinion	169
Comprehension: Fact and Opinion	170
Fluency: Accuracy	171
Study Skill: Using a Computer	172
Comprehension: Writing Frame	173
Vocabulary Strategy: Latin Prefixes	174
Spelling: Plurals	175
Grammar: Linking Verbs	177
Writing: Adding Sensory Detail to Develop Setting	179

Memories

Me and Uncle Romie

Phonics: Compound Words	180
Vocabulary	181
Comprehension: Character, Setting, Plot	182
Setting Flow Chart	183
Fluency: Pacing	184
Text Feature: Directions	185
Vocabulary Strategy: Context Clues: Description	186
Spelling: Compound Words	187
Grammar: Irregular Verbs	189
Writing: Using Sensory Details Purposefully	191

Contents

Unit 4 • Working Together

Value of Friendship

The Cricket in Times Square

Phonics/Morphology:	
Inflectional Endings	192
Vocabulary	193
Comprehension: Theme	194
Comprehension: Theme Map	195
Fluency: Expression	196
Text Feature: Advertisement	197
Vocabulary Strategy: Context Clues:	
Paragraph Clues	198
Spelling: Inflectional Endings	199
Grammar: Pronouns and Antecedents	201
Writing: Replacing “Telling” Statements with Dialogue That “Shows”	203

Animal Teams

The Life and Times of the Ant

Phonics/Morphology: Inflectional Endings, Changing y to i	204
Vocabulary	205
Comprehension: Description	206
Comprehension: Description Web	207
Fluency: Pacing	208
Literary Element: Character and Moral	209
Vocabulary Strategy: Greek Roots	210
Spelling: Inflectional Endings, Changing y to i	211
Grammar: Types of Pronouns	213
Writing: Using Effective Dialogue	215

California Teams Up

Writing on the Wall

Phonics: /ü/, /u/, and /u/ Sounds	216
Vocabulary	217
Comprehension: Fact and Opinion	218
Comprehension: Fact and Opinion Chart	219
Fluency: Accuracy	220
Study Skill: Skim and Scan	221
Comprehension: Writing Frame	222
Vocabulary Strategy: Word Origins	223
Spelling: /ü/, /u/, and /u/ Sounds	224
Grammar: Pronoun-Verb Agreement	226
Writing: Rubric	228

Teams in Times of Need

The Earth Dragon Awakes:

The San Francisco Earthquake of 1906

Phonics: Diphthongs oi, oy, ou, ow	229
Vocabulary	230
Comprehension: Draw Conclusions	231
Comprehension: Conclusions Chart	232
Fluency: Expression	233
Text Feature: Technical Manual	234
Vocabulary Strategy: Multiple-Meaning Words	235
Spelling: Diphthongs oi, oy, ou, ow	236
Grammar: Possessive Pronouns	238
Writing: Adding Quotation Marks	240

Family Teams

My Brothers’ Flying Machine

Phonics: Variant Vowel /ô/ au, aw, alt, alk, all	241
Vocabulary	242
Comprehension: Author’s Perspective	243
Comprehension: Author’s Perspective Map	244
Fluency: Pacing	245
Literary Element: Repetition and Personification	246
Vocabulary Strategy: Suffixes: -er and -or	247
Spelling: Variant Vowel /ô/ au, aw, alt, alk, all	248
Grammar: Pronouns and Homophones	250
Writing: Adding Quotation Marks and Punctuation	252

Contents

Unit 5 • Habitats

Deserts

A Walk in the Desert

Phonics: Closed Syllables	253
Vocabulary	254
Comprehension: Main Idea and Details	255
Comprehension: Main Idea Chart	256
Fluency: Pacing	257
Text Feature: Flow Chart	258
Vocabulary Strategy: Context Clues: Surrounding Words	259
Spelling: Closed Syllables	260
Grammar: Adjectives	262
Writing: Logical Structure: Chronological Order	264

Desert Animals

Roadrunner's Dance

Phonics: Open Syllables	265
Vocabulary	266
Comprehension: Author's Purpose	267
Comprehension: Author's Purpose Map	268
Fluency: Intonation and Pacing	269
Literary Element: Foreshadowing and Symbolism	270
Vocabulary Strategy: Thesaurus: Synonyms	271
Spelling: Open Syllables	272
Grammar: Articles	274
Writing: Logical Structure: Chronological Order	276

National Parks

Animals Come Home to

Our National Parks

Phonics: Vowel Teams	277
Vocabulary	278
Comprehension: Main Idea and Details	279
Comprehension: Main Idea Chart	280
Fluency: Accuracy	281
Study Skill: Dictionary	282
Comprehension: Writing Frame	283
Vocabulary Strategy: Latin Roots: <i>locat, duc</i>	284
Spelling: Vowel Teams	285
Grammar: Adjectives That Compare	287
Writing: Rubric	289

Oceans

At Home in the Coral Reef

Phonics: <i>r</i> -Controlled Vowel Syllables	290
Vocabulary	291
Comprehension: Compare and Contrast	292
Comprehension: Venn Diagram	293
Fluency: Intonation and Expression	294
Literary Element: Protagonist and Hyperbole	295
Vocabulary Strategy: Context Clues: Description	296
Spelling: <i>r</i> -Controlled Vowel Syllables	297
Grammar: Comparing with <i>More</i> and <i>Most</i>	299
Writing: Logical Structure: Distinguishing Moments	301

Ocean Animals

Adelina's Whales

Phonics: Consonant + <i>le</i> Syllables	302
Vocabulary	303
Comprehension: Sequence	304
Comprehension: Sequence Chart	305
Fluency: Pacing and Expression	306
Literary Element: Meter and Rhyme Scheme	307
Vocabulary Strategy: Homographs	308
Spelling: Consonant + <i>le</i> Syllables	309
Grammar: Comparing <i>Good</i> and <i>Bad</i>	311
Writing: Logical Structure: Distinguishing Moments	313

Contents

Unit 6 • Problem Solving

Community Problem Solvers

Leah's Pony

Phonics: <i>-in, -on, -en</i>	314
Vocabulary	315
Comprehension: Problem and Solution	316
Comprehension: Problem and Solution Chart	317
Fluency: Accuracy	318
Text Feature: Primary Sources	319
Vocabulary Strategy: Unfamiliar Words	320
Spelling: <i>-in, -on, -en</i>	321
Grammar: Adverbs	323
Writing: Character Growth: Believable	325

Finding Out About the Past

The Gold Rush Game

Phonics: Homophones	326
Vocabulary	327
Comprehension: Cause and Effect	328
Comprehension: Cause and Effect Diagram	329
Fluency: Intonation	330
Text Feature: Time Line	331
Vocabulary Strategy: Suffixes	332
Spelling: Homophones	333
Grammar: Comparing with Adverbs	335
Writing: Character Growth: Believable	337

Improving Lives

Taking the Lead

Phonics: Prefixes	338
Vocabulary	339
Comprehension: Make Generalizations	340
Comprehension: Make Generalizations Chart	341
Fluency: Expression	342
Study Skill: Functional Documents	343
Comprehension: Writing Frame	344
Vocabulary Strategy: More Latin and Greek Roots	345
Spelling: Prefixes	346
Grammar: Negatives	348
Writing: Rubric	350

Step-by-Step

Snowflake Bentley

Phonics/Word Study: Suffixes	351
Vocabulary	352
Comprehension: Draw Conclusions	353
Comprehension: Conclusions Chart	354
Fluency: Accuracy	355
Text Feature: Imagery and Figurative Language	356
Vocabulary Strategy: Multiple-Meaning Words	357
Spelling: Suffixes	358
Grammar: Prepositions and Prepositional Phrases	360
Writing: Character Development: Change in Behavior	362

Invent It

How Ben Franklin Stole the Lightning

Phonics/Word Study: Suffixes and Prefixes	363
Vocabulary	364
Comprehension: Problem and Solution	365
Comprehension: Problem and Solution Chart	366
Fluency: Pacing and Accuracy	367
Literary Element: Figurative Language and Alliteration	368
Vocabulary Strategy: Dictionary: Idioms	369
Spelling: Suffixes and Prefixes	370
Grammar: Sentences Using Prepositions	372
Writing: Character Development: Change in Behavior of a Character	374

Name _____

Each vowel has a long and a short sound. The **short vowel sounds** are as follows:

a as in *flat* **e** as in *shelf* **i** as in *mill* **o** as in *blot* **u** as in *sum*

When a vowel comes between two consonants, it usually has a short sound.

A. Read the sentences below. Circle each word that has a short vowel sound between two consonants.

1. The police found the cash behind the shelf.
2. One thief ran to the dock.
3. One thief had a plot to steal the bell.
4. The thieves hid behind a big tree.
5. They lay flat on the grass.

B. Circle the words with short vowel sounds. Then use three of them in sentences.

plate left bleat cove load mill past neat leave crunch plum

6. _____

7. _____

8. _____

Name _____

opportunities
unionsboycotts
strikescitizen
border**A. Choose the correct word from the box to complete each sentence.**

1. Sometimes workers go on _____ to demand higher pay.
2. In America, a _____ can vote to choose leaders in the government.
3. Some workers join _____ with other people who do the same job.
4. Mexico shares a _____ with the United States.
5. People move from one country to another for different reasons, but all of them are looking for _____ to better their lives.
6. People will sometimes start _____ against companies and refuse to buy things from them.

B. Write sentences using three of the vocabulary words.

7. _____

8. _____

9. _____

Name _____

Authors may not tell you everything about the characters and events in a story. However, you need the information to understand the plot development. You can use clues to **make inferences**.

Sheila hopped and skipped to school. Today was the first day of school.

You know that Sheila is happy because she is hopping and skipping.

The yellow bus picked Xian up at the corner. He did not know anyone on the bus. He sat next to a girl in a red sweater. “Hi,” she smiled. Xian knew the word and said *hi* back. “My name’s Nancy.” Xian just looked at her.

“Do you have Mr. Bellino this year?” Xian said nothing. “You’re new, aren’t you?” Xian bit his lip and stared at Nancy.

When the bus stopped, Nancy led Xian up the walk. “I’ll show you around.” Xian had a friend, and he gave Nancy a big smile.

Use the passage to answer the questions.

1. Where is Xian going? _____

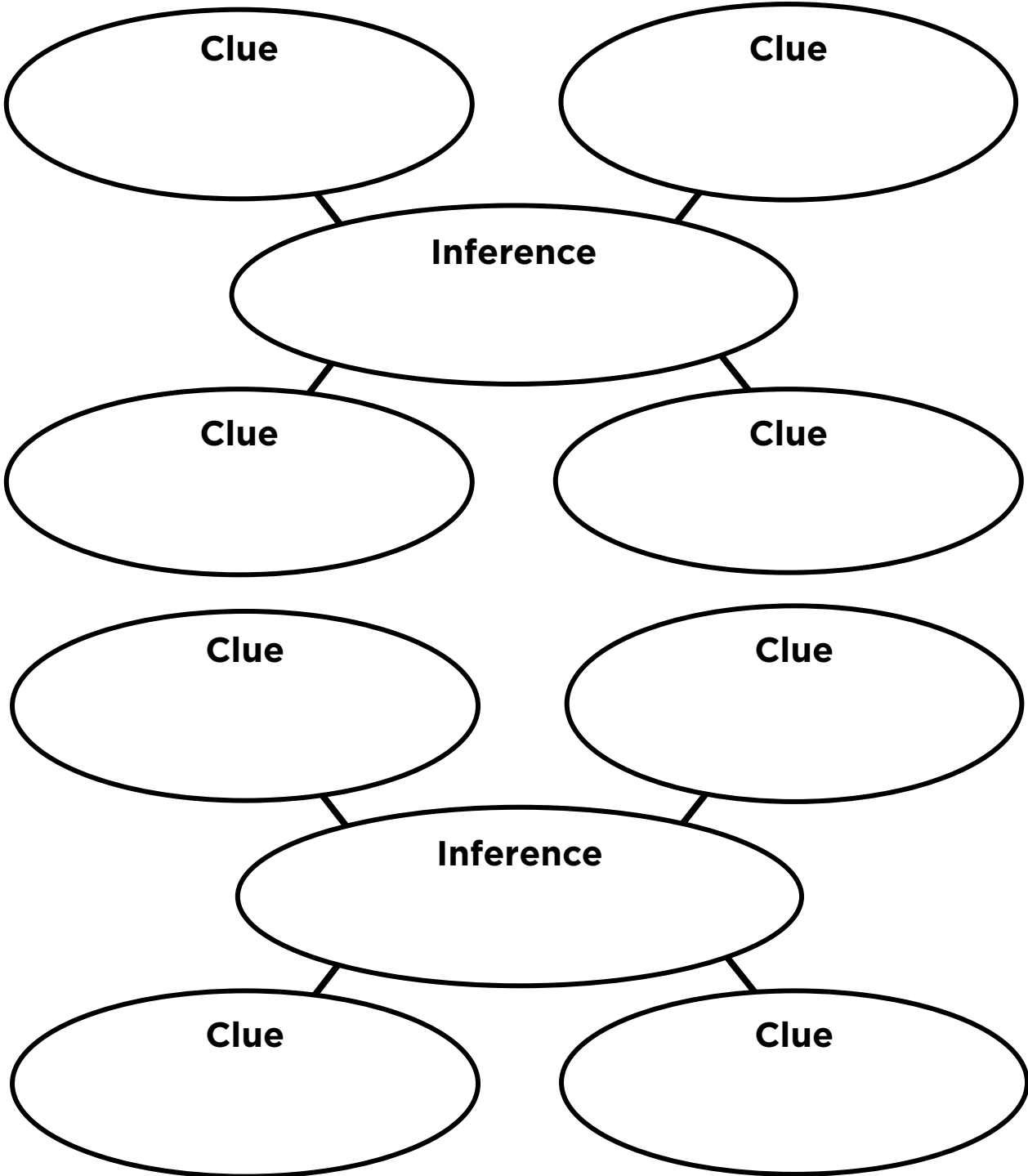
2. How do you know where Xian is going?

3. Why doesn’t Xian answer some of Nancy’s questions?

4. How does Xian feel at the end of the passage? How do you know?

Name _____

As you read *My Diary from Here to There*, fill in the Inferences Word Web.



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How does the information you wrote in the Inferences Word Web help you to make predictions about *My Diary from Here to There*?

Name _____

As I read, I will pay attention to my intonation and expression.

Paolo stood on the deck of the steamship *SS Laconia*,
 10 which was anchored in New York Harbor. He was trying
 20 to see the island, but it was covered with morning mist.
 31 It almost seemed dangerous, lurking in the water like a sea
 42 monster. Paolo was very nervous, and the worst part was he
 53 didn't know why.

56 Paolo coughed. His cough was getting worse. It was
 65 the air down in steerage, he thought. Deep down in the
 76 ship was a large, open area filled with bunk beds. It was
 88 called steerage. Paolo and his parents had spent the trip
 98 from Italy in this big room. It was crowded with
 108 immigrants who couldn't afford the expensive tickets.

115 Paolo went up on deck to get a breath of air whenever he
 128 could. The air blowing in from the ocean was a relief. 139

Comprehension Check

1. What is Paolo doing on a steamship? **Plot Development**
2. Why might Paolo be nervous? **Plot Development**

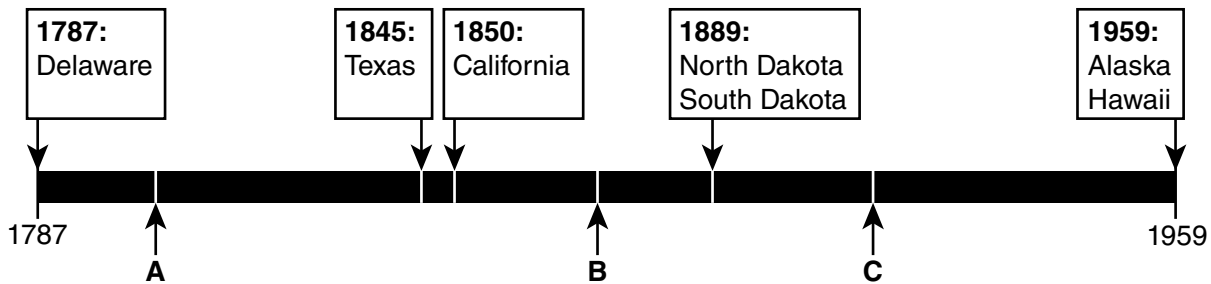
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **time line** is a visual way to show a sequence of events in a period of time. Events that happened during that time period are placed on the time line in the order in which they happened.

Statehood Time Line



Use the time line to answer the questions.

1. What is the subject of this time line?

2. When did Texas become a state? _____

3. Which states became states in 1889? _____

4. How many years does the time line cover? _____

5. Arizona and New Mexico became states in 1912. Where would you put that event on the time line: at point A, point B, or point C? _____

6. What is the earliest date on this time line? The latest date? _____

Name _____

A dictionary sometimes tells you where a word comes from. Knowing the **origin** of a word can help you understand it.

mesa *noun*. a hill or mountain with a flat top

word history: In Spanish the word *mesa* means “table.”

How does the history help you understand the word?

You can picture how flat a mesa is by thinking of a table top.

jumbo *adjective*. very, very large. *word history*: comes from *Jumbo*, the name of a large elephant famous over 100 years ago

petroleum *noun*. an oily liquid found beneath Earth’s surface. *word history*: comes from two Greek words meaning “rock” and “oil”

typhoon *noun*. a storm with violent winds. *word history*: comes from two Chinese words meaning “great wind”

zero *noun*. the number 0, which means no amount at all. *word history*: comes from an Arabic word that means “empty”

Use the dictionary entries above to answer the questions.

1. How does the word history of *jumbo* help you understand the word?

2. How does the word history of *typhoon* help you understand the word?

3. How does the word history of *petroleum* help you understand the word?

4. How does the word history of *zero* help you understand the word?



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the word in column one.

1. self	shelf	leaf	elephant
2. theft	crest	left	last
3. bat	float	plate	flat
4. stand	bond	ban	band
5. chum	sum	swam	same
6. dash	cash	floss	cost
7. tough	stung	bluff	stiff
8. clock	choke	dock	deck
9. bunch	crunch	crank	grinch
10. blot	plate	plot	pluck
11. trim	groom	lime	grim
12. glint	gain	hint	line
13. rod	add	odd	told
14. health	wealth	wheeze	weather
15. filled	told	build	bold
16. tot	blip	bloat	blot
17. pill	mile	mall	mill
18. last	post	past	chapped
19. dumb	plume	plum	elm
20. tell	toll	stall	bell

Name _____

A. There are six spelling mistakes in the paragraphs below. Circle the misspelled words. Write the words correctly on the lines below.

The classroom was quiet. The textbooks sat closed and flatt on the desks. The class gerbil was missing, and no one had signed out to take him home. The class liked Biscuit. Each student had helped to bild his cage. They could hear Biscuit krunch gerbil food and run in a wheel. They could also hear him ring a tiny bel with his nose. Did someone steal Biscuit? It was certainly od that he was missing.

Chad sank in his seat. He was the one who had taken Biscuit home. And then he was running late this morning, and he left Biscuit at home. Chad raised his hand very slowly. Nobody needed a hent. Now, everyone knew who had taken Biscuit.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Write a postcard to a friend describing another classroom mystery. Use at least four spelling words in your description.

Name _____

- A **statement** is a sentence that tells something. It ends with a period. .
- A **question** is a sentence that asks something. It ends with a question mark. ?
- A **command** tells or asks someone to do something. It ends with a period. .
- An **exclamation** shows strong feeling. It ends with an exclamation mark. !

Write each sentence with the correct punctuation.

1. Are you sure you brought your lunch

2. Maybe Jack took it

3. Class, stay in your seats

4. Don't you dare say I stole it

5. Have you seen a stray cat in the building

6. Cats like eating fish

7. I can't believe the cat took the sandwich

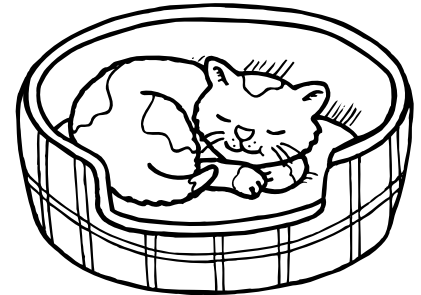
8. Do you think we should feed the cat each day

Name _____

- A **sentence** is a group of words that express a complete thought.
- A **sentence fragment** is a group of words that does not express a complete thought.
- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.
- All sentences begin with a capital letter and end with a period, a question mark, or an exclamation mark.

Read the passage. Think about what type of sentence each one is. Then rewrite the passage using the correct punctuation.

when our cat had her kitten, we did not know what we would do a grown-up cat can be left by itself a baby kitten needs someone to watch her who could we get to care for her all day long I go to school all day mom and Dad go to work all day could Grandpa take the kitten grandpa said he could now the kitten lives with Grandpa We visit them every weekend It's wonderful



Name _____

The long **a** sound can be spelled the following ways:

ay today, stray

ai rail, drain

a_e slate, graze

ei neigh, sleigh

ea break, great

Read the following sentences. Write the words in the sentences that have a long *a* sound on the lines below.

1. The baby wood rats played outside today.

2. Does it take long to make a crate for a rattlesnake?

3. Rain in the desert can cause a great flood.

4. Desert sunsets paint the sky bright colors.

5. Did you see the snake that just slithered across the trail?

6. Don't break away from the trail when walking in the desert.

7. We heard the stray horses neigh as they grazed on desert bushes.

8. We hiked in the desert until my legs ached and I felt faint.

Name _____

curious
temporarypolicy
severalranged
frequently

Write a complete sentence to answer each question below.
In your answer, use the vocabulary word in bold type.

1. What is something you can do today, but couldn't do **several** years ago?

2. What do you think is a good **policy** for people to follow?

3. What is something that **frequently** happens at surprise parties?

4. What is something that would make you **curious**?

5. If you had a pet toad, what would make a good **temporary** home for it?

6. What happened on a day when your emotions **ranged** from bored to excited?

Now use one of the words above in a sentence of your own.

7. _____

Name _____

Every story has story elements. The **characters** are the people or animals in a story. The **setting** is where and when a story takes place. The **plot** is the series of events that make up the beginning, middle, and end of a story.

Read the passage below. Underline the answers in the passage and then write the answers.

Nadia was in her bedroom. Although it was her birthday, she wasn't happy. Her best friend, Molly, had moved away, and this would be her first birthday without her. She didn't feel like celebrating her birthday this year.

Her dad came in and told her not to come into the backyard until 3 o'clock. Nadia knew that her family was busy setting up for the party.

At 3 o'clock, Nadia walked into the backyard. She saw balloons, a birthday cake, and some friends. Then she noticed a huge carton. Her dad told her to open it right away. She opened the box and out jumped Molly!

Who are the main characters in the story?

1. _____ 2. _____

Where does the beginning of the story take place?

3. _____

What is the main character's problem?

4. _____

What is the turning point in the story?

5. _____

Name _____

As you read *The Adventures of Ali Baba Bernstein*, fill in the Setting, Event, and Character's Reaction Chart.

Setting	
Event	Character's Reaction

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How does the information you wrote in this chart help you understand *The Adventures of Ali Baba Bernstein*?



Name _____

As I read, I will focus on reading accurately.

9 Todd’s mother had a problem. “I’ve lost my favorite
 20 white scarf,” she said. Todd wanted to help her find it.
 29 He searched under tables and behind chairs. He looked
 40 in closets and under the beds. He didn’t see the scarf
 41 anywhere.
 49 Todd wasn’t worried, however. He was an experienced
 60 detective. He had solved many cases in the past. Once he
 71 found his father’s lost baseball cap behind an old paint can
 81 in the garage. Another time he found his mother’s keys
 92 among the leaves of a houseplant. In fact Todd had solved
 103 every case he had ever worked on. He thought he could
 107 complete this assignment, too.
 116 Todd took out his handy detective notepad and pen.
 125 He asked his mother several questions, as any good
 detective would. 127

Comprehension Check

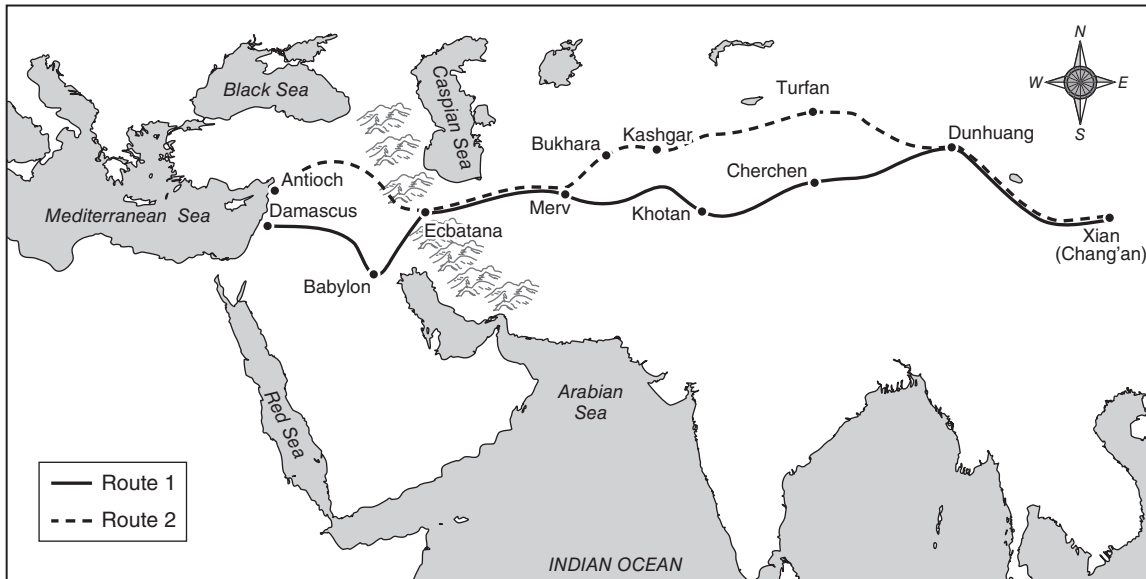
1. What problem is Todd trying to solve? **Problem and Solution**
2. How does Todd plan to find the scarf? **Problem and Solution**

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



Name _____

Writers include **maps** to show readers geographic locations and physical features, such as mountains and seas.



Use the map of the Silk Routes to answer the questions below.

1. If a traveler began in Xian, what towns would he pass through on Silk Route 1 before reaching Merv? _____
2. Name three bodies of water shown on this map. _____

3. In what general direction would a traveler need to go to travel from Kashgar to Turfan? _____
4. What city on the Silk Routes is nearest to the Caspian Sea?

Name _____

A **synonym** is a word that means the same, or almost the same, as another word. For example, a synonym for *jump* is *leap*.

A. Replace each of the words in parentheses with one of the following synonyms.

spanned
respondedencounter
suppliedcommenced
amazed

1. The invitation said that Ali Baba wanted to (meet) _____ other David Bernsteins.
2. Ali Baba was (surprised) _____ when one David arrived wearing a jogging suit.
3. The guests (ranged) _____ in age from nine to seventy-six years old.
4. Ali Baba's father (provided) _____ stamps for the invitations.
5. Four David Bernsteins (replied) _____ that they couldn't come to the party.
6. The party (started) _____ at 7:00 P.M.

B. Write a sentence using synonyms for both words in dark type.

7. **several** and **policy** _____

8. **curious** and **frequently** _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Rhymes

Circle the word in each row that rhymes with the word in column one.

1. take	tack	act	ache
2. play	plan	stray	any
3. tail	many	swan	pale
4. sale	rail	seal	slant
5. shame	near	name	claim
6. away	yawn	today	toy
7. paint	pain	pant	faint
8. hooray	clay	wait	swap
9. straight	strain	slate	stair
10. cane	drain	candle	shine
11. great	steak	crate	gear
12. days	graze	said	daisy
13. name	nine	near	flame
14. blame	claim	beam	lamb
15. rain	cane	case	rant
16. pail	play	saint	bail
17. lake	late	steak	leak
18. stake	break	seek	taste
19. gain	mane	grin	mean
20. case	pale	camp	face



Name _____

A. There are six spelling mistakes in the letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Kaysha,

We saw plants of the desert at the zoo. They live in sandy soil, not in clai soil. We learned that some people of the desert live in mud huts. They don't use slayte for the roofs of their houses.

We saw zebras and lions. Both live in different desert areas of the world. Yet they are a nieghbor to each other in the zoo. The zebras look like horses. They have a main like a lion. They graiz on plants that look like sugar can.

Write soon!

Your friend,

Sally

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

B. Writing Activity

Write a travel advertisement describing the desert. Use at least four spelling words in your description.

Name _____

- The **predicate** tells what the subject does or did.
- The **complete predicate** includes all the words in the predicate.
- The **simple predicate** is the verb—the action word or words in the complete predicate.
- A **compound predicate** has two or more verbs.

Turn these fragments into complete sentences by adding a predicate. Write each complete sentence on the line.

1. Plants in the deserts

2. Most spiders

3. Dangerous scorpions

4. A quick coyote

5. Hungry lizards

6. The spines of a cactus

7. On their field trip, the students

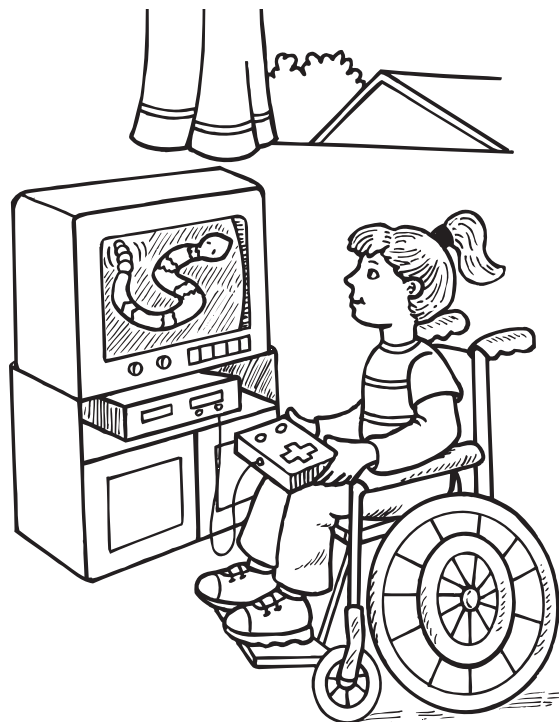
8. Animals that come out at night

Name _____

- A complete sentence contains both a **subject** and a **predicate**.
- You can sometimes correct a sentence fragment by adding a subject or a predicate.

Rewrite the advertisement. Correct the sentence fragments, punctuation, and capitalization.

A brand new video "Desert Adventure" must find water in the desert. Scorpions and coyotes will be after you. is there water behind the mesquite trees. Watch out for A rattlesnake can you escape them all? Enjoy the excitement of This game



Name _____

1. Make a list of 5 things that happened in your day today.
 - a.
 - b.
 - c.
 - d.
 - e.

2. Now, pick **ONLY ONE** of those moments. Write 5 sentences about that moment **ONLY**.

Example: Ate cereal

I poured the corn flakes into my favorite yellow cereal bowl and added milk. My mom handed me a plate of sliced strawberries. I arranged them like red mountains atop the crispy flakes. It looked almost too good to eat, but I dug in anyway. My head was filled with the sound of crunching flakes.

Extra Practice: Do the same exercise using a different moment from your list.

Name _____

The letters **ea**, **ee**, and **ie** often stand for the long e sound, as in **mean**, **meet**, and **thief**.

A. Use the following words to complete the riddles.

leave beef please bee piece peeling cheese

1. What do you call a cow on the ground?

ground _____

2. What do you call a fly with one wing and two noses?

I don't know, but when you find out, _____ let me know.

3. Why did the boy eat his homework?

His teacher told him it was a _____ of cake.

4. Where do you _____ your dog while you shop?

at a barking lot

5. Why did the banana go to the doctor?

He wasn't _____ well.



6. What kind of mouse does not eat _____?

a computer mouse

B. Circle any other words you find in the riddles with the letters ee, ea, and ie.

Name _____

identified

enterprising

persistence

venture

Fill in the vocabulary word for each sentence. Write the numbered letter in the mystery word below.

1. Gary worked in the garden, sold newspapers, and created an Internet page. He is a very _____
1

2. Gina's idea to sell vegetables in farm country is a risky

2

3. After six years of farming, Kinesha keeps trying to reach her goal. She has a lot of determination and _____
5 6 3

4. Tessa _____
4 the stray dog. It lived with the family three houses away from her.

5. Find the missing letter for the Mystery Word in the word DEDICATED.

6. MYSTERY WORD:

1 2 3 4 5 6

Name _____

When you **compare** two or more things, you are looking for how they are similar. When you **contrast** two or more things, you are looking for how they are different.

Words that Signal a Comparison

alike	each	similar
also	in addition to	too
both	same	

Words that Signal a Contrast

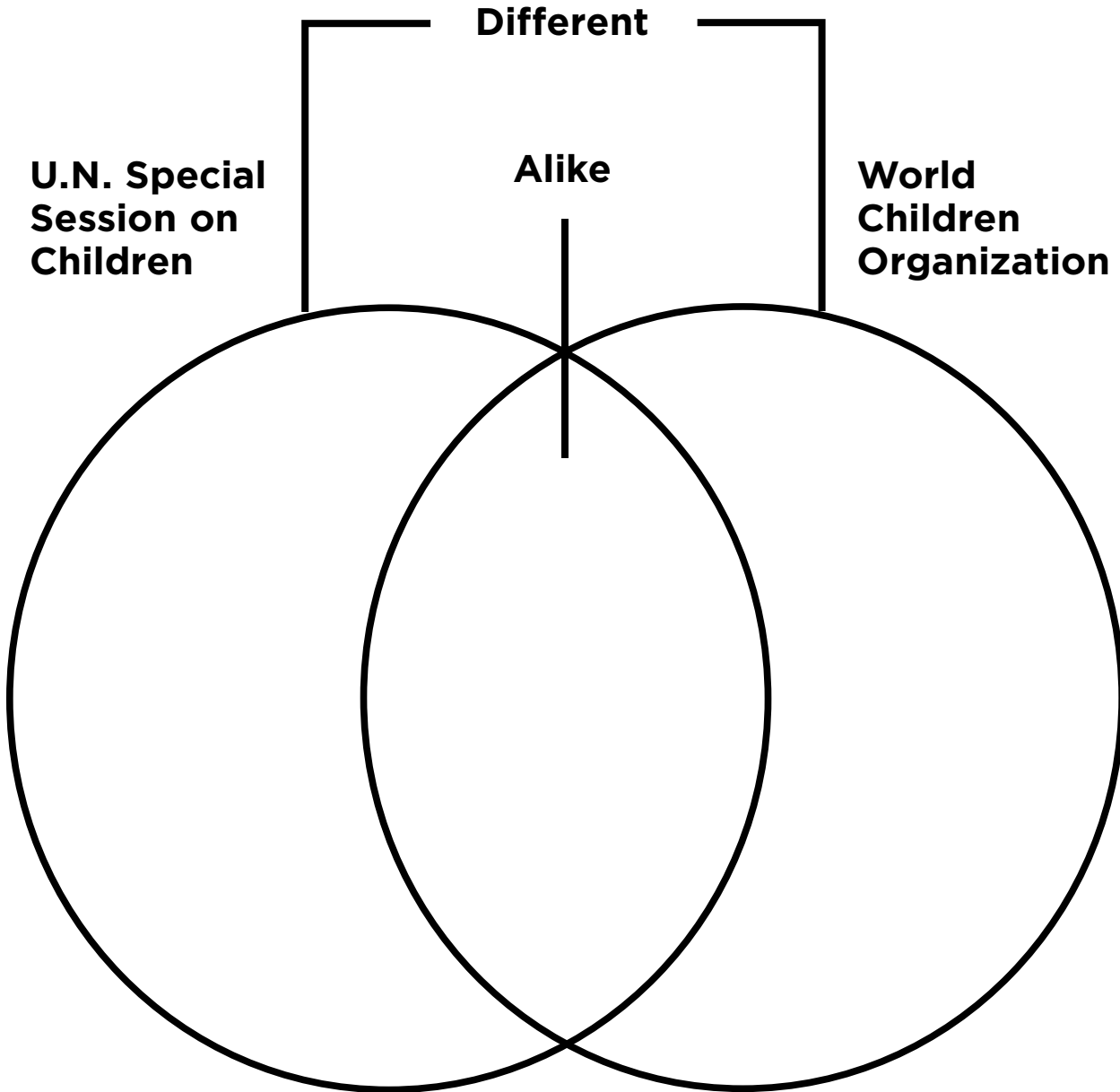
different	in contrast	separately
but	while	opposite
on the other hand	instead	
however	separate	

Write whether you think each sentence below is part of a *comparison* or a *contrast*. Circle the word or words that you base your answer on.

- Jennifer and Jeffrey were twins, but they had very different ideas about how to run a business. _____
- Monique's second business was also quite successful. _____
- Both of the students have their own business. _____
- The first job David had was boring; on the other hand, his second job was interesting. _____
- Walking dogs was fun, while mowing lawns was hard. _____
- Keisha liked spending; however, Julie wanted to save. _____
- Sandy and Pedro mowed lawns and were alike in the way they treated their customers. _____
- Pedro worked on weekends instead. _____

Name _____

As you read *Kid Reporters at Work*, fill in the Venn diagram.



How does the information you wrote in the Venn diagram help you to summarize *Kid Reporters at Work*?

Name _____

As I read, I will pay attention to my intonation and pacing.

8 Everyone needs money, even kids. Some kids get
 17 allowances. And some **enterprising** kids work to earn extra
 26 money. They have paper routes or run lemonade stands.
 36 They shovel snow or mow grass. They baby-sit or pet-sit.
 42 You may do these things yourself.
 52 But some kids have jobs that are special. They are
 64 dream jobs. These jobs are hard to get. They are so good
 71 that you might do them for free!
 81 If you love baseball, your dream job might be working
 94 as a bat boy or girl. If you love performing, your dream job
 100 might be working as an actor.
 112 Why are dream jobs so hard to get? To begin with, there
 122 aren't many of these jobs. And there are many children
 132 who want them. Laws also limit when, where, and how
 141 many hours children can work. That's good. In the 1800s,
 151 kids often worked instead of going to school. Those kids
 had hard lives. Laws make sure that can't happen now. 161

Comprehension Check

1. How are dream jobs different from ordinary jobs? In which ways are they alike? **Compare and Contrast**
2. Name the main idea and supporting details in the last paragraph. **Main Idea and Details**

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



Name _____

You can search for a book in a library's **electronic card catalog** by **subject, author, or title**. The books you find will show up in a screen that looks something like this.

Electronic Card Catalog **SEARCH**

Call Number 539.7 C

Author Thompson

Title Teen Entrepreneurs

Publisher Young Publishing, New York, © 2002

Description 84 p.: ill.: 28 cm.

Subject Business ideas for teenagers—United States—Juvenile

Bibliography Includes bibliographical references

Summary Provides detailed ideas for creating and running a business. Ideas for different businesses are included.

ISBN 0362959248

A. Circle the correct information from the card-catalog card above.

- The title of the book is:
Young Publishing Teen Entrepreneurs
- The author of the book is:
Thompson Young
- The library location for this book is:
539.7 C 0362959248
- In what year was the book published?
539.7 C 2002

B. Read the summary on the card to answer the question.

- Would this book help you find ideas for classroom projects? Why?
-

Name _____

Compare/Contrast Writing Frame

Summarize *Kid Reporters at Work*.

Use the Compare/Contrast Writing Frame below.

Both Terrence Cheromcka and Martin Jacobs are the **same** in some ways. They are the same because they both _____

However, in other ways Terrence Cheromcka and Martin Jacobs are **different**. They are different because _____

So, Terrence Cheromcka and Martin Jacobs have both **similarities and differences**.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

Words that have opposite meanings are called **antonyms**.
A word can have more than one antonym.

Word	Antonyms
<i>glad</i>	<i>sad, unhappy</i>
<i>angry</i>	<i>calm, pleased</i>

A. Draw lines to match each word in Column 1 with an antonym from Column 2.

Column 1

1. selfish
2. hungry
3. noisy
4. speedy
5. excited

Column 2

- a. full
- b. calm
- c. slow
- d. unselfish
- e. quiet

B. In the blank, write an antonym for each underlined word.

6. My dad was happy _____ when he saw my report card.

7. The fabric of the cushion felt very smooth _____.

8. The light in the room was dim _____.

9. Thalia made a fruit salad with cherries that were so sweet

_____.

10. I looked out the window and saw sunny _____ weather.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?

If not, go back to step 1.

Hide and Go Seek**Where are the spelling words hiding? Circle each word.**

T	E	A	S	E	Z	D	P	R	B
H	B	D	E	E	D	L	L	C	E
I	R	B	Z	N	E	T	E	A	A
E	E	R	T	P	A	E	A	L	M
F	E	E	T	S	L	C	S	E	O
L	F	A	H	Q	B	H	E	A	L
S	T	T	R	U	G	I	W	G	E
F	W	H	E	E	Z	E	E	U	A
W	E	E	E	A	I	F	E	E	K
S	L	E	E	K	Z	T	K	V	I
H	A	O	S	P	E	E	C	H	B



Name _____

A. There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

My father and I were beginning our boat trip through the Everglades. “You’ve got to wear your life jackets,” our guide said. “And please be careful to not tip the boat.” I laughed and said, “I hope this boat doesn’t leik.” My dad began to teeze me about us sinking. Our guide made sure we did not run into a reif. As we rowed along, we heard the squeke of birds in the trees we passed. I could breathe in the smell of the water. What a great day!

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

B. Writing Activity

Imagine that you are creating a new national park. Use at least four spelling words to describe your park.



Name _____

- A **simple sentence** has one independent clause.
The sky was clear and sunny.
- A **compound sentence** has two or more independent clauses.
The faucet kept running, and the sink overflowed.
- You can combine two independent clauses by joining them with a coordinating conjunction such as *or*, *but*, or *and*.

Decide whether each sentence is simple or compound. Write *simple* or *compound* on the line.

1. Some logs are 100 feet long.

2. Rainwater boils, and it turns to steam.

3. Old Faithful is a geyser, and so is Giantess.

4. Boiling water shoots up in geysers.

5. The elks made a long journey.

6. Elks live in the park, and bears do too.

7. Forest fires burn in the park, and they affect millions of acres.

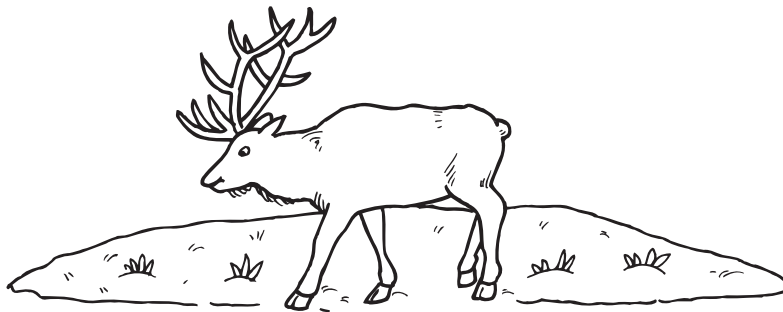
8. My dad likes camping, but my sister does not.

Name _____

- You can combine two sentences by using *and*, *but*, or *or*.
- You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

Read the passage. Think about how two sentences are joined. Then rewrite the passage using the correct punctuation.

I enjoyed reading about Yellowstone National Park and I learned a lot from the book. at Yellowstone, you can see wolves or you might notice elks. I have been camping many times but I never saw those animals. the book describes geysers and forests. my family has never been to Yellowstone but this book made me want to go. maybe my family will visit Yellowstone someday!



Name _____

Writing Rubric			
4 Excellent	3 Good	2 Fair	1 Unsatisfactory
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation

Name _____

Remember the following common spellings for the **long *i* sound: *ie, i-e, igh, i,* and *y.***

A. Complete the following sentences with one of these long *i* words.

kind drive kite wipe pride sky prime
sly sigh fright pies spy twice find

1. The rocket rose up into the _____.
2. What _____ of person becomes an astronaut?
3. Fernando went outside on a windy day to fly his _____.
4. The spaceship orbited the moon not once, but _____.
5. The astronauts wanted to _____ life on Mars.
6. It's much easier to _____ a car than to pilot a spaceship.

B. Circle the word in each pair that has the long *i* sound.

7. fit fight
8. dine done
9. fleas flies
10. rip ripe
11. trim try
12. high hog

Name _____

endless
sensibledisplay
paralyzedprotested
realistic**A. Replace the underlined word(s) with one of the words from the vocabulary list.**

1. I complained about traveling alone. _____
2. A trip in space may seem without a finish. _____
3. The film about space travel was the way things are. _____
4. His plan for launching a rocket was not well thought-out.

5. The astronaut seemed unable to move when he climbed outside the spaceship. _____

B. Use three of the vocabulary words in sentences of your own.

6. _____

7. _____

8. _____

Name _____

Understanding the **characters** and the **setting** can help you understand the **plot development**—what happens in a story.

Read the passage. Then answer the questions that follow.

When she was little, Andrea lived near the Kennedy Space Center. Her mother always took her there to watch the rockets launch. As Andrea grew up, she realized that she wanted to do more than just watch rocket launches. More than anything, she wanted to be an astronaut, but she wasn't sure that she could be one.

Her mother told her, "If you want something, the important thing is that you try your best." Andrea ate well and exercised. She studied hard in all her subjects. After college she learned to fly jet planes.

Andrea's dream came true. She became an astronaut and took many trips into space.

1. Who are the characters in this story?

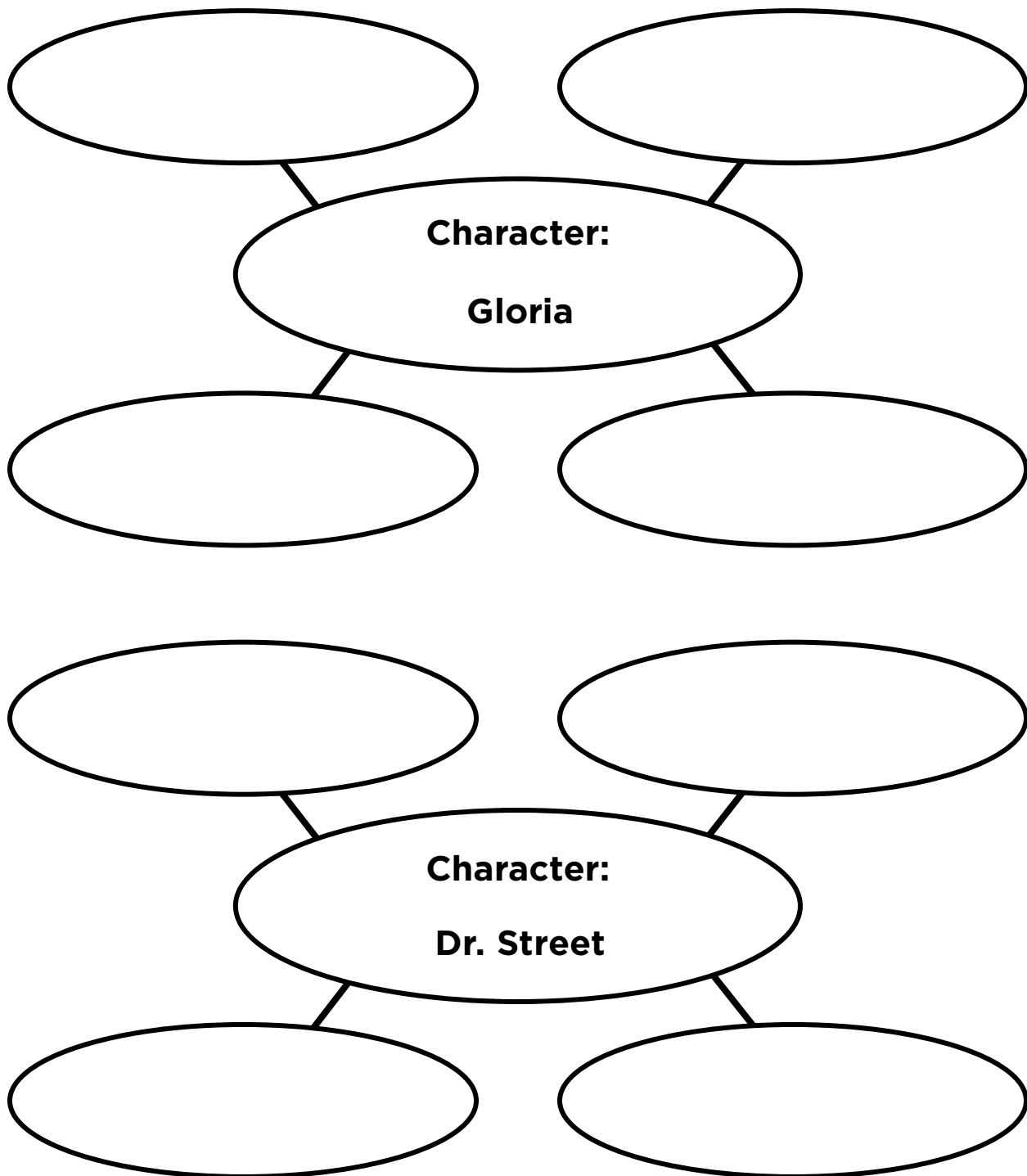
2. What is the setting when Andrea is a little girl?

3. How did Andrea's mother help her achieve her goal?

4. In most plots, a character changes. How did Andrea change in the story?

Name _____

As you read *The Astronaut and the Onion*, fill in the Character Web.



© Macmillan/McGraw-Hill

How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?

Name _____

As I read, I will pay attention to pauses, stops, intonation, and characters' words.

Rahul was staring anxiously out the spaceship window.
 8 “Mom, how long ’til we get there again?” he asked.
 18 His sister Shona laughed. “Rahul, didn’t you just ask her
 28 ten minutes ago? And she said two hours?”
 36 From her seat at the control panels, Astronaut Amla
 45 Gupta smiled. “Now kids,” she said, “there’s no point in
 55 arguing about it. We’ll get there when we get there. Why
 66 don’t you play with the other kids? I thought I saw Carlos
 78 and Keisha and Fatima playing space tag on the landing.”
 88 The Guptas were on their way to Space Station 88
 97 for the summer with ten other families. The station had
 107 been abandoned for 50 years.
 111 Now the space station was needed for research. So the
 121 families would spend the summer fixing it up. In the fall,
 132 a caretaker would live there. 137

Comprehension Check

1. Why are Rahul and Shona arguing? **Plot Development**
2. What are the families going to do at Space Station 88? **Plot Development**

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

Name _____

A **metaphor** compares two different objects or ideas and states that one is the other. For example, *The farmer is a magician who makes vegetables pop out of the soil.*

Personification is a literary device in which animals or things are given human characteristics.

Read the following poem. Then answer the questions that follow.

The Road Worker

The worker wrestles with his jackhammer
As it stomps its mighty foot
Breaking and bruising the road.
Then the worker covers the road
With a soothing, warm, black blanket.
“Ah!” sighs the road.

1. What is an example of personification in this poem?

2. What is another example of personification in the poem?

3. To what does the poet compare road tar?

4. On the lines below, write a metaphor about one of the following:

firefighter

doctor

trash collector

teacher

artist



Name _____

Using the Word Study Steps

- | | |
|-----------------------------------|---|
| 1. LOOK at the word. | 4. WRITE the word. |
| 2. SAY the word aloud. | 5. CHECK the word. |
| 3. STUDY the letters in the word. | Did you spell the word right?
If not, go back to step 1. |

Silly Questions**Use the words in the box to complete the riddles.**

drive	pride	slight	fright	spy
file	pry	climb	inside	minding
kite	shy	sly	pies	twice
wipe	prime	sigh	die	height

- If I go _____ out, can I go outside in?
- If the sun were _____, would it try to hide?
- When I grow wings, can I fly as high as a _____?
- If the ladder reaches high enough, can I _____ to the sky?
- If I don't look all right, will I look like a _____?
- I am never early, but can I take _____ in always being late?
- If my onion begins to cry, will I give a _____?
- If Juan has mud, can he make _____?
- If I'm _____ my business, will someone take care of me?
- If my book could _____, what stories would it tell about me?
- If I walk one hundred miles, should I _____ one half a mile?
- If a sad song makes a tulip cry, will the tulip _____?
- If I try to hammer the bottle open, can I _____ the bottle closed?
- If a mouse has great _____, is it a giant short?
- If one is _____, is two once?



Name _____

A. There are six spelling mistakes in this fantasy story of traveling to the sun. Circle the misspelled words. Write the words correctly on the lines below.

Long, long ago, a girl named Annabelle wanted to go to the sun. She could not clime there because there were no ladders high enough. She rode her horse for three days until she reached a mountain of great hite. There she asked Bird-of-All-Birds if he had ever flown to the sun. "Yes," he said. "I take great pryde in my trip." Annabelle heard him sye. "It is a difficult trip," he said. "Will you take me there?" asked Annabelle. Bird-of-All-Birds flapped his wings twicee and off they flew. They came to a golden land. Annabelle was so excited she had to wiep the tears from her eyes. "Bird-of-All-Birds," she asked, "are there other places we can visit in the sky?" The great bird took her to the moon, and then to other wonderful lands. They spent their lives exploring.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Write an advertisement for riding a spaceship to visit one of our planets. Use at least four spelling words.

Name _____

- A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**.

To form a complex sentence, combine these ideas using the given conjunction. Be sure that the new sentence makes sense.

1. The astronaut eats his meal. He floats around in the rocket. (as)

2. Light leaves a star. It takes thousands of years to reach Earth. (after)

3. Eat some freeze-dried snacks. You work at the computer. (while)

4. He goes to the library. He reads books about space. (where)

5. Mom doesn't want me to come along. It is dangerous. (since)

6. Fasten your seatbelts. The ship takes off. (before)

7. He brought a chunk of moon rock. He came home for the holidays. (when)

8. They watched. The rocket blasted off into space. (as)



Name _____

- Remember that some conjunctions tell *where, when, why, how, or under what condition.*

Rewrite the letter below. Fix any spelling, punctuation, and grammar mistakes.

678 Saturn Road
Baltimore MD 21204
July 11 2007

Mr. and Mrs. Rhodes
39 Sunshine drive
Baltimore MD 21286

dear Mr. and Mrs. Rhodes

I would like to be an astronaut. Because it would be exciting. You were the first people to travel to Mars. I bet you know a lot about space travel. I would like to learn more about outer space? I want to travel to mars someday. I also plan to visit Jupiter and Venus. Do you know which schools I could go to!

sincerely
Diana Smith



Name _____

1. Choose a single object in the room.
2. Write 3 sentences about that one object alone.

Example: The old map hangs crookedly on the bulletin board behind Ms. Andrews’ desk. It’s faded and worn and the top right corner is folded over like a floppy dog’s ear. Its edges are stained brown and yellow, and it smells like old library books.

Extra Practice: Choose another single object in the room and do this exercise again.

Name _____

The long o sound can be spelled several different ways.
 stole (o_e) foam (oa) flow (ow) mold (o)

Fill in the blanks using each long o word in the box once.

boat	close	floating	shallow	know
most	don't	home	soaked	go
rowed	owned	Cole	foal	hoped

- We were _____ in our _____.
- Along the bank we saw the _____ beautiful white horse.
- I asked _____ if he knew who _____ her.
- He answered, "I _____."
- Just then I caught sight of something small and brown and whispered,
"She has a _____!"
- "How _____ do you think we can get?" I asked.
- I _____ to feed them the leftover apples from our lunch.
- We _____ until the bottom scuffed against something
below us and I stepped out to wade through the
_____ water to shore.
- To my surprise I promptly sank instead. I got _____!
Cole thought it was hysterical!
- "Let's _____," I grumbled.

Name _____

aware selecting positive consisted peculiar advanced

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

1. As the sound grew louder, Connie became _____ that a train was coming.
2. Ted had trouble _____ a different book because he liked to read only mysteries.
3. "You have a _____ taste in music," Tobie told Andre. "I never thought I would meet a nine-year-old who liked Bach."
4. Andre's choices at the library always _____ of history books about the period too.
5. "I am absolutely _____ that you will love this book about horses," Laura assured Marie.
6. Both girls then argued over which of the two was the more _____ reader.

B. Write a sentence using the word listed.

7. peculiar _____

8. selecting _____

C. Write a definition of the listed word, using your own words.

9. advanced _____

Name _____

The order in which events happen in a story is the **sequence**, or chronological order. To list events in chronological order, look for key words like first, then, and last.

Read the passage below. Then answer the questions that follow.

It was our town's worst storm. The next morning we saw our library had been struck by lightning and then caught fire. After seeing my favorite building in ruins, I decided something needed to be done.

First, I wrote a letter to our town's mayor. I emphasized the importance of having a library and why we needed to rebuild. Then, I decided to raise money. I asked some friends to help. Together, we baked cupcakes, washed cars, and collected money. I even got people to sign a petition—a piece of paper asking for something—saying that we needed to build a new library.

Finally, I took all the money we had raised along with the petition to the mayor's office. It turned out that the mayor had already been busy trying to design a new library. He was really impressed with all the work I had done and asked me to continue raising money for the new library!

1. What was the first thing that happened to the public library? How do you know? _____

2. What was the first thing the narrator did? What was the second thing?

3. What was the last thing the narrator did for the library? _____



Name _____

As you read *Because of Winn-Dixie*, fill in the Sequence Chart.

The form consists of five empty rectangular boxes arranged vertically. Each box is connected to the one below it by a downward-pointing arrow, indicating a sequential order. The boxes are intended for students to write key events from the book *Because of Winn-Dixie*.

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How does the information you wrote in the Sequence Chart help you to evaluate *Because of Winn-Dixie*?

Name _____

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

10 Nate Jasper fumbled for his library card and handed it
 20 to Ms. Kim, the librarian. He was checking out books
 30 about life in the American colonies for a social studies
 40 report. He hadn't realized it was his turn because he
 51 was distracted by a sign taped to the wall beside the
 51 circulation desk.

53 The sign read: "First Annual Highland Drawing
 60 Contest. Prizes to be awarded for drawings that best show
 70 the exciting and unique beauty of Highland, Vermont."

78 "I see that our drawing contest has caught your eye,"
 88 said Ms. Kim. "Are you an artist?"

95 "Yeah, I guess I am," said Nate. "But I've never entered
 106 a contest."

108 "Well, why not consider making this your first?" asked
 117 Ms. Kim. "We have a Young Artists division, and we need
 128 people like you to help make the contest a success. The
 139 winning drawings will be displayed here in the Highland
 148 Public Library. Here, take a flyer and think about it." 158

Comprehension Check

1. What does Ms. Kim say to Nate? **Plot Development**
2. Why is Nate a good candidate to enter the contest? **Relevant Facts and Details**

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

Name _____

Onomatopoeia is the use of a word to imitate a sound.
A **simile** compares two different things using *like* or *as*.

Read the poem below. Then answer the questions that follow.

Books

What can you do with books, anyway?
You can laugh at them,
 frown at them, slam them shut.
You can stack them cover to cover
 till they're as tall as a skyscraper.
You can stuff them in your backpack
 till it's heavy like an elephant.
Or you can take one, crack it open,
 and read.

1. Which word in the third line of the poem is an example of onomatopoeia?

2. Write the two similes that appear in the poem.

3. What two things are being compared in the similes you wrote above?

4. Why is the poet's use of the word *slam* an example of onomatopoeia?



Name _____

The dictionary definition of a word is its **denotation**.
The feelings associated with a word are its **connotation**.

The bold words in each pair of sentences below have similar denotations, but their connotations are different. Write the feelings you associate with each word.

1. The day was **crisp**—just perfect for taking a walk.

2. The day was **raw**. How I wish I'd worn my gloves.

3. Alicia is really **goofy**.

4. Alicia is really **funny**.

5. Juan was **thrifty** and saved his money.

6. Juan was **cheap** and spent hardly any of his money.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Where are the spelling words?**

C H O S E R M A S R O A S T I N G
 P L S H A D O W N D F A R A D S R
 B L O W N A W C G E Y U G R S A O
 P K V F C X S M N R T B O L T M A
 C O A S T E R F C V S Q A W O Q N
 L F A O P V X O W T O L L P V U J
 P O G F D F Y A O I L W Q N E O F
 B S T O L E R M O L E W L T B T L
 E L T L A Q N B F U J L L O W E R
 M O L D I S T O N E Z D Y A S M W
 X R H K L S B O F E P F L O W N P



Name _____

A. There are six spelling mistakes in this story about making a raft. Circle the misspelled words. Write the words correctly on the lines below.

Alex said, "I wonder if the eagle's nest was bloan away in the storm." The boys made a gole then. They chos to build a raft to sail across the lake and check on the eagle. They tied long, thick branches together with vines. To lowr the raft into the lake, they had to push it along the sand. You could hear them grone as they pushed. On the other side, they saw that the eagle's nest needed repair. They gathered twigs and left them for the bird to rebuild its nest. They choze to return home before it got dark.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Write a short report about a raft trip to be read on a TV news show. Use four of the spelling words in your report.

Name _____

- You can correct a **run-on sentence** by rewriting it as a compound or a complex sentence.

Correct these run-on sentences by rewriting them as compound or complex sentences. Be sure that the new sentence makes sense.

1. I thought the visit would be boring I had a fun time.

2. I woke up the birds started chirping.

3. She looked at the drawings wondered who drew them.

4. He's never been on a boat he's afraid he'll get seasick.

5. Grandma is an artist is carving a bear.

6. You can go on the raft you must wear a life jacket.

7. The fawn was trapped I set her free.

8. We have to be careful the water is deep.

Name _____

- A run-on sentence joins together two or more sentences.
- You can correct a run-on sentence by separating two complete ideas into two sentences.
- You can correct a run-on sentence by rewriting it as a compound or complex sentence.

Rewrite the journal entry below, correcting any punctuation and grammar mistakes. Be sure to fix any run-on sentences.

April 10 2005

Mom, Dad, Dave, and I went rafting on Foamy river today we had so much fun! We were worried about the water being cold it is only April. We brought extra sweaters. Of course, we also brought our lifejackets? Dave and I wanted to steer the raft we were too little. The current was very strong. The raft went up and down we got splashed a few times. We passed the woods my brother saw a deer. At the end of the day we were tired we want to go again soon.

Name _____

1. Read the following sentence:

The room was crowded.

2. Think about what a crowded room is like.
3. Write 2–4 more sentences about the room that really SHOW that the room is crowded.

Extra Practice: Do the same exercise again, using the following sentence:

The house is very large.

Name _____

When added to the beginning of a word, a prefix changes the meaning of the word.

The prefixes **un-**, **non-**, and **dis-** mean “not” or “the opposite of.”

- **dis** + trust = distrust to not trust
- **non** + sense = nonsense something that doesn't make sense
- **un** + covered = uncovered the opposite of covered

The prefix **mis-** means “badly” or “incorrectly.”

- **mis** + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

Underline the prefix in the following words. Then write the meaning of the word.

1. disobey _____
2. unsure _____
3. misbehave _____
4. nonsense _____
5. unhappy _____
6. dislike _____
7. misunderstand _____
8. disconnect _____
9. unbelievable _____
10. miscalculate _____

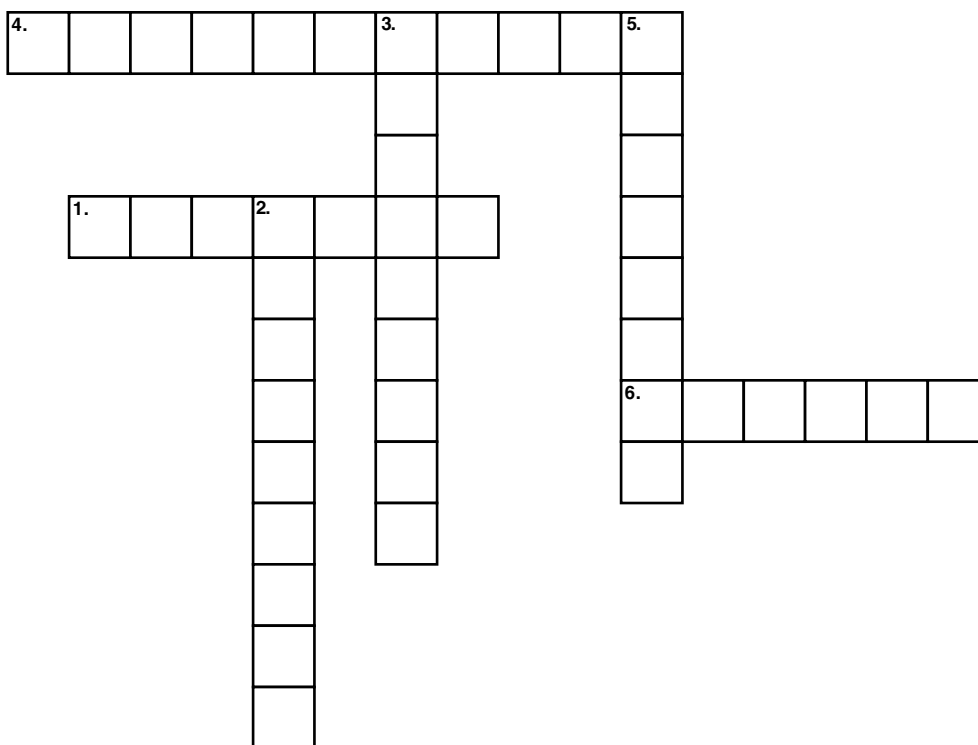
Name _____

injustice
numerous

ancestors
segregation

unfair
avoided

Use the clues below to complete the vocabulary word puzzle.



Across

- 1. kept away from
- 4. the practice of separating one racial group from another
- 6. unjust, unreasonable

Down

- 2. unfairness, an unjust act
- 3. people from whom one is descended
- 5. many

Name _____

Authors write stories and plays to **entertain**. They write articles and books to **inform** or **explain**. When authors write to **persuade**, they give reasons for their point of view, which is what the authors believe and want you to believe, too. What they write is not always backed up by facts.

A. Read the following sentences. Think about the author's purpose. After each sentence write *inform* or *persuade*.

1. In the South before 1955, African-American people had to drink from water fountains labeled "Colored Only." _____
2. Laws that separated African Americans from other Americans were unjust and should never have been made. _____
3. People should rise up and demand justice when they are treated unfairly.

4. You need to keep hope alive by believing in yourself and in a better world. _____
5. In 1955, Rosa Parks was arrested for refusing to give up her seat near the front of a bus. _____

B. Write a sentence to persuade readers to support your point of view on a topic you feel strongly about.

Name _____

As you read *My Brother Martin*, fill in the Author's Purpose Map.

Clue	Clue	Clue
↓	↓	↓
Author's Purpose		

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How does the information you wrote in the Author's Purpose Map help you to evaluate *My Brother Martin*?

Name _____

As I read, I will pay attention to punctuation in each sentence.

10 Coretta Scott King never planned on being a civil rights
leader. She thought she would become a teacher or a singer.

21 Instead, she became a leader in the fight for equal rights.

32 Coretta Scott was born in 1927 in a small town in
42 Alabama. She walked three miles to get to school each
52 morning. And she walked three miles back each afternoon.
61 Every day she watched school buses drive white children to
71 their school.

73 In those days **segregation** was the law in the South.

83 African Americans could not go to certain restaurants.

91 They could not drink from certain water fountains. They
100 had to sit in the back of public buses. Black children and
112 white children went to separate schools.

118 Coretta's father Obadiah (oh-buh-DIGH-uh) was the
123 first African American in his county to own his own truck.
134 Some white truckers felt that he was taking away their
144 business. One day the Scotts came home from church to
154 find that their home had burned down. 161

Comprehension Check

1. What is the author's purpose? **Author's Purpose**

2. Why do you think the Scotts' house was burned down? **Cause and Effect**

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

Name _____

Letters have specific formats, but they all have the same three parts.

- A **salutation** is the line in the letter in which the writer greets the person to whom it was written.
- The **body** of the letter is the main part of the letter, containing the writer's message.
- The **complimentary closing** is the line above where the writer signs his or her name.

Read the letters below. Identify each part by drawing a line to the correct label below. On the blank, write whether it is a business or a personal letter.

7325 Hastings Road
San Diego, CA 90124
October 17, 2008

Hi, Jamal and Linda,

It was awesome to see you guys last week! The food was great and the company couldn't be beat.

Thanks again for having me over for the weekend. Next time, it's my turn.

Love,
Erica

7325 Hastings Road
San Diego, CA 90124
October 20, 2008

Levinson Randall, Inc.
62941 Chuckwalla Way
El Paso, TX 79901

Attn: Ms. Ann Gregory, Customer Service

Dear Ms. Gregory:

I am sending this letter to inform you that two of the four vases I ordered arrived damaged due to poor packaging.

Kindly send me two more of the Ballymoney crystal vases as soon as possible, and let me know how I should return the broken vases to you.

Sincerely,
Erica Eliades

Body

Salutation

Complimentary
Closing

Name _____

The prefix **un-** means “not.” **Unfair** means “not fair.”
 The prefix **re-** means “again.” **Retell** means “tell again.”

Circle the phrases in the story that would sound better using the prefixes *un-* or *re-*. Then write the new words below.

“It’s terribly not fair, Grandmother!” Cordelia exclaimed. “Wilson School is just three blocks away. Why can’t I just keep attending my classes there?”

Cordelia’s grandmother looked at the bowl of cold, not eaten soup and left Cordelia’s question not answered. “Let me warm again that pea soup for you, honey. You’ll feel better after you have had your dinner.”

“I know you do not like this, Grandmother. Even though you’re not saying anything, I know you’re terribly not happy with the new laws. So, why can’t you admit that scheduling again our classes miles away is not acceptable!”

Marion looked over her glasses at her granddaughter. “No use talking about it around our kitchen table, child. But there will be talk all over this great land of ours. And mark my words, Cordelia, these not fortunate days will not go not noticed.”

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Add the Missing Prefix

Choose a prefix from the box below to add to each base word. Then write the spelling word you made. You may use a prefix more than once.

un- re- im- in- il- over- sub- pre- super-

1. _____ size _____
2. _____ block _____
3. _____ learn _____
4. _____ heat _____
5. _____ correct _____
6. _____ perfect _____
7. _____ way _____
8. _____ legal _____
9. _____ mix _____
10. _____ chain _____
11. _____ wind _____
12. _____ act _____

Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

“It’s so hot I think I’m going to overheet!” Elena said to Keisha. “Let’s take the subway instead of walking.” “It will be my first time,” Keisha said. “You’ll have to show me what to do.”

“It’s easy,” Elena said. “First we buy tickets. Then we need to make sure we get on the right train so we don’t go to the uncorrect place. When the train arrives, the doors will inlock. We have to wait for the people who were riding to unlode. Then we can get on.”

When the girls were on the train, Keisha gave her seat to a man with a hurt leg. She had sprained her ankle a few months ago and could recal how painful it was to stand. Elena smiled at her friend. “It looks like you already know the most important part—treating others with kindness and respect,” she said.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Write a story about a time when you treated someone else with kindness. Use at least three spelling words in your paragraph.

Name _____

- A **proper noun** names a particular person, place, or thing
Examples: Ms. Brown San Francisco Atlantic Ocean
- A **proper noun** begins with a capital letter.
- Some proper nouns contain more than one word. Each important word begins with a capital letter.
Examples: Statue of Liberty Boston Red Sox
- The name of a day, month, or holiday begins with a capital letter.

Read the list of nouns below. Decide whether each noun is common or proper and write it in the correct column. Capitalize the nouns in the Proper column.

independence day	summer	uniform	new york
hank aaron	stadium	ebbets field	july
home plate	jackie robinson	coach	world series
diamond	game	shortstop	ohio

COMMON

PROPER

Name _____

- Some proper nouns contain more than one word. Each important word begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Rewrite the invitation below. Fix any spelling, punctuation, and grammar mistakes. Remember to capitalize each important word in a proper noun. Use a separate page if you need more space.

westfield little league invites you to attend
our 2005 most valuable player awards ceremony
at five o'clock on sunday, january 30
westfield town hall
501 central avenue, westfield, virginia

Please contact sally and jim smith at 555-1212 if you plan to attend.

We hope you will join us!

Name _____

Please read the following sentence:

Mary Beth shivered and zipped up her coat.

Think about what this sentence shows us about Mary Beth.

Underline the word that shows how Mary Beth felt.

Now read the following sentence:

Martin was scared to open the closet.

Write 2 more sentences that show how Martin felt.

Example:

Martin held his breath and peeked into the dark closet, trying not to think about the monster who lived there.

Martin got up his courage and opened the closet door, hoping all the clutter would not fall out.

Extra Practice: Read this sentence and add two more that show how Oscar felt.

Oscar was excited about going to the football game.

Name _____

The letter pairs **ch**, **sh**, **th**, **wh**, and **ph** have one sound, even though there are two letters in the pair. Say the following words aloud and listen to the one sound made by the letter pairs.

- **th** thirty, bother
- **sh** shove, washer
- **ph** phrase, headphone
- **wh** whirl, anywhere
- **ch** chair, archchway

Use the clues to fill in the blanks with words that have the **ch**, **sh**, **ph**, **wh**, or **th** sound.

1. I gave the money to my mother and _____.
2. I made a _____ before I blew out the candles on my birthday cake.
3. _____ is the library? Is it near Flower Street?
4. My camera helps me take good _____.
5. We stopped to rest on the park _____.
6. I'm going to the dentist because I have a cavity in one _____.
7. I picked up the _____ and called my friend.
8. Today I have crackers and _____ for a snack.
9. I put the plates, forks, and knives into the _____ and turned it on.
10. I made a bar _____ to show the daily sales of my lemonade stand.

Name _____

muttered
snickeringgaped
legendaryinsult
flinched**A. Choose the correct word from the box to complete each sentence.**

1. Jorge was angry because Tammy kept _____ when he struck out.
2. Jackie Robinson was a _____ baseball player. He was famous for his many skills.
3. When she missed the throw to first base, Danisha _____ quietly to herself.
4. I was so shocked when we won the baseball game that I _____ at my teammates in surprise.
5. I _____ when the ball came close to me.
6. Carla told Jefferson that he was a bad player. That was an _____.

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

7. _____

8. _____

9. _____

Name _____

Readers **make inferences** to identify **author's purpose**. Authors write to **entertain**, to **inform**, to **explain**, or to **persuade**.

Read the passages and answer the questions.

Theo sat on the bench and watched as Molly went to bat. She took a big swing at the first pitch and missed. On the next pitch she surprised everyone and bunted the ball. It rolled slowly towards third base, and Molly sprinted to first. She got to first safely. Theo thought to himself, "Wow, that was pretty tricky. The fielders thought that she was going to hit the ball hard, so they weren't ready for that bunt. Maybe I could try that some time."

1. What was the author's purpose in writing this story? _____
2. What helped you decide on the author's purpose?

Jackie Robinson is a member of the Baseball Hall of Fame. Born in 1919 in Cairo, Georgia, Robinson went to college at the University of California in Los Angeles. He played baseball after college and became the first African-American baseball player in the major leagues. He played for the Brooklyn Dodgers for ten years. During that time they won six pennants. Robinson stole home 19 times and was named the Most Valuable Player in 1949.

3. What was the author's purpose in writing the passage? _____
4. What helped you decide on the author's purpose?

Name _____

As you read *Mighty Jackie*, fill in the Author's Purpose Map.

Clue	Clue	Clue
↓	↓	↓
Author's Purpose		

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How does the information you wrote in the Author's Purpose Map help you to analyze and make inferences about *Mighty Jackie*?

Name _____

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

8 Mildred Ella Didrikson was born on June 26, 1914, in
 18 Port Arthur, Texas. Mildred's father built a gym for his
 27 children in the backyard. The children played many sports,
 37 including baseball. Mildred was a good hitter. So the boys
 45 started calling her "Babe," after the **legendary** baseball
 55 player Babe Ruth. Ruth was famous for hitting home runs.
 66 It was no fluke that Babe Didrikson became a good athlete.
 73 Babe's father read newspaper articles about the 1928
 82 Olympic Games aloud to his children. Babe was 14 years
 94 old at the time. She began to dream about competing in the
 96 Olympics someday.
 104 Babe attended high school during the late 1920s. She
 114 excelled in every sport she tried. At only 5 feet (152 cm)
 124 tall and 105 pounds (48 kg), Babe was small. But she was
 strong. 125

Comprehension Check

1. Why does the author make it a point to explain Mildred Didrikson's nickname? **Author's Purpose**
2. How did Babe Didrikson's homelife help her to become an athlete? **Plot Development**

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

Name _____

A **primary source** is a first-person account of historical events told in letters, journals, or oral histories.

The following oral history was told by a woman named Sarah Thal. She settled in the United States in 1882. Read the story. Then answer the questions.

My husband had brothers in Milwaukee who sent home glowing reports of conditions in America. We wished to try our luck in that wonderful land. . . . We sailed from Antwerp and landed in Boston. I brought with me my linen chest, feather beds, pillows, bedding, etc. I have some bits of these things today. As most of the immigrants of that time were German, we reached Milwaukee without difficulty. Here my brother-in-law met us and took us to his home.

1. How can you tell the passage is a primary source?

2. Give an example of the kind of information you find in the primary source that you would not find in another passage about moving to a new country.

3. How do you think Sarah felt about moving to America? Why?

4. How might an oral history by Sarah's brother-in-law be different from this one?

Name _____

When you come to a word you do not know in a passage, read the entire sentence. Other words in the sentence may give **clues** to the meaning of the unfamiliar word.

A. Circle the clue words in each sentence that help you figure out the meaning of the word in dark type.

1. The crowd was **stupefied** by how amazingly bad the team played.
2. The children were afraid of the **cantankerous** old man because he was angry and always yelled at them.
3. The whole-grain cereal was full of **nutrients** that keep athletes healthy.
4. Aldo hit the ball so hard that no one even saw the ball fly **swiftly** through the air.
5. The new stadium was so **colossal** that you could fit 80,000 people into it and still have tickets left over.

B. Write your own definitions for three of the words above. First write the word, then write what it means.

6. _____

7. _____

8. _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?

If not, go back to step 1.

Find Rhyming Words**Circle the word in each row that rhymes with the word in dark type.**

- | | | |
|------------------|---------|---------|
| 1. much | match | touch |
| 2. crush | rush | shirt |
| 3. catch | snatch | shaped |
| 4. girl | grass | whirl |
| 5. dirty | thirty | shutter |
| 6. dance | mince | chance |
| 7. mole | paint | whole |
| 8. fetch | sketch | wrench |
| 9. lose | choose | lost |
| 10. batch | snitch | snatch |
| 11. march | arch | pitcher |
| 12. pant | chant | fifth |
| 13. laugh | graph | rough |
| 14. disk | width | whisk |
| 15. head | kitchen | shed |



Name _____

A. There are nine spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Jonella,

Thanks for your letter and the foto. I wish I had a chanc to see a baseball game with you. It sounds like that Mario is quite a pither.

I went to my fith baseball game last weekend with my school's marching band—all thirhty of us! Our seats were up in the upper balcony. Mr. Ines called them the "cheap seats." It was loud up there, but I was in no rushe to leave. We all chanted for our favorite players.

In between innings, we bought some hot dogs. I like mine loaded with onions and ketcup. In the end, our team didn't win. The hwole experience was still really fun, but I admit that I would chuse to watch a basketball game any day. That's still my favorite sport!

Your friend,
Jim

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

Writing Activity**B. Suppose you just went to a sporting event. Write a letter to a friend describing the day. Use four spelling words in your writing.**

Name _____

- A **singular noun** names one person, place, or thing.
Examples: teacher, city, dog
- A **plural noun** names more than one person, place, or thing.
Examples: teachers, cities, dogs
- Add **-s** to form the plural of most singular nouns.

Decide whether each underlined word is a singular or plural noun. Then write *singular* or *plural* on the line.

1. There are no jobs here. _____
2. My family is leaving the country. _____
3. We're going to stay with my grandparents for now. _____
4. Papa sent us a letter. _____
5. He is meeting us at the bus station. _____
6. We're waiting to get our green cards. _____
7. This trip is taking forever! _____
8. It's been weeks since I've seen you. _____
9. The pages of my diary are filling up. _____
10. I miss the park I used to go to. _____
11. I had to sell my bike. _____
12. The apartment is crowded. _____
13. I kept my two parrots. _____
14. We bought some new clothes. _____
15. She received several letters. _____

Name _____

- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in **s**, **sh**, **ch**, or **x**.
- To form the plural of nouns ending in a consonant and **y**, change **y** to **i** and add **-es**.
- To form the plural of nouns ending in a vowel and **y**, add **-s**.

Rewrite the radio advertisement below. Fix any spelling, punctuation, and grammar mistakes. Use a separate page if you need more space.

Looking for quick fixes for bath and shower time? Dr. Minty’s Amazing 3-in-1 Gel is the answer! Use it to clean minor cuts and scratches. It also works to soothe any itchs rashes or irritations of the skin. Lastly, it’s a gentle cleansing alternative to harsh soaps and body washes. It’s safe for adultes kids and even babys. The 3-in-1 Gel is available in boxs containing eight twelve or sixteen ounces. It’s one of our best buyes—each box lasts for monthies!

Name _____

Please read the following sentences:

Latoya hurt her finger.

Pete drank the entire glass of water in one gulp.

Underline the one that tells, instead of showing.

Think about how showing means that you use language that helps the reader picture exactly what is happening. Now rewrite that sentence so that it shows the reader what is happening rather than telling.

Example: Rushing to put away her laundry, Latoya jammed her finger in her top drawer.

Now, write 2 more showing sentences about that same moment.

Example: She jumped up and down and shook her hand, trying to stop her finger from throbbing. Tears welled up in her eyes and she wished she hadn't been in such a hurry in the first place.

Extra Practice: Do the same exercise with this sentence:

Steve felt sick.

Name _____

In some **three-letter blends**, you hear the sounds of the three consonants, as in **scrape** and **strain**. Sometimes, a three-letter blend is formed by a digraph and a third consonant, as in **shrug** and **thread**.

A. Circle the three-letter blend at the beginning of each word.

- | | |
|-------------|-------------|
| 1. splendid | 6. thread |
| 2. shrink | 7. shrimp |
| 3. throne | 8. scrunch |
| 4. stream | 9. split |
| 5. splash | 10. through |

B. Read the paragraph below. Circle six words that begin with a three-letter blend. Then continue the story. Use at least two words that begin with a three-letter blend and circle the words.

It was the first swim meet of the spring season. Juan climbed onto the starting block at the edge of the pool. He shrugged his shoulders to loosen his muscles, then plunged into the water, hardly making a splash. As his strong arms cut through the water, he saw his closest opponent about three feet behind him.

Name _____

similar
achievedchallenges
varied

designed

A. Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold type.

1. Why do you think goalball might be **similar** to soccer?

2. What is one of the **challenges** that an athlete with physical disabilities might face? _____

3. What kind of athletic equipment might be specially **designed** for an athlete in the Paralympics? _____

4. What are two of the **varied** games included in the Paralympics?

5. What is something that you **achieved** in the past last year?

B. Now use one of the words above in a sentence of your own.

6. _____

Name _____

The **main idea** is what a paragraph is mostly about. A main idea can be **explicit**, or stated at the beginning of the paragraph. A main idea can also be **implied**, meaning that readers must think about how the details in the text are related.

Read the passage. Then answer the questions below.

Beep Baseball is a lot like baseball. It uses a ball. It uses bases. It has two teams. The players use a bat to hit the ball.

Unlike players on baseball teams, the players on Beep Baseball teams are sighted and non-sighted people. The sport is played with a big ball and a big bat. There are only two bases, which look like soft towers.

When a batter hits a ball, one of the bases begins to beep loudly. The batter runs toward the sound. If the batter can reach the base before someone throws a ball to the base, his or her team scores a point.

1. What is the main idea of the first paragraph?

2. Is that main idea explicit or implied?

3. What is a detail that supports that main idea?

4. The main idea of the second paragraph is implied, or not stated. What is the main idea of this paragraph?

5. Is the main idea of the third paragraph explicit or implied?

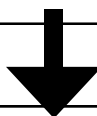
6. What would be a good main idea sentence for the third paragraph?



Name _____

As you read “Leg Work,” fill in the Main Idea and Details Chart.

<p>Main Idea _____</p> <p>_____</p> <p>_____</p> <p>Detail 1 _____</p> <p>_____</p> <p>Detail 2 _____</p> <p>_____</p>



<p>Summary _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

How does the information you wrote in the Main Idea and Details Chart help you understand the information presented in “Leg Work”?

Name _____

As I read, I will focus on reading accurately.

9 “Are we there yet?” Jamal asked, crossing his arms
across his chest.

12 “Almost, honey,” his mom replied. “Look out the
20 window. Isn’t it beautiful?”

24 Jamal didn’t answer, but he did look. Out his mom’s
34 window, all he could see was a rising, rocky cliff. Out his
46 own window, the cliff dropped down, and Jamal could see
56 the road winding below them. Below that were green
65 fields. A few houses and farms were scattered about.
74 The city was a long way away. It felt like they had been
87 driving forever.

89 They were driving up into the mountains to spend a
99 week at a ranch. His mom had lived at this ranch when
111 she was a little girl. “Some vacation,” Jamal thought to
121 himself. 122

Comprehension Check

1. How does Jamal feel about his vacation? **Plot Development**
2. How does Jamal’s mom feel about the vacation? **Plot Development**

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



Name _____

Looking at the different parts of a book can help you figure out if the book will have the information you need.

title page
glossary

table of contents
headings

index
subheadings

Answer each question below by writing the name of the book part in the space provided.

1. What part of a book tells you the name of the author?

2. Where could you find the meaning of an unfamiliar word that was used in the book? _____

3. Where would you look to see if a particular topic is in the book?

4. What two book parts tell you what individual sections of a book are about?

5. What part of the book tells you the names of chapters in the book?

6. What two parts of a book are listed in alphabetical order?

Name _____

Description Writing Frame

Summarize “Making a Splash.” Use the Description Writing Frame below.

Rudy Garcia-Tolson has become a world-champion athlete.

To be a great swimmer, he _____

He also _____

In addition, his legs and feet _____

All of these things have helped make him an Olympic champion!

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

To understand the meaning of an **idiom**, you need to use the words and phrases around the idiom or think about how you might have heard the expression before.

A. Read the idioms in the box. Find and underline the idioms in the sentences below. Then circle the words in the sentence that help you understand the expression.

has a green thumb
make a splash

get the hang of it
lend a hand

1. I'd be happy to lend a hand and help you paint your room.
2. When you see all her healthy plants, it's easy to figure out that Mrs. Potts has a green thumb.
3. It took me a long time to learn how to download pictures onto my computer, but now that I get the hang of it, I do it all the time.
4. Unlike my friend who always likes to make a vivid impression on people, I don't usually like to make a splash.

B. Read the idioms below. Think about how you have heard them used. Then write a sentence that includes context clues that would help a reader understand each idiom.

5. **catching a cold** _____

6. **pull my leg** _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Find and circle the hidden spelling words.**

A	T	F	E	G	S	C	R	E	E	C	H
S	H	R	E	D	C	S	H	R	I	E	K
P	R	Q	S	P	R	O	U	T	W	P	O
L	O	Z	C	V	E	S	H	R	I	M	P
A	B	S	S	L	W	T	H	R	I	L	L
S	O	T	H	R	O	U	G	H	M	S	U
H	S	R	R	C	Y	K	M	B	S	T	T
I	C	A	I	T	H	R	O	A	T	R	J
N	R	P	N	S	P	L	I	T	R	A	K
G	I	S	K	A	A	S	P	R	A	N	G
M	P	N	S	P	R	A	W	L	I	D	M
S	T	R	A	I	G	H	T	E	N	K	I

Name _____

A. There are five spelling mistakes in this short story about Lei. Circle the misspelled words. Write the words correctly on the lines below.

Lei jumped rope with the girls at school. She played with her friends after school. She studied hard like her parents told her to. Lei was like other girls in most every way. But Lei had something no one else had—her grandmother’s pink pearl necklace. Lei liked to wear the necklace around her throte on special days.

Lei received the pearl necklace when she was 11. The pearl was very old and special. It was a pearl that was worn by a princess in the ancient Chinese dynasties. It gave Lei such a threel to wear it.

One day, Lei was jumping rope at a party. All of a sudden, the shrand of pearls broke. The pearls flew off Lei’s neck and scattered on the ground. Lei let out a shreak as she spraing to the ground to pick up the pearls. Her father saw what happened and helped Lei pick up the pearls. From then on, Lei was more careful with her necklace.

1. _____ 3. _____ 5. _____
2. _____ 4. _____

B. Writing Activity

Imagine that you are a prince or princess of an ancient Chinese dynasty. You have just received a pearl necklace like Lei’s. Write a short story about what you would do with such a special necklace. Use at least four spelling words in your story.

Name _____

- A few nouns have the same plural and singular form.
- To determine whether the noun is singular or plural, look at the rest of the sentence.

Read the sentences below. Then decide whether the underlined noun is *singular* or *plural*. Write your answer on the line.

1. There was not one sheep on Papa's farm. _____
2. A herd of buffalo trampled across the land. _____
3. Moose live in cold places, like Canada. _____
4. This species of insect only lives for two days. _____
5. I ate clams and shrimp at dinner. _____
6. Be quiet or you might scare that deer away. _____
7. We caught five fish today. _____
8. We saw a moose at the zoo. _____
9. He dipped each shrimp into the cocktail sauce. _____
10. Sheep produce wool for sweaters. _____
11. We raked the leaves today. _____
12. I am not afraid of the mouse. _____
13. She is getting her teeth cleaned. _____
14. Several oxen passed the ranch. _____
15. He wanted a baked potato. _____

Name _____

- A few nouns have the same plural and singular form.
- To determine whether the noun is singular or plural, look at the rest of the sentence.

Rewrite the narrative below. Fix any spelling, punctuation, and grammar mistakes. Be sure to correct the 11 incorrectly formed plural nouns.

I want to be a chef who invents new, delicious dishes for people to enjoy! I decided this after visiting a new restaurant a few days ago. All of the mens, womans, and childs there watched the chef with great excitement. I watched him handle his long, sharp knives carefully. Effortlessly, he diced potatos and tomatoeies into halves and quarters. The shrimpses and fishies sizzled as he cooked them on the hot grill. When our excellent meal arrived, we really sank our toothes into it. That's when I decided cooking must be a fun way to be creative.



Writing Rubric			
4 Excellent	3 Good	2 Fair	1 Unsatisfactory
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation

Name _____

Practice
Writing Rubric

Name _____

Sometimes when the letter *r* comes after a vowel, the sound of the short vowel changes. Say the following words aloud and notice the sound of the vowels.

bat bar cat cart fox floor

The sounds of these vowels are shown as /är/ and /ôr/.

Circle the word with /är/ or /ôr/ to complete each sentence. Then write /är/ or /ôr/ on the blank at the end.

- Please close the _____ when you leave. _____
 dear door dare
- The _____ used watercolors to finish his painting. _____
 roar rear artist
- The _____ on the rosebush are sharp. _____
 horns thorns stars
- Ben Franklin's inventions _____ still in use today. _____
 care core are
- We are going to have a birthday _____. _____
 party pat trap
- My new _____ is nice and warm. _____
 scarf calm pretty

Name _____

descendants
emergehabitat
fragilethreatened
sanctuary

Label each statement *True* or *False*. If the statement is false, explain why.

1. Something is *fragile* if it is hard to break.

2. The desert is the whale's natural *habitat*.

3. When the sun does not *emerge* from behind the clouds, the day is very bright and sunny.

4. Children are *descendants* of their grandparents.

5. If you think you are safe from harm, you may feel *threatened*.

6. A *sanctuary* is a place where wild animals can live safely.

7. Write a sentence that contains two of the above vocabulary words.

Name _____

A **cause** makes something else happen. When you ask the question “Why did that happen?” the answer is the cause. What happens as a result of the cause is its **effect**. When you ask the question “What happened?” the answer is the effect.

Read the passage below. Then answer the questions that follow.

Every spring my family goes on a camping trip. My parents like to get out of the city, and they want my brother and me to enjoy nature. When we first leave the city, I’m always surprised by the quiet. There are no more sirens or blaring horns, because there is no traffic.

Since we love to “rough it,” we bring only what we really need. We have sleeping bags, cooking equipment, and food. We set up camp near a mountain river. Because the river water comes from melting snow, we keep food that can spoil in a container in the water. We put a big rock on top so our food doesn’t float away.

Our week in the mountains is fun for the entire family. It brings us together and, for a little while, we forget about our hectic city lives. We all look forward to our yearly camping trip when we all slow down and enjoy the peace and beauty of nature.

1. What causes the family to go on a camping trip every spring?






2. What is the effect of driving where there is no traffic?

3. What causes the river’s cold temperature? _____

4. What effect does the yearly camping trip have on the family?

Name _____

As you read *Wild Horses*, fill in the Cause and Effect Chart.

Cause		Effect
		
		
		
		

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How does the information you wrote in the Cause and Effect Chart help you to monitor your comprehension of *Wild Horses*?

Name _____

As I read, I will pay attention to pacing.

10 By the 1800s, huge herds of wild horses were roaming the
open range.

12 Picture this: You must catch a wild animal that can run as
24 fast as a train. You must tame that wild animal by riding on its
38 back. You must teach that animal to follow your every command.
49 And you must trust that animal with your life.

58 That is exactly what cowboys did when they caught, tamed,
68 and rode wild mustangs.

72 Capturing a wild mustang was a team effort. One cowboy
82 could not do it alone. Cowboys rode together on tamed horses in
94 order to catch the wild mustangs. The cowboys used their fastest
105 and strongest horses to chase the wild mustangs.

113 When the wild mustangs were exhausted, the cowboys drove
122 them into a fenced corral. The mustangs couldn't see the fence
133 until it was too late. Tired and thirsty from the long chase and
146 glistening with sweat, the mustangs could run no more. 155

Comprehension Check

1. What was the effect that a cowboy obtained by following these steps?

Cause and Effect

2. How were mustangs captured? **Relevant Facts and Details**

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



Name _____

A **figure of speech** is a way to use vivid or poetic language to express oneself.

Example: The thirsty earth soaked up the rain.

When the figure of speech is an extreme exaggeration, it is called **hyperbole**.

Example: She was dying of thirst by the end of the tennis match.

Read the following sentences. Put an X over those that have no figures of speech. For those that do, underline them. When the figure of speech is hyperbole, put a check in the box.

1. The runaway mare stood there calmly, munching the long grass and allowing the men with the lassoes to get a little bit closer.
2. Timothy was as strong as a horse.
3. Our team's best batter hit that ball into the next county.
4. When Jim asked his father whether he could stay out until midnight, he never expected his dad to bite his head off.
5. Jim's dad got hopping mad. He really blew his top!
6. Jim's older brother asked him if he wanted him to speak to their dad, but Jim told him not to stick his neck out.
7. Omar winked and said, "We're having ice cream cake at the party, but keep it under your hat."
8. Rather than preparing a speech for Open House, Samantha thought she would play it by ear.
9. Roger would give his right arm for a new skateboard.
10. Pedro's great-grandmother is older than the hills.

Name _____

Context clues can help readers determine the meaning of unfamiliar words. Sometimes, you can gather context clues by reading the paragraph in which an unfamiliar word appears.

A. Read the passage below. Use context clues to help you figure out the meanings of the words in dark type.

We were standing around the **corral**, leaning on the fence and watching the horses. “Midnight’s a good mother,” I said, as the black mare’s **foal** followed closely behind her. Only two days old, it was still getting used to walking on its long, **wobbly** legs.

My aunt sighed. “Sometimes I wonder if they would have been better off in the canyon, living in the **wilderness** instead of around people,” she said.

B. Write the definition for each word, along with the context clues that helped you identify the word’s meaning.

1. **corral** definition: _____

context clues: _____

2. **foal** definition: _____

context clues: _____

3. **wobbly** definition: _____

context clues: _____

4. **wilderness** definition: _____

context clues: _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word on the left.

- | | | |
|--------------------|---------|----------|
| 1. ford | bored | dollar |
| 2. fort | tart | court |
| 3. bore | chore | bear |
| 4. charge | large | chart |
| 5. ward | poured | tomorrow |
| 6. award | wart | aboard |
| 7. cord | board | cable |
| 8. guard | snared | scarred |
| 9. core | store | care |
| 10. dart | charred | heart |
| 11. worn | horn | word |
| 12. morning | warning | evening |
| 13. smart | cart | poured |
| 14. spark | spook | lark |
| 15. door | deer | floor |

Name _____

A. There are six spelling mistakes in these paragraphs. Circle the misspelled words. Write the words correctly on the lines below.

Early in the morning, Ben Franklin had a good feeling. He could tell it was going to be a starmy day and he needed lightning to test his idea. Ben was so excited he didn't even change his clothes. He just wore the same clothes he had warn yesterday.

His idea was that lightning is a large spork, like the ones he would get by rubbing his feet on the corpet and touching the doar handle.

That night, he was finally ready. He tied his kite string to a key and then he flew his kite. Up it went into the windy night and soon lightning struck it. To his delight, he saw a spark jump from the key. He knew he had been right.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Writing Activity

B. If you could interview Ben Franklin, what questions would you ask him? Write your questions on the lines below. Use four spelling words in your interview questions.

Name _____

- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural that ends in **s**, add an apostrophe.
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe and **-s**. A few nouns have the same plural and singular form.

Write the plural possessive form of each underlined noun.

1. Those experiments purpose was to teach us more about electricity.

2. For the first time, the post office delivered mail directly to people houses. _____
3. The mayor honored the firefighters heroism. _____
4. Electrical charges effects can be dangerous. _____
5. Ben Franklin won several countries respect. _____
6. The church bells ringing woke me. _____
7. Most limes skins are green, but one kind of lime is yellow.

8. The children book was very interesting. _____
9. That is the workers break room. _____
10. The bulbs shoots will sprout flowers. _____
11. Twelve sinks drains must be cleaned out. _____
12. The insects habits inspired my work. _____
13. Airplanes tires are fully inflated. _____
14. Those objects tags are missing. _____



Name _____

Please read the following sentence and underline the verbs.

The tires screached as the car leaned to one side and whizzed around the corner.

Fill in the blanks with 3 different strong verbs for each sentence below:

Example: The dancer twirled, leapt, skipped to the music.

I _____, _____, _____ the paper airplane into the garbage.

Late for the bus, I _____, _____, _____ down the street to the bus stop.

In order to make a smoothie, I took ice, fruit and yogurt and _____, _____, _____ them in the blender.

I could not reach the top of the cabinet so I clambered, hopped, scrambled up on a chair.

Extra Practice: Fill in the blanks with three strong verbs.

The cow 1 _____ 2 _____ 3 _____ over the moon.

She 1 _____ 2 _____ 3 _____ off their tails with a carving knife.

This little piggy 1 _____ 2 _____ 3 _____ to market.

Name _____

The suffixes **-y**, **-ly**, **-ful**, **-less**, and **-ness** can be added to the end of a root or base word to change its meaning. Sometimes spelling changes are necessary:

penny – y + i + less = penniless

sun + n + y = sunny

Add the suffix to the end of each word. Remember to make any necessary spelling changes. Write the new word. Then use the word in a sentence.

1. happy + ly = _____

2. thought + ful = _____

3. care + less = _____

4. kind + ness = _____

5. fun + y = _____

6. cheer + ful + ly = _____

7. grace + ful + ness = _____

8. hope + less + ly = _____

Name _____

mysterious
loosenedresponsibility
amazementmidst
sores**A. Choose the correct vocabulary word from the list to complete the sentence. Write the words on the lines.**

David had a dog. He knew it was his **1.** _____ to take care of Spot. Of course, they had fun together. They played and ran and explored. Then one day, in the **2.** _____ of having fun, Spot ran through some poison ivy. He soon was covered with painful **3.** _____. David took his dog home and washed Spot as best he could. He wrapped Spot up in a quilt and sat with him on the porch. At first, Spot tried to scratch. Then a **4.** _____ thing began to happen. Spot stopped wriggling and trying to scratch. David **5.** _____ the quilt and looked at Spot's legs in **6.** _____. They were still red and swollen. Somehow, having his owner take care of him had calmed him down.

**B. Add two sentences to the passage.**

7. _____

8. _____

Name _____

Recognizing the **sequence**, or order, in which things happen in a story, helps you better understand what you read.

A. Read the passage below. Then number the sentences below to show the sequence of events.

The Plains Indians lived in North America before the Europeans came. Since they had no horses, the Plains Indians traveled on foot. To hunt buffalo, they would surround a herd and shoot the buffalo with bows and arrows.

This changed when Spanish explorers came to North America and brought horses with them. Now the Plains Indians hunters were able to ride horses and follow buffalo over long distances. They carried tipis with them and set up camps. The hunters could kill buffalo and pull them back to camp using their horses.

Later, guns again changed the way that Plains Indians hunted.

1. _____ Spanish explorers brought horses to North America.
2. _____ The Plains Indians used horses and traveled long distances to hunt buffalo.
3. _____ The Plains Indians hunted buffalo on foot before the Europeans came to North America.
4. _____ The Plains Indians used guns to hunt buffalo.

B. Add an event to the paragraphs and tell where it belongs in the sequence of events.



Name _____

As you read *Mystic Horse*, fill in the Sequence Chart.

Event
↓
↓
↓
↓
↓

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How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?



Name _____

As I read, I will pay attention to the pacing and intonation of the passage.

11 But there came a time when many days of heavy rain
19 made the Quillayute River overflow. The houses washed
27 away. Then the Quileute moved to the prairies.
37 Not long after, the weather grew cold. The rain turned
47 into hail and sleet. The fishermen could not break through
58 the ice in the rivers to go fishing. Falling hailstones were
69 so big that people were killed. The people grew afraid to
79 go outside. They were running out of food. Men, women,
86 and children were becoming weak and sick.
97 At this time, the Great Chief of the Quileute called a
109 meeting of all the people in the tribe. He stood before them
119 in a patchwork shawl made up of buffalo skins stitched
129 together. The people begged the chief to do something. The
137 **responsibility** of watching over his people weighed heavily
148 upon him. “We will ask the Great Spirit who soars above
Earth for help,” said the chief. 154

Comprehension Check

1. What were the events that caused the Great Chief of the Quileute to call a meeting? Name the events in the order in which they occurred.

Sequence

2. What is the purpose of a legend such as this? **Author’s Purpose**

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



Name _____

A **table** presents factual information—such as names, places, and numbers—in a compact form.

Look at the table from a sports almanac. Then use the table to answer the questions that follow.

The Top Five Pitchers in Baseball History

Name	Career Length	Games Won	Games Lost
Walter Johnson	21 years	417	279
Christy Matthewson	17 years	373	188
Sandy Koufax	12 years	165	87
Lefty Grove	17 years	300	141
Cy Young	22 years	511	316

1. What does this table tell you about these pitchers? _____

2. Which of the pitchers had the shortest career? _____
3. Which pitcher won the most games? _____
4. Which pitcher lost the fewest number of games? _____
5. Which pitchers had careers that lasted the same number of years?

6. Who has the highest numbers in all three categories? _____

Name _____

Homophones are pairs of words that are pronounced the same but have different spellings and meanings.

here / hear

needed / kneaded

plains / planes

there / their

seen / scene

buries / berries

rain / rein

four / for

road / rode

blue / blew

through / threw

Read the passage. Write *correct* on the lines below if the right homophone is used. If the wrong homophone is used, write the correct word on the line.

Some Native Americans lived on the planes in the middle of our country.

1

The land their is beautiful. The sky is blue and tall grass seems to go on

2

3

forever. Even today, the miles of grass are a beautiful scene. The Native

4

Americans road their horses threw the plains hunting four buffalo to eat.

5

6

7

8

They also ate berries and nuts to add to there diet. It was a hard life but the

9

10

Native Americans were proud of the life they lived.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
Did you spell the word right?
If not, go back to step 1.

Add the Suffix

Add the suffix in parentheses to the base word. Then write the spelling word. Remember to make any necessary spelling changes to the base word.

1. beauty (-ful) _____
2. thought (-ful) _____
3. sick (-ly) _____
4. wonder (-ful) _____
5. quick (-ly) _____
6. shape (-less) _____
7. good (-ness) _____
8. spoon (-ful) _____
9. ill (-ness) _____
10. age (-less) _____
11. spot (-less) _____
12. dark (-est) _____

Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

Red's grandmother had an illness. Red didn't like the darknes of the woods around Grandmother's house, but she wanted to help Grandmother feel better. She decided to be brave and bring Grandmother a basket of food.

Red quicklie ran through the woods to get to Grandmother's house. She was almost there when she saw a dark, shapless figure ahead. She hoped it wasn't Wolf.

"Who's there?" she called.

"It's just me," Grandmother replied. "My weakeness has gone away, so I came to meet you."

"Thank goodnes it's you!" said Red.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

Write a story about a time when you or someone you know did something brave. Use at least three spelling words in your paragraph.

Name _____

- A **plural noun** names more than one person, place, or thing.
- Add **-s** to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe (') and **-s** to a singular noun to make it possessive.

Write a plural noun or a possessive noun to complete each sentence. Use the singular nouns in the box to help you.

box picture snake rattle skin prairie book

1. She carried the noisy _____ from several snakes.
2. When he saw the rattlesnake, he was scared by the _____ sound.
3. I want to find some _____ about animals in the library.
4. This book has words but no _____.
5. This _____ photographs are very interesting.
6. Snakes shed their _____ when they grow.
7. Will you help me open those _____ to see what's inside?
8. A _____ bite may or may not contain poison.
9. Oh no, that _____ lid is moving!
10. Some types of snakes live in fields and _____.

Name _____

- A **plural noun** names more than one person, place, or thing.
- A **possessive noun** shows who or what owns or has something.

Correctly rewrite the letter below.

December 9, 2008

Ms Margaret Wilson
Atlanta Public library
101 Reading Road
Atlanta, GA 33560

Dear ms Wilson

I am writing to complain about the poor service in the childrens section of your library. Last saturday, I wanted to check out the North American Snake Guide by Doctor david Howard. I waited for more than 30 minute's before anyone came to help me. No ones should have to wait that long.

Yours truly,
Kevin Andrews, Junior



Name _____

After each verb below, please write three showing verbs with a similar meaning.

Example: Run gallop, sprint, jog.

Cry

Eat

Hit

Fall

Need

Go

Look

Extra Practice: For each of the words below, give three showing verbs with a similar meaning.

Break

Clean

Say

Name _____

The /ûr/ sound can be spelled **er**, **ir**, and **ur**. The sound is found in words such as **serpent**, **bird**, and **turkey**.

A. Underline the vowel + r combination that represents the /ûr/ sound in each of these words.

- | | |
|------------|----------------|
| 1. burden | 6. whirlwind |
| 2. sternly | 7. burrow |
| 3. serpent | 8. purpose |
| 4. birth | 9. person |
| 5. turnip | 10. girlfriend |

B. Now read the paragraph below. Find and circle six words that have the /ûr/ sound. Then continue the story. Circle the words with the /ûr/ sound.

One day, a raccoon climbed in the window of a house. He found a skirt on the floor. Holding it carefully in his mouth, he took it outside. Then he returned and carried away a small purse. Finally, he emerged with a purple shirt.

Name _____

apologize
slitheredgenuine
ambulanceharmless
weekdays**A. Use the correct vocabulary word from the box to fill in the blank.**

1. On our hike a snake _____ across the trail.
2. The reptile exhibit at the zoo is open _____ from 10 A.M. to 5 P.M.
3. My encyclopedia says that the green snake we saw in my garden is _____.
4. An _____ rushed the snakebite victim to the hospital.
5. Evan should _____ for leaving a rubber snake on his sister's pillow.
6. Danielle's snake is _____, not rubber!

B. Write a sentence using one of the vocabulary words.

7. _____

8. _____

Name _____

Sometimes you have to use story clues and what you know from your own experiences to help you **make inferences** about what's happening in the plot of a story.

Read the story. Then make inferences to answer the questions.

Evangeline didn't look up from her book when the new student said hello. The book was called *Adventures with Reptiles*. She'd already read it twice, but she just couldn't put it down. At the end of a chapter, she finally looked up from her book.

"I have that book," Jae said. "It's great. Do you want to come over after school to meet my pet lizard?"

"You bet!"

1. How does Evangeline feel when Jae says hello? How do you know?

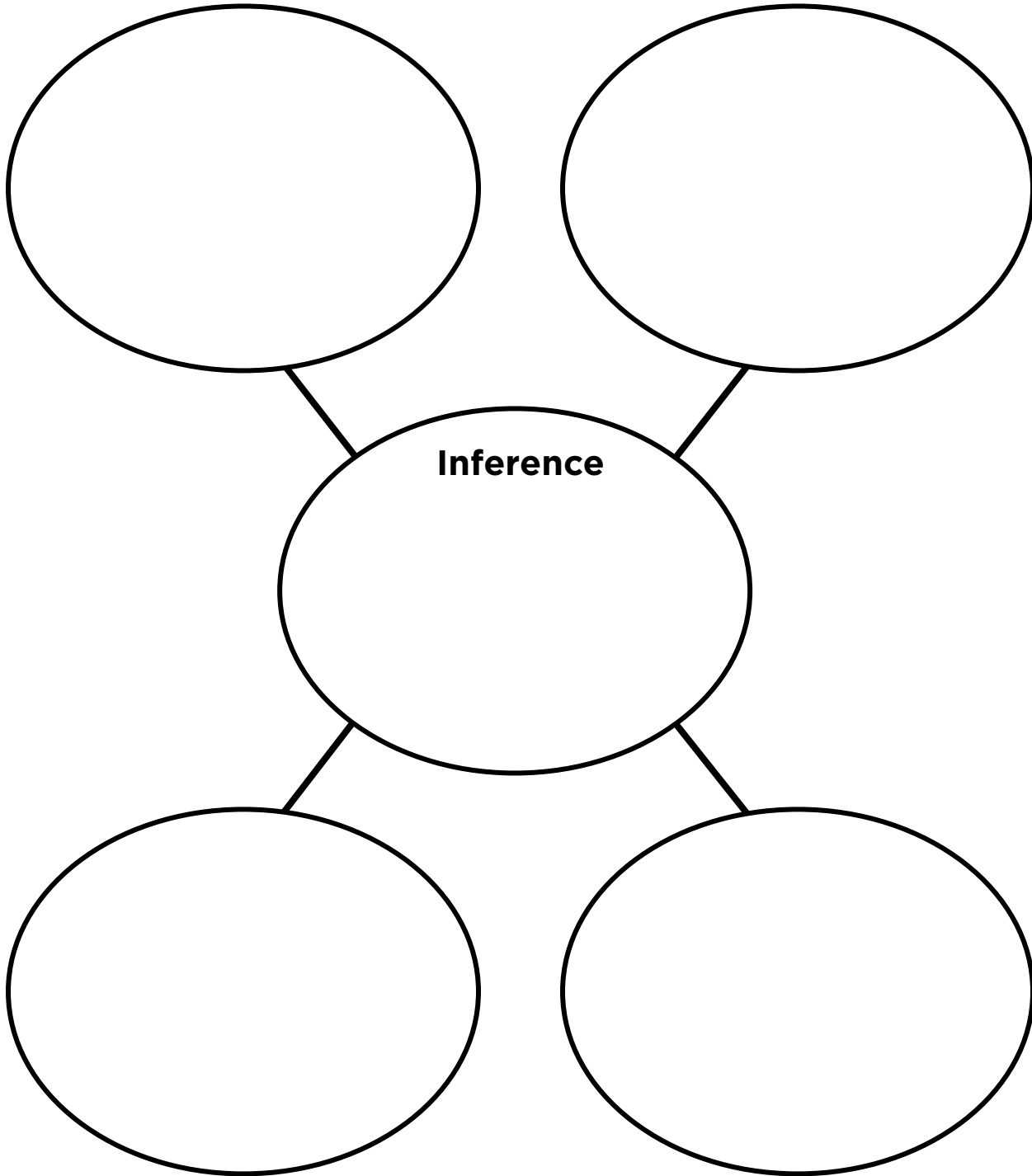
2. Is the book Evangeline is reading one of her favorites? Why or why not?

3. What kinds of books would the new student like to read? How do you know? _____

4. Do you think Evangeline and the new student will become friends? Why or why not? _____

Name _____

As you read *When I Went to the Library*, fill in the Inferences Web.



How does the information you wrote in the Inferences Web help you to generate questions about *When I Went to the Library*?

Name _____

As I read, I will pay attention to pacing and intonation.

10 North America is a large area of land. It contains
 18 many different climates and landscapes. Most of Mexico
 28 and the southwestern United States is hot and dry. Other
 37 areas, including the northeastern states and parts of Canada,
 47 are cool and wet. Some areas have large mountain ranges,
 57 like the Rocky Mountains in the West. Others have flat,
 62 rolling plains, like the Midwest.

62 Snakes can be found in just about all of these places.
 73 Snakes live in forests, canyons, and deserts. One might
 82 even be living in your own backyard. Most snakes don't do
 93 well in the cold. In fact, the hardy garter snake is the only
 106 serpent that can survive in Alaska.

112 North America has five snake families. Two of these
 121 families are poisonous, and three are not. Meet the five
 131 families. As you read this book, you will get to know them
 143 a lot better. 146

Comprehension Check

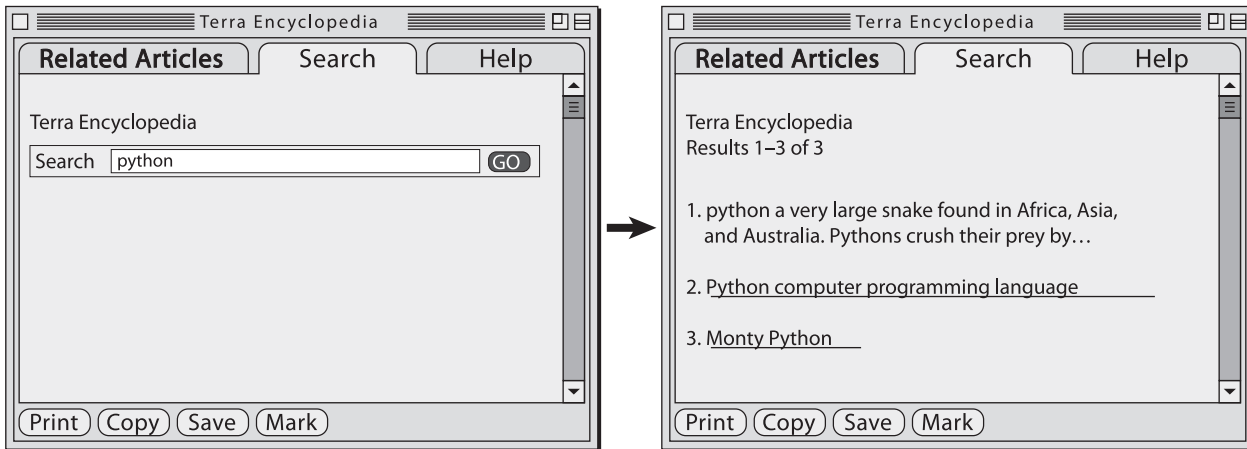
1. What is the main idea about snakes in this passage? **Main Idea and Details**
2. Why is there only one kind of snake in Alaska? **Cause and Effect**

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



Name _____

An encyclopedia is a set of books with information on a wide variety of topics. An electronic encyclopedia has the same information but it is on a CD-ROM. You can use the **toolbar** to find the information you want.



Study the pages above to answer these questions.

1. What information is the computer user looking for? _____

2. How many entries are shown for *python* in the encyclopedia?

3. Which button on the toolbar should the user click on to print out a copy of the page? _____
4. If you are looking for a good map of Australia, what button on the toolbar would you click? _____
5. If you are looking for more information about snakes, what button would you click? _____

Name _____

Prefixes and **suffixes** can be added to many words. The original word is called the **base word**. If you know what the base word is, you can figure out the meaning of the word with a prefix or suffix. You can find the meaning of prefixes and suffixes in a dictionary.

unhappy

The base word is **happy**. **Happy** means “feeling good.”

The prefix **un-** means “the opposite of.”

The word **unhappy** means “not feeling good.”

Find the word with a prefix or suffix in each sentence. Circle the base word. Then tell what the word with the suffix or prefix means.

1. The snake’s markings were colorful, with red and blue bands.

2. Even small snakes can be dangerous sometimes.

3. Knowing that the snake was hidden somewhere in the room made us all uncomfortable.

4. The water moccasin swam under Khalid’s boat and disappeared.

5. Casey was successful in finding a picture of a rattlesnake in the book.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word on the left.

- | | | |
|--------------------|---------|---------|
| 1. twirl | whirl | twist |
| 2. blurred | married | stirred |
| 3. curve | cave | serve |
| 4. birth | mirth | bath |
| 5. hurl | earl | haul |
| 6. shirt | sure | dirt |
| 7. purse | please | curse |
| 8. curl | girl | call |
| 9. turkey | tacky | murky |
| 10. sternly | firmly | silly |
| 11. pearl | pail | whirl |
| 12. curb | herb | cure |

Name _____

A. Proofreading

There are five spelling mistakes in the paragraphs below. Circle the misspelled words. Write the words correctly on the lines below.

The tree was tired of standing in one place all the time and never moving. The tree wanted to move. During the winter, the tree wanted to kirl up for warmth. In the summer, the tree wanted to swim and swurl through the water. Never in its whole life had the tree left its spot. It wanted to travel the earth.

One day a snake slithered by. The tree said, "I wish I could travel the world like you." "Really?" replied the sirpent. "Here I was thinking I'd rather be a tree. I wouldn't have to search for my food every day. And I could let my branches and leaves twirle around in the wind while I stood still."

At that, the tree started thinking. "That's true, I don't have to run around all the time, and that's pretty nice." From then on, the tree understood how lucky it was to be able to stand, and found a perpose in life.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

B. Writing Activity

Imagine that you've met someone who has taught you a lesson. Who was the person and what did you learn from him or her? Use at least four spelling words in your paragraph.

Name _____

- Add **-es** to verbs that end in **s**, **ch**, **sh**, **x**, or **z** if the subject is singular.
- Change **y** to **i** and add **-es** to verbs that end with a consonant and **y**.
- Do not add **-s** or **-es** to a present-tense verb when the subject is plural or **I** or **you**.

Read each sentence. Write the correct present-tense form of each underlined verb on the lines provided.

1. The rattlesnake stretch out along the rocks. _____
2. His scales flashes silver in the hot desert sun. _____
3. He swish his long tail. _____
4. A prairie dog scurry away when it hears the snake's rattle.

5. A small lizard crawl away. _____
6. The rattlesnake reach the edge of the rock. _____
7. A bee buzz past the snake. _____
8. The rattlesnake hurry down the rock. _____
9. He quickly pass by a cold, shaded area. _____
10. You approaches any snake with caution. _____

Name _____

- The present tense must have subject-verb agreement.
- Add **-s** to most verbs if the subject is singular.
- Add **-es** to verbs that end in **s, ch, sh, x,** or **z** if the subject is singular.
- Change **y** to **i** and add **-es** to verbs that end in a consonant and **-y**.

Proofread the dialogue below. Look for mistakes in present tense subject-verb agreement and quotations. Rewrite the dialogue, action verbs, and quotations correctly.

I am so excited! Today I leaves on a trip to Taos, New Mexico! Carla say.

Dad reply, we should be there in about an hour.

Mom point to the mountains in the distance. She say, stop the car so we can takes some pictures.

Carla remark, I see a strange bird in the distance.

Dad explain, the bird is a roadrunner.

Carla watch the speedy bird. It pass close enough to see its feathers.

Name _____

1. Please read the following sentences:

alice was so angry she wanted to scream. her brother broke her stereo by accident. she burst into tears and just wanted to be left alone. her brother was extremely upset that he had broken his sister's stereo by accident.

2. Now, circle the words that should start with capital letters.

Remember, EVERY sentence starts with a capital letter.

Extra Practice: Do the same exercise with the following sentences:

amy loved horseback riding. each weekend she would wait for her lesson with anticipation. it always seemed to take forever to get to the stable and once she was there, she would have so much fun, her lesson would fly by.

Name _____

Say the words below aloud. In each word, the letter in dark type is silent.

knives

plumber

calm

wriggle

A. Quietly read the sentences aloud to yourself. Then circle the letter in the underlined word that you did not pronounce.

1. Rosa Parks knew that staying in her seat was the right thing to do.
2. Taking a risk might make the palms of your hands sweaty.
3. Christine kneeled down on the floor to pick up the paper she had dropped.
4. Martin's father needed a wrench to fix the piano bench.
5. The tombs in the cemetery remind us of those who came before us.

B. Using a dictionary, find at least five other words that begin with *kn* and *wr*. Write these words on the lines below and circle the silent letter in each one.

kn-* words**wr-* words**

Name _____

A. Use the words in the box to complete the sentences below.neglected
appreciateddesperate
enduredobedience
misunderstood

1. I play with my dog a lot so she does not feel _____.
2. The only time I scold Sparky is when he tries to eat food from our table. Each time he looks at me as if he has _____ great suffering.
3. Once I sent him to _____ school.
4. Jill _____ the toys we gave to her dog, especially the ball.

B. Write two sentences, each using one of the vocabulary words.

5. _____

6. _____

Name _____

A cause makes something happen. An effect is what happens. Story plots contain several causes and effects. Using what you know and what the author tells you to **draw conclusions** can help you figure out the plot.

Read the story. Draw conclusions to answer the questions.

Fred and Roberto lived next door to each other. Whenever Roberto looked out the window and saw that Fred's owner was taking him for a walk, Roberto would scratch at the front door and whine until Mrs. Marsh got his leash and took him out.

One day, Fred came bounding into Roberto's backyard. "I'm running away," he told Roberto. "Mr. Gomez doesn't appreciate the way I bring him his slippers when he comes home from work."

"Don't do it," Roberto advised Fred. "Give Mr. Gomez a little more time to get to know you. He will appreciate you when he gets to know you better."

"You may be right," Fred agreed. "I'll give him another chance."

1. Draw a conclusion. What caused Roberto to scratch on the door?

2. What effect did Roberto's scratching have?

3. What kind of personality does Roberto have?

4. Why does Fred agree with Roberto?

Name _____

As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

Text Clues	Conclusions

How does completing the Conclusions Chart help you draw conclusions about *Dear Mrs. LaRue*?

Name _____

As I read, I will pay attention to expression.

9 Presidents have kept a wide range of pets. These
 18 animals have included cows, mice, goats, and birds. But
 26 dogs have been the most popular presidential pets.
 35 Dogs are loyal and loving. They make their owners
 43 feel appreciated. Like other dog owners, many Presidents
 52 have enjoyed the special friendship that dogs can give.
 60 Many people believe that dogs help Presidents gain
 67 support from Americans. Pictures of Presidents playing
 77 with their dogs can make the Presidents seem likable and
 81 help them win votes.
 91 More than 200 dogs of various breeds have lived at the
 100 White House. Some of these White House dogs served
 109 as guard dogs. Others played with the Presidents' children.
 118 And others clearly belonged to the Presidents and were
 125 their personal four-legged friends. A few presidential
 135 pooches were even as well known as their masters. Let's
 take a look at some of the famous "First Dogs" of America. 147

Comprehension Check

1. Why might people vote for a candidate who has a dog as a pet? **Cause and Effect**
2. Why did the author write this passage about presidential dogs? **Author's Purpose**

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

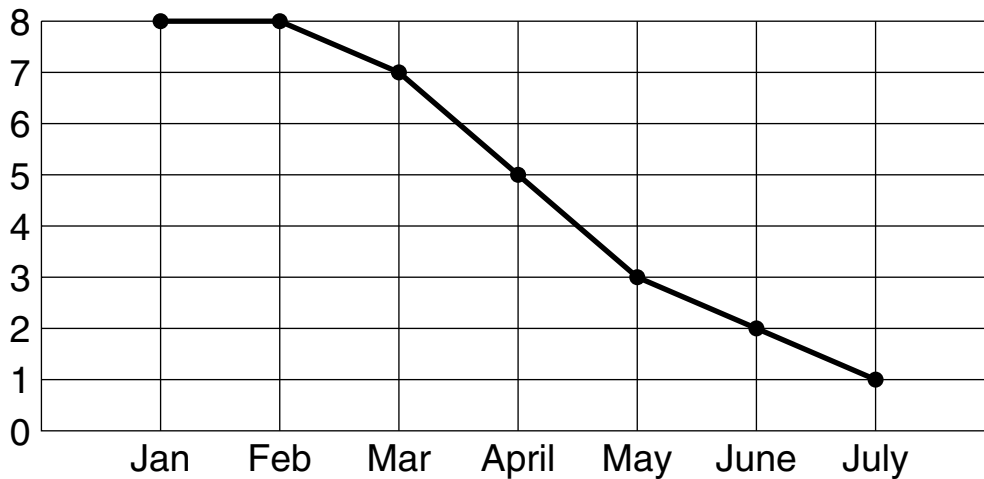


Name _____

A **line graph** is a good way to show how something changes over time. Points on the graph are connected by lines that make it easy to tell whether the occurrences of something increased or decreased as time passed.

Look at the line graph below and answer the questions.

Number of Search Dog Requests in Vail, Colorado



1. During which two months were the largest number of search dogs needed? _____
2. How many search dogs were needed in May? _____
3. In which month were 5 search dogs needed? _____
4. Which two months had the same number of searches?

5. How many more searches were requested in January than in July?

Name _____

When you put the **prefix** *mis-* in front of a word, it changes the meaning of the word. *Mis-* means “badly” or “incorrectly.”

Add the prefix *mis-* to each word. Then write a sentence with the new word.

New word

1. judge _____

4. read _____

2. spell _____

5. behave _____

3. treat _____

Sentence

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Find and circle the hidden spelling words.**

P	L	U	M	B	E	R	K	Y	U	I	Q
Z	C	O	M	B	S	K	N	I	V	E	S
W	R	I	N	K	L	E	E	R	R	T	F
R	W	R	E	N	C	H	W	D	F	G	V
A	Q	R	H	O	U	R	H	O	N	O	R
P	A	N	S	W	E	R	L	A	M	B	S
P	B	H	O	N	E	S	T	Y	V	B	H
E	N	O	L	N	X	K	N	E	A	D	Z
R	K	N	E	E	L	F	B	S	D	E	Q
A	H	E	I	R	W	R	I	G	G	L	E
A	K	S	P	D	O	U	B	T	D	R	T
W	L	T	H	U	M	B	S	Q	R	C	A



Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

My brother Sam could never make up his mind about what he wanted to be when he grew up. He just new that he wanted to help people.

At one time, he wanted to be a farmer. He liked sheep and lams. I think he would have liked herding them. He could have been a shepherd.

Sam also liked tools. He liked fixing his bike with a rench. He could have been a plumber. He would have liked helping people by fixing their leaky sinks.

When he decided to be a judge, I was sure that was the perfect job for him. He was always onest and fair. I had no dout that he would help a lot of people. You could just tell that he was going to make a difference, whether as a shepherd, a plumber, or a judge.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

Think about people like Dr. Martin Luther King and others who make a difference. Write a paragraph describing another job that involves helping people. Use at least four spelling words in your paragraph.

Name _____

- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the special verb **will**.

Underline the action verb in each sentence. Rewrite the sentence so it tells about the future.

1. The teachers assign a project about the Civil Rights movement.

2. The students work in pairs.

3. All of the classes go to the library.

4. Cordell and Janine find out about the Voting Rights Act of 1965.

5. Yvonne and Frank learn about educational rights.

6. The librarians show us the right books and magazines.

7. Juan and Patricia give an oral report.

8. Josie and Emmett create a poster.

Name _____

- A verb in the **past tense** tells about an action that already happened.
- A verb in the **future tense** tells about an action that is going to happen.

Rewrite the poem below. Change the underlined verbs to the past tense. Then circle the verb in the future tense.

Just History?

To me, it's a mystery —
 Why do people think
 Dr. King is just history?
 He stand on the brink
 of a change. He dream
 of equality. He speak
 with calm strength. His world seem
 cold, but he seek
 to warm it. Dr. King, we will remember
 you.

Name _____

1. Please read the following journal entry:

i did it i can't believe i finally hit the ball with the bat after weeks of swinging and missing, i finally feel like a baseball player are you as surprised as i am

2. Rewrite this entry using proper capitalization and punctuation.

Remember, every sentence starts with a capital letter and every sentence ends with a period, a question mark, or an exclamation point.

Extra practice: Please try the same exercise with the following entry.

my cat spencer is the smartest cat i have ever known he is also the cutest he always comes running when i call him and we even play fetch with a tin foil ball sometimes every night he sleeps on my feet at the end of my bed

Name _____

When the letters **c** and **g** are followed by **e**, **i**, or **y**, they usually have a soft sound. Say the following words aloud.

ceiling

circus

cycle

genius

giant

gyroscope

Circle the word with soft c or g and write it on the line.

1. The young people were _____ their plan would work.

careful

certain

cornered

2. They wanted to work in the _____.

city

country

crowd

3. They could help people exercise in a _____.

gymnasium

grade school

gang

4. Or they could give _____ care to sick pets.

glad

grateful

gentle

5. Maybe they could feed the pets _____.

cereal

corn

cupcakes

6. They could play with the _____ while they were not working.

game

goose

gerbil

7. They could make sure the animals were free of _____.

grease

gags

germs

8. Shelby has been learning to play the _____.

clarinet

cymbals

castanets

Name _____

cranky
specialtyselfish
famishedexasperated
commotion

Choose a vocabulary word from the list that has the opposite meaning of the word(s) in dark type and makes each sentence true. Write it on the line.

1. Mariel is **happy** because she slept for only four hours last night.

2. I had only a bag of peanuts for lunch, so I was **stuffed** by the time dinner came. _____

3. It would be **generous** not to share your lunch with a hungry friend.

4. My mom felt **pleased** when I forgot to take out the garbage for the fourth time. _____

5. Tyler's dog caused a **peaceful pause** when it escaped and ran through a grocery store. _____

Use one of the vocabulary words in a sentence of your own.

6. _____

Name _____

When you **make judgments**, you may need to use your personal experience. However, you must also be able to support your judgment with evidence from the story.

Read the tale. Then complete the chart.

Anansi was just sitting down to a delicious dinner. Turtle knocked on Anansi's door and asked Anansi if he could share his meal. Anansi didn't want to share his meal, but he agreed. Then he told Turtle he must wash his hands before eating. Turtle crawled to the stream to wash his hands, but by the time he returned to Anansi's table, his hands were dirty again. Anansi sent Turtle away to wash his hands again. By the time Turtle returned, Anansi had finished the last bite of the meal.

Turtle thanked Anansi for sharing his meal and promised him a meal if he ever came to his house. Anansi went to Turtle's house. Turtle had set the table under water. Anansi filled the pockets of his jacket with rocks so he could stay underwater, but Turtle told him he must remove his jacket to eat. Anansi floated to the surface and could not share Turtle's feast.

Valid Judgment	Evidence
1. Anansi is selfish.	
2. Anansi is clever.	
3. Turtle is polite.	
4. Turtle is clever.	

5. Who do you think is more clever, Anansi or Turtle? Support your response with evidence from the tale.

Name _____

As you read *Ranita, the Frog Princess*, fill in the Make Judgments Chart.

Action	Judgment

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How does the information you wrote in the Make Judgements Chart help you to evaluate *Ranita, the Frog Princess*?

Name _____

As I read, I will pay attention to expression.

9 [Dean Dragon's kitchen. Matthew is struggling to light a
 20 fire with a match under a cauldron of stew. Dean Dragon
 31 steps up and lights it with his dragon breath. Priscilla uses
 41 a large wooden spoon to stir the stew, while Matthew
 44 starts chopping carrots.]
 44 **Princess Priscilla:** [inhaling a spoonful of stew with a
 53 look of pleasure] Mmm. That smells good already.
 61 **Matthew:** Wait until it's finished. It's delicious.
 68 **Dean Dragon:** [smiling] My vegetable stew is good, if
 77 I do say so myself. It's famous among dragons.
 86 **Princess Priscilla:** I can see why. [She smiles at Dean,
 96 then goes back to stirring the stew.] I'd just like to get my
 109 hands on that Knight Never-Do-Well. He woke me up in
 121 the middle of the night and told me that my family was in
 134 danger. So of course I came. Then when we got here, he tied
 147 me to the tree, told me not to worry, and said he'd be back to
 162 rescue me soon. I'd like to take a can opener to that shiny
 175 armor of his. 178

Comprehension Check

1. Do you think Knight Never-Do-Well is a reliable person? **Plot Development**
2. Do these characters enjoy working together? Why? **Plot Development**

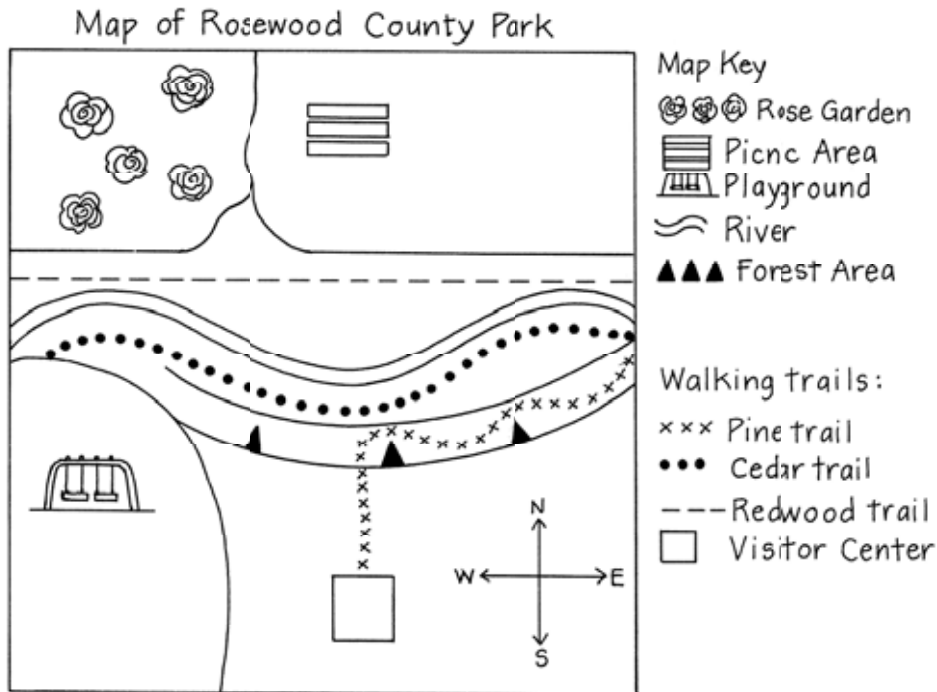
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **compass rose** shows north, south, east, and west. The **map key**, or **legend**, explains the symbols on the map.

Use the map to answer each question.



1. The picnic area is to the east of _____.
2. Which trail would you take to walk through the forest area?

3. Can you take the Cedar trail to get to the Redwood trail? Explain.

4. It is possible to get from the Visitor Center to the Rose Garden. What is missing from the map? _____

Name _____

Words that have opposite meanings are called **antonyms**.
A word can have more than one antonym.

Word	Antonyms
<i>glad</i>	<i>sad, unhappy</i>
<i>angry</i>	<i>calm, pleased</i>

A. Draw lines to match each word in Column 1 with an antonym from Column 2.

Column 1

1. selfish
2. hungry
3. noisy
4. speedy
5. excited

Column 2

- a. full
- b. calm
- c. slow
- d. unselfish
- e. quiet

B. In the blank, write an antonym for each underlined word.

6. Shayna always remembers _____ her promises.
7. I felt cheerful _____ when I woke up.
8. Dad speaks loudly _____ on the phone.
9. The door slammed _____ suddenly.
10. The weather outside was sunny _____.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Rhyming words have the same ending sounds. Circle the word in each row that has the same ending sounds as the spelling word on the left.

- | | | | |
|--------------------|---------|---------|---------|
| 1. glance | stance | fence | gleam |
| 2. spice | spit | spruce | vice |
| 3. ounce | inch | bounce | pound |
| 4. strange | arrange | stingy | garage |
| 5. center | blender | renter | cement |
| 6. wedge | pledge | welt | trudge |
| 7. sponge | stage | spare | grunge |
| 8. bridge | brought | ridge | ride |
| 9. germs | grim | terms | times |
| 10. scene | queen | dunce | race |
| 11. certain | crept | captain | curtain |

Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

Ana read an article in the newspaper about a fire at a house in a nearby vilage. No one was hurt, but the family lost all of their belongings. Many people were helping them out, but the children didn't have clothes and books for school.

She thought about how strang it would be to lose her own stuff. She was certain she could find a way to help out. Ana decided to arranje a way for them to get the things they needed.

She started asking people to help. She started with her parents. They gave her a few dollars. Then she asked her grandparents. They gave a little, too. Then she asked her teacher, and next her neighbors. Pretty soon, she had the courage to ask everyone—the polise and even the clowns at the local circus. When she collected enough money, her dad drove her to the store. She bought new clothes, books, and school supplies. She even bought some new toys. Then she loaded her purchases in a big box and got ready to drop them off to their new owners.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Imagine that you read about a family who needs help in your town. What might it be? How could you follow Ana's example and do something to fix it? Use at least three spelling words in your paragraph.

Name _____

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- **Have, has, and had** can be helping verbs.
- **Is, are, am, was, were, and will** can be helping verbs.

Write a main verb or helping verb to complete each sentence.

1. Charlie _____ searched for a place to volunteer.
2. He has _____ lists of groups.
3. Charlie _____ worrying about choosing the right place to help.
4. He _____ visit different groups.
5. The people in the soup kitchen are _____ vegetables.
6. Many people _____ donated clothes to this group.
7. This afternoon Charlie is _____ for people who couldn't leave their homes.
8. He has _____ floors at the animal shelter.
9. Charlie _____ pitch in wherever he can.
10. The leaders of the groups are _____ him and telling him he's done a great job.

Name _____

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement. Add **-ed** to most verbs to show past tense.
- **Have, has, and had** can be helping verbs.
- **Is, are, am, was, were, and will** can be helping verbs.

Rewrite the paragraphs below. Be sure to correct any main verbs, helping verbs, or contractions that are used incorrectly.

Everyone should volunteering to help others. It does'nt matter what you do. Any way you can help will makes a difference. You don'ot have to give up all of your free time. You can help even by volunteering just a few hours a week. Many local organizations are count on volunteers.

One way you can help is by working at a soup kitchen. Starting on Wednesday, I will work at the soup kitchen on Fifth Street. I'm look forward to it.

If you take time to help others, you will knowed that you has made your community a better place.

Name _____

Writing Rubric			
	3 Good	2 Fair	1 Unsatisfactory
4 Excellent			
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation

Name _____

Plurals are formed in the following ways:

- Most plural nouns end in **-s**.
- When a word ends in **-s, -ss, -sh, -ch,** or **-x, -es** is added.
- When a word ends in a **vowel + y, -s** is added.
- When a word ends in a **consonant + y,** the **y** is dropped and **-ies** is added.

Write the correct plural form of the underlined word on the line.

1. Many talented artist _____ have lived and worked in California.
2. Many of them study in city _____ such as Los Angeles and San Francisco.
3. The artist Ansel Adams took many photo _____ of the state.
4. His work showed high mountains and lush valley _____.
5. The state is home to many famous writer _____, too.
6. The writer Gary Soto writes about his childhood hopes and wish _____.
7. He writes story _____ about his family.
8. Soto turns his memory _____ into art.

Name _____

dismiss
conceivedinteract
definition

motivate

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

1. What is the (definition/interact) of the word *genius*? _____
2. Hearing the music of Louis Armstrong might (dismiss/motivate) you to play the trumpet. _____
3. When he played, Armstrong liked to (interact/motivate) with the people who watched him. _____
4. My sister and I (conceived/definition) of a way of playing like Louis Armstrong. _____
5. Mom will probably (dismiss/interact) our idea of starting a family band.

B. Write new sentences for three of the vocabulary words used above. Underline the vocabulary word in each sentence.

6. _____
7. _____
8. _____

Name _____

A **fact** is a statement that can be proven true.

An **opinion** is a statement that tells someone's feelings or ideas.

It cannot be proven true.

Facts and opinions can appear together.

A. Read the following sentences. After each sentence write *fact* or *opinion*.

1. Our class went on a field trip to the art museum last week.

2. We saw one painting that was almost 500 years old. _____

3. It is harder to be a painter than to be a writer. _____

4. The best painters are from the United States. _____

5. Some painters study art in college. _____

6. Going to the art museum is a great way to spend an afternoon.

B. Write one fact about art. Then write one opinion about art.

7. Fact: _____

8. Opinion: _____

Name _____

As you read *Words Add Up to Success*, fill in the Fact and Opinion Chart.

Fact	Opinion

How does the information you wrote on this Fact and Opinion Chart help you better understand *Words Add Up to Success*?

Name _____

As I read, I will pay attention to accuracy.

9 Thousands of years ago in China, people made an
 17 important discovery. They found out that caterpillars of
 29 one kind of moth spin cocoons of silk. And better yet, they
 40 found out that the cocoons could be unwound and the silk
 46 thread could be woven into fabric.
 58 Silk fabric is shiny. It is soft and smooth to the touch.
 71 It is very light in weight. And it can be dyed in many
 72 colors.
 81 For thousands of years, the Chinese were the only
 91 people who knew how to produce silk cloth. People in
 100 other countries wanted to trade for the precious silk
 109 fabric. Traders traveled to and from China on one
 118 main road. They traded goods such as spices, glass,
 127 and gold for silk. Sometimes they even traded horses
 138 for silk. Over time, this route became known as the Silk
 Road. 139

Comprehension Check

1. Are the statements in the second paragraph facts or opinions? **Relevant Facts and Details**
2. What is the main idea of the third paragraph? **Main Idea and Details**

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



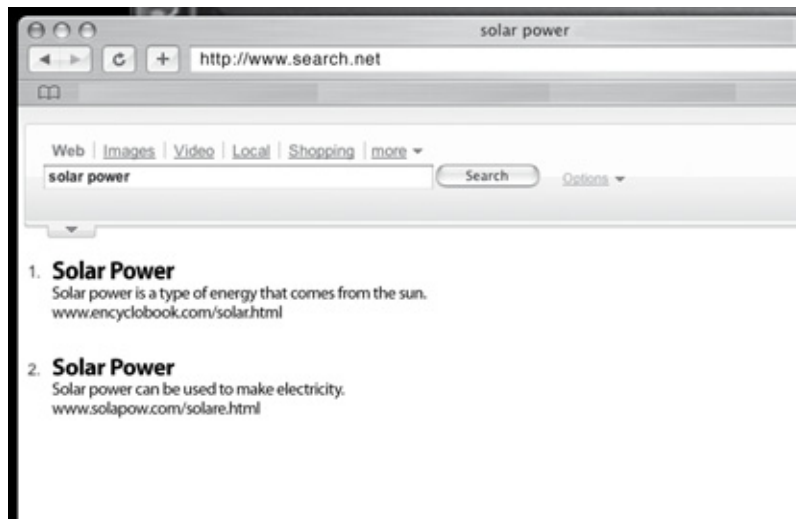
Name _____

The **Internet** is a collection of computer networks. A **search engine** reviews that collection to help you find information.

To use a search engine:

- Type a key word or a phrase in the Search box.
- The search engine will come back with a list of Web pages that contain the key words.
- When choosing a Web page, select trustworthy sources.

Use the Web page to answer the questions.



1. What words have been entered in the search box? _____
2. If you clicked on the first Web page listed, what information would you find? _____
3. If you wanted to find information about solar power in California, what words would you put in the search box? _____
4. If you entered the word "California" in the search box, what information would you find? _____

Name _____

Cause/Effect Writing Frame

Summarize “Words Add Up to Success.”
Use the Cause/Effect Writing Frame below.

Jaime Escalante’s students were in trouble. They were in trouble **because** _____

This **caused** Jaime Escalante to _____.

He **also** _____.

In addition, he _____.

As a result of Jaime Escalante’s efforts, _____.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

A **prefix** is a word part that is added to the beginning of a word to change its meaning. Many prefixes come from **Latin**. Understanding prefixes can help you figure out the meaning of a word.

Prefix	Meaning
pre-	before
sub-	under
un-	not

Read each sentence. Write the meaning of each boldface word on the line provided. Use the clues in the table above.

1. When Spencer turned three, he started **preschool**.

2. The **submarine** traveled to the bottom of the ocean.

3. His face is **unforgettable**. _____

4. We rode the **subway** train in New York City.

5. We went to a **preview** of the new movie.

6. A new bike would be nice to have, but it is **unnecessary**.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Word Endings**A. Write the spelling words by adding -es.**

- | | | | |
|----------|-------|----------|-------|
| 1. moss | _____ | 5. couch | _____ |
| 2. arch | _____ | 6. patch | _____ |
| 3. dress | _____ | 7. ranch | _____ |
| 4. glass | _____ | | |

B. Write the spelling words by adding -s.

- | | | | |
|------------|-------|-------------|-------|
| 8. cave | _____ | 12. mistake | _____ |
| 9. clam | _____ | 13. prop | _____ |
| 10. arrow | _____ | 14. parent | _____ |
| 11. engine | _____ | 15. mint | _____ |

C. Write the spelling words by changing the y to i and adding -es.

- | | |
|------------|-------|
| 16. baby | _____ |
| 17. army | _____ |
| 18. supply | _____ |
| 19. hobby | _____ |
| 20. enemy | _____ |

Name _____

A. Proofreading Activity

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

At night, we'd sleep in the tipis. We made our beds by gathering moses. They were really soft. Our blankets were bison hides, which the hunters had shot with arrowes. They also had to use bows and arrows to protect our tribe from enemys.

The Plains was a beautiful place, with wide horizons and rolling hills. Later, it would be made into ranchs with cows and cowboys. But before that, there were no fences, just grass as far as you could see.

Indians were good parentes. They cared very much for their babyes. Mothers would carry them around on their backs and sing to them. The women wore dresses made of deer hides.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Imagine that you could live on the Plains with an Indian tribe. Write a paragraph describing what you would do. Use at least four spelling words in your paragraph.

Name _____

- A **linking verb** does not show action. It connects the subject to the rest of the sentence.
- **Is, are, am, was, and were** are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Complete each sentence by writing the correct linking verb on the line. Then underline the complete subject of the sentence.

1. Our social studies project _____ an interesting assignment.
2. I _____ eager to get started on it.
3. The Pawnee tribe _____ the subject of my project.
4. Mystic Horse _____ my favorite book last year.
5. The Pawnee Indians _____ unfamiliar to me before I read that book.
6. They _____ a group I want to learn more about now.
7. The state of Nebraska _____ the place the Pawnee lived long ago.
8. Many books about the Pawnee _____ located in the school library.
9. The library _____ so big that I can't always find what I need.
10. Our librarian, Ms. Kribble, _____ helpful to students.

Name _____

- A **linking verb** does not show action. It connects the subject to the rest of the sentence.
- **Is, are, am, was, and were** are often used as linking verbs.
- Some linking verbs link the subject to a noun in the predicate.
- Some linking verbs link the subject to an adjective in the predicate.

Rewrite the lines of this play. Correct any linking verbs that are used incorrectly. Be sure to use proper punctuation for a play.

T.J. "I need an idea for my social studies project. I can't think of anything."

T.J. paces the room nervously.

CARA *confidently*. "My project are about Pawnee folktales."

T.J. "That's a good idea, Cara." *CARA opens the book and points to a picture.*

CARA. "The Plains tribes is very interesting to read about."

T.J. *excitedly*. "This were a great idea."



Name _____

1. Read the following journal entry:

We walked into the cafeteria with its deafening sounds of kids' shouting. As we sat down, I immediately wrinkled my nose at the sour smell of sauerkraut. The floor beneath my table was slippery with it. My first bite of pizza tasted like socks.

2. Look at the chart below. Each of your 5 senses is listed across the top, and under each heading is a sensory detail from the journal entry above that goes along with each sense.

Setting: Cafeteria

Sound	Smell	Sight	Touch	Taste
deafening shouting	sour sauerkraut	sauerkraut on the floor	slippery sauerkraut	pizza tasted like socks

3. Using the charts below, try to think of sensory details that you might be able to write about to describe the settings listed. Remember, sensory details are descriptions of sight, taste, touch, hearing, and smell.

Setting: Birthday Party

Sound	Smell	Sight	Touch	Taste

Setting: Library

Sound	Smell	Sight	Touch	Taste

4. Now try it with a setting of your choice.

Setting:

Sound	Smell	Sight	Touch	Taste

Extra Practice: Try again using another setting of your choice.

Setting:

Sound	Smell	Sight	Touch	Taste

Name _____

A **compound word** is made up of two short words. The two words together make a new word with a new meaning.

When I was at camp this summer, we built a campfire to keep warm at night.

camp + **fire** = **campfire**

camp: an outdoor place with tents or cabins

fire: the flame, heat, and light given off when wood burns

campfire: an outdoor fire for cooking or keeping warm in a camp

Draw a line dividing the two words that make up the compound word in each sentence. Then write the letter that matches the meaning of each word.

1. We had a bad snowstorm.	___ and ___	a. long, thin rope
2. Bentley loved snowflakes.	___ and ___	b. coming into being
3. Hail is made from raindrops.	___ and ___	c. small, thin, flat pieces
4. The child took the towels off the clothesline when the hail came.	___ and ___	d. plants with many long, thin leaves
5. The child's birthday was in January.	___ and ___	e. white crystals of ice
6. The grasshopper hid during the storm.	___ and ___	f. what people wear
		g. windy, unsettled weather
		h. water from clouds
		i. twenty-four hours
		j. small balls of something
		k. someone or something that jumps

Name _____

strutting
skyscrapersswarms
gloriousbarbecue
collage**A. Answer each question, substituting the vocabulary word for its underlined definition.**

1. Have you seen Jason? Why was he walking in a proud manner down the hall?

2. Why were there great numbers of people at the mall?

3. What kinds of food do you like to eat at an outdoor gathering at which meat is roasted over an open fire and served?

4. Where can you go to see very tall buildings?

5. What materials are you using to make that artistic composition made by pasting or gluing materials together on a surface?

B. Use two of the words above in one sentence.

6. _____

Name _____

Characters are the people, and sometimes animals, that you read about in a story. The main character is the story's most important character. Pay attention to the things characters say, do, and feel to compare how they change throughout the story.

Read the following passage. Then answer the questions that follow.

Brian said to his mom, "I'm worried about going to art camp. I won't know anyone there."

"Don't worry about it," his mom said. "You'll see. It'll be fine."

When Brian walked into the camp meeting room, he swallowed hard. Most of the tables were full of kids talking and laughing with each other. There was only one spot open, and it was at a table way in the back.

There were three other kids at the table—Alex, Kenya, and Mike. They all knew each other, but they were happy to talk to Brian, too. Brian no longer felt nervous. By the time he went home, he knew he had a new set of friends for the summer.

1. Who is the main character? _____

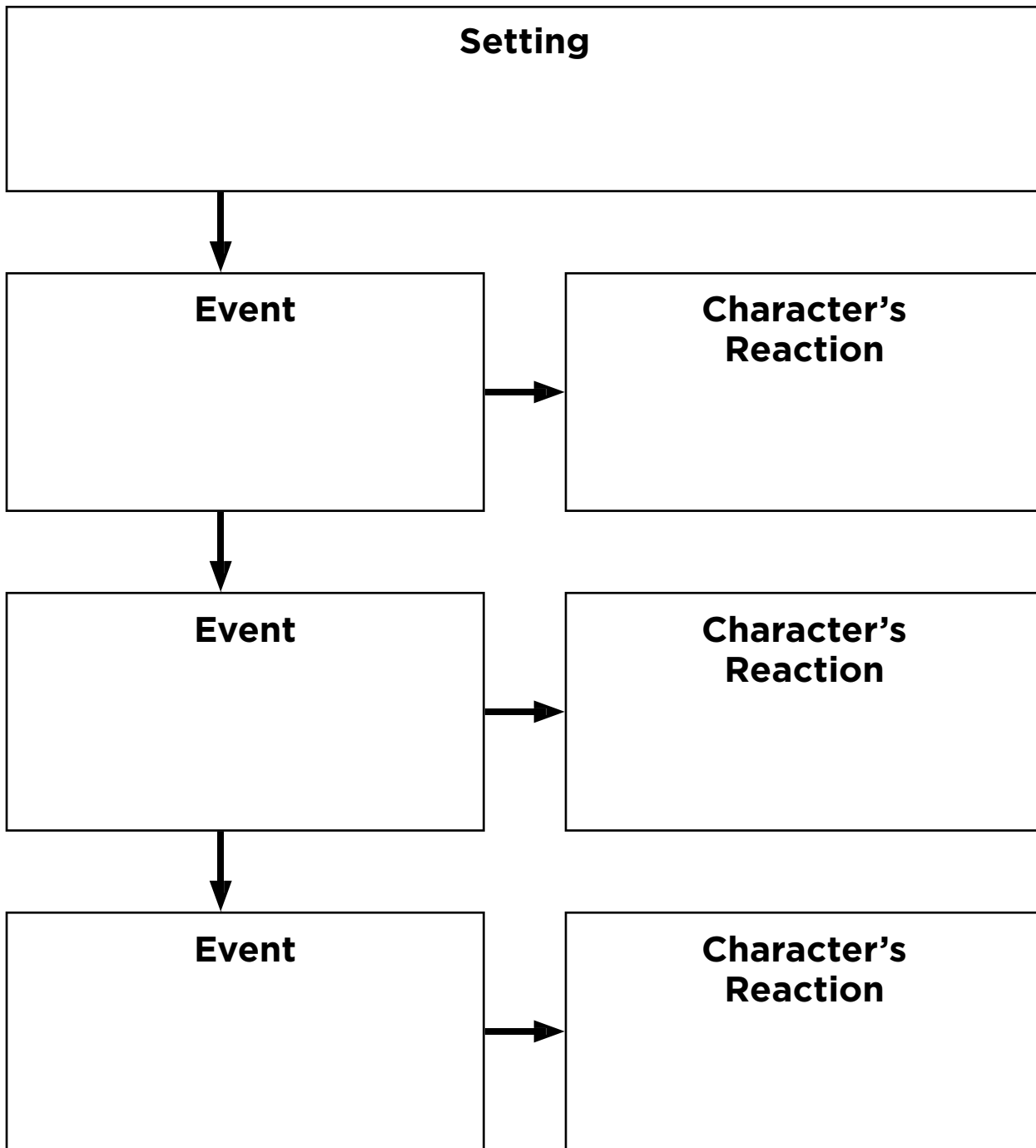
2. Name the other characters in the story.

3. What kind of person is Brian in the beginning of the story? _____

4. How did Brian change at the end of the story? _____

Name _____

As you read *Me and Uncle Romie*, fill in the Setting Flow Chart.



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How does the information you wrote in the Setting Flow Chart help you monitor your comprehension of *Me and Uncle Romie*?

Name _____

As I read, I will pay attention to my pacing in order to match the action in the story.

8 Carly held her breath as the broad-tailed hummingbird
 17 fluttered near the cluster of wildflowers. She stared into
 27 her camera, waiting. A fly landed on Carly's arm. She
 39 flicked it away with a finger. The bird flew near a flower.
 47 The flower wasn't red enough, though. Carly waited.
 58 The bird flew to another flower. This one was too small.
 67 Finally, the bird hesitated over the largest, reddest flower.
 77 Carly began to snap pictures. She was certain that these
 88 would be some of the best pictures she had ever taken.
 97 Carly raced home and uploaded the pictures onto her
 105 computer. She couldn't wait to see the results.
 116 But when the pictures came up on the screen, she was
 124 disappointed. Carly studied them, then opened her photo
 131 journal. She wrote: "Hummingbird pictures: The bird's
 142 wings are a blur, not enough detail on flower, bird isn't
 153 close enough to the flower in any shot. Why aren't these
 the way I thought they would be?" 160

Comprehension Check

1. What do you learn about Carly in this passage? **Plot Development**
2. How might the journal help Carly take better pictures in the future? **Plot Development**

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

Name _____

Directions explain how to do something. Sometimes numbered steps are given to tell the reader the order in which things should be done. **Sequence words**, such as *first*, *then*, *next*, and *last*, can also help readers follow directions. Sometimes a list of needed **materials** is included in the directions.

Read the following directions. Then answer the questions.

How to Paint a Room

Materials

paint	drop cloth	paint stirrer	roller
painter's tape	paintbrushes	paint tray	

Directions

1. Put drop cloths on the floor and furniture to protect them.
2. Place blue painter's tape around the areas that you do not want painted, like windows, for instance.
3. Open the paint cans and mix the paint with a stirrer.
4. Pour the paint into a paint tray. Use a roller to paint the walls.
5. Use a paintbrush to paint the corners, edges, and other spots the roller can't reach.
6. When you are finished, wash the brushes and rollers with warm water.

1. How many materials are needed to paint a room? ____
2. What is the first thing you should do before you paint a room?

3. What do you pour the paint into? _____

4. What would happen if you skipped Step 2?

Name _____

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers use **description** to help readers define unfamiliar words.

Underline the context clues that describe the meaning of the boldfaced word. Then write the word's definition.

1. We decided that the **theme** of our collage would be what we did during our vacation.

Definition: _____

2. The chef felt her masterpiece was not complete until she **shredded** cheese into tiny strips and sprinkled it on top of the omelette.

Definition: _____

3. The young artist worked with many different **mediums**—oil and acrylic paints, colored pencils, and chalk.

Definition: _____

4. My neighbor offered me the **proposition** of getting \$20 each time it snows for shoveling his stairs and sidewalk.

Definition: _____

5. My two uncles are starting a business together as **joint** owners.

Definition: _____

6. After we paid our **admission**, we could enter the museum and stay as long as we wished.

Definition: _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
Did you spell the word right?
If not, go back to step 1.

Bits and Pieces

Join the first word on the left with a second word on the right that completes each compound spelling word.

- | | | |
|------------|-------|---------|
| 1. rail | _____ | top |
| 2. fish | _____ | line |
| 3. back | _____ | speaker |
| 4. desk | _____ | room |
| 5. snow | _____ | fold |
| 6. clothes | _____ | head |
| 7. blind | _____ | bowl |
| 8. loud | _____ | yard |
| 9. bed | _____ | road |
| 10. over | _____ | storm |
| 11. new | _____ | take |
| 12. your | _____ | fire |
| 13. look | _____ | case |
| 14. book | _____ | spread |
| 15. grand | _____ | born |
| 16. over | _____ | self |
| 17. bed | _____ | parent |
| 18. water | _____ | proof |
| 19. under | _____ | out |
| 20. camp | _____ | do |

Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

With his desk top microscope, Jack could see the beauty of snowflakes. They were tiny but had intricate designs. Each one was different, and they were all spectacular.

But Jack was sad because he knew that most people could not see the beauty of snowflakes. They did not have a microscope. It was like they had a blind fold on. So, he decided to under take a new project to let them see for themselves. For a long time, he was on the look out for a camera that could photograph snowflakes, but there was none. He'd have to make it himself.

He read a book case full of books about cameras and started putting one together. It took many tries, but when he finished his camera, he could take pictures of snowflakes and say to anyone he met, "See for your self how beautiful snowflakes are."

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Jack's favorite thing about the snow is snowflakes. Write a letter to a friend describing your perfect day in the snow. Include four spelling words in your writing.

Name _____

- Some **irregular verbs** have special spellings when used with the helping verbs **have**, **has**, or **had**.

**Read each sentence and the verb choices in parentheses.
Underline the verb choice that correctly completes the sentence.**

1. Alice has (did, done) many drawings and photographs of the park in winter.
2. She had (make, made) it a hobby by the time she was ten years old.
3. For the past four years, her parents have (given, gave) her a photo album each year for her birthday.
4. Alice has carefully (put, putted) all of her winter pictures in the albums.
5. Today, the surface of the pond has (frozen, froze).
6. Alice took pictures of the tree because she had (saw, seen) icicles on it.
7. She has (lay, laid) her camera aside while she gets more film out of her bag.
8. By the end of the afternoon, the icicles have (shrunk, shrank) in the sun.
9. Before she went home, Alice had (taken, took) more than 40 pictures.
10. The next morning, she saw that more snow had (fell, fallen).



Name _____

- An **irregular verb** is a verb that does not add **-ed** to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs **have**, **has**, or **had**.

Rewrite the character sketch below. Be sure to correct any mistakes in the use of irregular verbs.

Margaret

Margaret getted up early this morning. She bringed her camera to the pond. She taked a picture of a fish before it swimmmed away. She photographed geese as they fly south for the winter. Soon she had took dozens of pictures.

Ever since she was a little girl, Margaret had know she wanted to be a photographer. By the age of 15, she had wonned three photography awards. Now 30 years old, she has write a guide for beginning photographers. She has maked photography her life's work.

Name _____

1. Please read the following sentence:

When I poured the milk, it was really gross.

2. Now, using your senses, write 2-3 sentences that **SHOW** what exactly was gross about the milk. If it helps, you can make a list of your 5 senses first.

Example: The milk came out in yellow chunks. (sight)

Extra Practice: Try the same exercise again using the following sentence.

The tropical bird room at the zoo was very interesting.

Name _____

When you add **-ed** or **-ing** to a word, sometimes you have to add or drop a letter before adding the ending.

- If the word has a short vowel sound and ends in a single consonant, double the last letter before adding the ending.
- If the word ends in **e**, drop the **e** before adding the ending.

A. Complete the table by writing the correct *-ed* and *-ing* forms of each of these words.

Base Word	Word + <i>ing</i>	Word + <i>ed</i>
1. hop	_____	_____
2. hope	_____	_____
3. flip	_____	_____
4. force	_____	_____
5. tap	_____	_____
6. tape	_____	_____

B. Write four sentences, each using one of the words above.

7. _____
8. _____
9. _____
10. _____

Name _____

eavesdropping
jumbleroute
scornfullylogical
acquaintance

Answer the questions using a vocabulary word that means the same as the underlined word or phrase.

1. Did the raccoon leave a big mess when it turned over the garbage can?

2. Is this the most direct way to get to the lake?

3. Was the owl in the tree listening in on your conversation by the campfire?

4. Is it reasonable to expect an animal to act like a person?

5. Would a mouse be the not-too-close friend of a cat in real life?

6. Would an owl look at a wolf with dislike and disrespect?

Name _____

A **theme** is the subject, or topic, that an author is writing about. To identify a story's message, ask yourself, "What is the subject of this story?"

Read the passage. As you read, think about the theme. Then answer the questions that follow.

Mario Mouse did not always do as he was told. His mother had told him never to leave the safety of their mouse hole, because the world outside was dangerous. But Mario was an adventurous mouse. One evening he ran out of the hole to see the world.

My, the world was big! He found himself in a huge room. It had chairs, a couch, and low tables. In one corner, he saw a big box that had bright pictures and spoke! Mario crept forward to look at the bright pictures.

Just then, a big furry animal bounded into the room, making snarling noises. Mario was terrified. He let out a squeak and scurried back to his mouse hole. He dove through it, back to safety. "Mom was so right," he thought.

1. What is one of the themes of this story? _____

2. On the lines below, list three story events that support the theme that you identified.

a. _____

b. _____

c. _____

Name _____

As you read *The Cricket in Times Square*, fill in the Theme Map.

Clue
↓
Clue
↓
Clue
↓
Clue
↓
Clue
↓
Theme

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How does the information you wrote in the Theme Map help you to better understand *The Cricket in Times Square*?

Name _____

As I read, I will pay attention to expression.

12 Stripes raised his eyes and blinked at Jani. He was a lovely
 24 striped cat. Jani thought he looked like a little tiger. She picked
 37 the cat up. She sat with him on a chair, stroking his head.
 47 “You’ll never believe what we learned in school today,” she
 told Stripes.

49 Stripes looked up at her with wise green eyes. “People used
 60 to make leopard-skin coats,” she told him. “Some people still
 71 do. A coat made from a cat, Stripes. It makes me so mad!”

84 Jani could not be sure, but she thought that Stripes scrunched
 95 up his nose in disgust.

100 That night, Jani fell into a restless sleep. She tossed and
 111 turned. She dreamed about animals who could talk. In her
 121 dream, she hid nearby, **eavesdropping** on their conversation.
 129 The animals were in danger. And they needed help. Suddenly
 139 she woke up. It was almost midnight, but there was a light in
 152 her room. “Who’s there?” she asked. 158

Comprehension Check

1. Why does Jani fall into a restless sleep? **Plot Development**
2. Why might Jani feel sympathy for leopards? **Cause and Effect**

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

Name _____

Advertisements use pictures and text to get people to buy or do something. Advertisements use several techniques of persuasion:

- loaded language, such as *best*, *better*, and *special*
- bandwagon, or urging that you join many other people
- testimonials, or the backing of a celebrity
- warnings that the offer is good for a limited time only

Read each advertisement. Then answer the questions.

Our world-class bird feeder will blow you away! It's the best there is. As Bob Wells of the Nature Channel says, "You won't find a better feeder anywhere."

1. What techniques does the advertisement use? _____
2. What words or phrases did you use to figure out the advertisement's approach? _____

Join your friends and neighbors by donating to the Save the Tigers fund. Act now and receive this beautiful tote bag.

3. What techniques does the advertisement use? _____
4. What words or phrases did you use to figure out the advertisement's approach? _____

Name _____

Context clues are words in the same or surrounding sentences that help a reader figure out the meaning of an unfamiliar word.

Read the passage below. Then write the meaning of each word in dark type and the context clues that helped you figure it out.

The **audience streamed** into the theater to hear Regina Jackson's talk. Hundreds of people moved smoothly but quickly into their seats. Jackson was the world's leading **authority** on **jaguars**. No one else knew more than she did about the lives of these big cats. From the moment she began to speak, everyone sat quietly. You could see by their interested expressions that they were **fascinated** by what she had to say. When Regina finished, everyone stood up and began to applaud.

1. **audience** Definition: _____

Context clues: _____

2. **streamed** Definition: _____

Context clues: _____

3. **authority** Definition: _____

Context clues: _____

4. **jaguars** Definition: _____

Context clues: _____

5. **fascinated** Definition: _____

Context clues: _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
Did you spell the word right?
If not, go back to step 1.

Word Endings

Write the spelling word by crossing off the final -e and then adding the ending -ed.

1. save _____
2. force _____
3. taste _____
4. scare _____

Write the spelling word by crossing off the final -e and then adding the ending -ing.

5. save _____
6. force _____
7. taste _____
8. scare _____

Write the spelling word by doubling the final consonant and adding the ending -ed.

9. rip _____
10. skip _____
11. flip _____
12. tap _____
13. flag _____

Write the spelling word by doubling the final consonant and adding the ending -ing.

14. rip _____
15. skip _____
16. flip _____
17. tap _____
18. flag _____

Write the spelling word by adding the ending -ed.

19. discuss _____

Write the spelling word by adding the ending -ing.

20. discuss _____

Name _____

A. Proofreading

There are six spelling mistakes in these paragraphs. Circle the misspelled words. Write the words correctly on the lines below.

My father was flipping through the paper when he saw the following ad:

“Do you have a caring home? Do you love scipping alongside your best friend? You are in luck! There are dozens of puppies at the local shelter just waiting to be savd.”

My dad rippd the ad out of the paper to show my mother. They discused the pros and cons of getting a dog for a long time. Finally they told me their decision. I nearly flipd with excitement. That afternoon we drove to the animal shelter and picked out our very own puppy!

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Write about your favorite animal. Use at least three spelling words in your paragraph.

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- Plural pronouns are *we, you, they, us, and them*.

Write the pronoun that correctly replaces the underlined noun in each sentence.

1. At first, Roy didn't want to go to the nursing home because Roy thought the place was boring. _____
2. Mrs. Allen said Mrs. Allen found out that dogs were allowed in the nursing home. _____
3. Roy knew Grandpa would be happy to see Buddy, so Roy decided to bring Buddy. _____
4. The receptionist at the nursing home said to Roy, "I see Roy brought a friend today." _____
5. Mrs. Allen said, "Mrs. Allen got Buddy's medical records this morning." _____
6. Grandpa said, "I'm glad you brought Buddy to Grandpa." _____
7. Grandpa asked Martha if Buddy was allowed in the nursing home. _____
8. Another man saw Buddy and said he had a dog that looked like Buddy. _____
9. You can treat high blood pressure if you take medicine for the problem. _____
10. Roy threw the ball to Buddy so Buddy could fetch it. _____

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- The pronoun *I* must always be capitalized.
- Plural pronouns are *we, you, they, us, and them*.

Read the following paragraphs. Circle all the incorrect pronouns. Then rewrite the paragraph, making sure all pronouns are correct and match their nouns.

Yesterday i went to the store to buy some food for my dog, Jones. Mr. Edwards greeted her when I came through the door.

She said, "What can me do for you, Sheila?"

"I need six cans of the Beef and Chicken Special Diet."

Mr. Edwards added up the prices and said, "The total is \$11.37."

"Me am sorry," I said. "My mother only gave I \$10. How much is it if me only buy four cans?"

"Let's see. It would be \$9.25," he said.

"All right. That solves my problem. She'll only buy four."

Name _____

1. Please read the following: Think about what the two characters are feeling.

Marcus wanted a turn on the swing. Kim was hogging it.

2. Rewrite this sentence as a dialogue that **SHOWS** me what Kim and Marcus are feeling. For example:

“Come on Kim, I have waited forever for the swing,” yelled Marcus, but Kim just ignored him.

3. Rewrite these sentences as a dialogue that shows what the characters are feeling. Each person talks at least two times.

a. Billy was really hungry. Mandy ate the last two cookies.

b. Charlotte was bored at the store. Sara was not finished shopping.

Extra Practice: Rewrite the following sentence as a dialogue as you did above.

Mom was in a hurry to leave. Davey could not find his other shoe.

Name _____

When words end in a consonant + **y**, you do two things to add endings like **-er** or **-ed**. First you change the **y** to **i**. Then you add the ending.

A. Change *y* to *i* and add the indicated ending to each word. Then write the new word in the blank.

lazy + er 1. _____

reply + ed 2. _____

worry + es 3. _____

happy + est 4. _____

empty + er 5. _____

family + es 6. _____

dizzy + est 7. _____

funny + er 8. _____

B. Follow the model and write four more words.

9. _____

10. _____

11. _____

12. _____

Name _____

territory
prehistoricinvestigates
nutrientssolitary
communication

Read each sentence and decide whether it is true or false. If it is true, write True. If it is false, write False, and explain why.

1. An ant *investigates* new discoveries of food with its antennae.

2. Ants guard the *territory* in which they live.

3. Ants are not *prehistoric* creatures because they've been around for only about 500 years.

4. Some insects are *solitary*, which means they like living in groups.

5. Like ants, we get our *nutrients* from the foods we eat.

6. Ants use *communication* to tell each other where to find food.

Name _____

Writers use **relevant facts and details** to give their readers a description of a topic. Descriptions help readers better understand the topic.

Read the passage. Then answer the questions that follow.

The Life Cycle of the Ant

Egg

Ants begin life as tiny white or yellowish eggs. The eggs are oval in shape and less than 1/16 of an inch long. They hatch in two to six weeks.

Larva

Larvae look like small white worms. They don't have legs, and they can't move much. They grow for several weeks to several months. Larvae shed their skin over and over as they grow.

Pupa

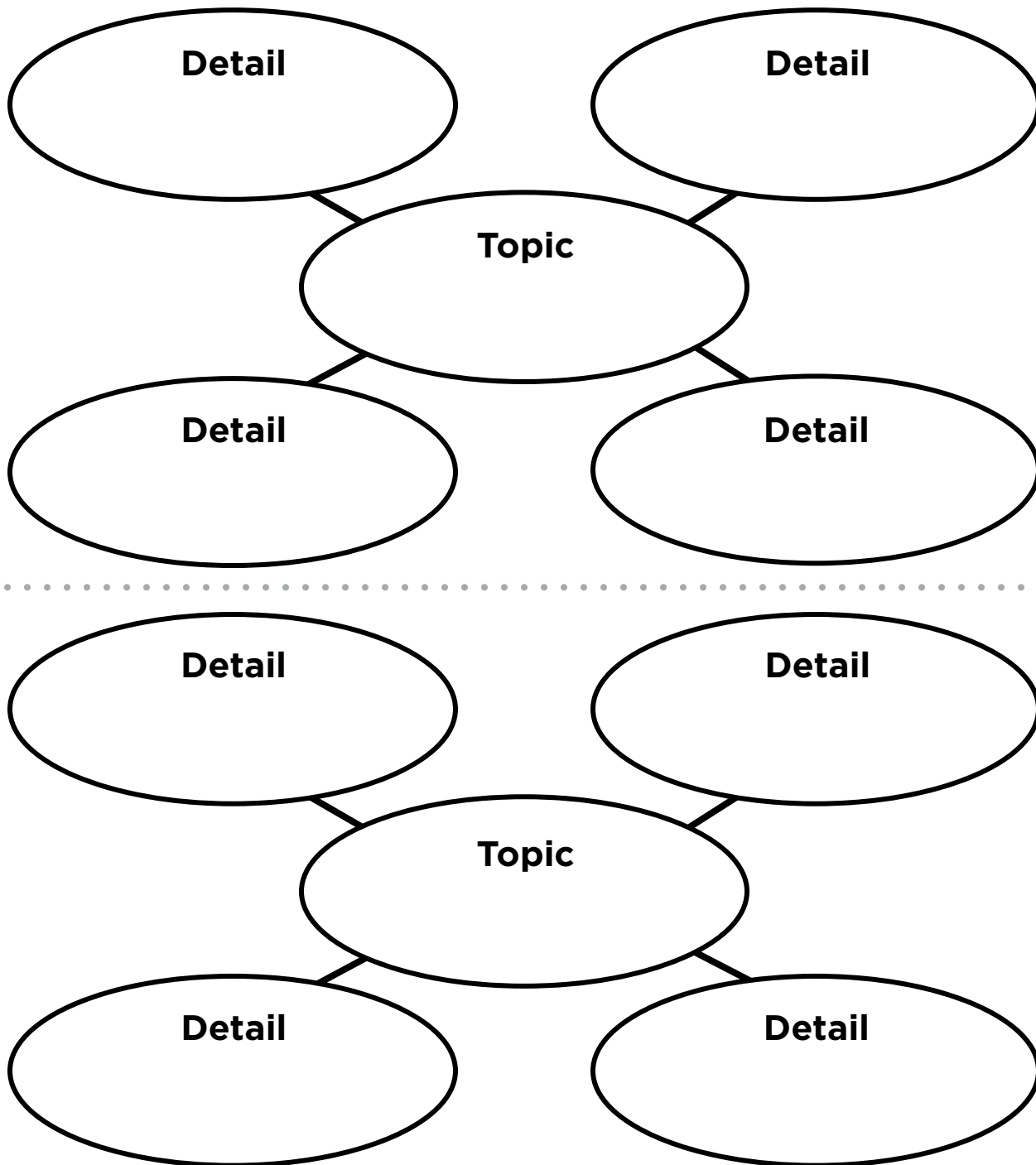
During this stage, the ants change into their adult bodies. In the end, they look like white ants. Their legs and antennae are snug against their bodies. After this stage, they are full-grown.

1. Give two descriptions from the passage that relate to the topic.

2. Why does the author include the description that the eggs are 1/16 of an inch long? _____

Name _____

As you read *The Life and Times of the Ant*, fill in the Description Webs.



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How does completing the Description Webs help you analyze the text structure of *The Life and Times of the Ant*?

Name _____

As I read, I will pay attention to pacing.

Did you know that only the male cricket sings? A
 10 male cricket sings to attract a female cricket. This cricket
 20 **communication** is made when the male cricket scrapes
 28 its front wings together. Each wing has a sharp edge and
 39 a bumpy part like a file. First, the cricket lifts its wings.
 51 Then, it rubs the sharp edge of one wing against the file
 63 of the other. It is almost as if it is playing a violin. Each
 77 type of cricket has a different song.

84 Crickets don't have very good eyesight. They depend
 92 on their hearing. But their ears aren't on their heads.
 102 Crickets have ears on their front legs. Each ear is a small
 114 hole with a thin covering.

119 A long time ago, house crickets could be found near
 129 warm kitchen stoves. The crickets fed on crumbs that had
 139 fallen from the stove. They would also sit near the warm
 150 fireplace that heated the home. People often felt comforted
 159 by listening to the chirping crickets on cold nights. Today
 169 crickets inside homes must find a warm place to hide. 179

Comprehension Check

1. Describe crickets' ears. **Main Idea and Details**
2. Compare how crickets could live in houses in the past and today. **Compare and Contrast**

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



Name _____

A **fable** is a short story that teaches a lesson, or **moral**. Fables often have animal **characters** that behave like people. The **plot** of a fable or other story is what happens in the story.

Read each fable and answer the questions.

A fire ant fell into a river and started to panic. A dove saw this happen, plucked a leaf from a tree, and dropped it near the ant. The ant climbed on the leaf and got safely to shore. “Thank you,” said the ant. “I wish I could repay you for your help.” The dove waved her wing and flew away. Soon after, a hunter came by and aimed at the dove. The ant ran up to the hunter and stung him on the foot. The hunter missed his target.

1. Why do you think the ant helps the dove?

2. What might the moral of this fable be?

A crow was very thirsty. He found a pitcher and tried to drink from it but couldn't reach the water. Then he started dropping pebbles into the pitcher. With each pebble the water rose higher until, at last, it rose high enough for him to drink.

3. What is the most important event in the story?

4. What do you think the moral of this story is?

Name _____

Many English words came from other languages. Some words came from Greek, the language of Greece. Knowing the meaning of **Greek roots** can help you understand other words that use the same root.

Column 1*dino-* = terrible*astro-* = star*tele-* = far*bio-* = life**Column 2***-logy* = the study of*-scope* = see*-saur* = lizard*-naut* = sailor

Match a Greek root from Column 1 with one from Column 2 to get the English word described. Then use the word in a sentence.

1. star sailor _____

2. see far _____

3. terrible lizard _____

4. the study of life _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle

H	A	P	P	I	E	S	T	Q	F	F	M
S	F	R	X	Z	R	O	V	V	M	U	E
F	D	E	C	P	E	R	Q	Z	J	N	R
L	I	T	O	E	P	R	G	B	C	N	R
E	Z	T	Z	N	L	I	B	J	A	I	I
A	Z	I	I	N	I	E	A	U	R	E	E
S	I	L	L	I	E	S	T	M	R	R	R
I	E	Y	Y	E	D	T	L	P	I	W	L
L	S	P	W	S	V	A	R	I	E	D	C
Y	T	F	A	M	I	L	I	E	S	Q	Z
P	W	E	M	P	T	I	E	R	U	Y	W
W	O	R	R	I	E	D	O	G	G	Y	B
M	A	R	R	I	E	S	D	R	B	M	R



Name _____

A. Proofreading

There are five spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

Not only is Catherine my best friend, but she is also one of the silliest people I know. She is marrier than any of the merriest elves in the North Pole. When Catherine comes over, she thinks up the best games to play. Once we built a giant city made only out of penies. It was so funny. It was even funier when she pretended to be a giant monster and knocked all the pennies down. We have the best time together. Some people might feel sorry for Catherine because she is blind. They might think she cannot do all the things she loves to do. But Catherine and I think that is silly. We both know Catherine is one of the happiest kids in our class.

1. _____ 3. _____ 5. _____
2. _____ 4. _____

B. Writing Activity

Write about your best friend. Use at least three spelling words in your paragraph.

Name _____

- Use a **reflexive pronoun** instead of an object pronoun if the subject of the sentence is doing the action to himself or herself.
- *Myself, yourself, himself, herself, itself, ourselves, and yourselves* are reflexive pronouns.

Fill in the blanks in the sentences below with the correct reflexive pronoun.

1. Be careful and don't hurt _____.
2. After I go swimming, I dry _____ with a towel.
3. Your baby sister can't feed _____.
4. He made _____ dizzy by spinning around and around.
5. Let's give _____ a break and try again later.
6. The bird washed _____ in the puddle.
7. Boys, please get _____ ready for dinner.
8. The gardener shut the door and locked _____ in the shed.
9. My grandfather almost fell, but he caught _____.
10. Look at _____! You're covered in mud!
11. I tried to reach the towel _____.
12. He looked at _____ in the mirror.
13. We can plant that tree _____.
14. My sister cannot feed _____ without some help.
15. You can help _____ to some cookies.

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a word such as *for, at, of, with, or to*.
- *Me, you, him, her, it, us, and them* are object pronouns.

A. Rewrite the paragraphs below. Circle every pronoun that is not used correctly.

Someone gave I directions to the museum

You and me need to walk to Maple Street. Then turn right at Oak Street.

Mr. Exeter lives there. Him and me go on walks sometimes. If him is in his yard, he will give a big wave to you and I.

When we got to the museum, we saw Mrs. Peters. Her and my dad went to school together. Them often like the same paintings

B. Rewrite the passage above. Use the correct forms of the pronouns. Be sure to use capital letters and end punctuation correctly.

Name _____

1. Please read the following: Think about what could be happening.

“Look at that!”

2. Now add details to show what is happening. For example:

“Look at that,” shouted Larry as he stepped backwards.

3. Now complete this dialogue by making sentences that SHOW what is happening and who is speaking. You need to add characters and specific verbs and details to SHOW what they are doing.

“Look at that!”

“What do you think it is?”

“I don’t know, but look at it.”

“I’ve never seen anything like it.”

- Extra Practice:** Repeat this drill with the following dialogue:

“Can you see where you are going?”

“No. Can you?”

“No. Oh, gross – I just stepped on something slimy!”

“Let’s get out of here!”

Name _____

- Words like **spool**, **grew**, **move**, **soup**, and **suit** have the /ü/ sound.
 - Words like **brooks** and **should** have the /ù/ sound.
 - Words like **cubes** and **mule** have the /ū/ sound.
- Notice that **oo** and **ou** can stand for different sounds.
Remember which sound they stand for in each word you learn.

Read the words in the box. Then put each word under the correct heading.

would	knew	books	food
dune	looking	wood	prove
you'll	scoop	used	cute

/ü/

/ù/

/ū/

Name _____

calculates

donor

community

linked

restore

Write the vocabulary word that completes each sentence on the line.

1. Some people in our _____ are planning a beach clean-up day.
2. They plan to _____ the beach to the way it was 100 years ago.
3. The group leader _____ that the group will need \$1,200 to clean up the beach.
4. One _____ gave \$500.00 to our clean-up group.
5. Groups all over our state are _____ together to help save our beaches.

Name _____

A **fact** is a statement that can be proven true.

An **opinion** is a statement that tells someone's ideas or feelings. It cannot be proven true or false.

Words such as ***I think, the best, or should*** signal opinions.

When you read, ask yourself: *Can this statement be proven?*

Read the passage.

Many young people enjoy building houses with blocks. But some are going a step further. They are helping to build homes. Many states have organizations that help build houses for families who need them. Some groups build new houses; other groups fix up old houses. Volunteers of all ages work together on these projects. Some jobs for kids include painting and building toolboxes. I think that everyone should volunteer for a building group.

1. Write one opinion from the passage.

2. Write the clue words that tell you this is an opinion.

3. Write one fact from the passage.

4. What sources could you use to check this fact?

Name _____

As you read *Writing on the Wall*, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote on this Fact and Opinion Chart help you better understand *Writing on the Wall*?



Name _____

As I read, I will pay attention to my accuracy.

9 You may know people who like to talk about
 19 themselves. Marie Curie was not that kind of person. She
 28 went about her work quietly and cautiously. She didn't
 39 brag about what she did, although she could have. She was
 48 a woman of great wisdom. Marie Curie made discoveries
 52 that changed the world.
 62 Marie Curie's work opened up a new field of medicine
 71 called radiology. Her experiments led to better ways of
 78 treating people with cancer and other diseases.
 89 She was the first woman ever to win a Nobel Prize.
 101 This is a special prize given each year to people who do
 110 important work. Years later, Marie won a second Nobel
 120 Prize. She was the first person ever to do so.
 131 Marie Curie lived at a time when few women were able
 143 to be scientists. She was born poor and was often ill. Yet
 she rose above all that to become a hero to the world. 155

Comprehension Check

1. What happened as a result of Marie Curie's hard work? **Cause and Effect**
2. What kind of person was Marie Curie? **Relevant Facts and Details**

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



Name _____

When you **skim**, you look quickly through a selection to find out what it is about. You look for its main idea and important details.

When you **scan**, you run your eyes through a text looking for a specific word or phrase. You don't read every word.

Read the information below. Then answer the questions that follow.

How to Scan for Information

When you scan for information, follow these steps.

- Identify the key words and phrases that you are looking for.
- Pass your eyes over each line of print quickly.
- Don't stop until you see your key word or phrase.
- Double-check to be sure that you have found the information.

1. Why would it not have been useful to skim the passage in the box?

2. If you're looking for key words and phrases, are you skimming or scanning? _____

3. Which of the following is the best key word or phrase that you would use for scanning?

- a.** The Great Wall **b.** murals **c.** painting

4. Which do you think is more useful, skimming or scanning? Explain your answer. _____



Name _____

Description Writing Frame

Summarize *Writing on the Wall*.

Use the Description Writing Frame below.

The Great Wall of Los Angeles is the longest mural in the world. There are **many interesting facts** about this famous piece of art.

One interesting fact is _____

A second interesting fact is _____

A third interesting fact is _____

A fourth interesting fact is _____

The Great Wall helps bring all people from the community together.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

The **origin** of a word is the word's history.
Knowing a word's origin can help you understand its meaning.

echo *noun*. a sound that repeats. *word origin*: from Echo, a character in a Greek myth who was made to repeat the last words anyone said to her

pajamas *noun*. loose-fitting pants and shirt worn for sleeping. *word origin*: from a Persian word meaning "leg clothing"

piano *noun*. musical instrument with a keyboard. *word origin*: from an Italian word meaning "soft and loud"

sofa *noun*. a soft seat for more than one person. *word origin*: from a Turkish word meaning "bench"

Read the definitions, then answer the questions.

1. How does knowing the history of the word *echo* help you understand the word? _____

2. How does knowing the history of the word *pajamas* help you understand the word? _____

3. How does knowing the history of the word *piano* help you understand the word? _____

4. How does knowing the history of the word *sofa* help you understand the word? _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Where are the spelling words?**

X	Z	T	U	N	E	S	T	O	O	L	Z
C	R	E	W	X	C	G	S	E	E	W	O
O	J	K	P	W	D	Q	Y	Z	X	C	O
O	T	P	F	O	O	D	O	M	S	Y	M
K	B	W	S	X	V	B	U	O	N	R	W
I	R	M	O	V	E	G	'	O	H	S	P
E	O	T	S	H	O	U	L	D	U	P	S
V	O	X	W	Q	U	S	L	R	G	O	T
Y	K	V	X	Z	W	E	P	M	E	O	O
K	S	U	I	T	S	D	F	G	J	L	O
S	T	E	W	I	N	G	R	O	U	P	P
P	G	R	E	W	W	O	O	L	Z	X	Q

Name _____

A. Proofreading Activity

There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

People have jewsed a lot of energy over the years. We use gasoline to make our cars moove. We use electricity to cook our fud. We use oil to heat our homes. It's about time we started looking for some new sources of energy! Many people believe we shuld try to use the energy of the sun and wind. In Denmark, they use hoog windmills to collect energy from wind. In Japan, a groop of builders make homes with tiles on the roof that absorb the heat of the sun. If we work together, we can find solutions to our energy problems.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

Write about ways that you can help save energy. Use at least three spelling words in your paragraph.



Name _____

- The verbs **have** and **be** have special forms in the present tense.

Have

I have
You have
He/She/It has
We have
You have
They have

Be

I am
You are
He/She/It is
We are
You are
They are

Write the correct form of the underlined verb to complete each sentence.

1. I has _____ a way to tell which house is yours.
2. Your house have _____ six solar panels on its roof.
3. We has _____ had them since last year.
4. They be _____ helping us save energy.
5. They has _____ already saved us some money.
6. I be _____ trying to get my friends to use solar panels.
7. I think Fred and Elliot be _____ going to buy some.
8. Bill be _____ helping protect the environment.
9. Helen are _____ good with tools.
10. She have _____ a big truck that she uses on the job.
11. We be _____ building an addition to our house.
12. Dad have _____ to nail the beams.
13. We be _____ putting in two windows.
14. Now you has _____ a good design.

Name _____

- A **present-tense verb** must agree with its subject pronoun.
- Add **-s** to most action verbs when you use the pronouns **he**, **she**, and **it**.
- Do not add **-s** to an action verb in the present tense when you use the pronouns **I**, **we**, **you**, and **they**.
- The verbs **have** and **be** have special forms in the present tense.

Rewrite the story. Be sure all verbs agree with their pronouns.

Working on the North Slope

Right now, I is far from my family. I is now working in a place called the North Slope. That is way up in Alaska. I has only been here about a month, but my friends Steve and Rob has been here about two years. We is here to build an oil pipeline. A few years ago, they found oil north of here. Now we is building a pipeline. When it is done, they will be able to put the oil on ships. It will be at least two years before the job are over. I am glad to be working, but I will be happy to see my family again.

Name _____

Writing Rubric			
	3 Good	2 Fair	1 Unsatisfactory
4 Excellent			
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation

Name _____

The /oi/ sound can be spelled with **oi** as in **foil** or with **oy** as in **boy**. The /ou/ sound can be spelled with **ou** as in **couch** or with **ow** as in **now**. Keep in mind, though, that not all words containing **oi** have the /oi/ sound and not all words spelled with **ou** and **ow** have the /ou/ sound.

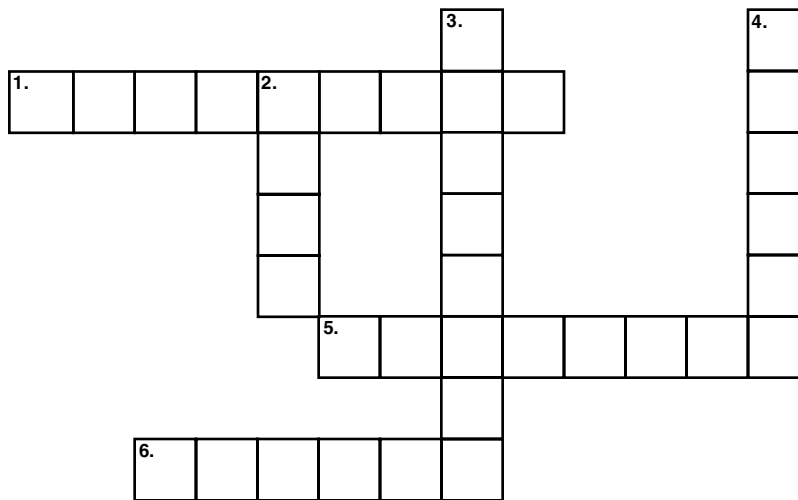
In each row of words below, there is one word that does not belong. If the word does not have the same sound as the others, make an X over it. If the word is a homograph, sometimes pronounced like the other words and sometimes pronounced differently, put an asterisk (*) next to it. Then on the blank line, add another word that belongs with the group you made.

- | | | | | |
|-------------|---------|---------|----------|-------|
| 1. joy | foil | employ | onion | _____ |
| 2. bow | allowed | south | outside | _____ |
| 3. coil | destroy | oil | going | _____ |
| 4. mouth | doubt | through | how | _____ |
| 5. broil | doing | spoil | noise | _____ |
| 6. sow | tower | frown | sprout | _____ |
| 7. couch | dough | cloud | crowd | _____ |
| 8. enjoy | soil | shooing | toys | _____ |
| 9. now | enough | crown | proud | _____ |
| 10. brow | cow | low | down | _____ |
| 11. annoy | voices | boil | porpoise | _____ |
| 12. thought | shower | loud | trout | _____ |

Name _____

trembles
shiftsdebris
collapsedrescuers
area

Use the clues below to complete the vocabulary word puzzle.

**Across**

1. fell down or caved in
5. shakes
6. moves from one position to another

Down

2. an amount of space or a section
3. people who save people or things from a dangerous situation
4. broken pieces left after something is destroyed

Name _____

When you **draw conclusions**, you use clues from the text and your own experiences to figure out information that the writer does not state.

Read the paragraph and answer the questions below.

Will stopped for several seconds and glanced around at his friends and neighbors. Many were shoveling sand into plastic bags. Others were carrying the heavy bags and piling them into a wide row along the riverbank to keep the rising water from spilling into the streets. The water had already destroyed some stores along Main Street. He feared that his dad's auto repair shop might have been one of them. Everyone was working frantically because the water was rising quickly and it was getting dark. All Will wanted to do was change into dry clothes and sleep for hours, but he grabbed a shovel and started back to work.

1. What conclusion can you draw about where Will is? _____

2. What text clues helped you draw that conclusion? _____

3. What text clues help you draw the conclusion that this scene is near Will's home? _____
4. What conclusion can you draw about how Will is feeling? _____

5. What text clues helped you draw that conclusion? _____



Name _____

As you read *The Earth Dragon Awakes*, fill in the Conclusions Chart.

Text Clues	Conclusions

How does the information you wrote in the Conclusions Chart help you analyze *The Earth Dragon Awakes*?

Name _____

As I read, I will pay attention to expression.

9 The monkey was having a simply splendid day. Then
 19 she spotted a tiger bounding toward her through the jungle.
 19 The monkey was sure the tiger would eat her on the spot.
 31 She had to think fast.
 36 The monkey covered a big pile of coconuts with some
 46 banana leaves. She marched back and forth in front of it.
 57 The tiger was intrigued by the monkey's odd behavior
 66 and didn't attack. "What are you doing?" the tiger
 75 demanded.
 76 "I'm the king's guardian," proclaimed the monkey.
 83 "I am guarding the king's food."
 89 "Hmm," the tiger thought. "The king's food is bound to
 99 be more delicious than that skinny monkey. Perhaps I can
 109 trick the monkey into giving it to me."
 117 "You are too small to be the king's guardian," said the
 128 tiger. "A big animal like me should be the protector of
 139 his food." 141

Comprehension Check

1. What is the author's purpose in this passage? **Author's Purpose**
2. What problem does the monkey face? How does she try to solve it?
Problem and Solution

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



Name _____

Technical manuals give multistep instructions that tell you how to do something or tell you how something works.

Rescue teams at a disaster have to know first aid. They may have read a manual such as the one below to learn the proper first aid for cuts. Read this page from a first-aid manual, then answer the questions that follow.

First Aid for Cuts

1. Stop the bleeding. If bleeding doesn't stop on its own, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 minutes.
2. Clean the wound. Rinse the wound with clear water only. Soap can irritate the wound, so keep it out of the actual wound. Clean the area around the cut with soap and water.
3. Apply antibiotic to the cut. This will help discourage infection.
4. Cover the wound with a bandage to keep the wound clean and speed healing.
5. Change the bandage daily, or whenever it gets wet or dirty.
6. Watch for sign of infection, such as redness, swelling, or warmth.

1. What does this technical manual explain? _____

2. What is the first step in the first-aid procedure? _____

3. Why should you not wash the wound with soap? _____

4. Why should you cover the wound with a bandage? _____

5. What is the last step? _____

Name _____

Multiple-meaning words are words that have more than one meaning. You can use the dictionary to find the correct meaning.

bank *noun* **1.** a place that receives, lends, and exchanges money.

She deposited her paycheck in the bank. **2.** the rising ground bordering a river, lake, or sea. *The turtles sunned on the bank of the river.* **3.** a small container in which coins are saved. *The child took money from his bank to buy his mother a gift.*

verb **1.** to tilt an airplane while turning. *The pilot began to bank the plane.* **2.** to deposit in a bank. *I bank most of my paycheck every week.* **3.** to pile up. *We banked the debris in the back yard.*

Use the dictionary entry above to answer the questions.

1. Rescuers pulled the swimmer onto the bank of the pond.

Is *bank* a noun or a verb? _____ Write the definition.

2. The pilot had to bank the plane sharply to avoid the mountain.

Is *bank* a noun or a verb? _____ What is the meaning of *bank*

in this sentence? _____

3. People began to bank sandbags to stop the flooding along an area of the river.

Is *bank* used as a noun or a verb? _____ Write the definition.

4. When the table collapsed, the pottery bank crashed to the floor.

Is *bank* used as a noun or a verb? _____ Which dictionary meaning of *bank* is used?

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the word in dark type.

- | | | | |
|------------------|--------|--------|-------|
| 1. shower | down | tower | bowl |
| 2. couch | grouch | foul | loud |
| 3. sound | soup | down | pound |
| 4. town | gown | mound | out |
| 5. found | cookie | hound | snow |
| 6. own | out | scout | grown |
| 7. ouch | pouch | ounce | once |
| 8. clown | frown | zoom | clam |
| 9. mouth | south | mom | move |
| 10. found | find | mound | huge |
| 11. hound | wound | annoy | gown |
| 12. gown | cowboy | voyage | frown |

Name _____

A. Proofreading

There are five spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

The Whale Voiage

We began our whale-watching trip in Seattle, Washington. I was being a big growch about the trip. First of all, it had been raining all day and I didn't want to be cold and wet. Then, on the car trip to the dock, I realized I had forgotten to bring any food. So now my stomach was making noyses and I was hungry, too. My parents kept telling me not to fron, but I couldn't help it. I didn't want to go whale watching. I wanted to stay home and play with my friends. When we got out on the water, I was miserable. Then I saw my first whale! A huge orca came out of the water about a thosand feet from our boat. It was incredible!

1. _____ 3. _____ 5. _____
2. _____ 4. _____

B. Writing Activity

Write about a trip you have taken. Use at least three spelling words in your paragraph.

Name _____

- Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

In each sentence, replace the underlined incorrect possessive pronoun with the correct one on the line provided.

1. That is your boat, but this one is my's. _____
2. Your's is the smaller life-vest, the blue one. _____
3. I don't have my own, but my brother let me use he's. _____
4. You have your oars. Where are my? _____
5. I wanted to ask Mercedes if I could use her's, but she wasn't at home.

6. We are off, and the whole day is our! _____
7. Paco and Pepe say this beach is they's, but it's not. _____
8. I forgot my lunch, so will you share your? _____
9. Is that cooler her's? _____
10. The fishing shack on the right is he's. _____
11. Should we go to his fishing shack or your? _____
12. That tackle box is not our. _____
13. It's handle is broken. _____
14. That pretty hat is my. _____
15. Those shoes are her's. _____

Name _____

- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** can stand alone (*mine, yours, his, hers, its, ours, yours, theirs*).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Me name is Robert and this is mine wife, Florence. That's her' given name, but she prefers to be called Fluffy. Let us show you around our's home. Down the hall we have our's offices. The one on the left is mines, and the one on the right is Fluffy's. My office is where we keep our's jewels. They were my mother's. My father bought them for her on he's many trips abroad. He used to travel a lot in order to study whales. On his's trips, he met some of the worlds' top scientists. Theirs knowledge of whales was amazing.

Name _____

1. Please read the following sentences and add quotation marks in the appropriate places.

I can't believe we got a flat. Do you know how to change it? asked Ralphie.

Well, not exactly, said Henry. But I know of a bike store down the block.

2. Now, add quotation marks to the following dialogues. Notice that the punctuation at the end of the speaker's words is inside the end quotation marks.**a.** What is that terrible smell? asked Liza.

Sorry, muttered Bert. I guess it must be my sneakers.

b. Bruce! You're soaking wet! laughed Patty.

Yeah, Bruce agreed as he grabbed for a towel. I fell in the pool.

Extra Practice: Add quotation marks to this dialogue:

Oh no! The milk spilled all over the inside of the refrigerator! I wailed.

Then, my mom told me, You're not leaving until you clean it up!

Name _____

The underlined letters in the following words show you different ways to spell the /ô/ sound: **bald**, **stalk**, **straw**, **caught**. Notice that in **bald** you pronounce the ***l***, but that in **stalk** you do not.

Read the list of words below. Then sort the words into two columns. The left column is for words with the /ô/ sound. The right column is for other words.

laws	catch	malt	bows
sale	wall	band	talking
wail	mall	strawberry	taught

Words with /ô/

Other Words

Name _____

An **author's perspective** is his or her point of view. It may include the author's attitudes and opinions about a subject. The words *best*, *worst*, *should*, and *ought to* are often used to signal the author's opinion.

Read the paragraph. Then answer the questions.

I was having the worst day. My oral report was due tomorrow and I still couldn't think of how to make it interesting. I didn't want to bore everyone by just reading from note cards. Just then, my little sister Nita came bursting in. "Great!" I thought. "Just what I need—a visit from Nita the Nuisance."

"What's wrong?" Nita asked.

"My report is due tomorrow and I can't think of how to make it more exciting," I explained.

Nita thought for a moment. Then her face lit up. "I'll be right back, Gina," she exclaimed. When she returned, she had a paper bag on each hand. "Let's make puppets for your report," she said. "You can do a puppet show."

"Why didn't I think of that?" I wondered aloud. I gave my little sister a hug and thanked her. "When we get done," I told her, "I will help you practice your soccer drills." I should remember to be more patient with little sisters!

1. How does the author feel about reading an oral report from note cards?

2. How does the author feel about her younger sister at the beginning of the story? How do you know? _____

3. Does the author think it is important to show appreciation when someone helps you? How do you know? _____

4. What word in the sentence *I should remember to be more patient with little sisters* signals an opinion? _____

Name _____

As you read *My Brothers' Flying Machine*, fill in the Author's Perspective Map.

Clue	Clue	Clue
↓	↓	↓
Author's Perspective		

How does the information you wrote in your Author's Perspective Map help you understand the author's feelings and opinions in *My Brothers' Flying Machine*?

Name _____

As I read, I will pay attention to my pacing in order to match the action in the story.

9 In 1903, Wilbur and Orville Wright built an airplane with
20 an engine. They became the first people to fly a power-driven
30 aircraft safely. Flight became safer and more popular in the
39 decades after the Wright brothers' first flight. Many people
49 dreamed of becoming pilots. James Banning was one of them.

61 Banning knew that learning to fly was not going to be easy
71 for him because of racial segregation. Blacks and whites usually
80 attended separate schools, ate in separate restaurants, and drank
90 from separate water fountains. There were many people who did
100 not think African Americans should have the opportunity to be
106 pilots. But James Banning was determined.

116 James Banning was born in the territory of Oklahoma in 1899.
126 His parents, like many other formerly enslaved people, had moved
137 there after the Civil War. The Homestead Act allowed them to
149 claim 160 acres of land to farm. They hoped to have better lives
157 far from where they had worked as captives.

Comprehension Check

1. What kind of character did James Banning have? **Main Idea and Details**
2. What was the opinion that people held about African American pilots during segregation? **Relevant Facts and Details**

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



Name _____

Repetition is using a word or phrase several times throughout a poem for emphasis.

Personification is a literary device in which animals or things are given human characteristics.

Read the poem. Then answer the questions that follow.

Operation Migration

A new millennium approaches, filled with hope and cheer.

But will it see the whooping crane for many of its years?

A forgotten resolution to migrate and survive

Keeps the birds from knowing the route or how or why.

A pilot has a brainstorm, filled with hope and cheer.

But will it teach the whooping crane to live for many years?

A pilot and a glider would lead the way and show

The whooping cranes that followed where the route is, so they'd know.

The pilot glances back and he's filled with hope and cheer.

Two rows of flapping whooping cranes follow in the rear.

Suspended in the balance between the Earth and sky,

Will the birds remember? Will the birds survive?

Another nest of hatchlings, filled with hope and cheer.

Another brood of whooping cranes to follow late this year.

A pilot in a glider between the Earth and sky.

Each year more birds remember and the whooping crane survives.

1. Which phrases in the poem are examples of repetition?

2. What is one example of personification in the poem?

Name _____

A **suffix** is a word part that can be added to the end of a base word. Adding a suffix to a base word changes its meaning. When added to the end of a verb, the suffix **-er** or **-or** means “a person who.”

teach + er = teacher (a person who teaches)

act + or = actor (a person who acts)

Look for the verb. Then add the correct suffix to make a word that means the same as the entire phrase in bold.

1. **A person who travels** in an airplane is a _____.
2. **A person who invents** a new machine is an _____.
3. **A person who helps** others is a _____.
4. **A person who makes** a kite is a kite _____.
5. **A person who rides** a bicycle is a bicycle _____.
6. **A person who survives** a crash is a _____.
7. **A person who explores** a new idea is an _____.
8. **A person who researches** the history of airplanes is a
_____.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Where are the spelling words?**

S	T	R	A	W	B	E	R	R	Y	L	Z
F	J	K	X	C	A	U	G	H	T	A	M
C	C	A	W	E	Z	D	F	H	P	W	P
V	A	W	Q	F	D	R	A	W	N	S	K
S	L	H	S	A	T	H	O	U	G	H	T
T	L	A	H	L	G	R	J	B	W	B	A
A	E	L	A	S	F	S	Q	U	A	L	L
L	R	T	W	E	X	Q	W	H	L	P	K
K	P	S	L	X	B	Z	Y	A	K	M	I
J	X	V	S	M	A	L	L	L	E	D	N
C	H	A	L	K	L	J	P	F	R	Z	G
S	T	R	A	W	D	F	O	U	G	H	T

Name _____

A. Proofreading

There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

What If...

Lazily the bawld eagle flew over the water. Looking down, he could see the huge coral reef just below the surface of the waves. Smaul fish darted everywhere. The eagle imagined what it would be like to be a giant shark. All day he would stalck the reefs. Whatever he cought would be his next meal. Just then, a cold breeze ruffled the eagle's feathers. In the air, he could smell that a great sqwall was coming in from the south. "Luckily," the eagle thawt, "I am a bird and not a shark. I can fly away from the rain instead of swimming all day in the water." With that, the eagle flew toward land.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Write about an animal you might like to be. Use at least three spelling words in your paragraph.

Name _____

- *Its, their,* and *your* are possessive pronouns.
- *It's, they're,* and *you're* are contractions for *it is, they are,* and *you are.*
- The word *there* means “in that place.” It sounds just like *their* and *they're.*

Write the homophone that correctly completes each sentence.

1. **their** **they're** **there**

Go to a coral reef and explore the warm, clear waters _____.

2. **Its** **It's**

_____ not uncommon to find corals in many bright colors.

3. **their** **they're** **there**

Corals belong to a family of animals, and _____ relatives include jellyfish and anemones.

4. **Its** **It's**

_____ even possible to find corals growing on shipwrecks.

5. **its** **it's**

A sponge eats by pumping water through tiny holes in _____ body.

6. **their** **they're** **there**

The bottom of the ocean is a busy place, and _____ many creatures live _____.

7. **your** **you're**

Which one is _____ favorite: the sea stars, the sand dollars, or the spiny lobsters?

8. **their** **they're** **there**

No matter which one is your favorite, _____ all important to life under the sea.

Name _____

“I love playing basketball.” I said.

“Me too. I could play it all day!” he agreed.

Who taught you that jump shot I asked

Nobody he said I taught myself.

1. Read the dialogue at the top of this page. Add the quotation marks and punctuation to the last two lines. Follow the pattern you see in the first two lines.
 - Put quotation marks around the speaker’s words.
 - Start a new line.
 - Indent when the speaker changes.
2. Now practice adding quotation marks and punctuation to the lines below.

Want to play knockout I asked.

You’re brave. No one beats me at knockout he laughed.

That’s because you never played me before I bragged.

Extra Practice:

I don’t think it will fit back in that bag said Dee

Maybe it will if we fold it up really small suggested Carl

No way said Dee. It’s twice as big as the bag.

Name _____

A two-syllable word with the **VCCV pattern** is usually divided between the two consonants.

swal low wel come

The first syllable of a VCCV word is a **closed** syllable. That means it has a short vowel sound and ends in a consonant.

A. Divide each word below into syllables. Write the syllables in the blanks provided.

1. copper _____

2. member _____

3. planner _____

4. market _____

5. summer _____

6. slender _____

7. fossil _____

8. blanket _____

9. fiction _____

10. witness _____

11. litter _____

B. Which syllable is accented in these words?

12. _____

Name _____

climate
lurksilken
shimmerlumbering
eerie**A. Substitute a vocabulary word for the underlined word or words in each sentence.**

1. The rattlesnake's rattle makes a scary sound, warning us to keep out of its way. _____
2. Alligators often lie in wait in the reeds until small animals come near.

3. A bear's heavy, awkward step warns small creatures in its path.

4. The surfaces of frozen ponds glow brightly in the winter sunlight.

5. Cacti are plants adapted to the dry weather in the desert.

6. A spider's web is made of soft, smooth strands. _____

B. Choose three vocabulary words and use them in one sentence.

Name _____

The **main idea** of a selection tells you what it is all about. The supporting **details** in the selection help you to understand the main idea. The main idea is often, but not always, stated in the first sentence.

Read the passage and answer the questions that follow.

Many newborn rattlesnakes do not survive their first year of life. A baby rattlesnake is only about ten inches long. Although they have short fangs and a poisonous bite, they are often eaten by birds and animals. The adult rattlesnakes do not raise their young. The young snakes are entirely on their own. Many die of hunger. In the winter they die if they do not find a warm place where they can hibernate.

1. What is the main idea of this passage?

2. What supporting details tell you how young rattlesnakes are in danger? List two details on the lines below.

3. What supporting detail tells you how baby rattlesnakes can survive in the winter?

4. What supporting detail tells you how baby rattlesnakes can attempt to defend themselves?



Name _____

As you read *A Walk in the Desert*, fill in the Main Idea Chart.

Main Idea _____

_____**Detail 1** _____
_____**Detail 2** _____
_____**Summary** _____

How does the information you wrote in the Main Idea Chart help you to summarize *A Walk in the Desert*?

Name _____

As I read, I will pay attention to pacing.

10 The Sahara is the world's largest desert. It is nearly
20 the size of the United States. The Sahara extends over
29 10 countries in northern Africa. Like all deserts, it gets
fewer than 10 inches (24 cm) of rain a year.

37 In parts of the Sahara, you can see nothing but sand for
49 miles. A sand dune forms when wind carries sand over a
60 large rock. The sand drops, and gradually a hill of sand
71 grows.

72 However, about 80 percent of the world's deserts are
80 not sandy. This is true within the Sahara as well. Deserts
91 begin as rock. The rock is worn away and broken apart by
103 wind, rainstorms, and changing temperatures. Over time,
110 the rock is broken into smaller and smaller pieces. The
120 rock breaks down first into boulders, then into stones, and
130 finally into sand. In some places, the Sahara is made up of
142 huge rocks and gravel. 146

Comprehension Check

1. What makes the Sahara a desert? **Main Idea and Details**
2. State the details of how a desert is formed. **Main Idea and Details**

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

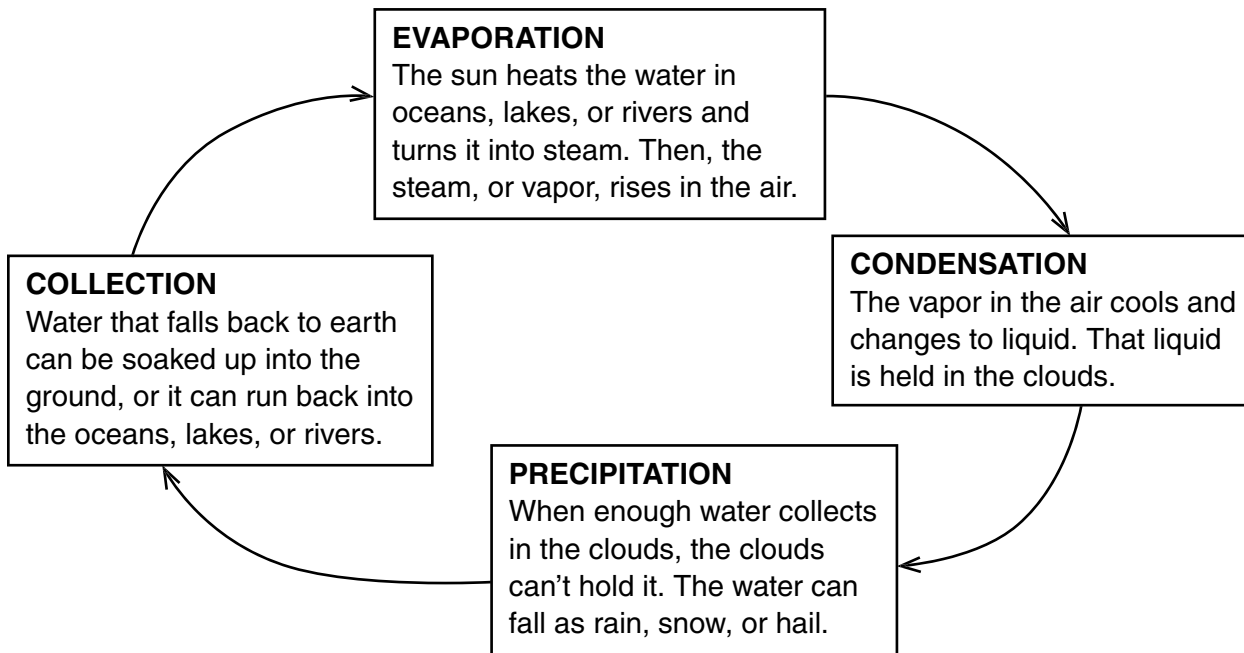


Name _____

A **flow chart** is a good way to show a process from start to finish. It uses words joined by arrows to show the order of steps.

Look at the flow chart below. Then answer the questions.

The Water Cycle



1. What natural process does this flow chart show?

2. What happens after collection?

3. What happens during condensation?

4. What two things can happen to water during collection?

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Find and circle the hidden spelling words.**

X T H R I L L E R X X Q W S
 P I C K E T V Y P K D P Q W
 Z C N O D D E D L Y I L Z A
 V K V X F K Y V A Z P A J L
 W E L C O M E X N K P S W L
 I T V Y S B L A N K E T X O
 T Y Z Z S U M M E R R I J W
 N Y X D I N N E R Z W C W Q
 E W I L L O W Z X V V X X S
 S L E N D E R B L O S S O M
 S W V L A N W F O G G Y Z Q
 M E M B E R R U M B L E S Z

Name _____

A. There are six spelling mistakes in this flyer for the library's book club. Circle the misspelled words. Write the words correctly on the lines below.

Wellcom to the Main Street Library! We hope you will join us this somer each Saturday at noon for our book club meeting. When the weather is nice, we meet under the willo tree in front of the library. Bring your lunch and a blanket to sit on while we discuss some wonderful books and stories.

To become a memmbur of the club, all you have to do is show up!

Our first book is a real thriller! It's about a boy who becomes a hero because he is a wittnes to a crime. Next up is a story about a dinosaur fosel that a scientist in Montana found.

We hope to see you this Saturday!

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

What can you learn about in the library? Write a paragraph about something you have learned by using the library, or about something you would like to learn. Use at least four spelling words in your description.

Name _____

- **Proper adjectives** are formed from proper nouns.
- A proper adjective begins with a capital letter.
- **Common adjectives** are not formed from proper nouns.
Do not capitalize common adjectives.

On the line, rewrite each proper adjective correctly.

1. Today I sat and read in the herman w. block room at the library.

2. I read a book about bears who live in the michigan woods.

3. I also learned that mosquitoes live in the florida swamps.

4. I read about a chinese custom of having brides wear red at weddings.

5. The room had a shelf of books about asian countries.

6. This library has more books than both pleasantville libraries put together.

7. I won't miss the chill of minnesota winters.

8. I lived near the canadian border, where it got very cold.

9. That reminds me, I want to find a book on eskimo life.

10. I already read a book on native american tribes.

Name _____

Drill 1: Putting Events in Logical Order**1. Read:**

I was late for school.
My alarm clock never went off.
I jumped out of bed.
I woke up.

2. Write the sentences in an order that makes sense:

1. _____

2. _____

3. _____

4. _____

Name _____

An **open syllable** ends with a long vowel sound. Open first syllables have the **V/CV pattern**.

A **closed syllable** ends with a consonant. The vowel sound is short. Closed first syllables may have the **VC/V pattern**.

Read the words below. Listen for the vowel sound in the first syllable and draw a slash to show where to divide each word. If you have doubts, look up the word in a dictionary. Then, on the line, write whether the first syllable is open or closed.

1. h a b i t _____
2. n e v e r _____
3. w i p e r _____
4. t a l e n t _____
5. r o b i n _____
6. m e t e r _____
7. c i d e r _____
8. l e v e l _____
9. p r o m i s e _____
10. f a m o u s _____
11. l i m i t _____
12. f i n i s h _____

Name _____

interfere
agileguardian
proclaimedawkward
convinced

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Small Snake couldn't move like the other snakes. "I'm so _____," he cried.

Caterpillar offered to lend Small Snake a few legs. The young reptile stumbled on them.

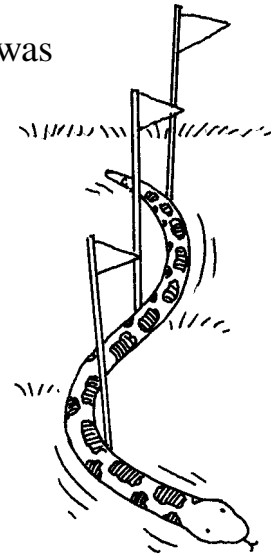
Raven stuck out her chest and _____, "I am the one who can make this poor snake _____ enough to slither here and there."

Mr. Caterpillar offered to help, but Raven waved him away and said, "Do not _____ with what I am doing." She was _____ her way was best.

She made a straight line of poles in the ground. "Now, go in and out from each pole to the next."

Small Snake found that he was curving and slithering. "I know how to do it now!" he cried.

Raven said, "Caterpillar, you will watch out for Small Snake and be his _____ until he grows up."



Name _____

When authors write, they have a **purpose**, or reason, for what they want their work to do. They write fiction to **entertain**. They write nonfiction to **inform** or **explain**. They write essays to **persuade**.

Read the story excerpt below and decide on the author's purpose.

Once upon a time, Sammy Squirrel had a long, pointed tail, which did nothing to help him balance high up in the trees. Sammy had to move slowly and was always afraid of falling. Also, he had to remember to hold up his tail or the scales that covered it would scrape against the tree bark and let predators know where he was.



Agnes Armadillo, on the other hand, had a very bushy tail, but it was difficult to tuck all that lovely fur in when she had to roll up in a protective little ball.

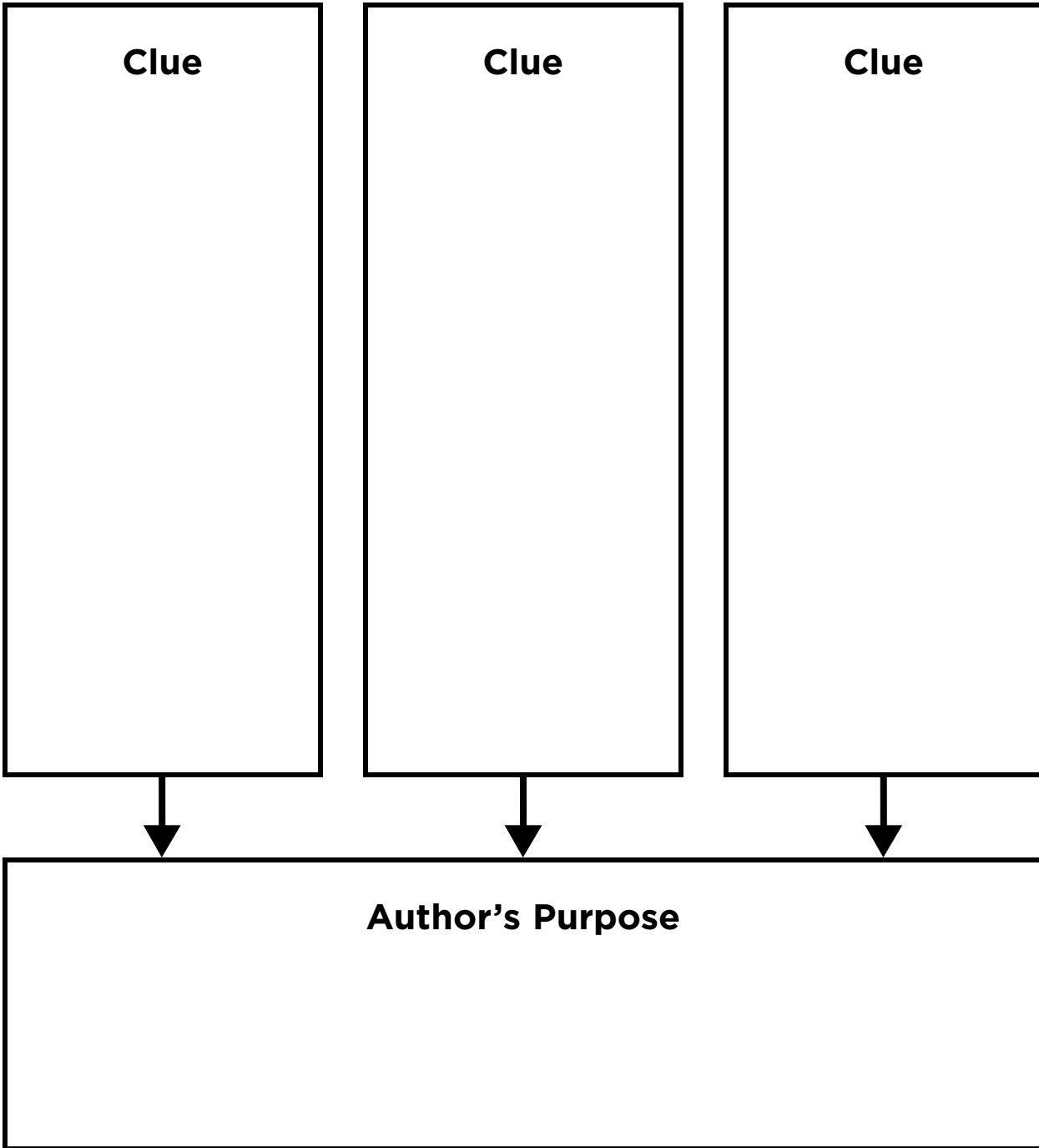
1. What was the author's purpose in writing this story? _____
2. How did you decide on the author's purpose? _____

3. If the author wanted to inform readers, what would the author write?

4. If the author wanted to persuade readers, what would the author write?

Name _____

As you read *Roadrunner's Dance*, fill in the Author's Purpose Map.



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How does the information you wrote in the Author's Purpose Map help you to evaluate *Roadrunner's Dance*?

Name _____

As I read, I will pay attention to intonation and pacing.

9 The monkey was having a simply splendid day. Then
 19 she spotted a tiger bounding toward her through the jungle.
 19 The monkey was sure the tiger would eat her on the spot.
 31 She had to think fast.

36 The monkey covered a big pile of coconuts with some
 46 banana leaves. She marched back and forth in front of it.

57 The tiger was intrigued by the monkey's odd behavior
 66 and didn't attack. "What are you doing?" the tiger
 75 demanded.

76 "I'm the king's guardian," **proclaimed** the monkey.
 83 "I am guarding the king's food."

89 "Hmm," the tiger thought. "The king's food is bound to
 99 be more delicious than that skinny monkey. Perhaps I can
 109 trick the monkey into giving it to me."

117 "You are too small to be the king's **guardian**," said the
 128 tiger. "A big animal like me should be the protector of
 139 his food." 141

Comprehension Check

1. What is the author's purpose in this passage? **Author's Purpose**
2. What problem does the monkey face? How does she try to solve it?
Problem and Solution

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



Name _____

Foreshadowing hints at what is going to happen in a story without giving the story away. Authors use foreshadowing to build suspense. Dark clouds often foreshadow a storm.

Symbols are actions, objects, pictures, or sounds that people use to stand for important ideas and things. A dove is often a symbol for peace.

A. Read the passage. Then answer the questions.

Mouse and Bird were strolling through the desert. As always, Mouse was paying close attention to his surroundings. Bird was busy whistling. “We’re walking past Tarantula’s house,” Mouse said. “Keep your eyes open!” Bird just kept whistling instead of paying attention. Mouse was safely past the rock when he looked behind him. He saw eight hairy legs stealthily creeping toward Bird.

1. What does Mouse’s warning foreshadow? _____

2. What detail about Bird’s actions foreshadows that he might be in danger?

B. Read the question. Write your answers on the lines.

3. Which season is usually a symbol of new beginnings? Why? _____



Name _____

A **synonym** is a word that means the same or almost the same as another word. For example, a synonym for *guardian* is *protector*.

A. Replace each of the words in parentheses with one of the following synonyms.

clumsy nimble announced meddle certain

1. “Don’t (interfere) _____ with my plans to be king of the road!”
2. The roadrunner was (awkward) _____ when he first tried to run and jump.
3. He was (convinced) _____ he could not learn.
4. Later, when Roadrunner danced in circles, you could see how (agile) _____ he had become.
5. “Roadrunner is our hero!” the animals (proclaimed) _____.

B. Write a sentence using a synonym for each of the words in dark type.

6. **frightened** and **trembled** _____

7. **yelled** and **bragged** _____

8. **hopped** and **quick** _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Rhyme Time

Circle the word in each row that rhymes with the spelling word on the left.

1. pity	party	city	penny
2. diver	driver	dove	diary
3. spoken	bitten	bike	broken
4. habit	rabbit	rated	rapid
5. river	shave	shiver	shatter
6. never	clever	clover	cluster
7. wiper	pipe	paper	pi-per
8. easel	dull	double	diesel
9. cider	reader	road	rider
10. stolen	swallow	swollen	swimming

Name _____

A. There are six spelling mistakes in this letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Ms. Fisher,

I am writing because I think you are the best actress in the world! You have so much tallant. I want to be an actress, too. I am in the school play. I hope that someday I can be as fameus as you are.

My mom and I just saw your new movie. It was terrific. I especially loved the scene when you jumped into the rivvere. I could not believe that you were able to catch the man who was riding away in the stollan boat. I have nevar seen anything like it.

I have to go finnish my homework now. Thanks for making great movies! If you want to come see my play, it's this Saturday.

Regards,

Tamika Green

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Imagine that you are writing a play about something being stolen. Write a short scene for two of the characters. Use at least four spelling words in your scene.

Name _____

- Use **the** with singular nouns that name a particular person, place, or thing.
- Use **the** before all plural nouns.
- Use **a** and **an** with singular nouns.
- Use **a** if the next word starts with a consonant sound.
- Use **an** if the next word starts with a vowel sound.

Read each sentence. Put one line under each article. Put two lines under the noun that each article points out.

1. The snake bared his fangs.
2. Father and his family took a different path home.
3. Many villagers went to speak to the elders.
4. They went to see Desert Woman to ask a favor.
5. She placed a noisy rattle on Snake's tail.
6. Rattlesnake continued to threaten the animals.
7. They needed an animal that would make Rattlesnake behave.
8. Desert Woman molded a strange new bird from clay.
9. Roadrunner practiced dancing until he could twirl like a twister.
10. Roadrunner raced down the road to find Rattlesnake.
11. Rattlesnake let out an angry hiss.
12. He struck, but Roadrunner hopped out of the way.
13. Roadrunner danced around Rattlesnake like a whirlwind.
14. Rattlesnake made a promise not to frighten everyone any more.
15. All the children thanked Roadrunner for helping them.
16. Now the road was safe for everyone to use.

Name _____

Drill 3: Identifying Different Types of Leads

1. Review:

There are many ways to start a journal entry:

Four Types of Leads

Action

Dialogue

Observation

Question

2. Read:

“No dogs allowed,” the manager told Kristy. _____

Type of Lead

How was I going to finish all the cleaning before Mom got home? _____

Type of Lead

The car stopped inches from Fluffy. _____

Type of Lead

I saw the sun shine brightly on the dew-covered grass. _____

Type of Lead**3. Write** the correct type of lead next to each sentence above.

Name _____

Sometimes two letters together stand for one vowel sound. This is called a **vowel team**. The vowel sound is usually long. When two vowels team up in a word, they stay in the same syllable.

oat/meal **rail/road**

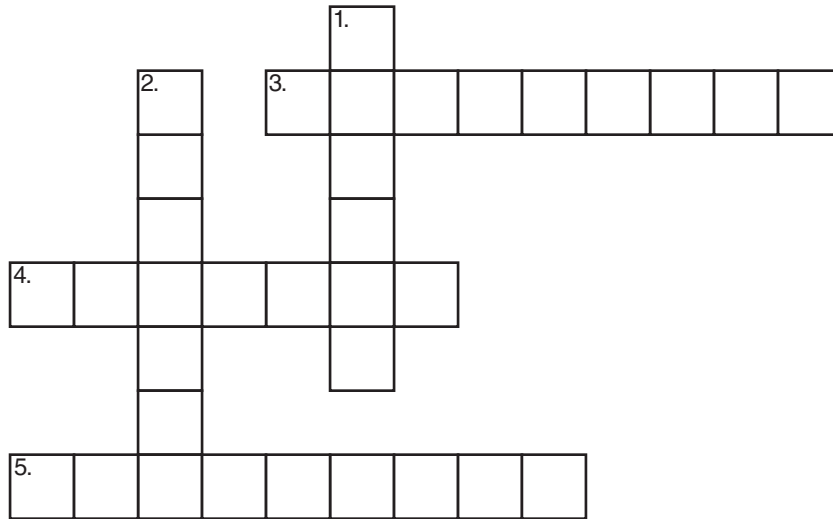
Underline the vowel team in each word. Then write another word that has the same vowel team.

1. mailbox _____
2. seashore _____
3. soapdish _____
4. steely _____
5. boastful _____
6. dreamlike _____
7. staircase _____
8. toaster _____
9. unclear _____
10. peering _____

Name _____

A. Read the vocabulary words. Use the clues to complete the puzzle.

roamed completed journey natural relocated

**Across**

3. finished
4. trip
5. moved

Down

1. wandered
2. not artificial

B. Write a sentence using two of the words.

6. _____

Name _____

The **main idea** of a selection tells you what it is about. The supporting **details** in the selection help you understand the main idea.

Read the paragraph below. Then identify the main idea and three details that support it.

Cumberland Gap National Park is under attack! A plant called kudzu threatens the park's ecosystem. Few animals eat kudzu, and it grows so fast it's been called "the vine that ate the South." It can grow a foot a night! It grows even after it has been dosed with herbicide, or plant killer. That's bad news for native plants and trees. Kudzu grows right over them. It takes the sunlight plants need to live. Bits of kudzu came to Cumberland stuck to truck tires. The trucks were there to build a road. Now park rangers cut kudzu back. They apply herbicide to the plant's huge root. They could bring in goats because goats eat kudzu. But goats also eat native plants. Solving the kudzu problem will be tricky.

1. Main idea:

2. Supporting detail:

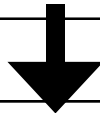
3. Supporting detail:

4. Supporting detail:

Name _____

**As you read *Animals Come Home to Our National Parks*,
fill in the Main Idea Chart.**

<p>Main Idea _____</p> <p>_____</p> <p>_____</p> <p>Detail 1 _____</p> <p>_____</p> <p>Detail 2 _____</p> <p>_____</p>



<p>Summary _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

How does the information you wrote in the Main Idea Chart help you to summarize *Animals Come Home to Our National Parks*?

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words and other hard words.

Acadia National Park has dark green mountains. When
 8 you look down from these mountains you see the icy
 18 Atlantic Ocean. You see ocean waves crashing against
 26 rocky shores. These 48,000 acres (194 sq km) of **natural**
 34 beauty have a long history. It is a history full of stories
 46 about people who loved this land of mountain and sea.
 56 These people worked to make sure that everyone could
 65 enjoy it.

67 Acadia National Park is spread out over a group of
 77 islands off the coast of Maine. Most of the park is on
 89 Mount Desert Island. The park has beautiful freshwater
 97 lakes and ponds. There are trails for hiking in the
 107 mountains or walking by the shore.

113 As you read, you will learn about the history of
 123 this park. 125

Comprehension Check

1. What is the main idea of the first paragraph? **Main Idea and Details**
2. What details would you use to describe the natural beauty of the park?
Main Idea and Details

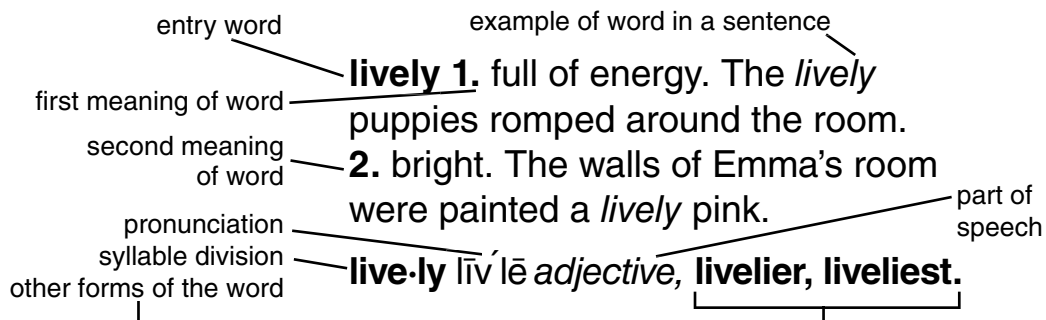
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **dictionary** entry lists more than just a word's meanings. It also includes its pronunciation, part of speech, and examples of how to use the word.

Read the dictionary entry below. Then answer the questions that follow.



1. What is the entry word? _____
2. How many syllables does this word have? _____
3. To pronounce the word *lively*, is the vowel in the first syllable long or short? _____
4. What part of speech is *lively*? _____
5. Which definition best describes a fourth-grade class at recess?

6. What other forms of *lively* are listed in the entry? _____

Name _____

Description Writing Frame

A. Summarize *Animals Come Home to Our National Parks*.

Use the Description Writing Frame below.

People are trying to restore the damaged _____ in our National Parks.

First, they are _____

This is important **because** _____

They are also _____

This is important **because** _____

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome.

- Words that have the root *locat* have to do with places.
- Words that have the root *duc* have to do with leading.

Complete each sentence with a word from the box that takes the place of the underlined words.

educate relocate location conduct deduce

1. When people build in places where animals live, animals are sometimes forced to move to a new place of activity or residence. _____
2. Many zoos and parks lead or guide tours to help people learn about the animals that live there. _____
3. Many experts can be led to a conclusion about what kinds of animals live in an area just by looking at animal tracks. _____
4. Some parks and zoos move to a different place animals whose habitats have been destroyed. _____
5. It is a good idea to lead yourself to learn about the animals that live in your community. _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?

If not, go back to step 1.

Complete each word with a vowel team from the box below to write a spelling word. Then write the word.

ai	ee	ua	ou	ea	oa	oo	ei
----	----	----	----	----	----	----	----

1. rep____t _____
2. disc____nt _____
3. ____rfare _____
4. betw____n _____
5. appr____ch _____
6. dom____n _____
7. ben____th _____
8. merm____d _____
9. pers____de _____
10. comp____nd _____
11. ____ght____n _____
12. bab____n _____
13. sl____pless _____
14. tr____ner _____
15. def____t _____



Name _____

A. There are six spelling mistakes in this passage. Circle the misspelled words. Write the words correctly on the lines below.

On Saturday, the eightene members of my nature club are going camping at a state park. To prepare us, our leader gave us a set of rules. He said:

1. No radios. It will defeet the purpose of the trip if you can't enjoy the sounds of nature.
2. You are in the animals' domane. Leave it just like you found it.
3. Listen carefully. I want everyone to be safe, and I don't want to repeat myself.
4. Have fun!

I'm sure it will be a sleapless night, but I know it will increese my love of nature.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Write about a trip you have taken to a park or other natural area. Use at least four spelling words in your paragraph.

Name _____

- Add *-er* to most adjectives to compare two people, places, or things.
- Add *-est* to most adjectives to compare more than two.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For adjectives that have a single vowel before a final consonant, double the final consonant before adding *-er* or *-est*.

Rewrite the sentences below, correcting the form or spelling of the underlined adjective.

1. After the sun went down, the air felt chilliest than before.

2. I think fish feel freerer in the ocean than they do in tanks.

3. Dad caught the bigest fish of all.

4. I wonder which ocean is the saltyest.

5. The dolphin is one of the smartiest animals.

6. The water is calmmer than it was yesterday.

7. My clothes are wettest than they were this morning.

8. That shark has the paleest skin I've ever seen.

Name _____

Writing Rubric	
	1 Unsatisfactory
4 Excellent	2 Fair
Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions
Word Choice	Word Choice
Voice	Voice
Presentation	Presentation
	3 Good
	Ideas and Content/ Genre
	Organization and Focus
	Sentence Structure/ Fluency
	Conventions
	Word Choice
	Voice
	Presentation
	1 Unsatisfactory
	Ideas and Content/ Genre
	Organization and Focus
	Sentence Structure/ Fluency
	Conventions
	Word Choice
	Voice
	Presentation

Name _____

The schwa + *r* or /*ər*/ sound is what you hear at the end of **collar**, **danger**, and **victor**. Notice that this sound can be spelled in three different ways—**ar**, **er**, and **or**.

barber zipper anchor harbor popular collar

**A. Use the words in the box to complete each sentence.
Underline the letters that make the /ər/ sound in each word.**

1. Every time my clever _____ cuts my hair, he creates a work of art.
2. The Flemish oil paintings in the north tower are the most _____ exhibit in the museum.
3. My favorite collage is the one I made with the _____ from an old pair of trousers.
4. Aunt Susie finished her watercolor painting of the clipper ships in the _____.
5. I put a _____ and leash on my dog when we go for a walk in the park.
6. Uncle Tim thinks the old rusty tanker _____ in his front yard is beautiful!

B. Now look for other examples of the /ər/ sound in the sentences and underline them as well.

Name _____

suburbs
reefbrittle
eventuallycurrent
partnership**A. Complete each sentence with a word from the box.**

1. The blizzard closed the airport for several hours, but planes _____ were able to take off.
2. My father took the train from our station in the _____ into the city each morning.
3. During the storm the wind snapped the _____ tree branch.
4. The hidden _____ ripped into the bottom of the boat.
5. The fast-moving _____ of the river swept the dead tree out to sea.
6. My friends and I set up a business _____.

B. Choose four of the vocabulary words and use them in three sentences.

7. _____

8. _____

9. _____

Name _____

When you **compare** two things, you look at ways in which they are alike. When you **contrast** them, you focus on how they are different.

A. Read the passage about sharks and dolphins below. Then follow the instructions that follow.

Dolphins and sharks both live in the ocean, but they are different in many ways. Dolphins are not fish, but warm-blooded mammals. Dolphins have lungs and come up to the surface to breathe.

Sharks are fish, with gills instead of lungs. Some sharks live deep in the ocean, while others live near the surface.

Sharks and dolphins are alike in some ways, too. Both eat fish, and some kinds live together in rivers and lakes in Central and South America.

B. Compare sharks and dolphins and list two ways that they are alike.

1. _____

2. _____

Contrast sharks and dolphins and list two ways in which they are different.

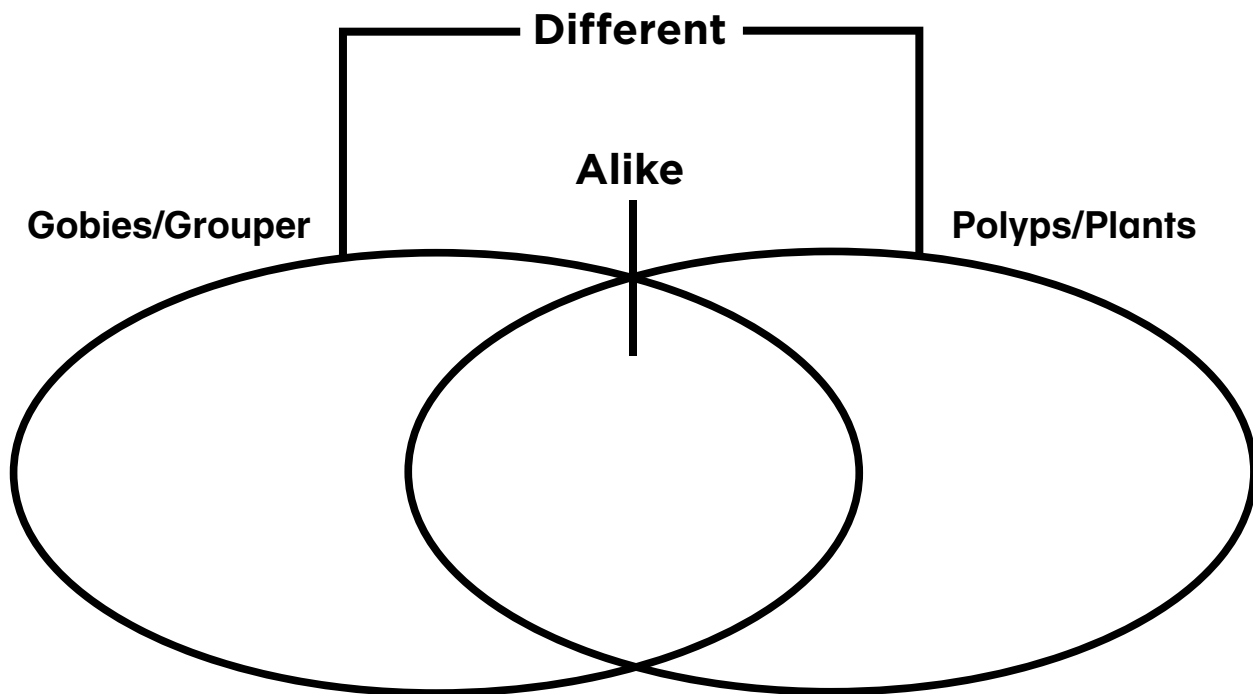
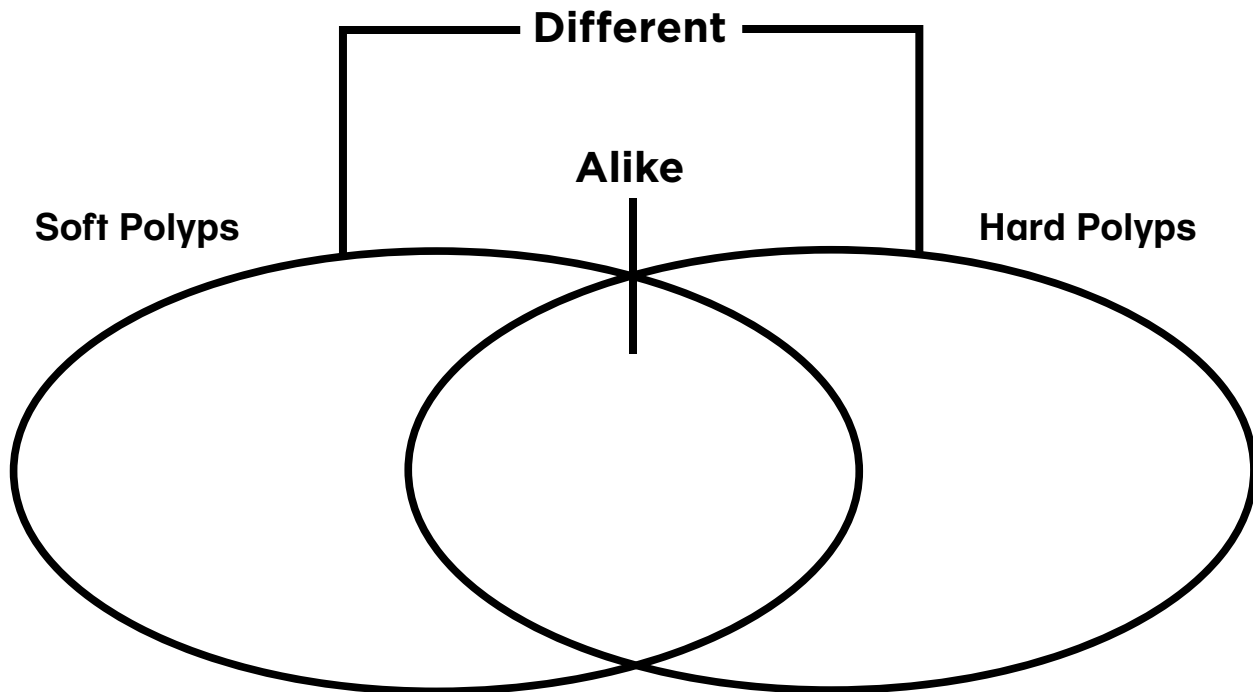
3. _____

4. _____



Name _____

As you read *At Home in the Coral Reef*, fill in the Venn Diagrams.



How does completing the Venn Diagrams help you to analyze the text structure of *At Home in the Coral Reef*?

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R 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Name _____

As I read, I will pay attention to my intonation and expression.

Life in a tide pool is difficult. The temperature may
 10 range from very hot in the daytime to very cold at night.
 22 Twice a day, during high tide, ocean waves rush in and fill
 34 the tide pool with water. At low tide the water goes out
 46 again. The same tide pool may be completely dry.
 55 Tide pool animals must hang on tight at high tide and
 66 keep themselves wet at low tide. They must adapt to
 76 both heat and cold. And they must defend themselves
 85 against becoming another creature's lunch. Only the most
 93 adaptable tide pool animals can survive.
 99 The barnacle is an example of a true tide pool survivor.
 110 A barnacle is born swimming freely. But soon after that,
 120 it finds a rock or other hard surface in a tide pool. The
 133 animal cements itself there for life. 139

Comprehension Check

- How is a tide pool different from a part of the ocean that is always under water? **Compare and Contrast**
- Why does the barnacle need to cement itself to a rock? **Cause and Effect**

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

Name _____

A **protagonist** is the main character in a story. In a myth, the protagonist is usually a god or goddess, or a heroic character. **Hyperbole** uses describing words to exaggerate. It is a kind of figurative language that calls attention to how someone or something looks, acts, or feels. Examples of hyperbole are *a million grains of sand*, and *a mile-long tail*. Writers use hyperbole for emphasis, to create a picture in the reader's mind, or to add humor or suspense.

A. Read each sentence. If it contains hyperbole, underline the phrase that is hyperbole. If it doesn't, put an X in the box.

1. The trip to the reef lasted forever.
2. The reef itself must have been a million miles long.
3. The fish swam in and out of the many holes in the coral.
4. Underwater, the sea plants were a soft green.
5. The fish in the reef swam faster than lightning.
6. A coral reef has many unique plants and animals.
7. I would give my right arm to go back to the reef.
8. Scientific research on the many forms of underwater plant and animal life is extremely important.

B. Circle the letter of the correct answer.

9. What is a protagonist?
a. a story's main event **b.** a story's setting **c.** a story's main character
10. In what kind of story is the protagonist usually a god or goddess?
a. a humorous story **b.** a myth **c.** a mystery

Name _____

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers will provide context clues through a **description** that makes the meaning of a word clearer.

Example: *My uncle could never eat clams or oysters because he was allergic to **mollusks**.*

You can use the context clues *clams* and *oysters* to figure out the meaning of the word **mollusks**.

Underline the context clues that describe the word in dark type. Then write the word's definition.

1. I saw all kinds of **marine** life swimming underwater in the ocean.

Definition: _____

2. After the earthquake, there were a few smaller **tremors** that shook the ground.

Definition: _____

3. Some fish feed on **plankton** because these tiny plants and animals are very nutritious.

Definition: _____

4. To put out the fire, the man **doused** the flames with a bucket of water.

Definition: _____

5. The captain pulled the **rudder** hard to the left to steer the ship away from the rocks.

Definition: _____

6. The **brilliant** sunshine streamed in through the window and lit up the room.

Definition: _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.
Did you spell the word right?
If not, go back to step 1.

Find and Circle

The spelling words are hiding in this puzzle. See if you can find and circle all 20 words.

rwxcheddarttwypowdermbhgypopularartwrqepepper

qanchortwgraderxcwrqtttrdaughteroophrrharbort

zipperodorwtqqfgllpyttdangerwdgrocerptkknlwqo

trwybarberjhtenterhtankerplkjmnhhnjmkptpolar

fwcollarywqelevatorssingerttwklppmnowvictorpt



Name _____

A. Proofreading

There are six spelling mistakes in this report. Circle the misspelled words. Write the words correctly on the lines below.

A Studio Visit

As I approached the building, I was excited. A very populer painter, Anne Smith, had agreed to show me around her studio. I had never been to an artist's studio before.

A sign above the door said, "Entar here." I walked in and took the ellevater to the second floor.

As soon as the door opened, I could smell a weird odar. Anne met me in the hall and explained that the smell was from her oil paints. When we walked into her studio, I forgot about the smell. There were paintings everywhere! My favorite was a picture of Anne's daughtor standing in front of a huge ship in the harber.

Anne is a great painter. I am so glad that she let me visit her studio.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

Imagine that you are an artist. Describe your latest work of art. Be creative! Use at least four spelling words in your description.

Name _____

- For long adjectives, use *more* and *most* to compare people, places, or things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Rewrite each sentence. Use the correct form of the adjective.

1. Harlem is the more excitingest place I've ever been.

2. The sounds of the traffic outside made me feel more awaker than at home.

3. At first, Aunt Nanette seemed more caringer than Uncle Romie.

4. My visit to my grandparents' house is the most peacefulest time I can remember.

5. My aunt and uncle are most importanter to me than they used to be.

6. Uncle Romie is the most artisticest person I know.

7. I was more carefuller with this collage than I usually am.

8. My mother makes the more excellentest pepper jelly I have ever tasted.

Name _____

Drill 1: Adding a Moment to a Student's Journal**1. Read:**

1. The dog started barking as I walked by the house.
2. I bit into the sandwich and felt something strange.
3. She spilled her lunch tray on the floor.
4. They ran to the door.
5. I opened my eyes and looked at the ceiling.

2. Write ONE sentence that shows what happens NEXT in each moment.

1. The dog started barking as I walked by the house.
2. I bit into the sandwich and felt something strange.
3. She spilled her lunch tray on the floor.
4. They ran to the door.
5. I opened my eyes and looked at the ceiling.

Extra Practice: Choose one moment and write a few more sentences about what happened.

Name _____

The /əl/ sound is what you hear at the end of ***double***, ***medal***, ***vessel***, and ***fossil***. Notice the four different letter pairs that can stand for the sound.

local
kettlelittle
verbaladaptable
unclechannel
natural

pupil

Choose a word from the box to fill in each blank. Underline the letters that make the /əl/ sound in each word.

1. A _____ community group is working to protect the _____ habitat of wild horses.
2. _____ Cal, my grandfather's brother, used to work on a farm that caught and tamed wild horses.
3. For homework, the _____ watched a documentary about wild horses on the nature _____.
4. Wild horses are not the most _____ animals, which makes them difficult to tame.
5. When working with horses, the trainer would call out _____ commands.
6. I poured a _____ more water from the _____ into my tea cup.

Name _____

dove
encounterunique
massivetangles
rumbling**A. Fill in each blank with the correct vocabulary word from the list at the top of the page.**

1. The _____ boulder weighed over ten tons.
2. After a day at the ocean, the girl's long hair became a mess of _____.
3. To make sure that her quilt would be _____, Grandma used an unusual pattern for organizing her patches.
4. The hawk _____ quickly to catch the rabbit.
5. My grandfather did not expect to _____ a bear on the path.
6. The _____ of the thunder scared my dog.

B. Choose three vocabulary words and use them in one sentence.

7. _____

Name _____

The chronological order of events in a story is the order in which things happen. Keeping track of the **sequence**, or order of events, helps you make sense of what is happening in a story.

Read the story below. Then number the events that follow to show the chronological order.

Miranda's parents were planning a trip to Mexico to go whale watching. Miranda's mother bought airline tickets on a travel Web site. Miranda's father asked his boss for time off. Miranda asked a neighbor to feed the family pets. Miranda's mother asked the post office to hold their mail.

On the day of the trip, the family drove to the airport. They stood in line and went through security. Finally they boarded the airplane and took off for Mexico.

1. Miranda's mother asked the post office to hold the mail. _____
2. They stood in line and went through security. _____
3. The family boarded the plane and took off for Mexico. _____
4. Miranda's parents were planning a trip to Mexico. _____
5. Miranda's father asked his boss for time off. _____
6. Miranda's mother bought airline tickets on a travel Web site. _____
7. Miranda asked a neighbor to feed the family pets. _____
8. On the day of the trip, the family drove to the airport. _____



Name _____

As you read *Adelina's Whales*, fill in the Sequence Chart.



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How does the information you wrote in the Sequence Chart help you to analyze the text structure of *Adelina's Whales*?



R 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Name _____

As I read, I will pay attention to pacing and expression.

Did you know that whales talk to each other? Whales
 10 make sounds for different reasons. Some sounds are used to
 20 locate calves. Others are used to find mates. Whales even use
 31 sounds to warn other pod members that a predator is around.
 42 Toothed whales click and whistle in order to locate food.
 52 Baleen whales make knocking, moaning, snoring, and
 59 rumbling noises. Humpback whales sing, but not during
 67 feeding season. They save their tunes for the warmer waters
 77 where they spend their breeding season. Some scientists
 85 believe they are singing love songs. Other scientists think
 94 they are sending out threats, like “Go away!” We may never
 105 know exactly why whales sing.
 110 Some humpback whales swim up to the surface and take
 120 a few breaths. Then they dive under the water and start to
 132 sing. They do not move when they sing. Their underwater
 142 songs can be heard for miles. Sometimes they sing for a half
 154 hour without stopping. 157

Comprehension Check

1. What does a humpback whale do before it sings? **Chronological Order**
2. Why might a whale need to communicate with another whale? **Relevant Facts and Details**

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



Name _____

The **rhyme scheme** of a poem is the pattern of rhymes at the end of each line. The poem's **meter** is the way that accented and unaccented syllables are arranged in the poem. You can think of it as the poem's rhythm.

1. Read the following limerick by Edward Lear. Circle the rhyming words at the end of each line. Then put an *a* next to the first set of rhyming words and a *b* next to the second set of rhyming words to identify the poem's rhyme scheme.

There was an Old Man with a beard, _____

Who said "It is just as I feared!— _____

Two Owls and a Hen, _____

Four Larks and a Wren, _____

Have all built their nests in my beard!" _____

2. Read the first line of the poem. How would you describe the meter of this line?

3. Now write your own limerick below.

Name _____

Homographs are words that have the same spelling but different meanings. They may also have different pronunciations.

A. Read the list of homographs and their meanings. Then read the sentences and decide the meaning of the underlined homograph. Write the letter of the correct meaning in the blank next to the sentence.

dove – a. past tense of dive b. a kind of bird

fluke – c. part of a whale's tail d. something lucky

1. The whale splashed the surface of the water with its fluke. _____
2. The eagle dove for its prey. _____
3. It was a fluke that my mother won the game. _____
4. The bird watchers saw a mourning dove sitting in a tree. _____

B. Pick another homograph. Write one sentence for each meaning of the word.

5. _____

6. _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle

Find and circle the hidden spelling words.

S B U B B L E X S V P
 P E B B L E X Q Y X E
 E P A D D L E V M Z D
 C H A N N E L V B X A
 I U N C L E O Q O S L
 A V K Z D O C I L E K
 L X L X Z B A V K T K
 P V E S S E L Q P T M
 U Z V Z Q N B U G L E
 P E N C I L X Z Z E D
 I Q K T U R T L E X A
 L X T O T A L O R A L



Name _____

A. Proofreading

There are six spelling mistakes in this letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Dr. Carter,

I am a pupel in the fourth grade. Our class is studying wild horses. I saw you on the news last night on Channal 5 talking about how our country should deal with mustangs. Since you are a lokil expert, I wanted to see if you would come and speak to my class.

We have learned a lot about these animals. They are a symble of the American West because they are free and run fast in wide open spaces. There is a totel of 45,000 wild horses left in the United States. We are also learning about how some groups want to save these animals.

I hope you can come and visit my class. It would be very spECIAL to us.

Regards,
Ava Recio

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

What is your favorite animal? Write a paragraph about it using at least four spelling words in your description.

Name _____

- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

Write *worse* or *worst* to complete each sentence correctly.

1. The invention of barbed-wire fences made life _____ for wild horses than before.
2. During the _____ period, the population of horses fell below 17,000.
3. Hunger and thirst were the _____ threats to horses.
4. Seeing wild horses in fenced feedlots made Dayton Hyde feel _____ than he had for a long time.
5. The ranch was no _____ than the feedlot.
6. The thought of the horses breaking down the fence was Dayton's _____ fear.
7. Conditions were _____ for horses after more land was settled.
8. The cold felt _____ for the cowboys than it did for the horses.
9. This is the _____ time to ride a horse.
10. My saddle sore is no _____ than yours, I suppose.
11. That's not the _____ riding I've ever seen.
12. That trail is much _____ than this trail.

Name _____

Drill 3: Brainstorming as Many Moments as Possible!

1. **Think** about what happens at a birthday party.
2. **Brainstorm** some moments that happen at a birthday party.

For example:

1. guests arrive
2. playing party games
3. _____
4. _____
5. _____
6. _____

3. **Think** about another kind of day that was special to you.
4. **Write** a title for your special day: _____
5. **Brainstorm** some moments from that special day.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Extra Practice: Think of MORE moments to add to your brainstorm.

Name _____

Listen for the final /ən/ sounds at the end of the following words:

wood**en** oft**en** rais**in** reas**on** bac**on**

The /ən/ sounds can be spelled **-en**, **-in**, or **-on**.

bacon proven button eleven cousin dozen
women reason shaken listen common cotton

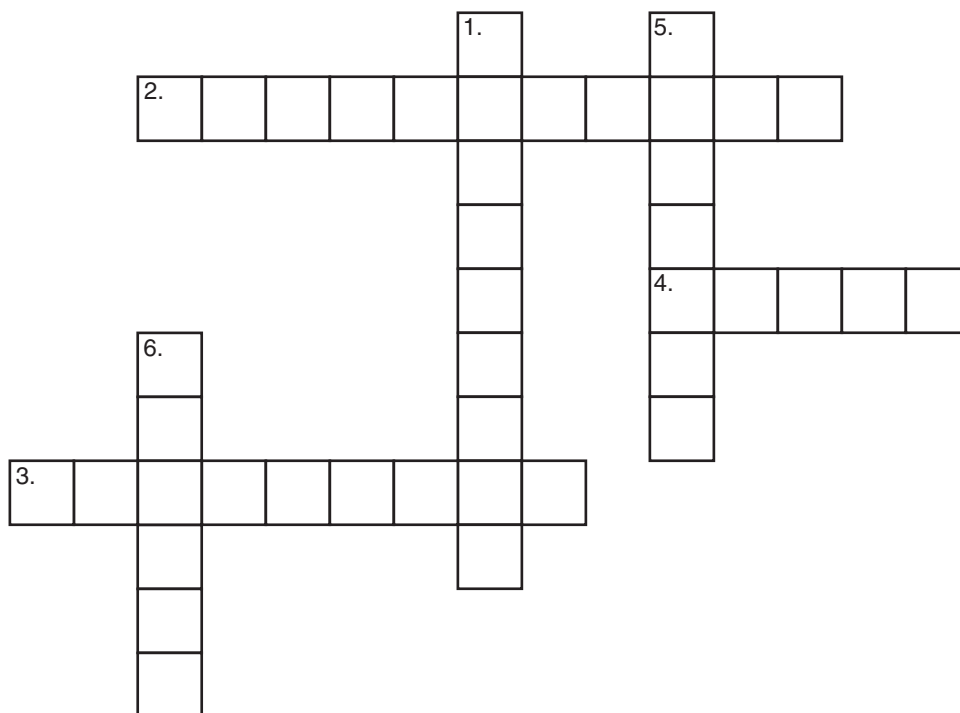
Write a word from the box to complete each sentence. Underline the letters that represent the /ən/ sounds.

1. Were there any _____ at the mining camps?
2. Nine plus two is one less than a _____.
3. Do you know the _____ why the computer turned into a time machine?
4. Miners fried up lots of _____ for their breakfasts.
5. General stores in San Francisco sold yards of _____ for all the clothes the miners would need.
6. My great-grandfather had a _____ who was a gold miner.
7. The earthquake left them feeling very _____ up.
8. I love to _____ to stories about the Gold Rush.
9. Most of the miners could sew a patch or a _____ on their clothes.
10. The pigeon is a _____ bird in many cities.

Name _____

items clustered bidding glistened overflowing sturdy

Use the clues below to complete the vocabulary word puzzle.

**Across**

2. spilling out of a full container
 3. grouped together
 4. two or more things in a group

Down

1. sparkled and shined
 5. making an offer of money for something
 6. strong and well built

Name _____

When you read a narrative, look for the **problem** that the main character has. Notice the steps the character takes to find the **solution** to the problem.

Read the passage and each question. Underline the answer in the passage. Then write the answers below.

Ding! Ding! Ding! Marta heard the bell of the ice-cream truck. It was the hottest week of the year, and she felt like she was going to melt. Marta wanted an orange ice pop—she could almost taste it. She counted the money in her pocket: 26 cents. Ice pops cost \$1.50. She did not have enough money. Marta remembered that her brother owed her \$2.00. She knocked on his bedroom door, but he wasn't home.

Then Marta got an idea. She went to the kitchen and found an ice-cube tray. Carefully, she poured some orange juice into the tray. She covered the tray with plastic wrap and stuck a toothpick into each square. Then she put the tray in the freezer and waited. In a couple of hours, she checked the freezer. She had twelve orange ice pops—enough to last all week.

1. Who is the main character? _____
2. What is the problem? _____

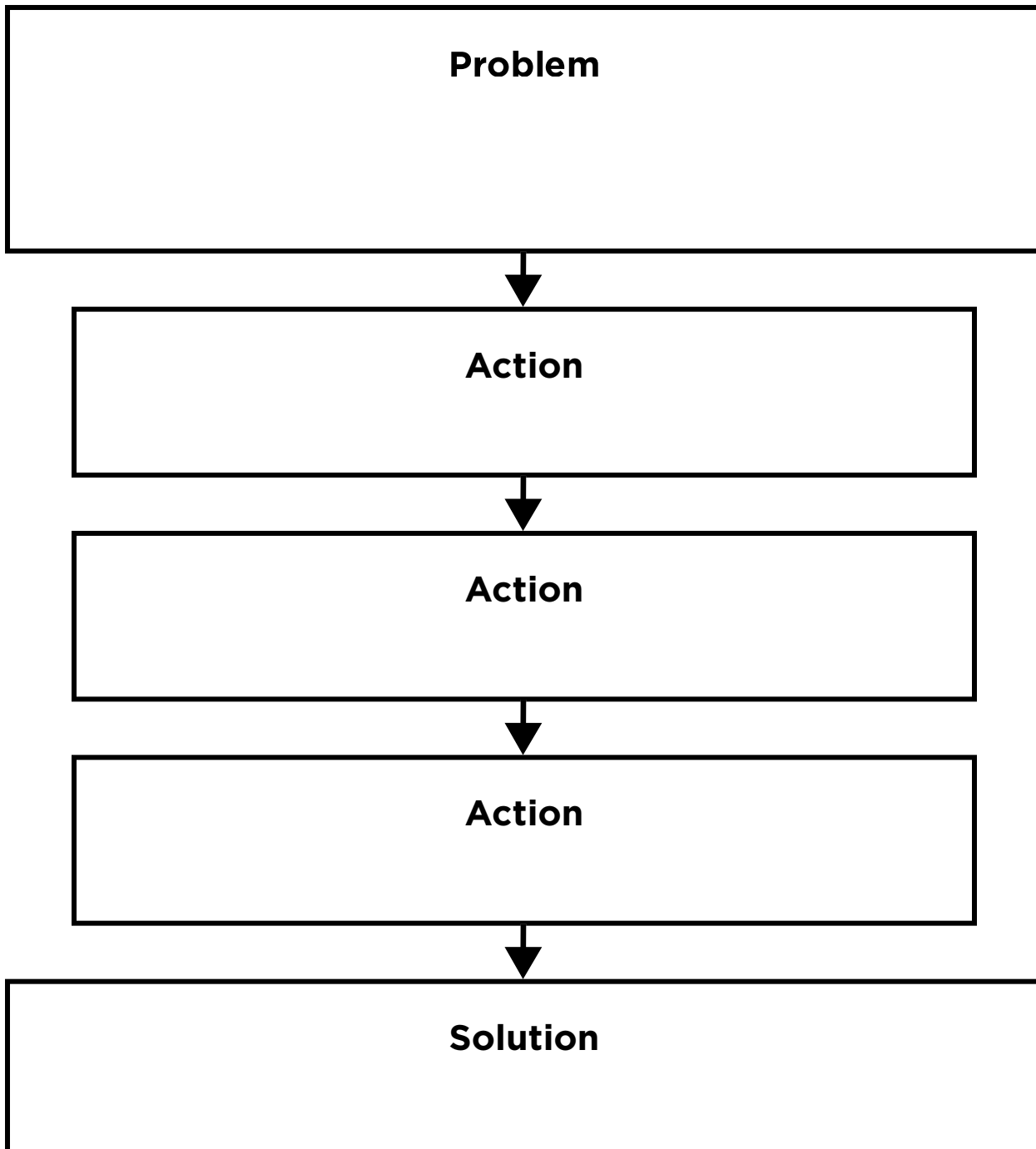
3. What is the first thing Marta does to solve her problem? _____

4. How does Marta solve her problem? _____

5. What might happen next? _____

Name _____

As you read *Leah's Pony*, fill in the Problem and Solution Chart.



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How does the information you wrote in the Problem and Solution Chart help you better understand *Leah's Pony*?

Name _____

As I read, I will pay attention to reading with accuracy.

12 A coral reef is a shelf that runs along the coastlines of
21 countries throughout the world. Coral reefs are found in
28 shallow, warm waters all over the world.

35 Among all these reefs, there is one that stands out. It is
40 the Great Barrier Reef along the coast of Australia. It is
51 remarkable for many reasons. One is its length—over 1,250
60 miles. It is the largest coral reef ecosystem in the world,
71 and the largest organic structure on the planet. It is also
82 home to numerous kinds of sea life.

89 About 40,000 years ago, the Aboriginal peoples were
96 the only humans living on the Australian continent. They
105 fished and hunted along parts of the Great Barrier Reef.
115 For a long period of time they were the only people who
127 knew the reef existed.

131 When sailors began to explore the world, their boats
140 sometimes hit the sharp coral that was under the water,
150 sinking their vessels. The reef remained a mystery. 158

Comprehension Check

1. What details support the idea that the Great Barrier Reef is remarkable?

Main Idea and Details

2. Why were the sailors unaware of the coral reef? **Cause and Effect**

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



Name _____

Primary sources are items from the past, such as photos, letters, and journals. They give us a firsthand understanding of earlier times.

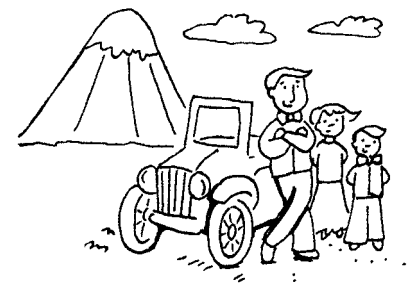
November 14, 1914

Dear Diary,

Yesterday was my 9th birthday. To celebrate, Father took us for a ride in his new motor car. We drove to Mammoth Mountain. Because it was my birthday, Father let me crank the car and toot the horn.

We had a picnic lunch and enjoyed jam sandwiches. Next month is my brother Maxwell's birthday. I hope we get to go for another ride!

Emma



Use the journal entry and photo to answer the questions.

1. Who created this primary source? When was it created?

2. Why was this journal entry created?

3. What can a reader today learn from looking at this illustration of a photo?

4. What other sources could help you learn more about this time and place?

Name _____

A dictionary can help you find the meanings of **unfamiliar words**.

Look at this dictionary entry for an unfamiliar word. Use the definition and sample sentence to help answer the questions that follow.

avid *adjective*. **1.** very eager. *She is an avid reader.*

1. What does *avid* mean, in your own words?

2. Use *avid* in another sentence.

3. How would you find the meaning of the word *incognito*?

4. Use a dictionary. Write the meaning of *incognito* below.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

End Game!

Find the word ending from the box below that completes each spelling word.

on

en

in

- | | | | |
|----------|-------|------------|-------|
| 1. wov | _____ | 11. comm | _____ |
| 2. wag | _____ | 12. cott | _____ |
| 3. cous | _____ | 13. elev | _____ |
| 4. pengu | _____ | 14. muff | _____ |
| 5. prov | _____ | 15. skelet | _____ |
| 6. reas | _____ | 16. wid | _____ |
| 7. butt | _____ | 17. oft | _____ |
| 8. wood | _____ | 18. sunk | _____ |
| 9. bac | _____ | 19. rob | _____ |
| 10. ridd | _____ | 20. rais | _____ |

Name _____

A. Proofreading Activity

There are six spelling mistakes in this poem. Circle the misspelled words. Write the words correctly on the lines below.

The Gold Rush Ghosts

Have you heard the tale of the lady

Who wears the cottin dress?

They offen say she's waiting,

And won't accept she's dead.

All day she sits on her woodun chair

Staring out to see

If her lover has riden by outside.

For someday his bride she'll be.

But her true love hasn't provin

That he's a rightful man.

He's still searching for a gold mine

Like every commen man.

So she still sits and he still rides,

These two unhappy souls.

She never will see her love

And he never will find gold.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Write a poem of your own. Use at least three spelling words in your poem.



Name _____

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place.
- Some adverbs tell *when* an action takes place.
- Some adverbs tell *where* an action takes place.

Underline the adverb in each sentence. Then write if the adverb tells *how*, *when*, or *where* the action takes place.

1. My mother and I went to the library together for information about our ancestors. _____
2. Many Native Americans lived freely on this land. _____
3. Tomorrow we will visit our local museum of natural history.

4. Were they traveling far in search of gold? _____
5. Did James Marshall first find gold at Sutter's Mill? _____
6. John Sutter, Jr., built a new city nearby along the Sacramento River.

7. We patiently sifted the sand for gold. _____
8. Our uncle examined the rock carefully. _____
9. He carelessly threw the stone back in the water. _____
10. That greedy miner looked at them suspiciously. _____
11. We quickly ran down the path. _____
12. We then found the gold. _____



Name _____

- An **adverb** is a word that tells more about a verb.
- Some adverbs tell *how* an action takes place.
- Most adverbs that tell *how* end in **-ly**. They are formed by adding **-ly** to an adjective.

A. Read the magazine article below, and circle the six incorrect adverbs. Then write the words correctly on the lines below.

When the gold miners of 1849 were looking for gold, they frequent found shiny stones in their pans. However, not all were true gold. Fool's gold, also called pyrite, is a stone that some miners mistaken confused with the real thing. What if you ever find a rock that looks like gold? These three ways can quick help you find out if it is real gold or fool's gold.

First, look careful at the color. Both are shiny and yellow-colored, but real gold also has a silver tone. The color of fool's gold is more like brass. Next, look at the shape. Fool's gold usual forms cubes and larger shapes. Real gold comes in chunks, flakes, or sheets. Last, brisk rub it against another hard object and smell it. Gold has no smell, but fool's gold will smell a little like rotten eggs. Maybe that's why they call it *fool's gold*!

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Rewrite the above article with the correct adverbs on the lines.

Name _____

1. Brainstorm 3 things you did yesterday or today. These should be things you think other kids your age do sometimes too.

Example: Got dressed

- 1.
- 2.
- 3.

2. Circle one of the moments from your brainstorm.

3. Think about the moment you circled.

4. List 3 things you did or said in the moment you circled.

Example: Couldn't find my sneakers

- 1.
- 2.
- 3.

5. Write 3-5 sentences about a made-up kid doing the activity you described. What does the kid do and say in that moment?

Name _____

Homophones are words that sound the same but are spelled differently and have different meanings. The words **right** and **write** are homophones.

right = correct write = make marks on paper

Fill in each blank with the correct homophone.

1. **tale / tail** He told a _____ about a lion that lost its _____.
2. **patience / patients** The doctor encouraged his _____ to have more _____ while they waited to see him.
3. **dough / doe** The _____ and her fawns ate the _____ that the baker left on the window sill.
4. **wade / weighed** She tried to _____ across the river wearing a backpack that _____ 90 pounds.
5. **bolder / boulder** The skier grew _____ after he jumped over the _____.
6. **plain / plane** We flew in a _____ over the _____ where the buffalo were.
7. **week / weak** I felt _____ for a _____.
8. **aloud / allowed** “There are no photos _____,” the guide said _____.

Name _____

annoyed
conducted

circular
reference

outstretched
disappointment

A. Draw a line to match the vocabulary word to its meaning.

- | | |
|-------------------|---|
| 1. reference | a. reaching out |
| 2. disappointment | b. led |
| 3. annoyed | c. round, like a circle |
| 4. circular | d. upset |
| 5. outstretched | e. the feeling when something
doesn't happen the way you
hoped it would |
| 6. conducted | f. a source of reliable information |

B. Write a paragraph or two using as many of the vocabulary words as possible.

Name _____

A **cause** is what makes something happen. If you can answer the question “Why did that happen?” then you know the cause.

What happens as a result of the cause is the **effect**. If you can answer the question “What happened?” then you know the effect.

Read the passage below. As you read, think about causes and effects. Then answer the questions.

Sam Brannan was a merchant in San Francisco. When he heard that gold had been found near the American River, he knew just what to do. He bought up every pickax, shovel, and pan in the entire city. Then he ran through the streets of San Francisco spreading the news about the discovery of gold.

Because Brannan was the only merchant who had tools to sell, he could charge as much as he wanted. Prospectors were willing to spend \$15.00 for a pan that was worth only 60 cents. It wasn't long before Brannan became one of the richest men in California—without ever panning for gold!

1. What caused Sam Brannan to buy up all the mining tools?

2. What was the effect of Brannan's spreading the news about gold?

3. What caused miners to pay \$15.00 for a 60-cent pan? _____

4. What was the effect of so many prospectors buying Brannan's tools?



Name _____

As you read *The Gold Rush Game*, fill in the Cause and Effect Diagram.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Cause and Effect Diagram help you to analyze the story structure of *The Gold Rush Game*?



R 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Name _____

As I read, I will pay attention to intonation.

In the early 1800s, the United States needed room to grow.

10 Most people lived in the East. The cities were crowded. New land
22 was expensive. Young families couldn't afford to buy farms.

31 Then the United States government purchased land from
39 France. The government also acquired land from Mexico. Soon the
49 country stretched all the way to the Pacific Ocean. People looked
60 to the setting sun with outstretched arms and said, "Go west!"

71 Settlers rode in wagons or on horses. They followed long, dusty
82 trails across hot plains for thousands of miles. There was no shelter.
94 People slept in tents on the ground. They had to watch out for wild
108 animals like wolves and snakes. The trip west could take months.

119 Then a railroad was built that stretched from the East Coast
130 almost to the West Coast. The railroad made travel faster. More
141 people poured into the new lands. The settlers quickly built small
152 towns where the farming, fishing, and mining were good. 161

Comprehension Check

1. What was life like in the East in the 1800s? **Relevant Facts and Details**
2. What enabled people to move west? **Cause and Effect**

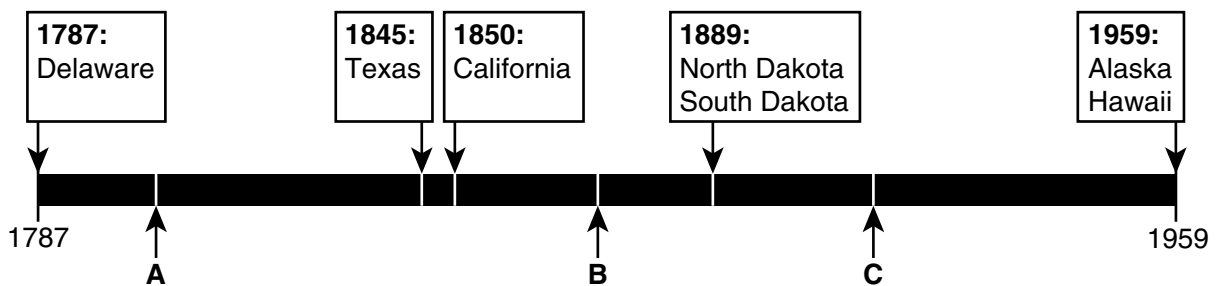
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A **time line** is a visual way to show a sequence of historical events in a period of time. A time line can be vertical or horizontal. It contains a title, dates, and events. Events are shown on the time line in the order in which they happened, and sometimes the events are illustrated.

Use the time line to answer the questions.

Statehood Time Line



1. What is the subject of the time line?

2. When did California become a state? _____

3. Which states became states in 1889? _____

4. How many years does the time line cover? _____

5. Arizona and New Mexico became states in 1912. Where would you put that event on the time line—at point A, point B, or point C? _____

6. What is the earliest date on this time line? The latest date? _____

Name _____

A **suffix** is a word part that can be added to the end of a base word. Adding a suffix to a base word changes its meaning. When added to the end of a verb, the suffix *-er* or *-or* means “a person who.”

teach + er = teacher (a person who teaches)

act + or = actor (a person who acts)

Look for the verb. Then add the correct suffix to make a word that means the same as the entire phrase in bold.

1. **A person who travels** across time is a time _____.
2. **A person who mines** for gold is a _____.
3. In the 1800s, many people traveled by sea. And **a person who worked on the sailing ships** was called a _____.
4. Wong Daido was **a person who survived** the river current.
He was a _____.
5. **A person who settled** in California was a _____.
6. **A person who bikes** on California’s mountain trails is a mountain _____.
7. **A person who visits** the site of Sutter’s Mill is a _____.
8. **A person who researches** the history of the California Gold Rush is a _____.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle

Find and circle the 20 spelling words.

P	D	P	Z	R	Q	M	W	H	O	'	S
R	O	R	T	O	B	O	U	L	D	E	R
I	U	I	A	U	M	O	U	S	S	E	W
N	G	N	L	T	G	S	V	J	W	K	X
T	H	C	E	E	Z	E	W	B	A	J	P
S	Z	E	H	Q	P	V	C	B	D	Y	A
T	G	G	C	P	Z	J	D	O	E	T	T
R	W	H	V	Q	B	K	W	L	B	A	I
'	B	W	E	I	G	H	E	D	M	I	E
J	W	H	O	S	E	K	'	E	Y	L	N
F	W	E	A	V	E	P	V	R	O	O	T
P	A	T	I	E	N	C	E	R	'	J	S



Name _____

A. Proofreading

There are six spelling mistakes in this story. Circle the misspelled words. Write the words correctly on the lines below.

A Tael of the Two Deer

Once upon a time, there was a dou named Cinnamon. Cinnamon lived in a grand kingdom with all of her animal friends. Cinnamon was also very much in love with Printse Butternut. But Cinnamon and Butternut were very upset. Their kingdom was in danger. Nearby was a large human city. Every year the humans would build another road or roote closer to their kingdom. If a deer heard a car coming he would raise his taile to warn the other animals. Then one day, Cinnamon and Butternut had an idea. They got all the other animals in the kingdom to help them. Bowlder upon rock, the animals built a wall that would protect them from the cars on the roads. Cinnamon hoped that all the animals would be very careful and not cross the wall. That way the kingdom would remain safe.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

B. Writing Activity

Write a story about animals interacting with humans. Use at least three spelling words in your paragraph.

Name _____

- Use *more* or *most* to form comparisons with adverbs that end in *-ly* or with longer adverbs.
- Use *more* to compare two actions.
- Use *most* to compare more than two actions.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

Use *more* or *most* with the underlined adverb in each first sentence to complete the two sentences that follow.

- The train that Chester was on shook harshly as it moved on the track.
The second train shook _____ every now and then.
But the subway car shook _____ of all.
- Chester furiously tried to escape from the picnic basket.
He tried _____ as the train rattled and shook.
Chester tried the _____ of all when they finally reached New York.
- Harry Cat speedily jumped toward Chester and Tucker Mouse.
Chester jumped the _____ of all into the matchbox.
Chester jumped _____ than Harry Cat.
- Chester chirps sweetly when he is excited.
Chester chirps _____ when he is scared.
But Chester chirps the _____ when he is happy.
- Chester moves hastily through the drain pipe.
Harry Cat moves _____ through the drain pipe.
But Tucker moves the _____ of all through the drain pipe.



Name _____

A. Read the magazine article below and circle six incorrect uses of adverbs.

Last week, a baby bird was lucky found in a nest near school. It sad seems that the bird got lost when its family went south. The bird was not used to the cold weather, so it hid inside the nest. Then a young boy and his uncle heard her chirping frantic up in the tree.

They took the baby bird to the animal hospital. The doctor there kind offered to take the bird to the zoo. At the zoo, the workers are taking good care of her. She is feeling much better now. As soon as she gets complete well, the zoo will send her south to be with other birds. She will happy be in a warmer climate.

B. Rewrite the above article with the correct adverbs on the lines below.



Name _____

When added to the beginning of a word, a prefix changes the meaning of the word.

The prefixes **un-**, **non-**, and **dis-** mean “not” or “the opposite of.”

- **dis** + trust = distrust to not trust
- **non** + sense = nonsense something that doesn't make sense
- **un** + covered = uncovered the opposite of covered

The prefix **mis-** means “badly” or “incorrectly.”

- **mis** + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

Underline the prefix in the following words. Then write the meaning of the word.

1. disobey _____
2. unsure _____
3. misbehave _____
4. nonsense _____
5. unhappy _____
6. dislike _____
7. misunderstand _____
8. disconnect _____
9. unbelievable _____
10. miscalculate _____

Name _____

A. Complete the story by filling in the blanks with vocabulary words.

decades active transform volunteer violated

Shawn is a _____ at his community's recreation center. He noticed that some of the playground equipment hadn't been replaced in _____. He suggested a fundraiser to raise money for new equipment. Then he took an _____ role in planning a talent show. When the new equipment arrived, Shawn was excited because he knew it would _____ the recreation center. Now he supervises younger children on the equipment to make sure safety rules aren't _____.

B. Write two sentences about a way you would like to help in your community. Use a vocabulary word in each sentence. Underline the words that you use.

Name _____

A **generalization** is a broad statement that applies to a variety of people or situations.

- To make a generalization, combine text information with your own knowledge and experience.
- Words such as *none*, *always*, *usually*, and *many* can signal generalizations.

A. Read the paragraph. Then read the questions and circle the letter next to the correct answer.

After Juanita's grandfather died, she noticed that her grandmother seemed lonely. Like most people, Juanita's grandmother was looking for friendship and someone to talk to. Juanita thought other older people might also need companionship.

Juanita organized Sponsor-a-Senior at her school. She matched students with patients at a nearby senior center. The students called their seniors, visited them, and made them cards.

1. Which of the following is a generalization?
 - a. Juanita organized Sponsor-a-Senior at her school.
 - b. Like most people, Juanita's grandmother was looking for friendship and someone to talk to.
2. Read your answer to question 1. Which word makes it a generalization?
 - a. organized
 - b. most

B. Read the sentence. Write a generalization based on it.

3. There are 30 students in Juanita's class. Twenty-seven students volunteered to help at the senior center. _____

Name _____

As you read *Taking the Lead*, fill in the Make Generalizations Chart.

Important Information	Generalization

How does the information you wrote in your Make Generalizations Chart help you understand and evaluate the information in *Taking the Lead*?

Name _____

As I read, I will pay attention to expression.

Thousands of years ago, pharaohs ruled the great kingdom of Egypt. When pharaohs died, they were buried in tombs with their treasures. One of these pharaohs was very young. His name was King Tutankhamen (TOOT - ahngk - ah - muhn).

The entrance to Tutankhamen's tomb was well hidden. The Egyptians built tombs that were hard to find and even harder to enter. They made secret entrances and false passages.

Soon after the king was buried, robbers broke into the tomb and took some of the treasures. The tomb was then resealed. It stayed buried in the sand for thousands of years.

In the early 1900s, an Englishman named Lord Carnarvon began the search for this pharaoh's tomb. Carnarvon believed that the king was buried in the Valley of the Kings.

In 1907, Carnarvon began working with a man named Howard Carter. Carter was an artist for paleontologists. He made drawings of the fossils and other findings. Carter and Carnarvon began a search for King Tutankhamen's tomb. It was a search that would last for many years. 168

Comprehension Check

1. How do you know that King Tutankhamen's tomb was hard to find?

Relevant Facts and Details2. Why did the Egyptians build tombs that were hard to find? **Cause and Effect**

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



Name _____

For items 1–12, read the passage and fill in the information asked for in the form. Then answer the questions that follow.

Mr. Carter's fourth-grade class plans to visit the York Science Museum on Friday, April 22. The bus will leave at 8:00 A.M. and return at 4:00 P.M. Students should bring a bag lunch on the day of the trip. Permission forms must be returned to Mr. Carter by Friday, April 8.

Field Trip Permission Form

1. Student's Name _____
2. Date of trip _____
3. Student's Address _____

4. Home Phone # _____
5. Destination _____
6. Transportation by Bus Car Subway
7. Time Departing _____
8. Time Returning _____
9. Parent's Name _____
10. I give permission for my son/daughter to go.
11. Parent's Signature _____
12. Today's Date _____

13. Should the student write in the space next to item 11 on the form? Explain why.

14. What is the latest date that should appear in the space next to item 12?

Name _____

Sequence Writing Frame

A. Summarize *Taking the Lead*.

Use the Sequence Writing Frame below.

Dolores Huerta is an important leader in the Latin community.

After college, Dolores Huerta _____

In 1955, she _____

In 1962, she teamed up with _____ to

Over the years, she _____

Today, Dolores Huerta _____

Dolores Huerta has changed the lives of many people throughout California and beyond.

B. Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

Name _____

Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome, or Greek, the language of Greece.

- Words that have the root *loc* have to do with a place.
- Words that have the root *phon* have to do with sound.
- Words that have the root *graph* have to do with writing.

Complete each sentence with a word from the box that can take the place of the underlined words.

graphic relocate location telephone biography

1. The committee met to choose a place for the new community center.

2. Lee included a diagram in her report to illustrate one of the ideas she wrote about. _____
3. One way people communicate is by calling one another on a device that transmits sound. _____
4. Some people move to a different place when there is a war in their homeland. _____
5. I read a written account of the life of César Chávez. _____



Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

X the Word

Put an X on the word that does not have the same prefix as the spelling word on the left.

- | | | |
|-------------------|-----------|------------|
| 1. discourage | disk | disrespect |
| 2. mislabel | misinform | misty |
| 3. nonsense | none | nonviolent |
| 4. unplug | untold | under |
| 5. distrust | dish | dislike |
| 6. misnumber | misses | mistake |
| 7. uncover | unite | unfold |
| 8. disappoint | dime | disappear |
| 9. nonfiction | nondairy | noon |
| 10. misstep | mice | misbehave |
| 11. unable | unlucky | unit |
| 12. disbelief | different | disable |
| 13. misplace | mild | misplay |
| 14. uncomfortable | uniform | unaware |
| 15. nonfat | nonstick | noodle |



Name _____

A. Proofreading

There are six spelling mistakes in this letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Grandma,

I just got back from the dinosaur museum! I was unsertan about how much I would learn there, but it did not dissapoint me.

When we walked into the T. rex exhibit, I was unabell to talk. That was one huge dinosaur! We read the sign about how the scientists uncuvar the fossils very carefully.

We made only one mistepp. We did not get there early enough. The museum closed before we were done, even though we were going nonnstop the whole time. Mom promised we could go back soon. Maybe you could come, too!

Love,
Yoli

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

B. Writing Activity

Imagine that you are a scientist who studies animals or plants through fossils. Write an e-mail to a co-worker about something you have found. Use at least four spelling words in your e-mail.

Name _____

- You can correct a sentence with two **negatives** by changing one negative to a positive word.

no—any

nothing—anything

no one—anyone

never—ever

nobody—anybody

nowhere—anywhere

Correct these sentences by changing one negative word to a positive word.

1. Hakeem never wanted nothing to do with science.

2. He didn't like to be nowhere near dirt and bones.

3. His teacher thought he wouldn't never pass her class.

4. There wasn't nobody who disliked science more than he did.

5. Hakeem hadn't never seen anything like that piece of amber.

6. Now there isn't no class more fun than science.

7. Hakeem isn't never late for class anymore.

8. There isn't no better way to thank her for what she did.

Name _____

Writing Rubric			
	3 Good	2 Fair	1 Unsatisfactory
4 Excellent			
Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre	Ideas and Content/ Genre
Organization and Focus	Organization and Focus	Organization and Focus	Organization and Focus
Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency	Sentence Structure/ Fluency
Conventions	Conventions	Conventions	Conventions
Word Choice	Word Choice	Word Choice	Word Choice
Voice	Voice	Voice	Voice
Presentation	Presentation	Presentation	Presentation



Name _____

Suffixes are word endings that change the meaning of a base word.

The suffixes **-y** and **-ful** mean “full of.”

dirty = full of dirt joyful = full of joy

The suffix **-ly** means “in a certain way.”

nicely = in a nice way

The suffix **-less** means “without.”

breathless = without breath

The suffix **-ness** means “the state of being.”

sickness = the state of being sick

Circle the suffix in each word. Then circle the correct meaning of the word.

1. cloudy

a. full of clouds

b. without clouds

c. in a clouded way

2. suddenly

a. full of sudden

b. the opposite of sudden

c. in a sudden way

3. powerful

a. without power

b. the state of being powered by

c. full of power

4. shoeless

a. full of shoes

b. without shoes

c. the state of having shoes

5. kindness

a. the state of being kind

b. full of kind

c. without any kind

6. loudly

a. without loud

b. full of loud

c. in a loud way

Name _____

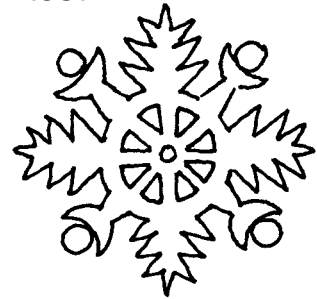
A. Choose a word in the box to replace the underlined word or words in each sentence.technique
evaporatefoolishness
magnifyinspire
annual

1. Lucky for him, Bentley's mother never said, "Stop this silliness! Come in out of the storm at once!" _____

2. Bentley had to develop a special method to photograph snowflakes.

3. The newspaper held an occurring-every-year photo contest.

4. Bentley had to work fast to make sure a snowflake didn't dry up. _____

**B. Use each word correctly in a sentence.**

5. magnify _____

6. inspire _____

Name _____

To **draw a conclusion**, use information from the selection and your own knowledge and experience with a similar situation.

Read the passage. Then read the conclusions. Support each one with information from the story.

Ramón's science project was due on Wednesday, but things had not gone as planned. He was trying to train his dog, Snowball, not to bark when someone came through the door. He had thought that giving Snowball a treat when she stopped barking would teach her to sit quietly. He'd repeated the procedure each day for two weeks and recorded the results. Snowball was still barking.

Ramón talked to his teacher, Mrs. Gomez, about his problem. "Hmm," she said. "From what you've written in your notebook, it looks like the two times when Snowball did sit quietly, you also used a firm voice and patted her head." "You're right!" Ramón exclaimed. "I know exactly what to do."

On Wednesday, the students in Mrs. Gomez's class turned in their reports. Ramón was last. "Thanks for your help, Mrs. Gomez," Ramón said. "I guess in science, just like everything else, it's really important to keep on trying."

1. Ramón's dog Snowball sometimes misbehaves. _____

2. Ramón would like to improve Snowball's behavior. _____

3. Ramón's experiment fails. _____

4. Ramón is concerned about his science experiment. _____



Name _____

As you read *Snowflake Bentley*, fill in the Conclusions Chart.

Text Clues	Conclusion

How does the information you wrote in your Conclusions Chart help you better understand *Snowflake Bentley*?



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

10 Tornadoes begin with warm, humid air. Humid air is air
 22 that holds a lot of moisture. This humid air meets up with
 33 colder air. As the air masses come together, the warm air
 44 rises. As the warm air moves upward, it holds more and
 52 more moisture. Huge, dark clouds called thunderheads begin
 62 to develop. These clouds can spread as wide as 100 miles
 73 (161 km) across the sky. There is so much moisture in the
 86 clouds that it can't just **evaporate** into the air. So it falls as
 94 rain. The thunderheads produce giant storms with thunder
 101 and lightning. These storms are called supercells.
 112 Winds high up in the storm clouds blow faster than the
 121 winds lower down. The winds also blow in different
 132 directions. This causes the air to spin. Then, as the winds
 142 spin, they form a long funnel cloud. However, one last
 153 thing needs to happen for the funnel cloud to become a
 160 tornado. It needs to touch the ground.

Comprehension Check

1. Describe the conditions needed to form a thunderhead. **Main Ideas and Details**
2. What is the author's purpose? **Author's Purpose**

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

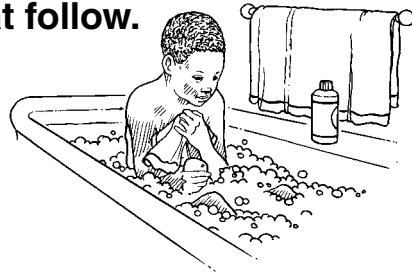


Name _____

Imagery is the use of words to create a picture in the reader's mind.
Figurative language uses words differently from their usual meaning.

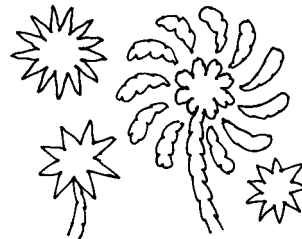
Read each haiku and answer the questions that follow.

This light rain falling
Tickles my skin like feathers.
A hot bath calls me.



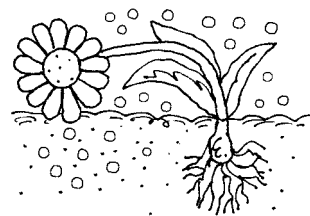
1. What is light rain compared to? _____
2. Can a hot bath really call someone? What does this mean?

Sun after gray days,
Like Fourth of July fireworks,
Bursts forth bright with joy.



3. What is the sun compared to? _____
4. What figurative language is used in the poem? How can you tell?

A summer hailstorm—
Daisies burrow underground.
They're not meant for ice!



5. What words in this haiku describe something that could not happen?

Name _____

Multiple-meaning words are words that have more than one meaning. You can use the dictionary to find the correct meaning.

pick *verb* **1.** to select or choose. *Pick a card from the deck.* **2.** to gather with the fingers. *We picked blueberries for a pie.* **3.** to pull at and let go; pluck. *She picked the strings on the banjo.* *noun*

1. a tool with a wooden handle and a metal head, used for breaking rocks and loosening dirt. *He used a pick to break the rocks into chunks.* **2.** a thin piece of metal or plastic used for playing a stringed instrument. *I bought a new pick at the guitar shop.* **3.** the best of something. *Take your pick of the books on the table.*

Use the dictionary entry above to answer the questions.

1. Pick one: playing in the snow or jumping in rain puddles.

Is *pick* a noun or a verb? _____ Write the definition.

2. The gold miner's pick was worn down from breaking rocks.

Is *pick* a noun or a verb? _____ What is the meaning of *pick*

in this sentence? _____

3. Did you pick enough blueberries for a pie?

Is *pick* a noun or a verb? _____ Write the definition.

4. I strum the guitar with a pick.

Is *pick* a noun or a verb? _____ Write the definition.

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Find and Circle**Find and circle the hidden spelling words.**

H A P P I N E S S X Z W Q Z
 A I M L E S S U O Z T D X J
 N B A R E L Y N R Q A C Q O
 D X R K Y Z X N R I S E X Y
 F Q S U T E A Y O L T R S F
 U W Z Q K Z Q K W L E T I U
 L I F E L E S S F N L A C L
 H P P E E U L W U E E I K L
 A Z W J Y Y F O L S S N N Y
 I B R E A T H L E S S L E B
 R F U R R Y R E A L L Y S N
 Y K X X Z G O O D N E S S C
 A H O P E F U L L Y S Y L Z

Name _____

A. Proofreading

There are five spelling mistakes in these paragraphs. Circle the misspelled words. Write the words correctly on the lines below.

I realie love to build paper airplanes. My best friend and I make a bunch of them and pretend we are the Wright brothers, preparing for the very first airplane flight. We fold and cut each plane until it is perfect.

We wait for a suny, windy afternoon and take our handfull of planes to the park. We try each plane, one after the other, to see which one flies the farthest. We race to the other end of the park to see which plane won. We are brethles when we get there.

I am always hoping that one of my planes will be the winner. I feel such happyness when that happens.

1. _____ 3. _____ 5. _____
2. _____ 4. _____

B. Writing Activity

Imagine that you are an inventor. Write a short paragraph about your latest invention. Use at least three spelling words in your description.

Name _____

A **prepositional phrase** is a group of words that begins with a **preposition** and ends with a noun or pronoun.

Underline the prepositional phrases in the following sentences.

1. When they finished their first plane, Orv and Katherine went on a camping trip.
2. Will flew the plane over a group of boys.
3. Katherine helped her brothers by managing their shop.
4. In their letters, they told her everything they were doing.
5. Will said that Kitty Hawk was a safe place for practice.
6. The world had never before seen a craft fly in the air.
7. First, they controlled their aircraft from the ground.
8. They came home to Dayton with a new idea.
9. Orv and Will worked from day to night.
10. They had their friend Charlie build an engine for their new aircraft.
11. "It could not be assembled in our shop."
12. The first flight of the *Flyer* was made by Will.
13. They wrote ideas on paper.
14. The brothers rode into town.
15. People flocked to the field.
16. The flights were printed in the newspapers.

Name _____

Read the interview below. Then rewrite each line by switching the preposition in each underlined phrase with the correct one from another sentence.

1. “Captain Reilly, what do you like most inside exploring space?”

2. “I like the feeling that I am about another world. It’s exciting.”

3. “What is your job to the space shuttle?”

4. “I help the other crew members with repairs from the ship.”

5. “What can kids learn for exploring space?”

6. “Exploring space can help kids above their science and math classes.”

7. “Do you have any advice in our audience?”

8. “Yes. There is a whole world with you, kids. Discover it!”

Name _____

1. The best way to tell that someone has changed or grown is to look at how they act. Think of a thing or activity that you used to *not* like but like now. Write it on the line. _____

2. Write 2–3 sentences showing what you did or said when you *didn't* like the thing or activity.

3. Write 2–3 sentences showing what you do or say now that you *do* like the thing or activity.

Name _____

A **prefix** is a word part that can be added to the beginning of a base word and changes its meaning. The prefixes **dis-**, **non-**, and **un-** mean “the opposite of” or “without.” The prefix **mis-** means “badly” or “incorrectly.”

A. Underline the prefix in the following words. Then write the meaning of the word.

1. unusual _____
2. discontent _____
3. misread _____
4. nonsense _____
5. unafraid _____

A **suffix** is a word part that can be added to the end of a base word. Adding a suffix changes the meaning of the base word.

-y and **-ful** mean “full of” **-ly** means “in a certain way”
-less means “without” **-ness** means “the state of being”

B. Circle the suffix in each word. Then write the meaning of the word.

6. joyful _____
7. sadness _____
8. quietly _____
9. toothless _____
10. speedy _____

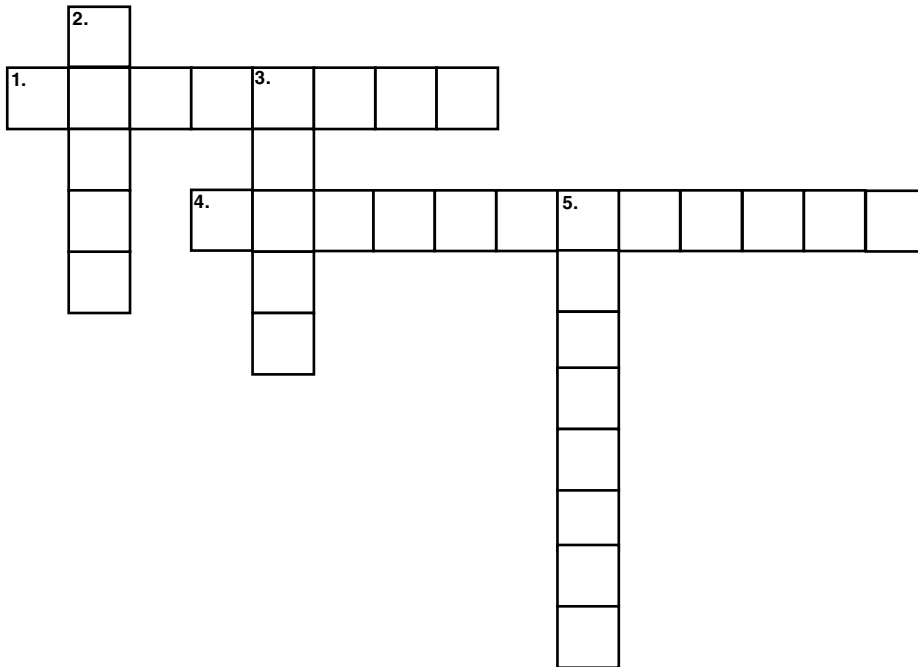
Name _____

hilarious
handy

dizzy
mischief

nowadays
independence

Fill in the sentences below with words from the box. Then use the words in the blanks to complete the puzzle.



1. I never get into _____ when I'm inventing something!
2. But when success goes to my head, I feel _____!
3. My next invention will come in _____ for senior citizens who live alone.
4. It will let them keep their _____.
5. All I do _____ is come up with bright ideas!

Name _____

In both fiction and nonfiction stories, someone may face a **problem** and then find a **solution**, or a way to solve it.

Read the passage. Then answer the questions that follow.

Wangari Maathai is an African woman who wanted to help her people. She knew that the land of her country, Kenya, needed more care. She also knew that many Africans did not have enough food. She had an idea. She got women to start planting trees. Since 1976, the Green Belt movement has helped 80,000 women plant and care for more than 20 million trees! The environment has improved, and people now eat the bananas, mangoes, and papayas that grow on the trees.

Tree planting is not the only way Maathai has helped the environment. When plans were made to build a skyscraper in Nairobi's only park, she organized demonstrations against it and wrote letters to stop it. She was put in jail, but her letters and the public protests stopped the building from being built. For her work, Maathai has received many honors, including the Nobel Peace Prize.

1. Who is this passage about? _____

2. What is one problem Maathai faced?

3. What other problem did Maathai face?

4. What solution did she come up with?

Name _____

As you read *How Ben Franklin Stole the Lightning*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

How does the information you wrote in the Problem and Solution Chart help you to generate questions about *How Ben Franklin Stole the Lightning*?

Name _____

As I read, I will pay attention to match my pacing with the energy of the passage.

What would the world be like without light bulbs?
 9 We have Thomas Edison to thank for that bright idea!
 19 He also invented the phonograph and motion pictures.
 27 Thomas Edison is the most famous American inventor.
 35 He came up with more than 1,000 new devices. He worked
 45 with electricity and technology to make our daily lives
 54 better.
 55 Find out how this one man changed history through his
 65 inventions.
 66 The 1800s have been called “The Age of Invention.”
 74 That is because many things were invented at that time.
 84 It seemed like a whirlwind of inventions!
 91 The first steamboat, steam-engine train, and airplane
 98 were invented during this time. The telephone was invented
 107 too. These inventions changed the way people lived and
 116 worked. 117

Comprehension Check

- How did Thomas Edison’s inventions solve problems? **Problem and Solution**
- When the author says that Thomas Edison is the most famous American inventor, is this statement a fact or opinion? **Relevant Fact and Details**

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



Name _____

Figurative language, such as metaphors and similes, uses words in fresh ways to suggest vivid images.

Metaphor: Sam is a tower of strength.

Simile: That man was as strong as a horse!

Alliteration is the repetition of the same first letter or consonant sound in a series of words. It was **B**lake's **b**lue **b**lanket.

Read the poem. Then circle or fill in the correct answer.

The wonderful wheel, which changed the world,
Is as round as a ring and rolls and twirls
For carts and coaches,
Cabbies and kings.
The wonderful wheel—oh, what bustle it brings!

- What is this poem about?
 - a wheel
 - a ring
- Which words in the poem show alliteration?
 - round, rolls, ring
 - twirls and changed
- Which is a simile?
 - carts and coaches
 - as round as a ring
- A simile is a kind of _____.
 - alliteration
 - figurative language
- What are the two reasons why “carts” was placed with “coaches” and “cabbies” was placed with “kings”? _____

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Add the Missing Vowels

Fill in the missing vowels to write a spelling word.

1. h _ _ pp _ _ l _ _
2. _ _ nch _ _ ng _ _ d
3. n _ _ nf _ _ ct _ _ _ n
4. _ _ nt _ _ rst _ _ t _ _
5. pr _ _ j _ _ dg _ _
6. _ _ v _ _ rs _ _ z _ _ d
7. d _ _ fl _ _ t _ _
8. r _ _ st _ _ t _ _
9. _ _ nfr _ _ q _ _ _ nt
10. n _ _ nst _ _ p
11. d _ _ s _ _ pp _ _ _ nt
12. r _ _ v _ _ rs _ _
13. s _ _ m _ _ w _ _ _ kl _ _
14. _ _ nn _ _ m _ _ d
15. f _ _ _ rf _ _ l



Name _____

A. Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

Becoming an inventor is not easy. For most inventors, the search for a new idea is nonnstop. Some inventors get ideas from reading nonficsion books. Others think about things that will make life easier for their family and friends.

Tim noticed that his mother carried an oversised purse. He invented a belt that had pouches for cups, snacks, keys, and money. His mom happiley helped him sew his design. The invention was unamed until Tim's sister said "Look, Mom has a tool belt." "Mom's Tool Belt" won an intrstate invention contest for young inventors. Tim was so excited!

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

B. Writing Activity

Write about an invention you would like to create. Use at least four spelling words in your paragraph.

Name _____

Two sentences can be combined by adding a **prepositional phrase** to one sentence.

Rewrite the pairs of sentences below, using the prepositional phrase to combine them into one sentence.

1. Ants make their anthills by digging. They dig through dirt.

2. Ants scoop dirt. They scoop with their jaws.

3. Ants live like people. They live in social communities.

4. Most ants live and work together. They live under the ground.

5. The queen ant lays eggs. She does this inside the hive.

6. Worker ants protect the queen. They protect her from harm.

7. Male ants die. They die after mating with the queen.

8. Ant eggs develop into adult ants. They develop after three months.

Name _____

Read the passage below. Combine each pair of underlined sentences into one sentence by adding a prepositional phrase. Write the combination sentences on the lines below.

I read an interesting book. It was about ants. The book says that ants are one of the greatest insects around. Ants protect plants. They protect them from other insects. Also, they feed the dirt with good things so that we can grow pretty flowers, like Mr. Chang's pink roses! There are three kinds of ants that help each other. They help to get things done.

Worker ants look after the other ants. They do this by gathering food, watching the queen and her eggs, and building the anthill. Male ants don't live long, but they help the queen produce lots of eggs. Finally, there's the queen ant. She is the mother of all the ants. Without her, none of the ants would have anything to do! I recommend this book to all kids who want to learn more about ants and the way they live.

1. _____
2. _____
3. _____

4. _____



Practice

Writing: Character
Development: Change
in Behavior of a
Character

Name _____

1. The best way to tell that someone has changed or grown is to look at how they act. Practice with an imaginary character. Here is a list of activities that a person might not like:

- Getting new braces
- Sleeping away from home
- Getting a haircut
- Going to the dentist
- Eating mushrooms

2. Pick one of the items on the list and write it on the line. _____

3. Write 2–3 sentences showing what your character did and said when he or she didn't like the thing you chose.

4. Write 2–3 sentences showing what your character does and says now that he or she does like the thing you chose.
