

Grade 6

McGraw-Hill Reading  
**Wonders**

# Your Turn

## Practice Book



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**Grade 6**

# **Your Turn**

## **Practice Book**



**Mc  
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*Bothell, WA • Chicago, IL • Columbus, OH • New York, NY*

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Name \_\_\_\_\_

consolation

glimmer

indispensable

perception

phobic

sarcastic

threshold

heinous

**Use each pair of vocabulary words in a single sentence.****1.** perception, heinous

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---

**2.** sarcastic, phobic

---

---

**3.** glimmer, threshold

---

---

**4.** consolation, indispensable

---

---

Name \_\_\_\_\_

**Read the selection. Complete the character, setting, and plot compare-and-contrast graphic organizer.**

**Characters**

**Setting**

**Beginning**



**Middle**



**End**

Name \_\_\_\_\_

Read the passage. Use the visualize strategy to help you form mental images as you read.

## SMART START

13 Normally the cafeteria was so noisy you couldn't hear a tray drop. But  
19 now, Alex's footsteps echoed across the huge room. There were a few  
25 other scattered students in the cafeteria, all avoiding eye contact with one  
37 another. The Dunce Convention, Alex thought, as his backpack landed  
47 with a loud thud on the table. He was here after school for his first session  
63 in "Smart Start," a program in which students received free tutoring in  
75 subjects that were difficult for them. Alex wondered whom the school  
86 thought they were fooling with their opposite-name trick. Smart Start  
96 meant "Stupid Forever."

99 Alex had been sentenced to Smart Start for math. His parents, already  
111 concerned about his grades, were even more agitated because the  
121 Statewide Math Aptitude Test was approaching. (Also oppositely-named,  
129 Alex thought; in his case, it should be the Inaptitude Test.) Math had  
142 always been torture for Alex. For extra humiliation, his little sister had  
154 accelerated and was taking the same math subject as he, despite being  
166 almost two years younger.

170 Alex unearthed the crumpled registration form and began to fidget with  
181 it, a nervous habit of his. Absentmindedly, he folded over the strip with  
194 his name on it repeatedly, scoring it until there was a sharp crease. Next,  
208 he tore the strip off, bracing the page against the edge of the table. What  
223 remained was a nearly perfect square—ideal for one of Alex's favorite  
235 pastimes: origami.

237 He began folding one of the common origami patterns, the bird base.  
249 Using his thumbnail to form the sharp creases, Alex created a triangle,  
261 and added some petal folds. Soon the bird base was complete, and he was  
275 partway into making the crane. So absorbed was he, that he didn't hear the  
289 footsteps of the person approaching his table.

Name \_\_\_\_\_

“You must be Alex. I’m Sophia,” announced the girl, extending her hand. Startled, Alex quickly shoved his folded paper aside. Sophia continued, “I’m in eighth grade. Tell me a little bit about yourself. What do you like to do?”

“Anything but math!” Alex replied.

“Well, I guess that’s why you’re here,” Sophia said with a laugh. “I used to hate math, too,” she offered.

Alex recognized that Sophia was making an effort to put him at ease, so he granted her a quick smile. “What made you start to like it?” he asked politely.

“Believe it or not, I think it was marching band. I realized that counting beats and tracking measures is all about math. Hey, what’s that you’re hiding?” she teased, tugging at his folded form.

“It’s nothing yet, but soon it will be,” Alex explained. Quickly, Alex folded and creased, his hands awhirl. “Ta-da—a crane!” he proclaimed, presenting the transformed shape.

“That’s awesome,” Sophia declared, staring intently at the origami folds. “Do you mind if I take it apart?” Alex shrugged, and Sophia carefully unfolded each step of the crane, leaving a geometric wonder of creases. Sophia looked excited about the wrinkled sheet, and Alex raised his eyebrows.

“Don’t you see? What you have here is most of your math curriculum, right in front of you!” She flattened the paper out with the palm of her hand. “Do your first fold,” she commanded, and Alex complied. “You began with a square, and created two rectangles. And you have a fraction, too: one half! Fold it again... and, magic, now you have four quarters.” Sophia pointed to the top fold. “What fraction does this flap represent?”

“One quarter?” Alex responded.

“Duh! Obviously, right? Get out some more paper, and let’s do some geometry!”

If math tutoring was going to be origami, Alex thought, maybe it would be a Smart Start after all.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. At the beginning of the story, what is Alex doing? What is his attitude toward the Smart Start group? Why?

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2. In the middle of the story, what does Alex start to make? What is his attitude toward this pastime?

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3. At the end of the story, what is Alex's attitude toward Smart Start and math?

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4. What similarities and differences do you see between Alex's attitude at the beginning of the story and at the end?

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**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**The Long Hard Climb**

Today is my first day back at school after severely fracturing my femur bone. In all honesty, after three excruciatingly dull weeks at home, I’m ecstatic to be back. Now, I’m looking up at the school’s imposing front door, counting the steps: there are ten. Usually I gallop swiftly up the steps every day, but in my perception today, they look like Mount Everest. With my crutches first, good leg second, I ascend.

“Hurry; that’s the second bell ringing,” Bridget, my best friend, exclaims.

As beads of sweat glimmer across my forehead, I respond, “I’m trying, but I can’t exactly catapult myself to the door!”

**Answer the questions about the text.**

1. List three literary elements that let you know this is realistic fiction.

\_\_\_\_\_  
\_\_\_\_\_

2. Who is the narrator and what is the narrator’s role in the text?

\_\_\_\_\_  
\_\_\_\_\_

3. Give an example of how dialogue is used to show a character’s feelings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of the word in bold. Then write the word's meaning on the line.**

1. Math had always been torture for Alex. For extra humiliation, his little sister had **accelerated** and was taking the same math subject as he, despite being almost two years younger.

\_\_\_\_\_

2. Soon the bird base was complete, and he was partway into making the crane. So **absorbed** was he, that he didn't hear the footsteps of the person approaching his table.

\_\_\_\_\_

3. Alex recognized that Sophia was making an effort to put him at ease, so he **granted** her a quick smile. "What made you start to like it?" he asked politely.

\_\_\_\_\_

**Use what you know about context clues to explain the following word in a sentence: *pastime*. Be sure to include context clues that explain the word's meaning.**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words in each row and circle the word that has a short vowel sound. Then write the word on the line and underline the letter or letters that stand for the sound.**

- |          |       |        |       |
|----------|-------|--------|-------|
| 1. fly   | grate | prank  | _____ |
| 2. scuff | troop | flame  | _____ |
| 3. joke  | jeep  | sock   | _____ |
| 4. shake | brim  | bright | _____ |
| 5. wait  | dent  | feast  | _____ |

**B. Read each sentence. Find the word with a short vowel sound and write it on the line. Then underline the letter or letters that make the short vowel sound.**

6. The ice coating the street was dense. \_\_\_\_\_
7. The team feels proud of their rank. \_\_\_\_\_
8. The truck needs to be repaired. \_\_\_\_\_
9. A drill was required for the work. \_\_\_\_\_
10. Don't dread the role. \_\_\_\_\_
11. Please lock the door. \_\_\_\_\_
12. The boys both wore plaid. \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author used details to create a realistic story.

**Topic sentence** → In “Smart Start,” details about the characters and setting make events in the plot seem realistic. Details about how quiet the cafeteria is show that the plot events do not take place during lunch hour. Details that help make the characters believable include Alex feeling embarrassed to go to Smart Start, Alex being good at origami, and Sophia helping him connect math to something he enjoys. The author used these details to make the characters, setting, and plot seem like people, places, and events in real life.

**Evidence** →

**Concluding statement** →

**Write a paragraph about the text you have chosen. Cite evidence from the story to show how the author used character, setting, and plot to create a realistic story. Remember to use evidence to support ideas and to use different sentence types.**

Write a topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to give the draft a stronger opening.**

**Draft Model**

I was hiking to the bottom of the Grand Canyon. It was cold and foggy. I could feel the steep cliffs rising sharply above us.

1. Why is the narrator at the Grand Canyon?
2. How can you hint at or tell about a problem to make the opening more interesting?
3. Is anyone with the narrator?
4. What does the narrator see and hear while hiking?

**B. Now revise the draft by adding details that will grab the reader’s attention and make him or her want to learn more about the narrator’s hike.**

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Name \_\_\_\_\_

inflicted

adversity

alliance

confinement

reminisce

retrieved

smuggle

spindly

**Finish each sentence using the vocabulary word provided.**1. **(alliance)** In order to defeat the enemy, \_\_\_\_\_

\_\_\_\_\_

2. **(inflicted)** The winds from the strong storm \_\_\_\_\_

\_\_\_\_\_

3. **(adversity)** We were prepared for the challenge \_\_\_\_\_

\_\_\_\_\_

4. **(spindly)** The children wanted to climb \_\_\_\_\_

\_\_\_\_\_

5. **(retrieved)** I left my textbook in the living room, \_\_\_\_\_

\_\_\_\_\_

6. **(reminisce)** The townspeople liked to \_\_\_\_\_

\_\_\_\_\_

7. **(confinement)** After sitting in the small room for a while, \_\_\_\_\_

\_\_\_\_\_

8. **(smuggle)** We needed to \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the character, setting, plot:  
sequence graphic organizer.**

<b>Characters</b>
<b>Setting</b>
<b>Problem</b>
<b>Event</b>
<b>Event</b>
<b>Solution</b>

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Name \_\_\_\_\_

Read the passage. Use the visualize strategy to help you form mental pictures as you read.

### Appreciation

13 It was the first day of school in this Nebraska community, and Hermann  
16 had good reason to be nervous. He barely remembered what it felt like to  
27 go to school!

30 That had not always been the case. He had been a good student when he  
45 lived in New York City. During the 1882 school year, however, his father  
58 had become ill. Hermann had to leave school to help his family. When  
71 his father finally recuperated enough for Hermann to return to school,  
82 his father made an announcement. The family was going to move to the  
95 Nebraska prairie to farm as his family had in the old country.

107 This Nebraska life proved to be an extremely hard one, and it kept  
120 Hermann and his father busy every day from early in the morning until late  
134 at night. First, they had to reinforce the walls of their sod house, which  
148 were made from squares cut from the soil, so they wouldn't collapse.  
160 Then, in order to keep the wind out, they had to seal the cracks that snaked  
176 across the walls, and after that, it was time to plow the fields and tend to  
192 the crops. Unfortunately, the attention and effort needed to ensure that  
203 they had food on the table left no time for Hermann to attend school.

217 However, when fall arrived in 1884, Hermann's father had made his  
228 decision. He wanted Hermann to return to school, because the life of  
240 a pioneer farmer was a hard one, and he didn't want his son to have as  
256 arduous a life as he had.

262 As Hermann walked the three dusty miles to school, he became more  
274 nervous with each step. Would he make new friends? Would he do  
286 satisfactorily in school? Back in the city, there had always been someone  
298 to talk to, but here there was nobody, and the prairie seemed inhospitable.  
311 Walking across the empty landscape, Hermann felt lonely. There was only  
322 the occasional sound of whistling wind or howling coyotes to distract him.

Name \_\_\_\_\_

By the time Hermann reached the one-room schoolhouse, everyone had already gone inside. The last of his confidence evaporated as he walked through the door. “You must be Hermann,” a young woman said. “I am your teacher, Miss Peal.”

Miss Peal pointed to a seat at the far end of the classroom. All eyes were on Hermann as he crossed the floor, and he thought he heard someone stifle a giggle. When he tripped, his classmates couldn’t hold it in any longer. They laughed loudly, and by the time Hermann finally sat down, his face was beet red, and he felt humiliated.

“Class, please!” Miss Peal said sharply. Then she smiled and reassured Hermann. “Don’t worry, you haven’t missed anything,” she said comfortingly. “I’ve just been asking students to read aloud and spell a few words so that I can assign partners.”

When it was Hermann’s turn to read, he stumbled since it had been a long time since he had been in school. Afterward, he wasn’t surprised to be paired with Rosa, a quiet girl approximately three or four years younger.

Before Hermann realized it, it was time for lunch. Hermann seated himself away from the other students and pulled some bread and cheese out of a small sack. Then he noticed Rosa sitting alone. She glanced toward Hermann, looking tentatively. That’s when it hit him. “Are you hungry?” Hermann asked Rosa. After she nodded, he said, “Here, I’ll share with you.”

“And I’ll help you in return!” she said. She quickly ate the food Hermann offered, and then she began to rifle through the pages of her spelling book. Finally, she found the page she had been looking for. “Spell the word ‘appreciate’ and use it in a sentence.” Hermann carefully spelled each letter, then he grinned. “I *appreciate* your help,” he said.

“So do I,” Rosa said, smiling shyly. Finally, Hermann was feeling a little more confident. Even though this had not been a perfect first day, this year had the potential to be a very good year.



Dynamic Graphics/JupiterImages

**A one-room schoolhouse with teacher and students**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is Hermann's problem in the first paragraph?

\_\_\_\_\_

2. What four different sequence words in paragraphs 10 and 11 help you understand the order of events between Hermann and Rosa during lunch?

\_\_\_\_\_

3. What is the solution to Hermann's problem? List three events that lead to this solution.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

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



Name \_\_\_\_\_

### Women's Rights, 1848

The year was 1848, and Molly Simpson traveled from her home in Baltimore to the Seneca Falls Convention, a women's rights convention in New York. Molly had the honor to present the event's opening remarks and addressed her fellow suffragists: "We are here today because we want the same rights and opportunities as men. We want the vote; we want to be able to go to college and become professionals. We could even become elected officials ourselves!" The crowd applauded.

#### Answer the questions about the text.

1. How does the setting let you know this is historical fiction?

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2. Who is the main character in the text? What is her purpose in the text?

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3. What are the three main events mentioned in the text and in what order do they occur?

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4. What illustration could be added to present details of the historical time and support the plot?

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Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.**

1. During the 1882 school year, however, his father had become ill. Hermann had to leave school to help his family. When his father finally **recuperated** enough for Hermann to return to school, his father made an announcement.
- \_\_\_\_\_

2. He wanted Hermann to return to school, because the life of a pioneer farmer was a hard one, and he didn't want his son to have as **arduous** a life as he had.
- \_\_\_\_\_

3. Back in the city, there had always been someone to talk to, but here there was nobody, and the prairie seemed **inhospitable**.
- \_\_\_\_\_

4. All eyes were on Hermann as he crossed the floor, and he thought he heard someone **stifle** a giggle. When he tripped, his classmates couldn't hold it in any longer.
- \_\_\_\_\_

5. Then he noticed Rosa sitting alone. She glanced toward Hermann, looking **tentatively**.
- \_\_\_\_\_

Name \_\_\_\_\_

**A. Circle the word with a long vowel sound to complete the sentence. Then write the word on the line.**

1. My sister likes to control the television \_\_\_\_\_.

channel                      remote                      picture

2. I love to \_\_\_\_\_ out of the car window.

shout                      watch                      gaze

3. My favorite songs usually include \_\_\_\_\_.

guitar                      drums                      rhyme

4. The team's future is looking \_\_\_\_\_.

bleak                      drab                      better

5. The two armies decided on a \_\_\_\_\_.

plan                      truce                      boundary

**B. Read the words in the box below. Then write each word on the line next to the word that has the same long vowel sound. Underline the letter or letters that make the long vowel sound in the words you write.**

pave                      kind                      bleach                      loan                      continue

6. note \_\_\_\_\_

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

7. frame \_\_\_\_\_

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

8. meek \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how two authors developed the plots of their stories.

<b>Topic sentence</b>	→	In both “Smart Start” and “Appreciation,” the authors use details about the main characters’ pasts to begin the plots. “Smart Start” begins with Alex’s thoughts about the tutoring program and his love of origami. “Appreciation”
<b>Evidence</b>	→	begins by telling why Hermann moved to Nebraska and missed so much school. Then, in both stories, the main character meets someone who gives him unexpected help.
<b>Concluding statement</b>	→	In these two stories, the authors set up the plot by first telling important details about the characters’ pasts.

**Write a paragraph about the two texts you have chosen. Cite evidence from the stories to show how each author developed the plot. Remember to include a strong concluding statement and to use complete sentences that have both a subject and a predicate.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to use strong, vivid words to create a clearer picture of what is happening.**

**Draft Model**

In the orchard, Hester and John met the scary soldiers. John wanted to leave, but Hester gave each soldier a nice apple.

1. What time of day is it? Would the orchard be scarier if the story took place at night?
2. Why are the soldiers there? What words can you use to describe what makes them scary?
3. What strong, vivid words can you use to describe how John and Hester feel about the soldiers?
4. Is there something about the soldiers that makes Hester want to give them apples? What words can you use to make this clearer?

**B. Now revise the draft by adding precise, descriptive words and phrases that will help the reader visualize what is happening in the orchard.**

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Name \_\_\_\_\_

classification

compartment

engulfs

flanked

maneuvering

obscure

species

submerged

**Finish each sentence using the vocabulary word provided.**1. **(classification)** The science teacher \_\_\_\_\_

\_\_\_\_\_ .

2. **(compartment)** The diving gear \_\_\_\_\_

\_\_\_\_\_ .

3. **(engulfs)** We can watch as the water \_\_\_\_\_

\_\_\_\_\_ .

4. **(flanked)** The security guards \_\_\_\_\_

\_\_\_\_\_ .

5. **(maneuvering)** It was going to take some careful \_\_\_\_\_

\_\_\_\_\_ .

6. **(obscure)** As the storm came closer, \_\_\_\_\_

\_\_\_\_\_ .

7. **(species)** The explorers wondered if the strange insect \_\_\_\_\_

\_\_\_\_\_ .

8. **(submerged)** The divers \_\_\_\_\_

\_\_\_\_\_ .

Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the reread strategy to help you understand new facts or difficult information.

## Amazing Plant Discoveries

11 Have you ever seen trees with exploding seedpods? Or rat-eating plants?  
26 Do such things really exist? It seems as though we know a great deal about  
37 our world. However, each year scientists discover many new kinds of  
49 plants. These discoveries help us learn about how plants adapt to the  
geography and environment in which they live.

### 56 The Kew Gardens Discovery

60 England's Kew Gardens is known for its gardens and its research. Their  
72 botanists travel the world in search of new plant species. In 2009 they  
85 made hundreds of great discoveries. Several were plants found in the rain  
97 forests of West Africa. One discovery was a species of palm tree. It had  
111 never been seen before. The botanists named it *Berlinia korupensis*. It was  
123 named after the national park in which it was found.

133 *Berlinia korupensis* is an unusual tree. It is very tall. It reaches 140 feet  
147 into the canopy of the rain forest. It also releases its seeds in a very violent  
163 way.

164 Plants have different systems for releasing seeds. Some seeds are carried  
175 by wind or float on water. Others may be transported on the backs of birds  
190 or other animals. Some may drop to the ground in animal waste. Still  
203 others require fire or a great deal of time to break down a hard outer shell.  
219 The beautiful white flowers of this tree develop into foot-long seedpods.  
230 Each pod contains two or three seeds. When the pods burst open, they  
243 shoot the seeds into the air. The seeds travel like missiles.



Name \_\_\_\_\_

Rain forests are challenging places for plants to survive. Many trees and other plants compete for sunlight. They are all trying to reach the top of the canopy. The seeds of this tree travel far from the tree. That way they don't have to compete with the parent tree for sunlight. This gives the seeds the best chance of growing in this ecosystem.



**This is the rat-eating pitcher plant known as *Nepenthes attenboroughii*.**

### The Rat-Eating Pitcher Plant

In 2009 other botanists made another strange discovery. They were exploring a mountainous area in the Philippines. They had heard about an unusual pitcher plant from several missionaries.

As the botanists approached a remote mountaintop, they saw the pitcher plants. They were one of the largest pitcher plant species in the world. These meat-eating plants were so large they could swallow a rat.

Carnivorous plants need to have a way to capture prey. They need to be able to digest it. They also must have a way to use what they have eaten. This plant has a sweet smell that attracts prey. It has a long tube that insects and small animals tumble into. It is so large it can hold a rat or mouse. Inside, sticky ribs keep the animal from escaping. Then, chemicals at the bottom digest it.

All plants need nitrogen to live. In most cases, the roots of plants absorb it from the soil. However, these pitcher plants grow where the soil is sandy and rocky. The soil contains little nitrogen. In order to survive, these plants must get nitrogen elsewhere. They get it from the insects and animals they “eat”!

Today, some people call this plant a rat-eating plant. Some say it is one of the ten most dangerous plants on the planet.

Regardless, the head of Kew Gardens says, “[T]here is so much of the plant world yet to be discovered.” He might add, “and so much left for us to learn.”

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How are the details in the first paragraph under the head “The Rat-Eating Pitcher Plant” connected?

\_\_\_\_\_

\_\_\_\_\_

2. How are the details in the second paragraph under the head “The Rat-Eating Pitcher Plant” connected?

\_\_\_\_\_

\_\_\_\_\_

3. How are the details in the third paragraph under the head “The Rat-Eating Pitcher Plant” connected?

\_\_\_\_\_

\_\_\_\_\_

4. What is the main idea of these first three paragraphs?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

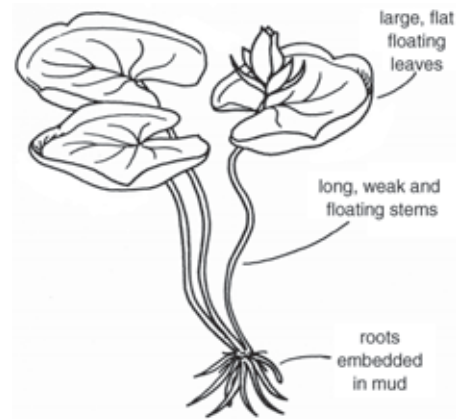
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## Aquatic Plant Life

Aquatic plants, or plants that live under water, are called hydrophytes. Because they are partly or totally submerged, hydrophytes have adaptations for living in water. Their stems and leaves lack strength, allowing the plants to move freely in water. A hydrophyte's roots function mainly as an anchor rather than as a means of supplying nutrients. Finally, the leaves of each hydrophyte usually have a variety of shapes, allowing maximum absorption and photosynthesis.



**A water lily is a hydrophyte. Its leaves, stem, and roots are adaptations for living in water.**

### Answer the questions about the text.

1. What features of expository text does this passage contain?

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2. What does the heading tell you about the topic?

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3. What is the main idea of the text?

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4. How does the diagram reinforce the concepts in the text?

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Name \_\_\_\_\_

**Answer the following questions about words with Greek roots.**

1. The word *geography* contains two Greek roots. The root *geo* means “earth” and *graph* means “to draw, write, or make a picture.” What do you think *geography* means in the following sentence?

These discoveries help us learn about how plants adapt to the **geography** and environment in which they live.

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2. *System* is a word with Greek origins that means “an organized whole.” *Eco-* is a prefix that means “environment.” What do you think *ecosystem* means in the following sentence?

This gives the seeds the best chance of growing in this **ecosystem**.

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3. If *botany* is the study of plants, what is a **botanist**?

---

---

4. If *canopy* comes from a Greek word that means “a curtain or covering over a bed,” what do you think a **canopy** in a forest is?

---

---

Name \_\_\_\_\_

affect

bought

excuse

caught

except

there

**A. Read each word below. Then choose a word from the box that has a similar spelling pattern and write it on the line.**

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

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

3. where \_\_\_\_\_

4. taught \_\_\_\_\_

5. adept \_\_\_\_\_

6. fought \_\_\_\_\_

**B. Read each sentence. Write the underlined word on the line and circle the letters that spell the vowel sound in each syllable.**

7. The study group had a good effect on his grade. \_\_\_\_\_

8. They wore their away uniforms to the game. \_\_\_\_\_

9. It was an especially steep hill to climb. \_\_\_\_\_

10. We expect that it will probably rain this weekend. \_\_\_\_\_

11. Singing on stage would embarrass the young girl. \_\_\_\_\_

12. His older brother would accuse him of borrowing too much. \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to analyze a main idea.

<b>Topic sentence</b>	→	In “Amazing Plant Discoveries,” details about a West African tree discovered by Kew Gardens’ botanists support the idea that plants have to compete for food and energy.
<b>Evidence</b>	→	<i>Berlinia korupensis</i> grows in a rain forest where trees must compete for sunlight, so this tree grows very tall into the canopy. It also has seedpods that burst open to shoot its seeds far away. This gives the seeds a better chance to live.
<b>Concluding statement</b>	→	These key details about this tree’s adaptations support the author’s idea that studying a “new” plant helps scientists understand how plants compete to survive.

**Write a paragraph about the text you have chosen. Cite evidence from the text to support your analysis of the author’s use of details to develop a main idea. Include relevant examples and use compound sentences correctly and effectively.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to focus on the topic and add precise details.**

**Draft Model**

There are many unusual rainforest plants. They are very different from the plants you would find in your backyard!

- 1. Which rainforest plant do you want to focus on?
- 2. What is different about this plant?
- 3. What details will help the reader visualize the plant and understand why it is unusual?

**B. Now revise the draft by focusing on one type of rainforest plant. Provide rich, focused details about that plant and why it is unusual.**

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Name \_\_\_\_\_

cascaded

documentation

dynamic

plummeting

pulverize

scalding

shards

exerts

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

1. What is an example of a **scalding** liquid?

\_\_\_\_\_

2. Why should you be careful around **shards** of glass?

\_\_\_\_\_

3. If you see an object **plummeting** from the sky, what is the object doing?

\_\_\_\_\_

4. What happens to something if you **pulverize** it?

\_\_\_\_\_

5. What kind of **documentation** shows your identity, or who you are?

\_\_\_\_\_

6. When could you say a person **exerts** a large amount of energy?

\_\_\_\_\_

7. What is a natural occurrence that could be described as **dynamic**?

\_\_\_\_\_

8. Where in nature can you find water that has **cascaded**?

\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the reread strategy to identify the main idea and key details.

## Mount St. Helens

### The Sleeping Giant

3 Mount St. Helens is a volcano. It had been thought of as one of the most  
19 beautiful volcanic mountains in Washington State. Like a sleeping giant,  
29 Mount St. Helens lay still for more than 100 years. On May 18, 1980, the  
44 giant woke up with a boom. A strong earthquake shook beneath it.

56 At 8:32 A.M. that day, volcanologist David Johnston called his  
66 colleagues at the U.S. Geological Survey (USGS). The USGS had set up a  
79 base in Vancouver, Washington, to watch volcanic activity in the mountain  
90 range. Johnston was watching Mount St. Helens from a camp on the  
102 mountain. He said, “Vancouver, Vancouver, this is it!” Mount St. Helens  
113 exploded. It caused one of the largest landslides ever recorded. The north  
125 face of the mountain fell in the blast. Spirit Lake was buried in hundreds  
139 of feet of debris. Trees were blown down like matchsticks. Johnston and  
151 fifty-six people died in the blast. When the ash was still and the smoke  
165 cleared, more than 240 miles of forest had been destroyed.

### Warning Signs

175 There had been warning signs. In 1978 scientists at the USGS thought  
177 that Mount St. Helens might blast again. It had a history of eruptions. On  
189 March 20, 1980, an earthquake was recorded beneath Mount St. Helens.  
203 Another quake was recorded three days later. After that, the quakes hit like  
214 waves. There were about 15 per hour. By March 25, pilots flying over the  
227 volcano saw cracks in the glaciers and a number of avalanches. The giant  
241 could not sleep with the strong shakes of the earth below. Huge blasts of  
254 steam in April and May led to the great blast on May 18.  
268

Name \_\_\_\_\_

### A Real-life Laboratory

Peter Frenzen flew over the blast zone after the eruption. Frenzen was an ecologist. An ecologist is a scientist who studies how plants and animals act with their environment. All he could see below was a scorched landscape and a “ghost forest” of ash. Still, Frenzen felt excited. He had studied how forests come back from natural disasters on another mountain. Now he had a new site to study forest recovery. Mount St. Helens became a real-life laboratory.

Frenzen walked around the blast zone and learned that much wildlife still lived. Small animals that live beneath the ground, such as mice and gophers, came out from the ash. Jerry Franklin was the scientist who led the research team at Mount St. Helens after the eruption. He also studied the survival of species after a natural disturbance. He said that buried roots, bulbs, and seedlings were important in rebuilding forests. Because some plants had also survived on the mountain, they would create new habitats and start the recovery of the forests of Mount St. Helens. Large areas of the forest did come back to life as the summer progressed.

In 1982 Congress established a monument of 110,000 acres on Mount St. Helens. The monument protects the mountain from logging and allows the forest to regrow. Since then, trees and plants have spread across the landscape. They grow taller and denser each year. Writer and scientist Tim McNulty has called Mount St. Helens a lesson in hope. As long as nature is allowed to run, he says, it is a clock that keeps ticking.



Austin Post/Cascades Volcano Observatory/USGS

**Mount St. Helens after its eruption in 1980**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What are at least four key details in the third paragraph?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How are these details related to one another?

\_\_\_\_\_

\_\_\_\_\_

3. What is the main idea in the third paragraph?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Laki Volcano

Most people associate a volcanic eruption with scalding steam and hot lava. However, poisonous volcanic gases can cause Earth's temperatures to plunge. In the winter after Iceland's Laki volcano erupted in 1783, severely cold temperatures and volcanic gases spread throughout the northern hemisphere. Farm animals and crops in Iceland died from the poisonous gases and extreme temperatures. As a result, many people in Iceland died of starvation.



Robert Kimmel/Cascades Volcano Observatory/USGS

**Volcanic gases from Laki blocked the sun and led to a very cold winter.**

### Answer the questions about the text.

1. How do you know this is narrative nonfiction?

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2. What is the text's main idea? List two details that support the main idea.

---



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---

3. How would you improve the heading of the text?

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4. What other features of narrative nonfiction are included in the passage?

---

Name \_\_\_\_\_

**Answer the questions about each of the following comparisons.**

1. In the simile “Like a sleeping giant, Mount St. Helens lay still,” how is Mount St. Helens like a giant before the eruption?

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2. In the simile “Trees were blown down like matchsticks,” what force causes the trees to fall, and what does the simile tell you about it?

---

---

3. What does the simile “After that, the quakes hit like waves” say about the earthquakes?

---

---

4. What does the metaphor “the giant could not sleep with the strong shakes of the earth below” say about the volcano?

---

---

Name \_\_\_\_\_

**A. Read the words below and listen for the *r*-controlled vowel sound. Put each word under the correct heading and underline the letters that stand for the *r*-controlled vowel sound.**

torch	parched	search	sparkle
care	urge	wear	mourn

<b><i>/är/</i> sound, as in <i>march</i></b>	<b><i>/âr/</i> sound, as in <i>chair</i></b>	<b><i>/ûr/</i> sound, as in <i>shirt</i></b>	<b><i>/ôr/</i> sound, as in <i>fort</i></b>
_____	_____	_____	_____
_____	_____	_____	_____

**B. Circle the correct word with an *r*-controlled vowel sound to complete each sentence. Then write the word on the line.**

1. Don't spread that \_\_\_\_\_!

mess                      problem                      rumor

2. I tried in \_\_\_\_\_ to study for the test.

quiet                      earnest                      class

3. The judge spoke in \_\_\_\_\_.

court                      prose                      private

4. My sister found a great \_\_\_\_\_ at the sale.

deal                      bargain                      price

5. A class party was the \_\_\_\_\_ for perfect attendance.

prize                      event                      reward

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that supports his or her argument about the author’s use of main ideas and key details.

**Topic sentence** → I believe all the main ideas in “Mount St. Helens” are important to understanding the volcano’s impact on the environment. The main idea of the first section is how devastating the 1980 eruption was. In the second section, details about watching the volcano support the idea that predicting an eruption is necessary. The main idea of the third section is that the eruption made special scientific work possible. **Evidence** → Because the main ideas explain events before, during, and after the eruption, readers understand the effect of the volcano. **Concluding statement** →

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze how well the main ideas helped you understand the topic. Support your argument with clear reasons and relevant evidence. Include complex sentences.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_





Name \_\_\_\_\_

basically

manufactured

salaries

fluctuate

formula

inventory

factors

available

**Use each pair of vocabulary words in a single sentence.****1. inventory, fluctuate**

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**2. basically, salaries**

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**3. formula, available**

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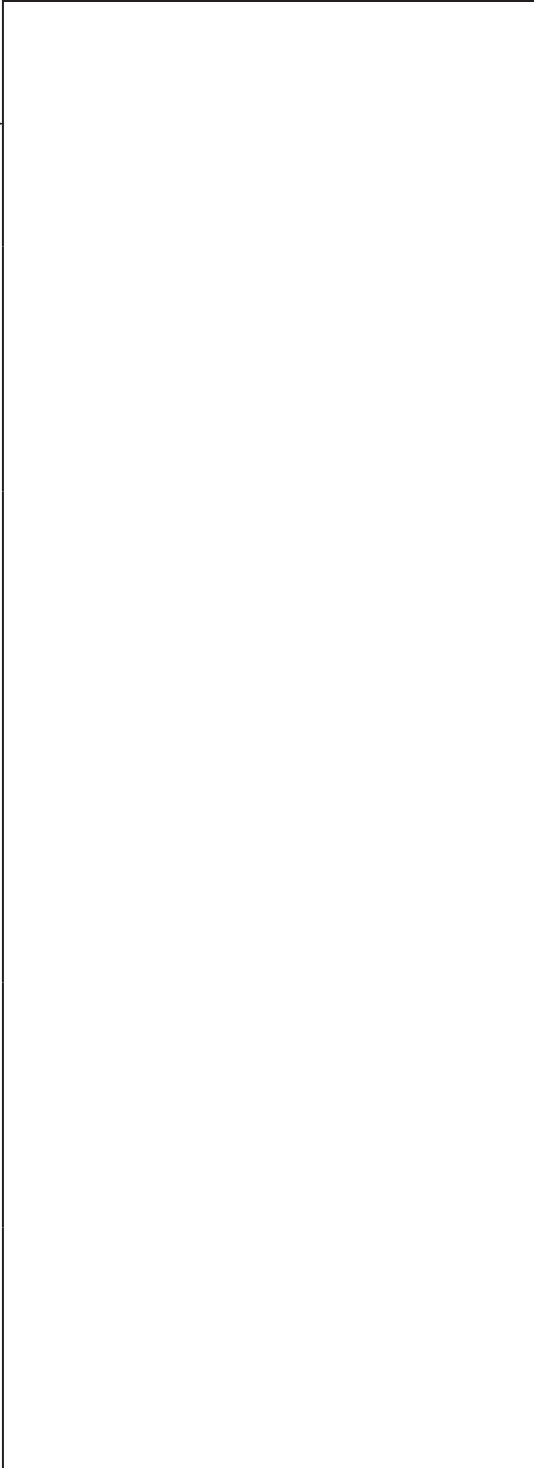
**4. factors, manufactured**

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Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details	Author's Point of View
	

Name \_\_\_\_\_

Read the passage. Use the reread strategy to help you understand difficult parts of the text.

## The Ups and Downs of Inflation

10 From earning to spending and everything in between, inflation affects  
12 what happens to your money. As a result, inflation can have powerful  
14 effects on the way you live.

16 Simply put, inflation is when prices rise. You are able to purchase fewer  
18 items with each dollar you have. Inflation can affect everything you buy—  
20 from a candy bar to a basketball to a car. Imagine that you receive the  
22 same allowance two years in a row. If the price of video games doubles  
24 from one year to the next, then you will have to save up twice as much to  
26 buy a new game.

### 103 Why, Oh Why?

106 Economists study the way wealth is made, used, and shared among  
108 people. Some economists say that inflation means there are “too many  
110 dollars chasing too few goods.” In this situation, there is a greater supply  
112 of money than a supply of goods.

114 To understand this, picture an economy with only two goods, paper  
116 money and skateboards. Imagine that one year a company cannot get  
118 enough wheels for all the skateboards. With fewer skateboards to sell, each  
120 one will be more valuable to buyers. They will be willing to pay more to  
122 get one. This shortage of supply of goods can lead to what is called “cost-  
124 push” inflation.

126 Another way prices can be pushed higher is if the government decides to  
128 print lots more money. This also can cause inflation. If the money supply  
130 is too large, the value of each dollar falls. When the value of the currency  
132 decreases, prices rise.

Name \_\_\_\_\_

With inflation, the desire for goods and services is greater than the economy's ability to meet the demand. Sometimes the government spends more money than it gets from taxes. When governments pay their bills by printing more money instead of raising taxes, the effect is inflation. The new supply causes people to spend more money buying goods and services. If the demand is already high, more demand drives the prices higher.

People sometimes add to inflation as they try to protect themselves from it. If you have a job, you might ask for more pay. As a result, your employer might have to raise prices to pay for your higher wages. This leads to more inflation.

### Spending Habits During Inflation

Inflation affects people differently depending on their income. Some people have incomes that stay the same. Some may have incomes that do not rise enough to match inflation. These people do not have the money to buy what they usually do. They may have to go without things. Sometimes inflation causes people to go into debt, or to borrow money to pay for their normal needs.

If people believe prices will keep rising, they may buy ahead of their need. If something you planned to get next year will cost more later, you may decide to get it right away. That thinking can lead people to spend more money than normal. During long periods of inflation, people tend to spend more of their income and save less. If you save today and inflation levels rise, your money will not be worth as much in the future. A dollar will still look like a dollar. It will still be called a dollar. However, during inflation it will take more dollars to pay for your wants and needs.

High inflation can be hard on people and nations. National leaders work to control extreme inflation, but stopping it can be a challenge. People often don't want the government to cut back on services or to raise taxes to pay for them. Something has to give.



**In the United States, the Federal Open Market Committee (FOMC) tries to figure out ways to keep inflation low. This helps keep the U.S. economy strong.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In the second paragraph, what does the author say happens during inflation?

\_\_\_\_\_

2. Are the main points that the author includes on the first page of the passage opinions or could they be proved by evidence? Are the author's words trying to convince readers to feel a certain way?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. In the text under the head "Spending Habits During Inflation," what are three ways the author says people change their spending during inflation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Based on the information in the text and the words and details the author uses, what is the author's point of view about inflation? Is this point of view biased or objective?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.**

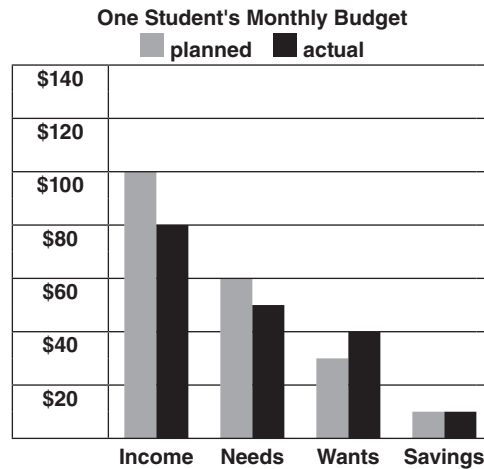
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## Creating Your Own Budget

To begin creating a monthly budget, write down your planned income from work and other sources. Next, below that, write your planned expenses for essential needs (such as food). Then, write your planned expenses for other things you want (such as a new phone). At the end of the month, write your actual income and expenses. Figure out the differences between your plans and what you really earned and spent. Do you need to manage your money better? Do you need to spend more on needs and less on wants?



### Answer the questions about the text.

1. How do you know this is expository text?

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2. What text features does this text include?

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3. Is the heading a strong one for this text? Why or why not?

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4. What information does the bar graph give you?

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Name \_\_\_\_\_

**Read each passage. Write a definition of the word in bold using context clues and the meaning of the root word.**

1. From earning to spending and everything in between, **inflation** affects what happens to your money. Simply put, inflation is when prices rise. You are able to purchase fewer items with each dollar you have.

**root word: inflate**

---

2. With fewer skateboards to sell, each one will be more **valuable** to buyers.

**root word: value**

---

3. This **shortage** of supply can lead to what is called “cost-push” inflation.

**root word: short**

---

4. Another way prices can be pushed higher is if the **government** decides to print lots more money.

**root word: govern**

---

5. With inflation, the desire for goods and services is greater than the economy’s **ability** to meet the demand.

**root word: able**

---



Name \_\_\_\_\_

**A. Read each sentence. Circle the pair of words that should be joined together to become a closed compound. Then write the compound word on the line.**

1. We drove north west to visit our cousins. \_\_\_\_\_
2. I got new glasses because the doctor told me I am near sighted. \_\_\_\_\_
3. How many sea shells did you collect at the beach? \_\_\_\_\_
4. In just a few months she will become a teen ager. \_\_\_\_\_
5. There was so much ice that I had to help scrape the wind shield. \_\_\_\_\_

**B. Read each pair of words in the row and circle the pair that should be hyphenated. Then write the hyphenated compound on the line.**

- |                 |                 |              |       |
|-----------------|-----------------|--------------|-------|
| 6. water melon  | question mark   | self respect | _____ |
| 7. finger nail  | old fashioned   | teen ager    | _____ |
| 8. wading pool  | full time       | eye lid      | _____ |
| 9. all star     | science fiction | team mate    | _____ |
| 10. twenty five | post office     | farm yard    | _____ |

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to support a claim about the author’s point of view.

<b>Topic sentence</b>	→	I think the author shares a clear point of view in “The Ups and Downs of Inflation” that the causes of inflation are hard to identify and control.
<b>Evidence</b>	→	The author includes several possible causes of inflation. For example, goods may become scarce. The government may not be able to pay its bills. People may also encourage inflation when they react to money problems by making poor choices.
<b>Concluding statement</b>	→	By discussing different reasons why inflation happens, the author makes clear how difficult it is to control.

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze whether the author expresses a point of view about the topic. Remember to use evidence to support your claim and to avoid run-on sentences and comma splices.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can add transitions to connect related ideas.**

**Draft Model**

Each year I go through my clothes and choose many to donate to charity. I rarely wear these items. Other people could use them.

- 1. How can you add a sentence using the transition *for instance* to show an example of the types of clothes that are donated?
- 2. How can you use a transition such as *also, in addition, or another* to add an idea that is similar to one already in the draft?
- 3. What transition can you use to explain why the speaker rarely wears the items? Make sure your transition connects a cause and an effect.

**B. Now revise the draft by adding transitions that connect related ideas.**

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Name \_\_\_\_\_

artifact

communal

derived

inscription

millennium

stationery

utilize

yields

**Finish each sentence using the vocabulary word provided.**1. **(inscription)** In order to know why the statue was built, we \_\_\_\_\_

\_\_\_\_\_

2. **(communal)** After we got our food, we \_\_\_\_\_

\_\_\_\_\_

3. **(derived)** Some information about the ancient civilization was \_\_\_\_\_

\_\_\_\_\_

4. **(artifact)** The explorers found \_\_\_\_\_

\_\_\_\_\_

5. **(yields)** The farmers were happy because \_\_\_\_\_

\_\_\_\_\_

6. **(stationery)** We need to write a letter, but \_\_\_\_\_

\_\_\_\_\_

7. **(utilize)** In order to build something, you need \_\_\_\_\_

\_\_\_\_\_

8. **(millennium)** After a thousand years, \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the problem and solution graphic organizer.**

Problem	Solution

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy before, during, and after each section.

## The Mysterious Olmecs

12 The Olmecs were an ancient people who lived around 1200–400 B.C.  
 16 in Middle America. Today we call that area Mexico and Central America.  
 19 There is a lot that is mysterious about the Olmecs. We know that they  
 22 made their own written language and calendars. But their systems of  
 25 language and numbers were difficult, and all we can do is make a guess  
 28 about what they mean. The Olmecs are well known for their huge rock  
 31 sculptures. Yet we don't know what the sculptures stand for or why  
 34 they were made. One thing we do know is that the Olmecs were a very  
 37 complicated people. We see their mark on cultures that came later such as  
 40 the Mayans and Aztecs.

43 The name Olmec means “people of rubber country.” They lived where  
 46 rubber trees grew. It seems that the Olmecs were the first people to make  
 49 what we think of as rubber. They mixed vine juice with a milk-like liquid  
 52 from the trees. With this mixture, they made balls that could bounce high.  
 55 They used the balls to play games. Later, other cultures continued to play  
 58 ball games and found more ways to use rubber. The Olmecs' discovery  
 61 may be why we use rubber today.

## 204 Early Writing in the Americas

209 Archaeologists have proof that the Olmecs were the first people in the  
 212 Americas to write. Yet the Olmecs' early writings are a mystery. No one  
 215 has been able to break their written code.

218 Scientists discovered an important stone in Mexico that dates back to  
 221 about 900 B.C. Writing is carved into the rock. More pictures and symbols  
 224 were found on statues and masks. One rock slab has 465 carvings. We  
 227 do know that Olmec writings included calendar symbols. Large standing  
 230 stones were carved or painted with important events.

Name \_\_\_\_\_

### A Matter of Time

Olmec calendars combined two different calendars. Priests made the calendars to keep track of ceremonies. One calendar had 260 days. They made another calendar that had 360 days for other events. The two calendars together were called the Long Count calendar. Long Count dates contained five simple numbers made up of lines and dots. The dates also contained the number zero. The Olmecs represented zero with a shell-shaped drawing. Archaeologists credit the Olmecs with inventing zero.

### The Amazing Zero

The Olmecs used a base-20 counting system. They wrote separate numbers from 1–20, just as we do for 1–10 today. In order to make their system work, they needed to invent a zero.

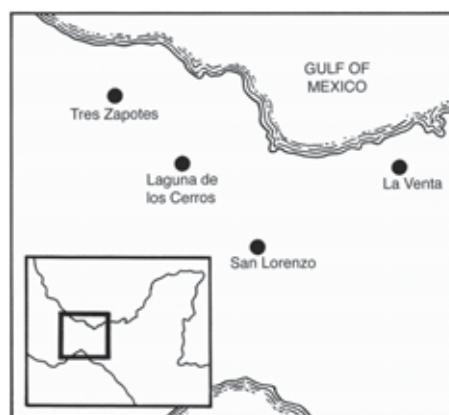
The idea of zero is common to us. However, most ancient people did not understand it. It is really a very complex idea. Sometimes zero serves as a placeholder to explain other numbers. Zero also stands on its own as a number. The Olmecs understood that.

### Stone Sculptures

Huge stone faces were found at several Olmec sites. These strange stone carvings range in size from five to nine feet tall. The images all have grim, flat faces. Each head wears what seems to be a helmet. No one knows why.

The purpose of the stone heads is unknown. People think the carvings may be of Olmec rulers. It seems likely that the Olmec culture had many classes of people. Leaders would have ruled over the artisans and laborers. Maybe they demanded the images be made.

We still have a lot to learn about the Olmecs. Their written language, calendars, rubber-making techniques, and art all point to an early, advanced culture. Researchers have many more mysteries to unravel as they study the Olmec people. Perhaps the Olmecs' greatest contributions are yet to come.



Olmec sites

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How did the Olmecs solve the problem of keeping track of their ceremonies as well as other events?

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2. What problem did the Olmecs solve by inventing the zero?

---



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3. What problem do researchers today have regarding the Olmecs?  
How might researchers solve this problem in the future?

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**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

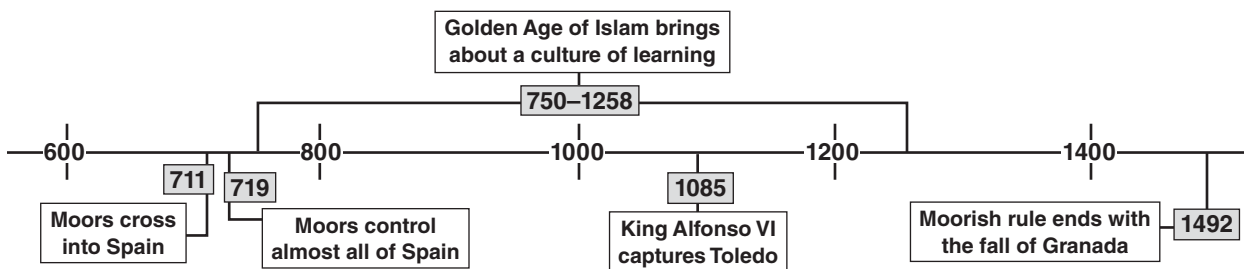
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

## The Moors' Influence on Western Europe

In 711, the Moors crossed into Spain. They remained there until 1492. During their 780 years in Spain, the Moors influenced all of Western Europe, not just Spain. They made agricultural and architectural advancements, but their greatest influence was intellectual. They built more than seventy libraries in the city of Cordoba alone. Muslims, Jews, and Christians gathered in Moorish cities to study philosophy, science, and medicine. After foreign invaders conquered Spain, some great Moorish libraries remained.



Answer the questions about the text.

1. What features of expository text does this passage contain?

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2. What does the heading tell you about the topic?

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3. How does the text expand on the idea in the heading?

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4. Give one example of how the timeline supports a fact in the text.

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Name \_\_\_\_\_

**Use context clues and the information about Latin roots below each passage to decide what each word in bold means. Write the definition on the line.**

1. “It is really a very **complex** idea.”

The Latin prefix *com-* means “together.” The Latin root *plexus* means “braided or twisted.” In the sentence above, what does *complex* mean?

---

2. “Sometimes zero **serves** as a placeholder to explain other numbers.”

The Latin root *serv* means “to perform the duties of.” In the sentence above, what does *serves* mean?

---

3. “These strange stone carvings range in size from five to nine feet tall. The **images** all have grim, flat faces.”

The Latin root *imag* means “likeness.” In the sentence above, what does *images* mean?

---

4. “Leaders would have ruled over the **artisans** and laborers.”

The Latin root *art* means “skill.” In the sentence above, what does *artisans* mean?

---

5. “Leaders would have ruled over the artisans and **laborers**.”

The Latin root *lab* means “work.” In the sentence above, what does *laborers* mean?

---

Name \_\_\_\_\_

**A. Read each sentence. Fill in the blanks by writing the plural form of the word in parentheses.**

1. (shelf) Several of the \_\_\_\_\_ were full of books.
2. (knife) How many forks and \_\_\_\_\_ do we need to set the table?
3. (echo) The \_\_\_\_\_ of thunder filled the air.
4. (thief) Police warned about \_\_\_\_\_ near the train station.
5. (life) This medical device can save many \_\_\_\_\_.
6. (wolf) The pack of \_\_\_\_\_ traveled together.
7. (potato) My cousin helped me peel all the \_\_\_\_\_.

**B. To make an irregular noun ending in *-um* plural, change the *-um* to *-a*. Write the plural form for each noun.**

8. medium \_\_\_\_\_
9. bacterium \_\_\_\_\_
10. datum \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author described a problem and any solutions to it.

<b>Topic sentence</b>	→	In “The Mysterious Olmecs,” the author explains that the problem of understanding the Olmec culture hasn’t been completely solved.
<b>Evidence</b>	→	Though we know that the Olmecs were the first to use rubber and probably invented zero, people who study this ancient culture don’t understand all the Olmecs’ artifacts. Some pictures and symbols can’t be read yet. Even the large stone faces are still a mystery.
<b>Concluding statement</b>	→	The author’s examples show that solutions to the problem of studying the Olmecs are still needed.

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze how a problem is described and whether any solutions are explained. Remember to maintain a formal style and to use common and proper nouns correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to provide supporting details that will tell the reader more about the main idea.**

**Draft Model**

Inventors built the first computer to do calculations. Now people also use computers for research and to keep in touch. These machines have Internet and word processing software.

1. When were computers first invented?
2. How big were the first computers? What kinds of calculations did they perform?
3. What details could be added to explain how and why computers changed?
4. How is society affected by the wide availability of the Internet and of word processing software?

**B. Now revise the draft by adding details that will help the reader learn more about how computers have changed over time.**

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Name \_\_\_\_\_

aspiring

foundation

restrict

withstood

speculation

principal

promote

preceded

**Use each pair of vocabulary words in a single sentence.****1. aspiring, foundation**

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**2. speculation, restrict**

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**3. principal, promote**

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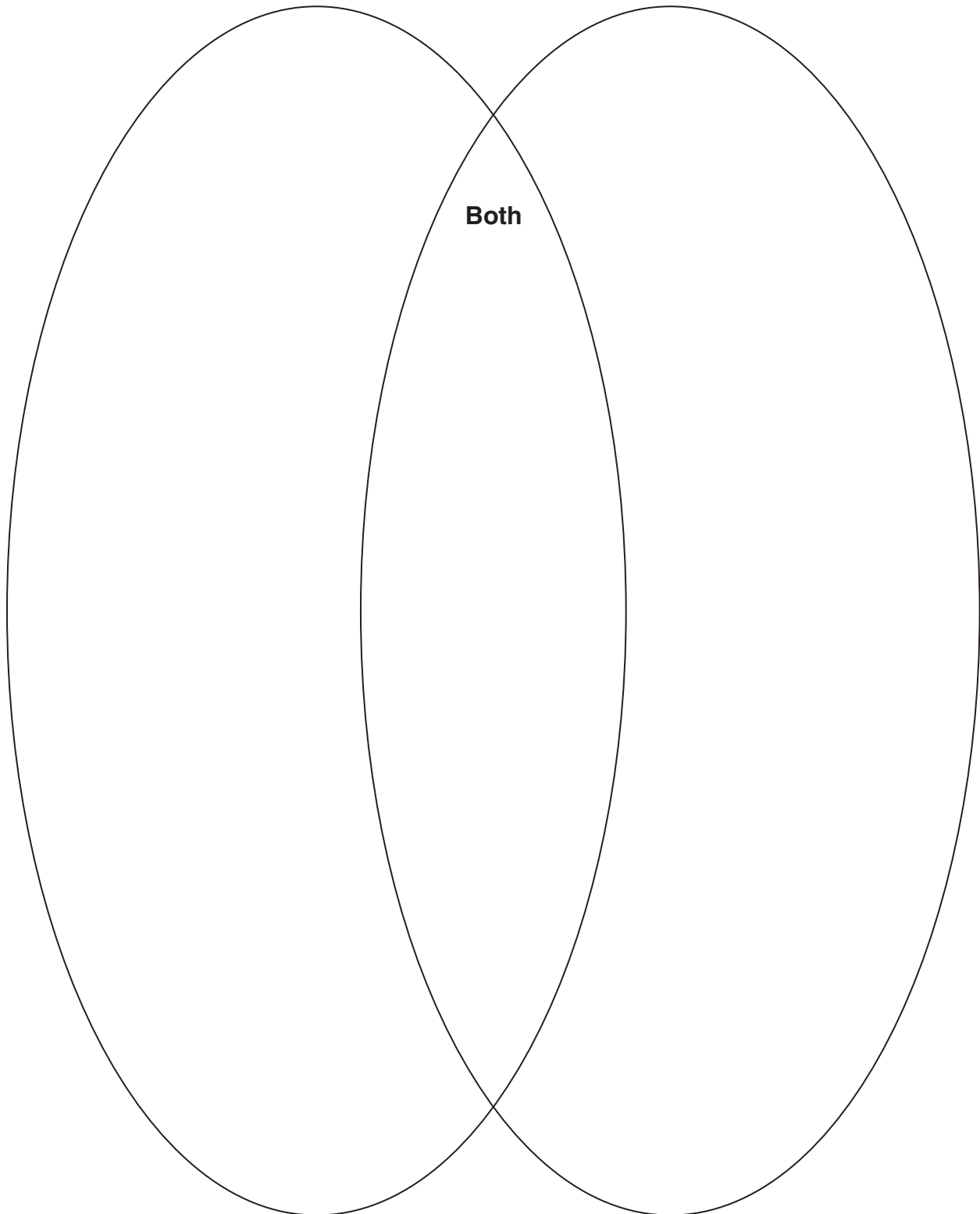
**4. withstood, preceded**

---

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Name \_\_\_\_\_

**Read the selection. Complete the compare and contrast graphic organizer.**



Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy before, during, and after each section.

## What is a Democracy?

12 The United States of America is a democracy. Most people have thought  
 13 so since the nation began. But what does democracy mean? The Greek  
 14 prefix *demo-* means “people.” The Greek root word *cracy* means “rule.”  
 15 So, the word *democracy* suggests a government ruled by the people.  
 16 What exactly does this mean in a country like ours?

### 56 The Pursuit of Liberty

60 When the Puritans made their way to America, they wanted to have the  
 61 liberty to make their own choices. They left England to seek freedom of  
 62 religion. In America, they had a new problem. They had to build a new  
 63 government, but they still wanted to protect their freedom. They came  
 64 up with the idea of gathering together the people in a town to make key  
 65 decisions. These gatherings were known as town meetings. Laws were  
 66 made with the people’s interests in mind.

### 143 Town-Hall Meetings

145 In Puritan times, town halls were built in order to take care of town  
 146 business. Sometimes, town halls were used for worship services as  
 147 well, since they were the largest buildings in town. Early settlers looked  
 148 forward to town meeting days. The meetings were more than a time to  
 149 vote. Without telephones or other ways to keep people in touch, the town  
 150 meetings were also social gatherings for the public.

151 As New England grew, people with common interests settled in small  
 152 towns together, just as the Puritans did. That meant that for the most  
 153 part, everyone living in a town had the same goals. Voters met to solve  
 154 problems for the good of all, making it possible for people to participate  
 155 directly in legislation. In small towns this form of democracy worked.



Name \_\_\_\_\_

In many small communities today, the town meeting is still important. Not only is it still a good way of governing, but it is a tradition that many people see as a symbol of democracy.

**Two Kinds of Democracy**

The kind of democracy that takes place in town-hall meetings is known as “direct democracy.” In early New England, direct democracy worked very well. Members of a community made important decisions together. Everyone had a say in the process. However, as small towns grew larger, it became harder for everyone to meet in one place and take part in legislation. As the need for government extended to cities, states, and the nation as a whole, the town meeting became less practical.

Fortunately, direct democracy is not the only form of democracy. Another form is known as “representative democracy.” This means that people vote for leaders who make laws for them. These representatives govern in place of the people. This form of democracy is necessary when there are too many people and too many different interests for everyone to participate directly.

**Democracy in the United States Today**

What system of democracy does the United States have today? Our nation is much too large for all to participate directly in decision-making. So, our national government must use the representative form of democracy. State governments use representative government as well. If they are small enough, some local governments do still govern with direct democracy, just as they did in early America. However, in the country as a whole, this is the exception today.

Some people might say that a representative democracy is not as pure a form as a direct democracy. However, both forms try to preserve freedom for all and equality in decision-making.

Direct Democracy	Representative Democracy
1. Works best in towns with small populations.	1. Works for towns, cities, and the nation with large populations.
2. Allows each voter to speak his/her mind.	2. Citizens elect people to represent their ideas about laws and government.
3. Allows voters to make decisions directly for themselves.	3. Representatives discuss the issues and make decisions for the people they represent.
4. Value is placed on personal freedom and political equality.	4. Value is placed on personal freedom and political equality.

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How are direct democracy and representative democracy similar?

\_\_\_\_\_

\_\_\_\_\_

2. What is the most significant difference between direct democracy and representative democracy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why can some local governments still use direct democracy today, while state and national governments use representative democracy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

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Name \_\_\_\_\_

## The U.S. Supreme Court

The Supreme Court is the highest court in our nation. The Court hears cases that are brought before it and interprets the Constitution. The Supreme Court can decide that a law passed by Congress is unconstitutional or constitutional. It can also tell a state that one of its laws violates the Constitution. Supreme Court members are chosen by the president and confirmed by Congress. They serve until they choose to retire. The Supreme Court is comprised of eight associate justices and one chief justice.

U.S. Supreme Court Justices in 2011	
Name	Began serving
Antonin Scalia	1986
Anthony M. Kennedy	1988
Clarence Thomas	1991
Ruth Bader Ginsburg	1993
Stephen G. Breyer	1994
John G. Roberts (Chief Justice)	2005
Samuel A. Alito, Jr.	2006
Sonia Sotomayor	2009
Elena Kagan	2010

### Answer the questions about the text.

1. What features of expository text does this passage contain?

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2. What is the topic of the text? How do you know?

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3. The chart gives evidence of what fact that is not stated in the text?

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Name \_\_\_\_\_

Read each sentence below from “What is a Democracy?” and the meaning of each prefix. Write the meaning of the word in bold on the first line. Then use that word in a sentence of your own.

1. “The **United** States of America is a democracy.”

The Latin prefix *uni-* means “as one.”

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

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

2. “Without **telephones** or other ways to keep people in touch, the town meetings were also social gatherings for the public.”

The Greek prefix *tele-* means “distant, far apart.”

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

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

3. “Voters met to solve problems for the good of all, making it possible for people to participate directly in **legislation**.”

The Latin prefix *leg-* means “law.”

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

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

4. “As the need for government **extended** to cities, states, and the nation as a whole, the town meeting became less practical.”

In *extended*, the Latin prefix *ex-* means “out.”

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

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

Name \_\_\_\_\_

**A. Write the correct *-ed* and *-ing* form of each verb.**

Verb	+ <i>ed</i>	+ <i>ing</i>
1. orbit	_____	_____
2. patrol	_____	_____
3. confide	_____	_____
4. regret	_____	_____
5. accuse	_____	_____

**B. Read each sentence and circle the word that correctly uses the inflectional ending. Then write the word on the line.**

6. We watched the cats as they \_\_\_\_\_ for mice in the yard.
- a. hunted                      b. hunted                      c. hunnted
7. The mirror was \_\_\_\_\_ the silver frame.
- a. surrounding                b. surroundding              c. surroundinng
8. The heat in the closed room was \_\_\_\_\_.
- a. stifleing                    b. stiffling                    c. stifling
9. Travelers \_\_\_\_\_ to the old map to find their way to the cave.
- a. reffered                    b. refered                    c. referred
10. Cold water \_\_\_\_\_ us after the long, difficult hike.
- a. revived                    b. revived                    c. reviveed

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author compared and contrasted ideas to explain the topic.

<b>Topic sentence</b>	→	In “What Is Democracy?” the author compares early forms of government to facts about today’s government to explain what democracy is. For example, a description of the way Puritans met to make laws shows how a direct democracy is different from one in which representatives of the people make laws. The chart shows how governing a small group is different from making laws for a large population. By showing similarities and differences between two types of government, the author helped me understand what <i>democracy</i> means.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you chose. Cite text evidence to show how the author compared and contrasted ideas. Develop your analysis with concrete details, and use singular and plural nouns correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what supporting details can be added to tell the reader more about the topic.**

### **Draft Model**

Last week, our class voted. Kids were on the ballot. Carla promised many things. I voted for her. She won!

1. What office was the class voting for?
2. Who exactly was on the ballot?
3. What exactly did Carla promise?
4. Why did the narrator choose to vote for Carla?

**B. Now revise the draft by adding details to provide important information about the class election.**

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Name \_\_\_\_\_

alcove

commerce

domestic

exotic

fluent

stifling

upheaval

utmost

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

1. Why might a car not be parked in an **alcove**? \_\_\_\_\_

\_\_\_\_\_

2. Where would you likely find **commerce** taking place? \_\_\_\_\_

\_\_\_\_\_

3. What **domestic** item do you use that ancient people probably used? \_\_\_\_\_

\_\_\_\_\_

4. Why is a dog not considered an **exotic** pet? \_\_\_\_\_

\_\_\_\_\_

5. Why is it helpful to be **fluent** in Italian if you are visiting Italy? \_\_\_\_\_

\_\_\_\_\_

6. What can make you feel better on a day when the heat is **stifling**? \_\_\_\_\_

\_\_\_\_\_

7. When might an **upheaval** occur? \_\_\_\_\_

\_\_\_\_\_

8. What is of **utmost** importance if you have a test coming up? \_\_\_\_\_

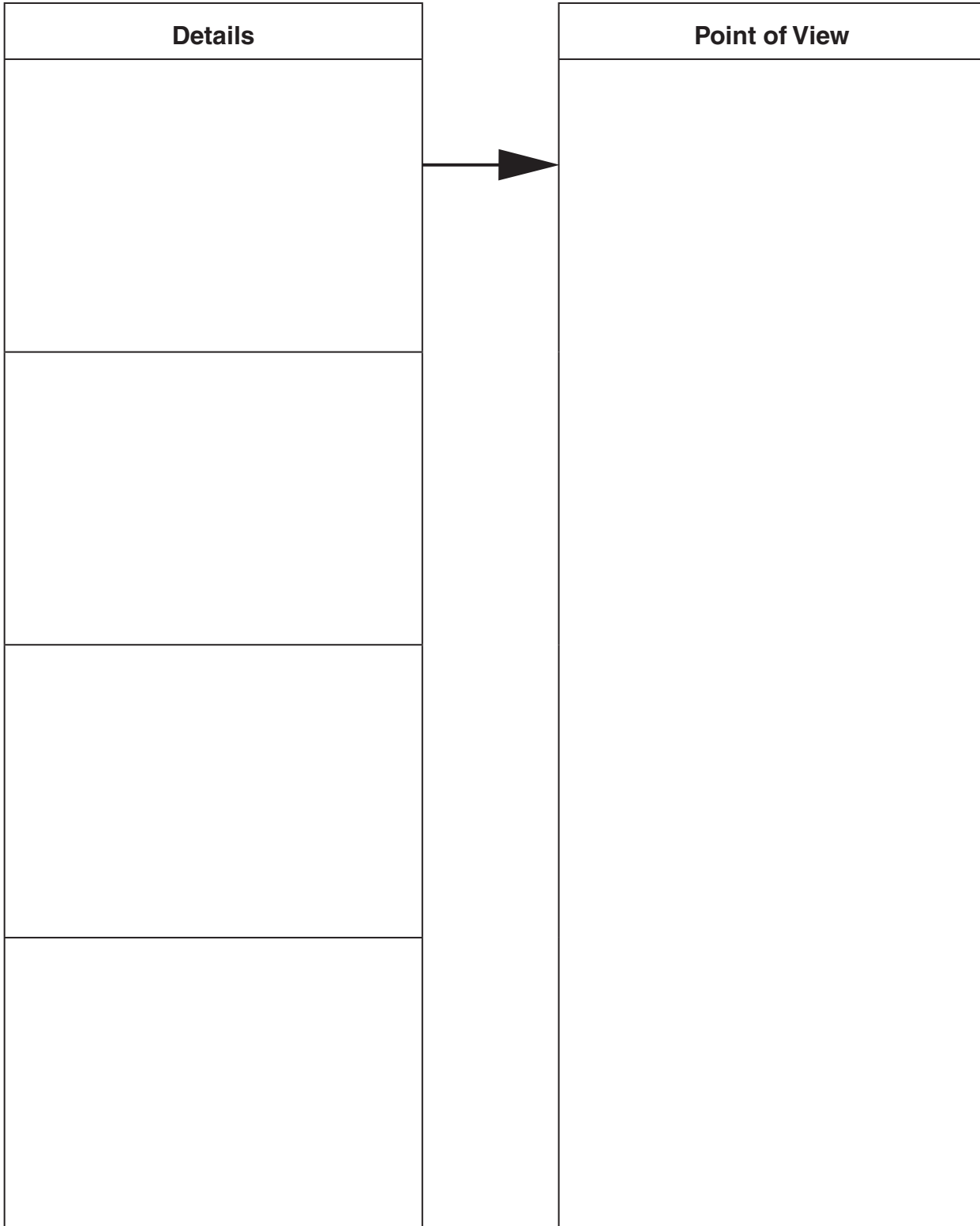
\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the details and point of view graphic organizer.**

Details	Point of View



Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to make logical guesses about what will happen next.

### Kush, A Land of Archers

11 The morning air had turned hot and steamy. Swatting the insects  
12 feasting on my arms, I sat with ears tuned to the hills not far from the  
13 Nile River. The clamor of battle still echoed in my head. Fighting was  
14 not uncommon in the land of Kush. Egypt's jealous pharaohs to the north  
15 often tried to rule my land.

16 Some people called our land Nubia, the land of gold. Foreigners  
17 considered our gold a prize. Neighboring kingdoms often tried to rule us  
18 in order to own our gold, iron, and precious stones.

19 However, our army of archers was widely known for strength and skill.  
20 Bows and arrows were our weapons of war. The Kush army had been  
21 victorious against the most recent invasion. Sadly, we did not always  
22 triumph. The Kush gold mines were always at stake.

23 Running my fingers through the dirt, I began sketching the battle I  
24 had heard from weeks past. I was forbidden to observe, even from the  
25 sidelines. At twelve, the leaders declared I was too young to see for  
26 myself. However, my memories of the distant drums punctuating the  
27 sounds of the battle strongly fueled my curiosity. I quickly outlined  
28 muscular archers launching their arrows into enemy lines. I imagined  
29 myself in the field of archers. If only I could be there with my father  
30 and brothers.

31 Father assigned me the farm chores and protection of the household  
32 during any invasions. Even with those responsibilities, I made time for  
33 target practice every day. My eldest brother had given me his old bow and  
34 generously taught me the basics of archery. He said I was a natural archer.  
35

Name \_\_\_\_\_

We looked forward to the annual “Festival of Many Villages.” People gathered from all around, bringing delicious food. Potters brought their work to trade or sell. Musicians played and people danced. We enjoyed feasting and celebrating for several days.

The most important part to me was the great competition. Archers of all ages came to demonstrate their skill. The best athletes earned recognition. This season, I waited anxiously for the festival.

I was nervous because I planned to enter the contest for the first time.

When the festival arrived, families flocked to the place where whole villages of people gathered. You could spot the women’s brightly colored dresses from a distance.

“Mother, today you will be proud of me,” I said as we walked toward the crowd. “I plan to compete in the archery contest.” At first Mother looked surprised. I had not told her of my plan. She smiled at me with understanding.

“Oh, little Markos, give yourself time to grow!” my older brother wheedled, ruffling my hair with his oversized hands.

Ignoring him, I walked with purpose to the archery field. Drummers began pounding their rhythms while people gathered. The village leader announced the contestants’ names, one by one.

Finally, I heard my name. I advanced to the center of the field with trembling hands, fighting back my fear. As the drums beat, I lifted my bow, or *kiniosha*, and drew the arrow back with care. The drum rhythms grew more rapid, while villagers chanted and stomped.

I took aim, aware that I could no longer delay. “Zing!” I felt the release. My eyes followed the arrow into the vivid blue sky and downward to the ground. When I ran toward the target, the villagers began chanting my name. My arrow had plunged into the most distant target of all. Only the experts’ arrows had landed there!

Now I knew my future in the army would come true. Someday I would protect the land, treasure, and people of Kush. “Markos the Archer” sounded just right.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Who is narrating the story?

\_\_\_\_\_

2. How do you know which point of view (first-person or third-person) is used in the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What do you learn about the archery competition because of who the narrator is?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**Hasina, Fabric Maker of Deir el-Medina**

“Hasina, please improve the stitching of this fabric,” my boss Amisi tells me gently. “This cloth will eventually become a robe for the Pharaoh’s son.” My name, Hasina, means “good” in Egyptian, and I am proud of my name. I try to be good at my work as a fabric maker in my city of Deir el-Medina. “Of course. It must be perfect for our future king,” I say. In my country, many women, like me, work outside of the home. Tomorrow, however, I will clean my house, cook, and keep my family “nefer,” or pure and beautiful—my most important job.

**Answer the questions about the text.**

1. What details in the text place the plot in a historical setting?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How does Hasina’s use of foreign words make her seem like a real character from history?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What does the text tell you about women of the time?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**A. Read each of the following excerpts from the passage. Then explain how the tone of the sentence would change if the word in bold were replaced by the word in parentheses.**

1. Archers of all ages came to demonstrate their skill. The best athletes earned **recognition** (glory).

---



---

2. At first Mother looked **surprised** (amazed).

---



---

3. “Oh, little Markos, give yourself time to grow!” my older brother **wheedled** (pleaded), ruffling my hair with his oversized hands.

---



---

4. Ignoring him, I walked with **purpose** (boldness) to the archery field.

---



---

**B. Write a few sentences explaining whether the word in bold has a positive or negative connotation and why.**

5. “**Foreigners** considered our gold a prize.”

---



---



---

Name \_\_\_\_\_

**Read each sentence. Circle the two-syllable words that have a closed syllable.**

1. My mom loves to bake pumpkin seeds.
2. Our car's muffler needs some maintenance.
3. For the election, we wrote each ballot by hand.
4. Our pantry is full of great food for the holiday.
5. The prince inherited a large kingdom.
6. I chose a ribbon necklace to match my dress.
7. The dad took a snapshot of his son playing catch.
8. She took time to ponder why the land was barren.
9. The garment was created with an expensive fabric.
10. The brick dwelling was built extremely fast.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the point of view helps the author develop the main character and the plot.

**Topic sentence**



In “Kush, a Land of Archers,” the first-person point of view helps readers imagine what the main character experiences. The main character, Markos, tells the story,

**Evidence**



so we know only what he thinks, sees, and hears. He hears the drums and draws the men in battle as he imagines them. When Markos enters the archery contest, we know how nervous he feels. We watch the surprising events happen through his eyes. The author’s use of first-person

**Concluding statement**



point of view helps bring the character of Markos alive and adds to the suspense.

**Write a paragraph about the story you have chosen. Cite evidence from the text to show how the point of view affects your understanding of the main character and the plot. Remember to use evidence to support your ideas and to use irregular plural nouns correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to make the conclusion stronger.**

### **Draft Model**

It was time for Mario to return home. As he boarded the airplane, he turned and waved back to us. He was now truly part of our family.

1. How might the conclusion help to clarify previous events in the story?
2. What descriptive words and phrases can you add to show the intensity of Mario's and the family's feelings?
3. What details would help make the conclusion more interesting or surprising?

**B. Now revise the draft by adding details that will help create an interesting, satisfying conclusion to the story.**

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Name \_\_\_\_\_

benefit

deftly

derision

eaves

expertise

impudence

legacy

symmetry

**Use each pair of vocabulary words in a single sentence.****1. benefit, expertise**

---

---

**2. deftly, symmetry**

---

---

**3. impudence, derision**

---

---

**4. legacy, eaves**

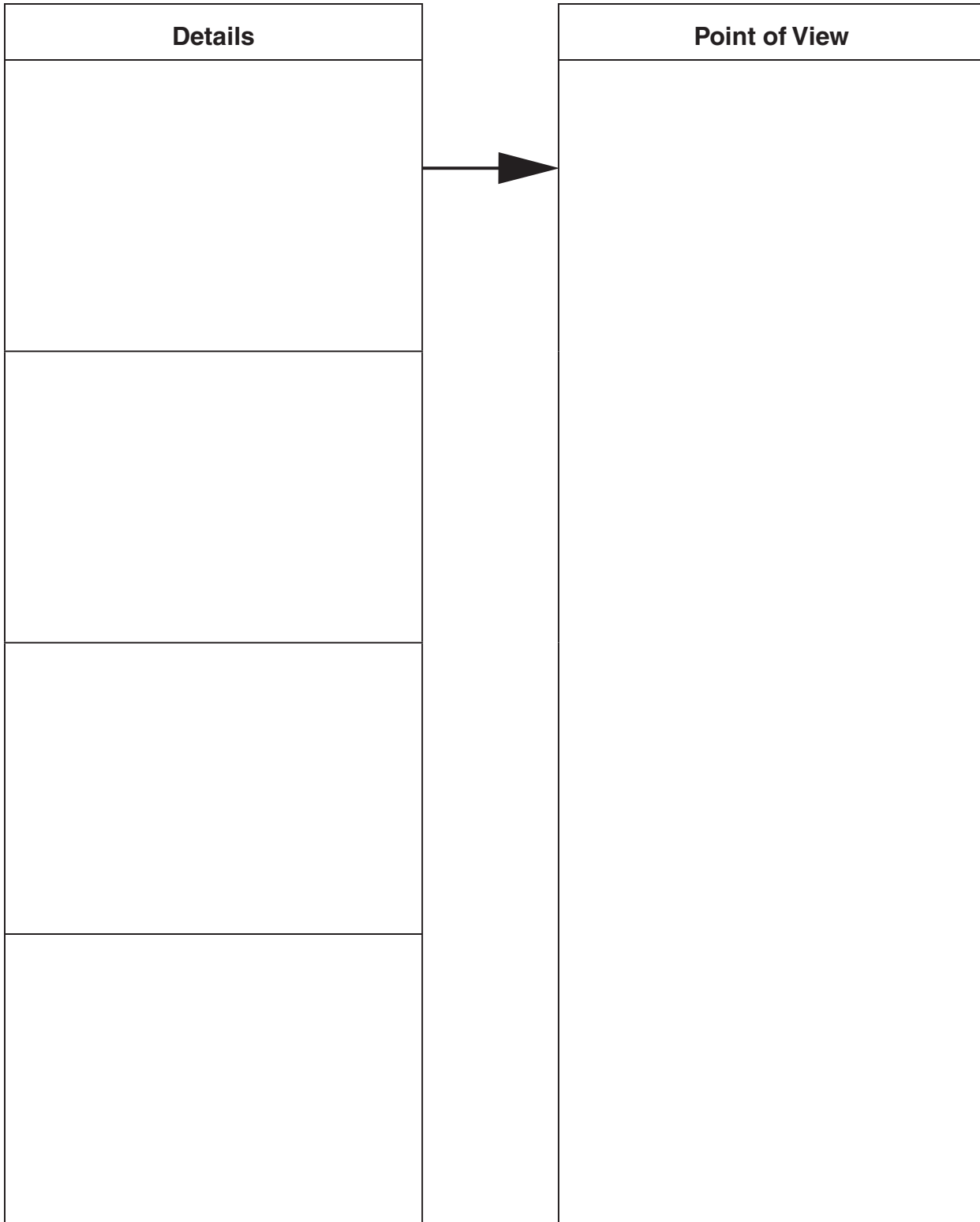
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Name \_\_\_\_\_

**Read the selection. Complete the details and point of view graphic organizer.**

Details	Point of View



Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to make logical guesses about what will happen next.

### Approaching Zero

11 Basu counted the steps, doing quick measurements as he walked along  
 24 the south bank of India’s Ganges River, kicking up the hot, dusty ground.  
 38 He had arisen before daybreak, and the sun was now rising in the east.  
 49 By his calculations, he had walked 12,563 steps and covered about  
 63 one-quarter of the distance from his small village. By the time the sun was  
 75 directly overhead, he should finally reach the university at Patna. There he  
 86 hoped to find Aryabhata. Perhaps the great mathematician could help him  
 98 with the questions he’d been pondering: How do you measure the passing  
 111 of time and days? How do you determine the circumference of Earth? How  
 far away is the moon?

116 From what Basu had heard, Aryabhata had all of the answers, but the  
 129 master did not like to be disturbed. Basu’s parents had warned him not to  
 143 go. “Why would a wise scholar want to waste his time with a twelve-year-  
 157 old boy?” his father had chided. Basu had a burning desire to study math  
 170 and to one day write a book like *Aryabhatiya*, Aryabhata’s masterpiece.  
 181 According to the local scholars, the book described the earth as a  
 193 sphere that rotated around the sun, and it explained mathematics, time,  
 204 astronomy, and other mysteries of the universe.

211 Basu dragged a stick along the dirt, drawing a line. Was it a straight line  
 226 between where he just was and where he was going? He posed question  
 239 after question to himself to pass the time, keeping a running step count as  
 253 he went—18,231. The sun was just where Basu expected, casting a long  
 266 shadow from his stick.

Name \_\_\_\_\_

Finally, just as the sun was overhead, Basu spotted a man crouched on a mat by a small, low table. He could see the man was furiously writing with a long iron spike that he dipped in ink, inscribing on the surface of hardened palm leaves. Basu held his breath and took quiet, short steps, cutting the remaining distance in half, and then in half again. Finally, he was standing beside Aryabhata. Basu was so close, he could see the mysterious numbers and symbols.

Basu was invisible to Aryabhata, who was immersed in his thoughts, but just then a beetle flew off the spike and landed on Basu's arm. He brushed it off without thinking and jarred Aryabhata's hand, which skidded across the ink. Aryabhata looked up in a flash of anger and thundered, "Who are you?"

"I am just a merchant's son," confessed Basu, "but I've come here desperate to benefit from your knowledge and hoping to absorb a fraction of your wisdom."

Aryabhata fixed him with a hard stare and replied grudgingly, "All right. You may ask me one question."

Basu thought for a long moment. "I walked 50,348 steps to get here, and then crossed your courtyard, cutting it in half, in half again, and again. Now our arms have brushed, and I cannot get any closer, but I am lost because I have no number to tell me the distance between us. What is the number that tells how many steps I have to go?"

A broad smile lit Aryabhata's face. "You have just asked the very question I have been working on for many moons. The answer is *zero*. There are zero steps left. Zero is the number."

"There's one other thing I want to know—" Basu began.

Aryabhata interrupted. "You have zero questions left!" he admonished. Basu looked crushed with disappointment, but Aryabhata laughed. "Zero, plus one thousand! You may ask me as many questions as you wish, because I think we can learn a lot together."



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What details from the first paragraph help you determine this story's point of view?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. At the beginning of paragraph 5, what does the narrator say about Aryabhata's thoughts?

\_\_\_\_\_

\_\_\_\_\_

3. Is the person telling the story a character in the story? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is the point of view of this story?

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**Urco: Craftsman in Training**

“Father, I am meant to be a craftsman, an artist,” pleaded Urco, a twelve-year-old Inca boy. The year was 1425.

“No, I absolutely refuse. You must work as a laborer like the rest of us, building roads, fortresses, and temples in our great city of Cuzco,” replied Urco’s father. As angry as he felt toward his father, Urco knew that most Inca men did exactly what his father described. They dedicated their lives to building the city, which was high in the mountains. Urco, however, was different. He wanted to create golden goblets and ornaments for the nobles and the emperor! Now, Urco had to convince his father to agree.

**Answer the questions about the text.**

1. What is the time and place of this historical fiction?

\_\_\_\_\_  
\_\_\_\_\_

2. What does the text tell you about life during the time of the Incas?

\_\_\_\_\_  
\_\_\_\_\_

3. Give an example of dialogue from the text and explain how it helps you learn about the character.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**Read each excerpt from the passage and the meaning of the suffix of the word in bold. Then write a possible meaning for the word in bold.**

1. Basu counted the steps, doing quick **measurements** as he walked along the south bank of India's Ganges River, kicking up the hot, dusty ground.

*-ment* means "act of" or "state of"

---

2. According to the local scholars, the book described the earth as a sphere that rotated around the sun, and it explained mathematics, time, **astronomy**, and other mysteries of the universe.

*-nomy* means "law"

---

3. Basu dragged a stick along the dirt, drawing a line. Was it a straight line between where he just was and where he was going? He posed **question** after question to himself to pass the time.

*-tion* means "state of"

---

4. Basu was so close, he could see the **mysterious** numbers and symbols.

*-ous* means "full of" or "having"

---

5. Basu looked crushed with **disappointment**, but Aryabhata laughed.

*-ment* means "act of" or "state of"

---



Name \_\_\_\_\_

voter

brutal

favor

focus

vital

**A. Read each word below. Choose a word from the box that rhymes with it and write the word on the line. Then underline the open syllable in both words.**

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

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

3. crocus \_\_\_\_\_

4. tidal \_\_\_\_\_

5. motor \_\_\_\_\_

**B. Read each sentence. Circle the two-syllable word with an open syllable.**

6. My soccer shorts are made of nylon.

7. How can you resist a picnic on a warm day?

8. The football team plays its rival on Saturday.

9. It is brave to stand on stage and recite poetry.

10. My dad could detect the smell of onions in the house.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s analysis. The student who wrote the paragraph below cited evidence that supports his or her ideas about the author’s use of point of view.

<b>Topic sentence</b>	→	The author’s use of third-person point of view in “Approaching Zero” helped me understand the characters and added interest to the plot.
<b>Evidence</b>	→	In the first half of the story, the narrator tells us Basu’s thoughts and worries. When Basu finally meets the master, the narrator shows how stern Aryabhata’s reactions are. It is a surprise when Aryabhata softens and says that Basu can be his student.
<b>Concluding statement</b>	→	The third-person point of view helps readers understand both characters and adds an interesting twist to the plot.

**Write a paragraph about the story you have chosen. Cite text evidence to analyze how the third-person point of view helped you understand the characters and the plot. Remember to use possessive nouns correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about transitions to clarify shifts in time or setting.**

**Draft Model**

Uncle Max agreed to show me the magic trick. I tried to learn how to hold the coin the way he showed me. I got it, and I pulled the coin out of Uncle Max's ear.

- 1. When and why did Uncle Max agree to teach the narrator the trick?
- 2. What happened after Uncle Max agreed? How was the narrator able to learn to do the trick?
- 3. What transitional words and phrases could be added to help connect all the events?

**B. Now revise the draft by adding transitions to clarify shifts in time or setting.**

---

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Name \_\_\_\_\_

commemorate

forlorn

contemplate

majestic

**Finish each sentence using the vocabulary word provided.**1. **(majestic)** During our travels, \_\_\_\_\_

\_\_\_\_\_

2. **(forlorn)** The lost dog had \_\_\_\_\_

\_\_\_\_\_

3. **(commemorate)** On the Fourth of July \_\_\_\_\_

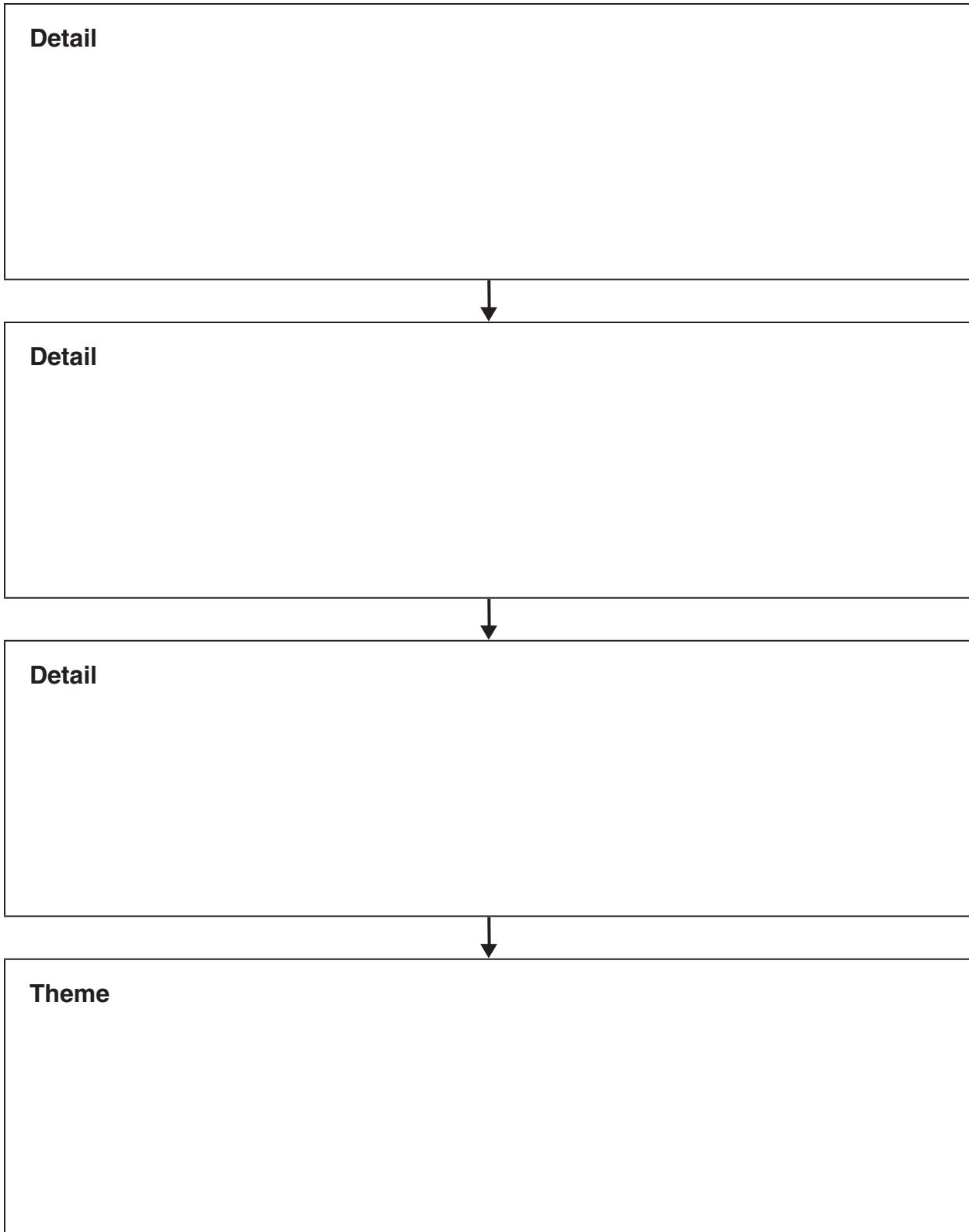
\_\_\_\_\_

4. **(contemplate)** Before responding to an important question, \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Check your understanding by asking yourself what the message of the poem is.

### At Grandmother's Pueblo

6 When I visit my grandmother's pueblo,  
 I hear songs I can't understand.  
 12 I see folks who are happy and smiling  
 20 Saying welcome to family land.  
  
 25 New Mexico, so dry and vast,  
 31 Holds a painted canvas before me,  
 37 With deserts and valleys and mountains  
 43 As far as the eye can see.  
  
 50 Nature proudly displays  
 53 Her work for us to savor.  
 59 When the sun bows low, I see  
 66 A rainbow like a party favor.  
  
 72 Grandmother weaves her blankets  
 76 And tells us stories of tricksters.  
 82 I listen as if in a trance  
 89 While the campfire dances and flickers.  
  
 95 When Grandma comes to my room  
 101 Later on, she holds to the light  
 108 A blanket she made just for me  
 115 That holds me in its arms all night.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What do the words in line 2—"I hear songs I can't understand"—tell you about the speaker's experience at the grandmother's pueblo?

---



---

2. Based on the speaker's descriptions in stanzas 2, 3, and 4, how do you think the speaker feels about being at the pueblo?

---



---

3. How does the speaker describe the blanket from Grandma?  
How does the blanket make the speaker feel?

---



---

4. Based on the details and descriptions, what do you think is the theme of this poem?

---



---

**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

### Museum Trip

While walking through the gallery, it seemed  
 That I was on a journey through the years.  
 Ancient statues stared ahead and dreamed.  
 Waiting, watching, beckoning each appeared.  
 Look at these and this and those things, they said,  
 As I saw the cases of golden things  
 That were useful to people so long dead,  
 Golden crowns and cups, masks and bowls and rings.  
 But then the afternoon grew late, and we  
 Had to leave this place of treasures and things rare.  
 And though we left there's so much more to see.  
 I want to come back here again to share.  
 It makes me wonder what on Earth they'd say  
 If those people were here to tell us today.

#### Answer the questions about the text.

1. How do you know this is a lyric poem? How do you know it is a sonnet?

---



---



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---

2. Copy one line of the poem. Then place an accent mark above each stressed syllable.

---

3. Write an example from the poem of four words that create a rhyme scheme.

---



Name \_\_\_\_\_

**Rhyme scheme** is a pattern of rhyming words at the ends of lines.

**Meter** is a pattern of stressed and unstressed syllables.

Rhyme scheme and meter give poetry a lyrical, musical quality.

**Read the stanza from a lyric poem below. Then answer the questions.**

***At Grandmother's Pueblo***

*Nature proudly displays*

*Her work for us to savor.*

*When the sun bows low, I see*

*A rainbow like a party favor.*

1. Going from top to bottom, assign a letter—*a, b, c, d*—to each *new* sound at the end of a line. If a sound rhymes with an earlier one, give it the same letter as the rhyming word. If not, give it a new letter. Write the rhyme scheme of the stanza.

\_\_\_\_\_

2. Which syllables in each line need to be stressed? Write the last line of the stanza on the line below. Underline each syllable that needs to be stressed.

\_\_\_\_\_

3. How do you think rhyme and meter affect this poem?

\_\_\_\_\_

\_\_\_\_\_

4. Write a short poem about one of your favorite places. Write one four-line stanza. Use an *abcb* rhyme scheme and a meter of your choice.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each passage. Then answer the questions about personification.**

1. New Mexico, so dry and vast,  
holds a painted canvas before me

What is personified? \_\_\_\_\_

What is its human action? \_\_\_\_\_

2. Nature proudly displays  
Her work for us to savor.

What is personified? \_\_\_\_\_

What is its human action? \_\_\_\_\_

3. When the sun bows low, I see  
A rainbow like a party favor.

What is personified? \_\_\_\_\_

What is its human action? \_\_\_\_\_

4. I listen as if in a trance  
While the campfire dances and flickers.

What is personified? \_\_\_\_\_

What is its human action? \_\_\_\_\_

5. A blanket she made just for me  
That holds me in its arms all night.

What is personified? \_\_\_\_\_

What is its human action? \_\_\_\_\_

Name \_\_\_\_\_

throttling	squiggle	befuddle	scramble	simplicity
noodle	scrambling	simple	throttle	squiggly

**A. Read the first syllables below. Then write the word from the box that begins with the first syllable and ends with a consonant + /e syllable.**

1. throt- \_\_\_\_\_
2. scram- \_\_\_\_\_
3. squig- \_\_\_\_\_
4. noo- \_\_\_\_\_
5. sim- \_\_\_\_\_

**B. Read each sentence. Circle the word that has a consonant + /e final syllable. Then write the consonant + /e syllable on the line.**

6. Their squabble did not interrupt the dinner. \_\_\_\_\_
7. Our beagle has been trained to fetch a ball. \_\_\_\_\_
8. We enjoyed hearing the sound of the train whistle. \_\_\_\_\_
9. I ride my bicycle to school every day. \_\_\_\_\_
10. The ice skater performed a quadruple jump. \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author of a poem developed the theme.

<b>Topic sentence</b>	→	The author of “At Grandmother’s Pueblo” uses figurative language to help develop the theme. The speaker says New Mexico holds a painted canvas, Nature displays her work, and the campfire dances. These personifications help me understand the speaker’s feelings of joy and wonder. The last metaphor, the blanket holding the speaker in its arms, is another example. The series of personifications helped me understand the poem’s theme that a new place can make you feel welcome and loved.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you chose. Cite evidence from the text to show how the author uses details to develop the theme. For a poem, remember to include examples of literary elements or figurative language. For a story, include key plot events. Use appositives correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think of precise, vivid words you can add.**

**Draft Model**

Wherever I go, I bring my sketchpad and special pencil. They are two of my favorite possessions. The pages are blank until I draw a picture on them. This is why I love my sketchbook so much.

1. What does the sketchbook look like? Why is the pencil special?
2. What descriptive words can show how the narrator feels about the blank pages?
3. What precise, vivid words can describe the drawings the narrator creates on the sketchbook pages?

**B. Now revise the draft by adding precise, vivid words to help readers understand more about the writer and the sketchbook.**

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Name \_\_\_\_\_

resemblance

unseemly

enthralled

regulation

capacity

fallow

negotiate

insight

**Use each pair of vocabulary words in a single sentence.****1. enthralled, resemblance**

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**2. unseemly, negotiate**

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**3. capacity, regulation**

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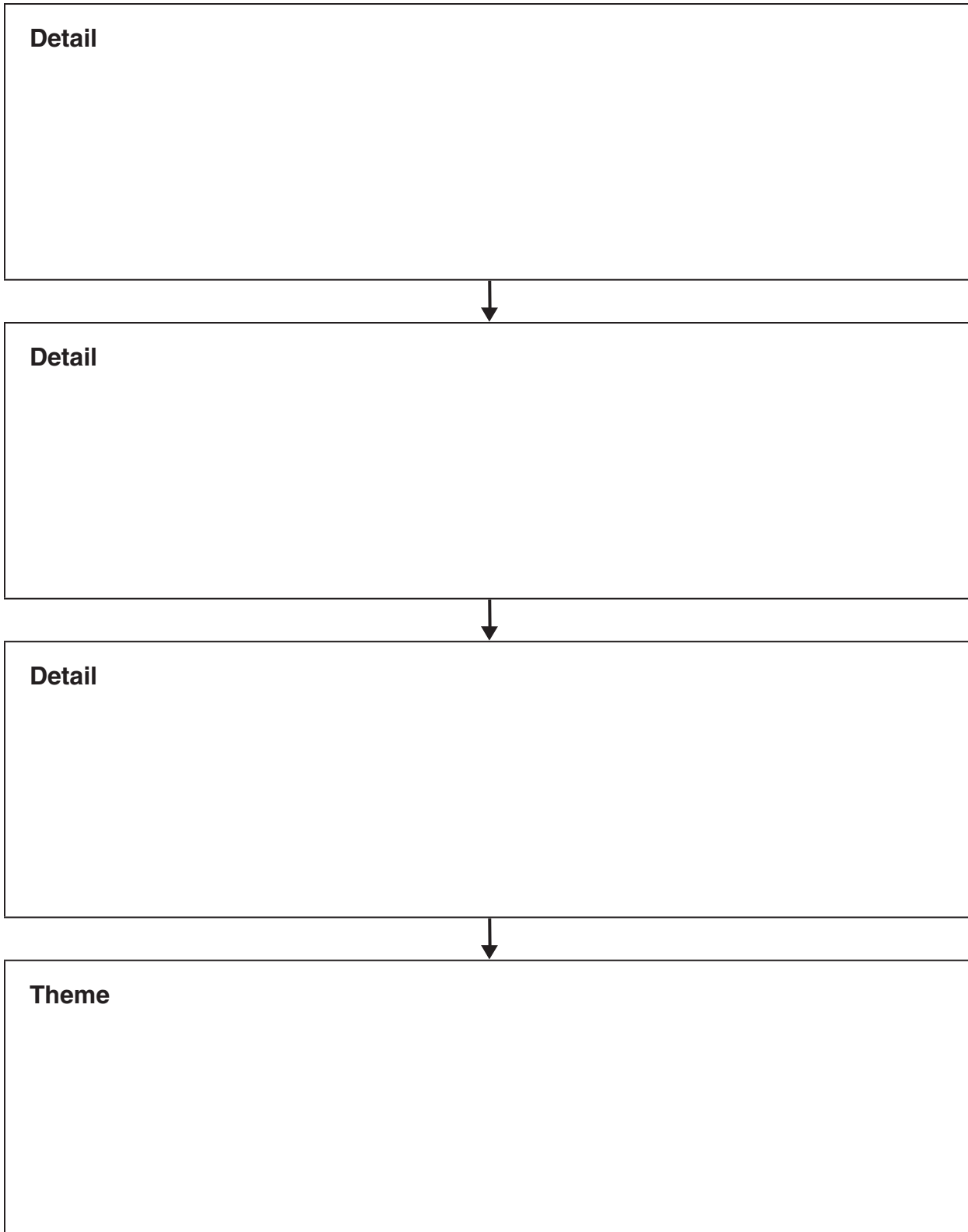
**4. fallow, insight**

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Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to help you understand the theme.

### Stuck Together

13 Rosa entered her apartment building just as a woman with red hair was  
 14 coming out. The woman nodded at Rosa but didn't say anything. Rosa  
 15 remembered seeing the woman when she was getting mail, but other than  
 16 that, Rosa had no idea who she was. Then again, Rosa didn't know anyone  
 17 in the building. She and her mother had just moved in a month ago, and  
 18 while people weren't rude, they weren't exactly friendly, either. Everyone  
 19 kept to himself or herself. Rosa missed the people in her old building  
 20 where tenants knew one another and chatted in the lobby, knocked on  
 21 doors to borrow milk, and had a big holiday party annually.

22 Rosa pushed the "up" button on the elevator and allowed her backpack  
 23 to drop to the floor as she waited for the elevator to arrive. And waited.  
 24 And then she waited some more. "Oh no," she muttered quietly to herself,  
 25 "not again."

26 Rosa lived on the seventh floor. Sighing, she slung the strap of her  
 27 heavy backpack over her shoulder and trudged slowly up the stairs. By the  
 28 time she got to her floor, there were beads of sweat rolling down her face.  
 29 Rosa's mother was inside the apartment, painting the walls. "Que pasa,  
 30 mija?" asked her mother.

31 "I had to walk up the stairs, again. Somebody should do something  
 32 about that elevator," Rosa answered.

33 "I called the landlord several times, but I haven't heard anything back,"  
 34 her mother told her.

35 The next morning, Rosa and her mother walked to the elevator and  
 36 hoped for the best. Luckily, the elevator actually arrived. There were a  
 37 few people already on it, including the red-haired lady. Rosa and her  
 38 mother entered, and the doors closed behind them. People smiled, but  
 39 no one spoke. That is, nobody spoke until they realized that the elevator  
 40 wasn't moving.

41 "Great," the woman with the red hair said sarcastically.



Name \_\_\_\_\_

“I’ve written to the landlord about how frequently this broken elevator malfunctions,” said a man with a black briefcase. He pulled the red alarm button, and it began to clang outside the door. “Now we just have to wait until someone hears the signal and pushes a button for the elevator.”

Rosa looked at her mom, who smiled and said, “It doesn’t seem like the landlord is listening to our complaints. Maybe if we all got together and pressured him, he would fix the elevator.”

“I don’t know,” said a man in jogging shorts. “I don’t really like to get involved in problems.”

Rosa smiled at him. “You’re stuck in an elevator. You’re already involved.” She put out her hand. “I’m Rosa, in 7L, and this is my mom, Maria.”

The man shook Rosa’s hand. “Okay, you have a point. I’m Saul, 8R.”

One by one, everyone in the elevator introduced himself or herself, and as they waited, they talked about the difficulties they’d been having with the elevator and ways to get the landlord to fix it.

“Perhaps if we could write a letter and have everyone in the building sign it, the landlord would listen,” someone suggested.

“We could say that we are going to contact the city’s housing department,” Saul put in. “Or if we all say that we won’t pay our rent, I bet we get the elevator fixed.”

“I can write the letter,” offered Rosa’s mother.

The other people in the elevator agreed to review the letter and help get signatures from all the building’s tenants.

Just then the elevator started descending again. As it made its way down to the first floor, Rosa felt proud of her mother for getting everyone to agree to work together. Maybe this building would turn out to be as friendly as the old one. At the very least, it would have a working elevator.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. At the beginning of the story, how does Rosa feel about living in her new building?

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2. What had happened when Rosa's mother called the landlord about the broken elevator?

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3. How do the people in the elevator respond when Rosa's mother says they should get together and pressure the landlord to fix the elevator?

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4. Based on the events of the story, what do you think the theme of this story is?

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**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**Practice Makes Perfect**

“Rosa, it’s a great way to practice your Italian,” my mother had told me. She had asked me to babysit for Christina, my four-year-old cousin from Italy.

“La palla!” Christina screams from the backyard.

“What are you saying?” I mumble. Crying, she points up at a red ball caught in the tree.

My neighbors, the Chens, rush over. “Why is Christina screaming?” they ask.

“Her ball’s up there,” I reply.

“Get some other balls from the bin, Rosa,” Mrs. Chen suggests. “We’ll toss them up and try to free hers.”

Agreeing, we throw balls into the tree, knocking the red one down. “La palla,” I say, handing Christina her ball.

Mr. Chen says, “Rosa, you speak Italian!”

**Answer the questions about the text.**

1. List three text features that let you know this is realistic fiction.

\_\_\_\_\_

2. From what point of view is the story told? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

3. How is foreign language dialogue used to portray Christina?

\_\_\_\_\_  
\_\_\_\_\_

4. How does the first sentence of the text foreshadow future events?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

In each item below, underline the context clues that help define the word in bold. Then write the word's meaning on the line.

1. Rosa missed the people in her old building where **tenants** knew one another and chatted in the lobby, knocked on doors to borrow milk, and had a big holiday party annually.

\_\_\_\_\_

2. "Oh no," she **muttered** quietly to herself, "not again."

\_\_\_\_\_

3. Sighing, she **slung** the strap of her heavy backpack over her shoulder and trudged slowly up the stairs.

\_\_\_\_\_

4. Sighing, she slung the strap of her backpack over her shoulder and **trudged** slowly up the stairs. By the time she got to her floor, there were beads of sweat rolling down her face.

\_\_\_\_\_

5. "I've written to the landlord about how frequently this broken elevator **malfunctions**," said a man with a black briefcase.

\_\_\_\_\_

6. Just then the elevator started **descending** again. As it made its way down to the first floor, Rosa felt proud of her mother for getting everyone to agree to work together.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each word below and listen for the sound of the vowel team. Sort the words by writing them in the correct column below. Underline the vowel team in each word.**

moisten	guarantee	household	impeach	exploit
painful	agreed	straighten	about	creatures

<i>ai as in main</i>	<i>ea as in reader</i>	<i>ee as in breezy</i>	<i>ou as in mouth</i>	<i>oi as in coil</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**B. Find the word in each row that has a vowel team used in the chart above. Write the word on the line, divide the word into syllables, and circle the vowel team.**

- |               |            |            |       |
|---------------|------------|------------|-------|
| 1. streamline | shimmer    | solution   | _____ |
| 2. calming    | earthbound | coward     | _____ |
| 3. equality   | pedigree   | understood | _____ |
| 4. spoilage   | paper      | lurking    | _____ |
| 5. education  | boyhood    | gaining    | _____ |

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to support an argument about what the theme of a story is.

<b>Topic sentence</b>	→	I think the theme of “Stuck Together” is that people will work for a common cause when someone takes the first step.
<b>Evidence</b>	→	I read that people in Rosa’s new building didn’t usually talk to each other. They were all angry about the broken elevator, but they had done little to solve the problem. When some of them get stuck in the elevator, Rosa’s mom speaks up. They decide her idea to work together to get the elevator fixed is a good one.
<b>Concluding statement</b>	→	I think events in the story support the message that people often need a little prodding to work together.

**Write a paragraph about the story you have chosen. Cite evidence from the text to show how events in the plot support what you identified as the theme, or the author’s overall message. Remember to pair action verbs with direct and indirect objects correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about transitional words and phrases that will make it easier for readers to keep track of where and when events take place.**

**Draft Model**

It had snowed hard during the night. The snow was very deep. Sally and her sisters built a snow fort. They saw that their elderly neighbors needed help shoveling their sidewalk. Sally and her sisters discussed together the idea of helping them.

1. What transitional words and phrases would show when Sally and her sisters built the fort? What words and phrases would show when other events happened?
  
2. What transitional words and phrases would show where different events took place?
  
3. What other words and phrases would help guide the reader smoothly from one event to the next?

**B. Now revise the draft by adding transitions to help readers keep track of when events take place and where the sisters are when events occur.**

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Name \_\_\_\_\_

recoiled

feebly

skewed

roused

vastness

summon

persistent

dilemma

Finish each sentence using the vocabulary word provided.

1. **(summon)** In order to lift the heavy box, \_\_\_\_\_

\_\_\_\_\_

2. **(feebly)** The sick dog \_\_\_\_\_

\_\_\_\_\_

3. **(dilemma)** Having to decide \_\_\_\_\_

\_\_\_\_\_

4. **(roused)** This morning, my parents \_\_\_\_\_

\_\_\_\_\_

5. **(vastness)** After our ship left the port, \_\_\_\_\_

\_\_\_\_\_

6. **(recoiled)** The boy \_\_\_\_\_

\_\_\_\_\_

7. **(persistent)** In order to get this problem solved \_\_\_\_\_

\_\_\_\_\_

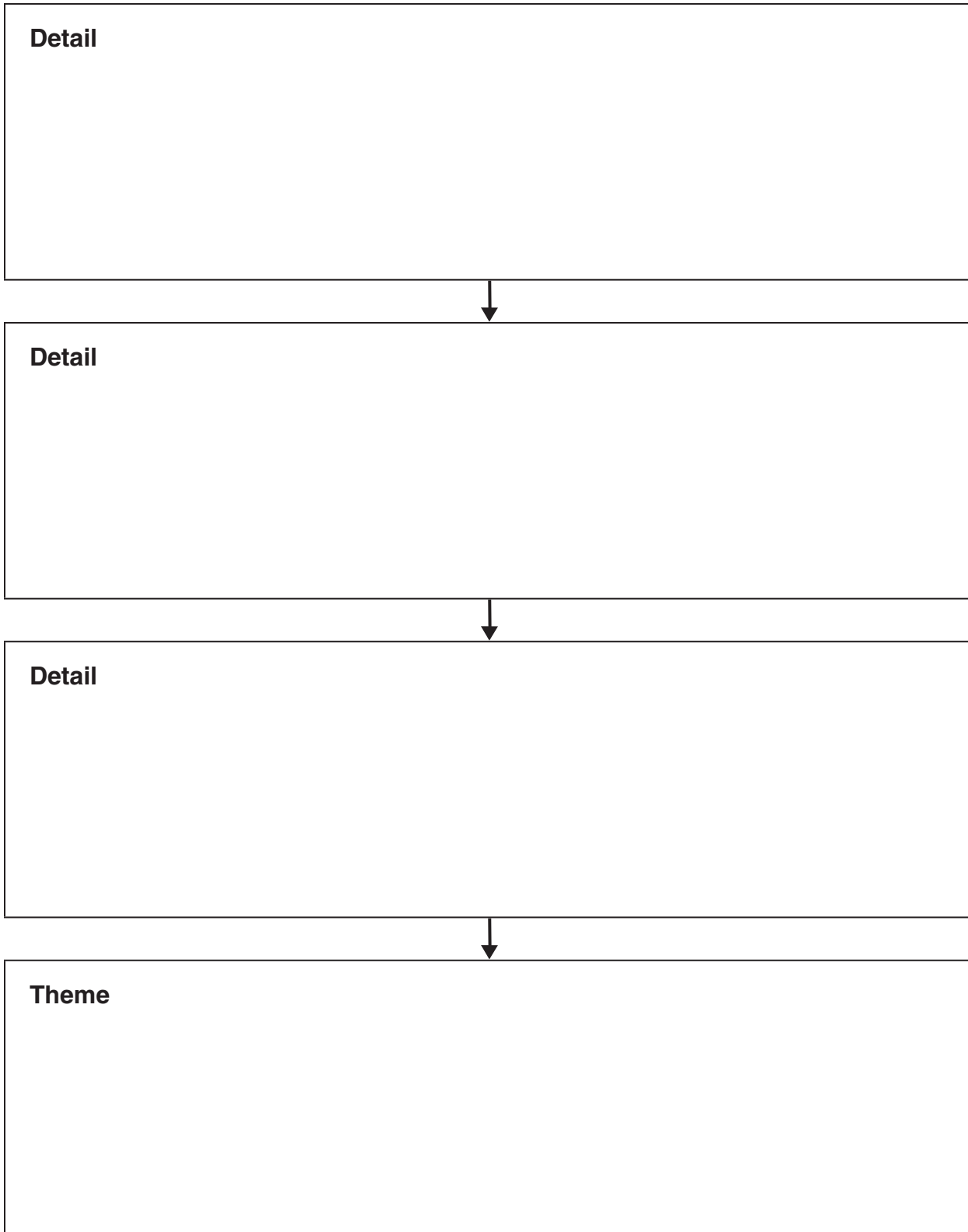
8. **(skewed)** The path of the storm suddenly \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to help you understand the theme.

### Poppy and the Junior Tigers

8 Poppy observed the group of 12-year-olds listlessly dribbling  
basketballs around the court at the community center.

16 “C’mon,” Poppy shouted. “More energy! Try passing.” As usual,  
25 however, passing was a total disaster. Balls hit people’s heads, legs, and  
37 shoulders and only very occasionally landed in anyone’s hands.

46 Poppy shook her head in disbelief. This was not what she had had in  
60 mind when she had volunteered to coach the community junior league  
71 basketball team. She had figured she’d be a superb basketball coach. After  
83 all, she was a state champion forward on her high school’s basketball  
95 team. Coaching would be fun! But after a few weeks with the Junior  
108 Tigers, Poppy was changing her tune. Not only were the Junior Tigers not  
121 interested in dribbling drills, but they also balked at running drills and  
133 shooting drills. Although Poppy had tried to explain just how important the  
145 drills were to performing well, the Junior Tigers just didn’t appear to care.

158 Poppy called out, “Kia, you’re begging for someone to steal the ball.  
170 Pass lower! Rosa, stop fiddling with your hair and focus! Carl, don’t run  
183 with the ball, but don’t trip over it, either.”

192 Mike, a tall, skinny kid who enjoyed hogging the ball, smirked. “Yeah,  
204 Carl, love your coordination.”

208 “Cut it out, Mike,” said Poppy. “Can we please actually function like a  
221 team?”

222 That evening, Poppy explained the situation to her dad. “None of the  
234 children seem to care about playing well, and I just don’t see the point  
248 when they make no effort. Maybe I should just quit and put us all out of  
264 our misery.”

Name \_\_\_\_\_

“Or maybe they just need some really compelling motivation,” said Poppy’s dad.

The following day at practice, Poppy made an announcement to the team. “You know, you guys could be playing games that make your community proud. You could be learning teamwork and cooperation skills that will help you your whole life, and some of you could maybe be good enough to one day get a basketball scholarship. Instead, you just want to fool around. You don’t care, and since you don’t care, well, I don’t care either. So, I want to tell you that today is my last day coaching you guys. Oh, and yeah, by the way, the center has to find a replacement, and unless that happens, it will be your last week for a while, as well.”

“Really?” asked Mike, looking crestfallen, his usual grin gone. “But I like basketball.”

“Yeah, we all do. Don’t you think you’re being a little mean?” asked Kia. “We’re just kids.”

Poppy sighed, “Yep, kids that should try harder and put in real effort. Now, line up for layups. I’m still the coach for now.”

To Poppy’s surprise, the Junior Tigers actually lined up without the usual shoving and pushing. They took turns shooting at the basket in an almost orderly fashion, and when Carl missed, Mike did not make fun of him.

Poppy tried dribbling drills. While there was still a bit too much chatter and running with the ball, for once, there was no loud complaining.

At the end of practice, Poppy felt encouraged. She said, “Hey, guys! You made some effort out there, so I’ll make some effort as well. If you want to do this—really do this the right way—I’ll stick around and try to whip you into shape. What do you think? Raise your hand if you are really ready to be a team.”

Then Poppy smiled because everyone’s hand went up.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In the beginning of the passage, how does Poppy feel about the Junior Tigers? Why?

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---

2. What does Poppy need to do to get the team to work harder in practice?

---

3. How do the Junior Tigers change their behavior when they think Poppy is going to quit?

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4. What do you think the theme of this story is?

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**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**Mustering Courage**

On weekends, Julian toils hard at his landscaping job, mowing lawns, clipping hedges, and heaving heavy loads of mulch all morning. By noon, he is starving, so he heads toward the town deli to buy lunch. A long line confronts him, and his stomach growls angrily. “Who’s next? What can I get for you?” the man at the deli counter hollers.

People behind Julian start to shout their orders: “Tuna on whole wheat!” “Hot pastrami on rye!” “Grilled cheese!” Julian gazes around and feels lost. His English is improving, but at times his throat closes and his face reddens.

A woman says to him, “It’s your turn, dear. Go ahead. I will wait.”

Julian musters his courage. “Turkey on a roll!” he shouts.

“You got it, my friend,” answers the man.

Confident, Julian replies, “Thanks, buddy!”

**Answer the questions about the text.**

1. List three text features that let you know this is realistic fiction.

\_\_\_\_\_

2. From what point of view is the story told? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

3. Choose a sentence from the text that contains strong verbs. How does this sentence provide a vivid picture?

\_\_\_\_\_  
\_\_\_\_\_

4. What is the theme of the story? List one clue that the writer provides.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.**

1. Not only were the Junior Tigers not interested in dribbling drills, but they also **balked** at running drills and shooting drills. Although Poppy had tried to explain just how important the drills were to performing well, the Junior Tigers just didn't appear to care.
- \_\_\_\_\_

2. Poppy called out, "Kia, you're begging for someone to steal the ball. Pass lower! Rosa, stop **fiddling** with your hair and focus!"
- \_\_\_\_\_

3. "Really?" asked Mike, looking **crestfallen**, his usual grin gone. "But I like basketball."
- \_\_\_\_\_

4. "Carl, don't run with the ball, but don't trip over it, either." Mike, a tall, skinny kid who enjoyed hogging the ball, smirked. "Yeah, Carl, love your **coordination**."
- \_\_\_\_\_

5. To Poppy's surprise, the Junior Tigers actually lined up without the usual shoving and pushing. They took turns shooting at the basket in an almost orderly **fashion**.
- \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Circle the word with an *r*-controlled vowel syllable. Write the word on the line and underline the *r*-controlled vowel syllable.**

- I am the only daughter in my family. \_\_\_\_\_
- My ancestors came to the United States from China. \_\_\_\_\_
- Would you like oil and vinegar dressing on your salad? \_\_\_\_\_
- I like to keep a calendar in my notebook. \_\_\_\_\_
- The class chose apple juice as its top flavor. \_\_\_\_\_
- My dad made a huge vegetable platter for the holiday. \_\_\_\_\_

**B. Read the words in the box below. Sort the words by their *r*-controlled vowel syllable. Write the words that have the same final syllable in the correct column.**

cellar	observer	janitor	traitor
waiter	singular	customer	similar
actor	dollar	ancestor	stroller

<b>-er</b>	<b>-tor</b>	<b>-lar</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to support an argument about whether events in a story's plot support a clear theme.

**Topic sentence**

I think the plot of "Anita and the Junior Tigers" clearly supports the theme that a bold action is often needed to get a good result. I read that Anita had trouble getting kids

**Evidence**

on her team to work hard. When she wanted to quit as coach, her dad's advice gave her a new perspective. In the central plot event, Anita tells the kids she is leaving them.

**Concluding statement**

That makes them start trying. I think the key plot events show how the characters change and make clear the theme that trying a new approach can make things happen.

**Write a paragraph about the story you have chosen. Cite evidence from the text to support a claim about whether key plot events clearly develop the theme. Be sure to show how plot events cause characters to change. Remember to use the correct verb tenses so that subjects and verbs agree.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think of ways to make the conclusion stronger.**

### **Draft Model**

Susan said her last lines in the play and the stage went dark. The lights came back on, and the audience went wild with applause. She had done it!

1. How does Susan feel when she hears the audience's reaction?  
Why?
2. What does Susan learn about herself from finishing the performance?
3. What other details could help clarify previous events and give readers a sense of closure?

**B. Now revise the draft by adding details that will help the reader better understand how Susan feels and what she has learned.**

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Name \_\_\_\_\_

windswept

sharecropper

impoverished

abundant

unearthed

solitude

ingenuity

productivity

**Use each pair of vocabulary words in a single sentence.****1.** sharecropper, windswept

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**2.** impoverished, unearthed

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**3.** ingenuity, productivity

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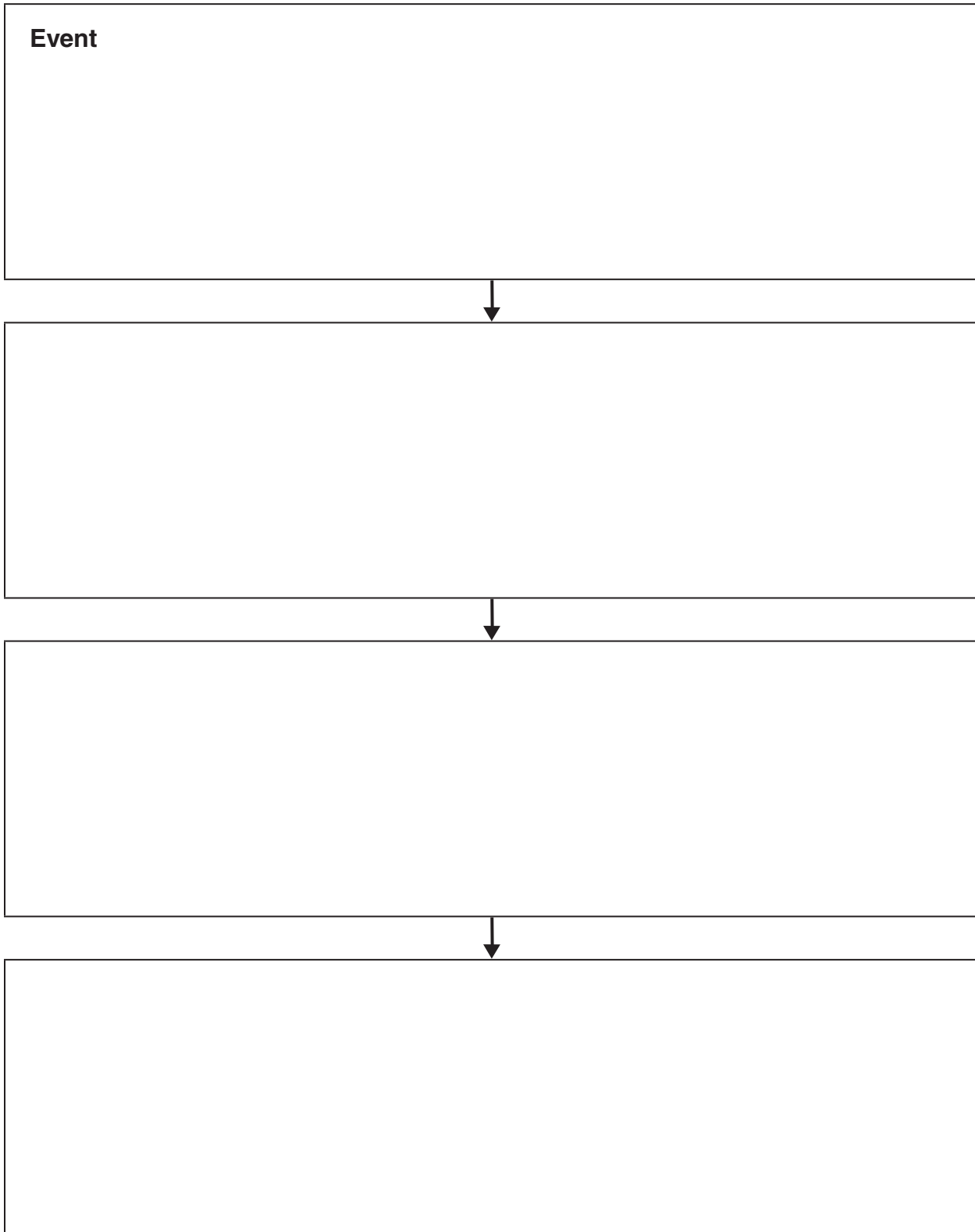
**4.** abundant, solitude

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Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**



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Name \_\_\_\_\_

**Read the passage. Use the summarize strategy to identify important ideas and events.**

## Clean Water Partners

13 The facts are clear. Nearly a billion people in the world need safer  
14 drinking water. Unclean water causes many diseases that result in millions  
15 of deaths. Imagine how your life would be transformed if you didn't have  
16 a reliable supply of water. What if your water was contaminated?

### 48 **A Water Crisis**

51 In some countries, people spend hours a day carrying water to their  
52 homes. Women and girls are often the ones assigned the chore of collecting  
53 water. Because of this chore, the women cannot take jobs, which would help  
54 their finances. The girls are unable to attend school, which would prepare  
55 them for future opportunities. Sometimes they must walk long distances to  
56 find water, but often the water is unhealthy. Where water is scarce, people  
57 are usually poor. Where there is no clean water, people are often sick.

### 138 **Solving the Problem**

141 Getting clean water to all people is a serious problem. However, some  
142 progress has been made. More people are speaking out, drawing attention to  
143 this concern. Many groups are actively raising money to build wells in remote  
144 places. People are working together to provide clean water for those in need.

### 191 **First Things First**

194 To start a water project, planners know what must come first. Outsiders  
195 must take time to learn the beliefs and culture of the people they want to  
196 help. Once there is trust and respect, then everyone can begin working  
197 together to solve the problem.

198 The next step is to train members of the community. Project planners teach  
199 people how the water source will work. The people can learn about sanitation  
200 issues. They discover how to troubleshoot problems that may arise later. When  
201 everyone agrees on the plan, then the community decides how to participate.

Name \_\_\_\_\_

### Everybody Worked Together

Modderspruit is a tiny village in South Africa. They had nothing but a trickle of water for nearly 2,000 families. The villagers knew they must act to solve their problem. A dam had been built in the region in the 1920s, creating a reservoir. It was used mostly to water farm crops. Over the years, more and more canals were added like fingers on a hand. Those canals distributed water to new villages. Over time, the people who lived at the end of the line had little or no water.

To survive, the villagers had to transport water from a water source across a busy highway. Every day they dodged speeding vehicles as they carried containers of water to their homes. Even the highway company recognized the villagers' need.



**The village of Modderspruit is about an hour's drive from Johannesburg, the capital of Gauteng, a province of South Africa.**

### Teamwork

In a spirit of cooperation, the highway owners offered to help. They promised to drill a borehole, a deep hole used to find a hidden source of water. The villagers had a community center that was seldom used because there was no water for it. Modderspruit decided the center would be a perfect location to drill.

Then the highway company contacted another agency to help with the next step. Once the water was found, it had to get above ground to the people. It was time to decide how to pump the water to the community center. The agency and village leaders decided on a solar-powered pump. There is only a little electricity in South Africa but a lot of sunshine. A solar pump and two 5,000-liter storage tanks were installed at the center. The borehole successfully produced an abundance of clean water.

### A Satisfying Outcome

The villagers often use the community center now. Water is available for bathrooms and showers. The children can play and attend school instead of always carrying water. The villagers are grateful for all the people who helped solve their problem.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is the main problem mentioned in the first paragraph?

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2. List the events under the heading “Teamwork” that helped the villagers of Modderspruit, South Africa, build a new well.

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3. What was the outcome of the steps used to solve the village’s water problem?

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**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

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Name \_\_\_\_\_

### **Florida Community Defeats Air Polluters**

For 30 years, a charcoal factory owned by Royal Oak Corporation operated in Ocala, Florida. Ruth Reed, a community leader of African American homeowners, organized her neighbors to demand that the factory stop polluting the air. The group wrote letters to city and state officials to complain. When that didn't work, they hung bed sheets out to catch soot from the factory and brought the dirty sheets to city council meetings as proof. Eventually, government agencies listened and said they would investigate. Not trusting them, Ruth's group wisely hired their own experts to test the air. Afraid of what the tests would reveal, Royal Oak decided to close the factory.

#### **Answer the questions about the text.**

1. What two features of narrative nonfiction can you find in this text?

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2. What is the text's topic? What was your first clue?

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3. Give an example of a sentence in the text that shows the author's tone and point of view on the topic.

---



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4. List two important facts from the text that are important to the story.

---



---

Name \_\_\_\_\_

**A. Choose the prefix *un-* or *trans-* to change the meaning of each word below. Then use each word in a sentence.**

1. clean \_\_\_\_\_  
\_\_\_\_\_2. helpful \_\_\_\_\_  
\_\_\_\_\_3. form \_\_\_\_\_  
\_\_\_\_\_4. port \_\_\_\_\_  
\_\_\_\_\_5. available \_\_\_\_\_  
\_\_\_\_\_

**B. Read the words below. On the line provided write how (or whether) the part of speech changes when the suffix changes.**

6. sanitary → sanitation  
\_\_\_\_\_7. transport → transportation  
\_\_\_\_\_8. plan → planner  
\_\_\_\_\_9. outside → outsiders  
\_\_\_\_\_



Name \_\_\_\_\_

dollar	people	enough	answer	address
instead	receive	children	always	receipt

**A. Read the words in the box above. On the lines below, write the words that have two syllables that are divided between consonants. Mark the other words with an X.**

\_\_\_\_\_

\_\_\_\_\_

**B. In each row, choose the word with a vowel team that makes the short vowel sound in bold. Write the word. Then underline the two letters that make the vowel team.**

- |                   |         |          |          |       |
|-------------------|---------|----------|----------|-------|
| 1. <b>short e</b> | against | strain   | retrieve | _____ |
| 2. <b>short e</b> | believe | railroad | ready    | _____ |
| 3. <b>short e</b> | greed   | guess    | monkey   | _____ |
| 4. <b>short u</b> | enough  | cloud    | scream   | _____ |
| 5. <b>short u</b> | cousin  | coarse   | tiptoe   | _____ |
| 6. <b>short u</b> | refuse  | boast    | because  | _____ |

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to analyze the author’s use of sequence to explain how a problem was solved.

<b>Topic sentence</b>	→	In “Clean Water Partners,” the author uses sequence to show how the problem of supplying clean water can be solved. The author explains the steps needed to get clean water. When a place that needs better water is identified, the first step is getting to know the people and their problems. Next, a plan is made. Then, as in Modderspruit, several groups work together to drill a well and build a pumping system. Learning about the steps that are taken to supply clean water helps me understand just how much is involved.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses sequence to help readers understand a process. Remember to use transitions when needed and to use main verbs and helping verbs correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what relevant details and evidence you can add.**

**Draft Model**

Mom and Dad were tired because they had three kids and full-time jobs. I got my big brothers to agree that we would cook dinner twice a week. Everything is better now.

1. What facts, examples, or quotations could you add to help readers understand the family's situation?
  
2. What details could you add to help readers understand the narrator's actions?
  
3. What details would help readers better understand and visualize the conclusion?

**B. Now revise the draft by adding relevant details and evidence to help readers learn more about how one family solves a problem.**

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Name \_\_\_\_\_

adept

prominent

spectators

aristocracy

prevail

collective

perseverance

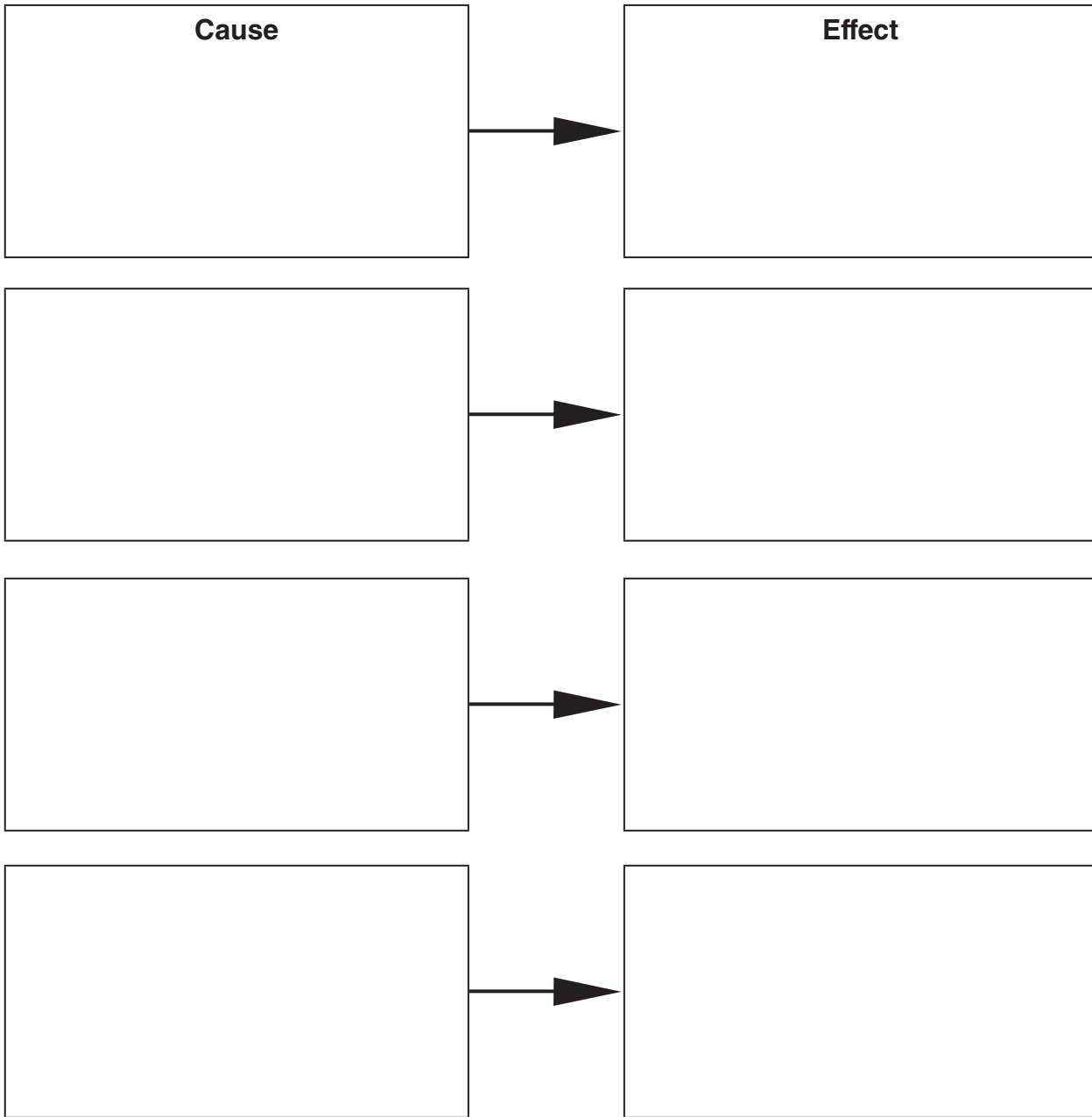
trailblazer

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

1. What is an activity you want to be more **adept** at doing? \_\_\_\_\_  
\_\_\_\_\_
2. What might make someone a **prominent** citizen? \_\_\_\_\_  
\_\_\_\_\_
3. Why would **spectators** go to a basketball game? \_\_\_\_\_  
\_\_\_\_\_
4. What group of people might be considered part of the **aristocracy**? \_\_\_\_\_  
\_\_\_\_\_
5. What does it take to **prevail** in a difficult situation? \_\_\_\_\_  
\_\_\_\_\_
6. What is a **collective** decision? \_\_\_\_\_  
\_\_\_\_\_
7. Why might someone be considered a **trailblazer**? \_\_\_\_\_  
\_\_\_\_\_
8. What is an example of **perseverance**? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.



Name \_\_\_\_\_

Read the passage. Use the summarizing strategy to identify important events in Clemente's life.

## Roberto Clemente: A Legendary Life

### From Puerto Rico to America

5 American Baseball Hall of Famer Roberto Clemente was born in rural  
16 Puerto Rico in 1934. No one imagined that little boy would someday set  
29 amazing records in baseball. From early childhood, Clemente showed  
38 exceptional athletic skill. As a teenager, his passion was baseball.

48 Soon the word was out. Clemente was offered a baseball contract with  
60 the Dodgers while he was still in high school. He accepted, but one year  
74 later moved on to the Pittsburgh Pirates. Clemente was a Pirate for 18  
87 seasons until his untimely death at age 38 in a tragic plane crash.

100 Clemente was an American success story. He rose from a life of poverty  
113 to become a professional athlete. He stepped into a sport that had been  
126 played mostly by white men. This paved the way for other Latinos.  
138 Clemente broke through the racial barriers of his day. To achieve his goals,  
151 he overcame many obstacles.

### 155 Strike One

157 When young Clemente came to the United States, he didn't know  
168 English. A worse challenge that he had to face was discrimination.  
179 Clemente had not thought much about his race as a black Puerto Rican.  
192 However, the United States had laws that separated blacks and whites in  
204 the 1950s. Most hotels and restaurants would not allow blacks back then.  
216 Clemente had to find separate lodging during spring training. He often ate  
228 his meals on the team bus.

234 Clemente may have thrilled baseball fans, but sports reporters did not  
245 rally around him. They teased him for his strong Latino accent. Clemente  
257 seemed like a foreigner to the African American community. He was  
268 an outsider in the mostly white steel town of Pittsburgh. It seemed that  
281 Clemente didn't fit in.

Name \_\_\_\_\_

Clemente quickly became a defender of his rights and the rights of others. When he heard insults thrown at a teammate, Clemente let everyone know it was wrong. He became a leader in the Major League's union. He demanded fair working conditions for all.

Reporters tried to nickname him "Bob" or "Bobby." Clemente rejected those American names. He said words to the effect of "I'm Puerto Rican and you can call me Roberto." He was proud of his heritage.

### Play Ball

Clemente was a powerhouse. He was a hard hitter with a lifetime batting average of .317. Clemente routinely kept hopeful batters from getting to base. He could track down balls hit between right and center field with lightning speed. Fans were awed by Clemente's throwing arm.

Clemente won many awards. He took four National League batting titles. Clemente was one of only ten players who had gotten 3,000 base hits. He was awarded 12 Gold Gloves, an honor given to the best fielding players in the league.

### Making a Difference

Clemente was a planner and a doer. In 1972 Nicaragua suffered a huge earthquake. Clemente rounded up supplies to aid the victims. On New Year's Eve, he told his wife good-bye and took off on a flight to Nicaragua. Just after the plane was in the air, one of the engines exploded. Then there was another explosion. Two more blasts followed. The plane went down. When the word got out, fans around the world mourned his death.

Clemente had seen people struggle, and he wanted to help. He died serving others, which had become his life goal. Those who knew him best would say that Clemente was a model of hard work. He was a man of integrity who stood by what he believed.

Clemente was willing to break down barriers and lead the way for others to follow.



Don Tremain/Photodisc/Getty Images

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What were two effects of the discrimination that Clemente faced in the 1950s?

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2. What were some effects of Clemente's great skill at playing professional baseball?

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3. What caused Clemente to travel to Nicaragua in 1972?

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4. What effect did Clemente's career and life have on Latinos who played professional baseball in later years?

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---

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

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



Name \_\_\_\_\_

## Thurgood Marshall: First African American Supreme Court Justice

Thurgood Marshall was born on July 2, 1908, in Baltimore, Maryland. After finishing college, he experienced racial discrimination firsthand. He was rejected from University of Maryland law school because he wasn't white. How would this brilliant man resolve this obstacle? He kept his dream and attended Howard University law school. After graduating first in his class from Howard University, Marshall was thinking, "I want to work for the rights of all people," so he became a civil rights lawyer. His biggest victory was *Brown v. Board of Education of Topeka* in 1954. In this case, the Supreme Court found racial segregation in public schools unconstitutional. In 1967 Marshall became the first African American on the Supreme Court. As a Supreme Court Justice, Marshall worked for civil rights until he retired in 1991. He died in 1993.

### Answer the questions about the text.

1. How do you know the text is a biography? Who is the subject?

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2. What sentence in the text adds suspense and makes you want to know more?

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3. What sentence or part of a sentence in the text presents a thought that Marshall may have had?

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4. What events do you think caused Marshall to become a civil rights lawyer?

---

Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.**

1. Clemente was a Pirate for 18 seasons until his **untimely** death at age 38 in a tragic plane crash.

\_\_\_\_\_

2. Clemente broke through the racial **barriers** of his day. To achieve his goals, he overcame many obstacles.

\_\_\_\_\_

3. A worse challenge that he had to face was **discrimination**. Clemente had not thought much about his race as a black Puerto Rican. However, the United States had laws that separated blacks and whites in the 1950s. Most hotels and restaurants would not allow blacks back then.

\_\_\_\_\_

\_\_\_\_\_

4. He said words to the effect of "I'm Puerto Rican and you can call me Roberto." He was proud of his **heritage**.

\_\_\_\_\_

5. Clemente was a **powerhouse**. He was a hard hitter with a lifetime batting average of .317. Clemente routinely kept hopeful batters from getting to base.

\_\_\_\_\_

6. He was a man of **integrity** who stood by what he believed.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Add the prefix to each word. Write the new word on the line.**

1. un + known = \_\_\_\_\_

2. in + credible = \_\_\_\_\_

3. out + post = \_\_\_\_\_

4. super + market = \_\_\_\_\_

5. en + rich = \_\_\_\_\_

6. un + slightly = \_\_\_\_\_

**un-** not; opposite**in-** not; into**en-** to make; put into**super-** above; beyond**B. Read the prefixes and their meanings in the box above. Use the prefixes to help you decode and understand the words below. Circle the prefix in each word. Then write the meaning of each word on the line.**

7. independent \_\_\_\_\_

8. enlarge \_\_\_\_\_

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

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

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to explain how an author used text structure to show causes and effects in a person's life.

<b>Topic sentence</b>	→	<p>“Roberto Clemente: A Legendary Life” helps me understand Clemente by explaining what caused him to take certain actions. The author shows how Clemente’s athletic skill caused his success with the Pirates. I read how racism caused him to feel like an outsider. When people were insulted, Clemente defended them. Finally, when people needed help in Nicaragua, he chose to go there. Sadly, he died as a result. Reading about the effect on Clemente of events in his life helped me understand him as a person.</p>
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author used causes and effects to help explain how a person lived. Remember to use evidence to support your ideas and to use linking verbs correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think of ways to add a distinctive voice to the text.**

**Draft Model**

The sky was dark. The wind blew hard. A tree crashed in the yard, and the lights went out. My little brother started to cry, but Mom calmly lit candles and started telling us stories.

1. How can you change the first sentence to give it an engaging style and tone?
2. What sensory details would help describe the storm?
3. What details would explain the narrator’s feelings?
4. What details would show the author’s attitude toward the mother?

**B. Now revise the draft by adding strong adjectives and verbs to present the information in a more engaging voice.**

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Name \_\_\_\_\_

commonplace

initial

invasive

optimal

advocates

designate

insulation

irrational

**Finish each sentence using the vocabulary word provided.**1. **(initial)** They had to come up with a new solution when \_\_\_\_\_

\_\_\_\_\_ .

2. **(commonplace)** Where I live \_\_\_\_\_

\_\_\_\_\_ .

3. **(irrational)** The idea that \_\_\_\_\_

\_\_\_\_\_ .

4. **(designate)** I think the plan is \_\_\_\_\_

\_\_\_\_\_ .

5. **(optimal)** My mother decided \_\_\_\_\_

\_\_\_\_\_ .

6. **(advocates)** We were able to buy new books \_\_\_\_\_

\_\_\_\_\_ .

7. **(insulation)** The builders installed \_\_\_\_\_

\_\_\_\_\_ .

8. **(invasive)** The vines were pretty to look at, but \_\_\_\_\_

\_\_\_\_\_ .

Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to check your understanding of the text.

### Trees for a Healthier Africa

12 Environmentalists are calling for people to plant millions of trees in an  
 26 effort to improve life in Africa. How can planting trees boost the quality of  
 39 life? Forests in many regions of Africa have not been conserved. Instead of  
 48 being protected, many trees have been overharvested. Such deforestation  
 63 can cause dire results. Less rain, more heat, and erosion are just a few of  
 75 the grim effects of deforestation. These conditions can cause crops to fail,  
 86 leading to famine. As people compete for resources, conflicts can occur.  
 95 Environmentalists believe planting and growing large numbers of trees  
 will bring about a positive reversal of deforestation.

#### 103 Learning to Change

106 Knowing the impact of destroying forests may help prevent such ruin  
 117 in the future. People have learned what went wrong and how to restore  
 130 the forests. In the past, it was easy to take the trees for granted. Now the  
 146 people know that when trees cease to exist, the climate, land, and people  
 159 are all affected. When the trees disappear, they must be replaced.

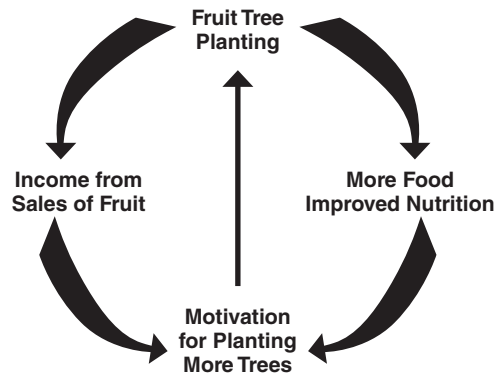
170 African people have learned about trees and the greenhouse effect.  
 180 Plants store carbon dioxide (CO<sub>2</sub>). When forests rot or burn, they put  
 192 more CO<sub>2</sub> in the atmosphere, which causes the “greenhouse effect.” Gases  
 203 like CO<sub>2</sub> trap heat close to the earth. The gases work like a glass roof  
 218 in a greenhouse that holds in the sun’s heat. The greenhouse effect can  
 231 cause our climate to become warmer. People in Africa are learning how  
 243 to improve their environment by planting and protecting this important  
 253 resource.



Name \_\_\_\_\_

**RIPPLE Africa—Cook Stoves and Fruit Trees**

RIPPLE is a group in Malawi, Africa, that has helped plant millions of fast-growing trees to improve the environment. Some families have received as many as 25 trees. They learn how to cut only the branches for firewood instead of the whole tree. RIPPLE has combined tree planting with a cook stove project. People are taught to build cook stoves with mud bricks. RIPPLE supplies a new fuel for the stoves, which saves trees. They have also helped people grow fruit trees. The trees help with both food and income, which encourage more planting.

**Green Belt Movement—Wangari Maathai**

A Nobel Peace Prize winner from Kenya also helped people protect their environment by planting trees. Beginning in 1976, Dr. Wangari Maathai encouraged tree planting. Through a group called The Green Belt Movement, Maathai helped women plant more than 40 million trees. At the United Nations, Dr. Maathai called for all nations to stop taking the trees for granted.

**The African Wildlife Foundation**

The African Wildlife Foundation (AWF) is another group working hard to reverse deforestation. AWF studied the dwindling forests in an effort to slow CO<sub>2</sub> buildup. They made plans to increase tree growth instead of letting the forests shrink even more. AWF found places where women could grow tree seedlings. The seedlings became a source of income for the women. The AWF bought the trees for replanting after they grew. Dr. Steven Kiruswa is the former AWF Director in Tanzania. He says, “AWF knows the threat of climate change to Africa and is working on ways to reduce CO<sub>2</sub> and deforestation.”

**What Does It Take?**

Reversing deforestation takes time, but many people are working to turn it around. People have chosen not to make the same mistakes again. By working together they hope to improve the earth’s environment.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What are three details that support the main idea that deforestation can cause dire results?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the main idea of paragraph 3 on the second page of the passage?

\_\_\_\_\_

\_\_\_\_\_

3. What is the main idea of the entire passage?

\_\_\_\_\_

\_\_\_\_\_

4. What are two details that support the main idea of this passage?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

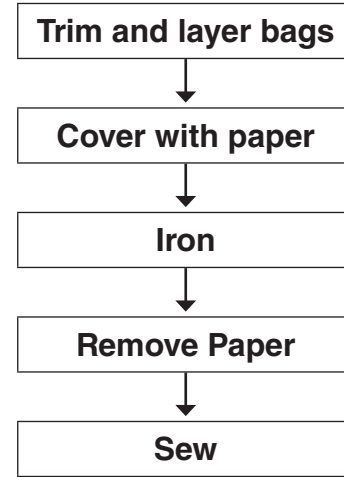
**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Making Fashion from Plastic Bags

As part of the worldwide movement to “go green,” some fashion designers are creating clothing from plastic bags. Here’s how: First, flatten three or four bags and use scissors to trim off the handles and bottom seams. Next, layer the bags into one pile. Place paper on top of and below the bags. Next, iron for about fifteen seconds per side. Allow it to cool and then peel away the paper. Use your new plastic fabric to sew dresses, tote bags, wallets, and more.



**Answer the questions about the text.**

1. How do you know this is expository text?

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2. What text features does this text include?

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3. Is the heading a strong one for this text? Why or why not?

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4. What information does the flowchart provide?

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Name \_\_\_\_\_

**Read each passage. Look at the word in bold. If the underlined word is a synonym clue write S after the passage. If it is an antonym clue, write A. Write a definition of the word in bold. Then write a sentence using the word.**

1. Forests in many regions of Africa have not been **conserved**.  
Instead of being protected, many trees have been overharvested. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Such deforestation can cause **dire** results. Less rain, more heat, and erosion are just a few of the grim effects of deforestation. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Knowing the impact of **destroying** forests may help prevent such ruin in the future. People have learned what went wrong and how to restore the forests. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. AWF studied the **dwindling** forests in an effort to slow CO<sub>2</sub> buildup. They had the goal of increasing tree growth instead of letting the forests shrink even more. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **Reversing** deforestation takes time, but many people are working to turn it around. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Add either *-ion* or *-ation* to the word in parentheses. Write the new word on the line to complete the sentence.**

1. The **(react)** \_\_\_\_\_ of the crowd was surprising.

2. In order to use the computers, we will need some **(instruct)**

\_\_\_\_\_.

3. The entire school has a high-speed Internet **(connect)**

\_\_\_\_\_.

4. Our district has strong **(represent)** \_\_\_\_\_  
in Congress.

5. What kind of **(consult)** \_\_\_\_\_ did the counselor  
provide?

6. Painting has always been my favorite form of **(express)**

\_\_\_\_\_.

**B. Change each verb into a noun by adding *-ion* or *-ation*. Each answer will require either dropping or changing the final e.**

7. illustrate \_\_\_\_\_

8. observe \_\_\_\_\_

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

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

11. inspire \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to support a claim about the author’s choice of words to provide information and make a point.

<b>Topic sentence</b>	→	<p>I think the author of “Trees for a Healthier Africa” could have used even more strong words to help readers understand the importance of trees. Although the author uses words like <i>dire</i>, <i>grim</i>, and <i>ruin</i> to describe the effects of deforestation, some other words and phrases are not as strong. For example, “cease to exist” could be changed to “are wiped out.” The phrase “repeat their blunders” would be stronger than “make the same mistakes.” When explaining something as important as reforestation, the author could have used even more words that show how urgent the issue is.</p>
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze whether the author’s choice of words helps to convey the overall message. Remember to support your claim with enough evidence and to use irregular verbs correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about ways to add opposing claims and counterarguments to help strengthen the writer’s argument.**

**Draft Model**

We should all own a reusable shopping bag. This will keep plastic out of our landfills.

1. How might readers challenge or criticize the statement in the first sentence? Make this criticism an opposing claim.
2. What would be a good counterargument to that opposing claim?
3. What might be an opposing claim to the statement in the second sentence?
4. What would be a good counterargument to that opposing claim?

**B. Now revise the draft by adding opposing claims and counterarguments to those claims.**

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Name \_\_\_\_\_

alignment

calamity

generated

periodic

prolonged

tenacity

eclipse

inconvenience

**Use each pair of vocabulary words in a single sentence.****1. calamity, generated**

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**2. prolonged, inconvenience**

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**3. alignment, periodic**

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**4. tenacity, eclipse**


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Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details	Author's Point of View
	

Name \_\_\_\_\_

Read the passage. Use the reread strategy to check details in the text to make sure you understand it.

## Preparing for an Inevitable Earthquake

14 If the ground starts to shake, what should you do? The people who need  
 26 to know are those who live where earthquakes might happen. Having a  
 41 plan for this kind of crisis can save lives. The state of California has a  
 53 history of serious earthquakes. People there can reduce the risk of lost  
 61 lives and property damage. California's Emergency Management Agency  
 65 tries to prepare everyone.

65 The breaking and shifting of rock plates far below the earth's surface  
 77 causes earthquakes. Pressure builds between the plates until they finally  
 87 break free, shifting the earth above. Powerful earthquakes can cause  
 97 buildings to collapse. Phone service is often lost. Gas and electricity lines  
 109 can break. Landslides, floods, and fires may take place. In coastal areas,  
 121 tsunamis can bring huge sea waves over the land. To prepare for these  
 134 disasters, people must be trained so lives can be saved.

### 144 What Rescuers Recommend

147 Surprisingly, one of the greatest dangers is caused by what people do  
 159 during an earthquake. By instinct, people tend to run outside to escape.  
 171 Most injuries occur when people try to exit or move within a building.  
 184 Broken ceilings and windows can injure the person fleeing. Rescue teams  
 195 from all over the world agree on one thing. To reduce injury and death,  
 209 people should take three simple steps. The earthquake plan is called  
 220 "Drop, Cover, and Hold On!" The first step is to *drop down* on your  
 234 hands and knees. This keeps you from falling if the floor is moving. The  
 248 next step is to *take cover* under a strong table or desk. *Hold on* to the  
 264 table tightly. If you don't have a sturdy table, find the closest inside wall.  
 278 Cover your head and neck with your arms. This sounds easy, but without  
 291 practicing this procedure often, people may still panic and run.

Name \_\_\_\_\_

### Managing the Risk

Most Californians realize they may someday face an earthquake. The history of California earthquakes goes back more than two hundred years. The first recorded earthquake dates back to 1769 when an explorer felt the ground shaking. In 1906 the San Francisco earthquake lasted less than one minute, yet destroyed the city. Between 225,000 and 300,000 people became homeless. Five major earthquakes have struck since 1906. These major earthquakes have caused California leaders to take action.

The leaders have done research to help reduce loss of life in earthquakes. Lawmakers have made important changes to building codes. Builders must now make homes and buildings better able to withstand an earthquake. They have mapped the land to show which areas would be most affected by an earthquake. Builders are not allowed to build in those high-risk places. Older buildings must have inspections. Dangerous structures must have signs posted so people know the risk. Government programs help fund the repairs.

In countries where buildings are made of mud-brick (adobe), there is much more danger. They are not built to withstand an earthquake. That is when it does make sense to run. In California, most buildings are not as likely to collapse. The stricter building codes have reduced this danger.



G.K. Gilbert/USGS

### Preventing Unnecessary Loss

Earthquake scientists, emergency managers, and community leaders are working together in California. People study public school structures to ensure those buildings meet safety codes. The leaders have published a handbook about how to respond to earthquakes. They hold public drills to help people practice the “Drop, Cover, and Hold On!” procedure. A coloring book is available for children with tips on how to stay safe. If everyone prepares for what may come, injuries will be less likely.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What fact does the author provide about the cause of most injuries during earthquakes?

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2. What steps do rescuers recommend that people take to reduce the risk of injury during earthquakes?

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3. Is the author in favor of these steps? How can you tell?

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4. What is the author's point of view about being prepared for earthquakes? Does the author present this point of view objectively? Explain.

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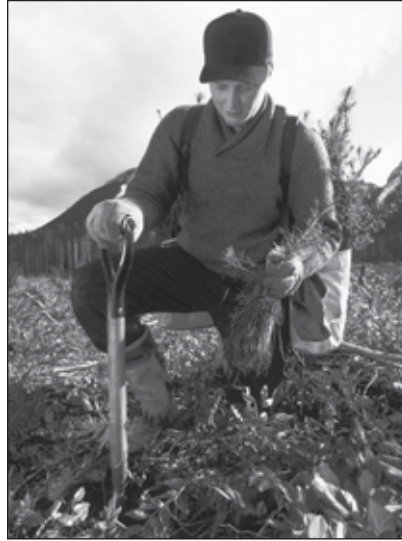
**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Reforestation in Guatemala

Entire villages in Guatemala can be wiped out by mudslides. In 2005, Anne Hallum witnessed the horrible effects. She recalled that one couple lost their home and their children in a mudslide. Deforestation, or cutting down trees, is a huge cause of this problem. “We learned the hard way that without trees, we are at risk,” said José Avelino Boc, a lemon farmer and Alliance member. Hallum, co-founder of the Alliance for International Reforestation (AIR), has taught Guatemalan villagers to plant trees to protect their forests and villages since 1992. Hallum said, “Food, shade, fertilizer, and mudslide protection—the trees can do it all.”



Lloyd Sutton/Alamy

**Replanting trees is one way to protect villages from mudslides.**

### Answer the questions about the text.

1. What text features does this text contain? List two.

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2. What event does this text first describe? What positive actions happened as a result of the event?

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3. What do the photograph and caption add to your understanding of mudslides?

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Name \_\_\_\_\_

**Read each passage. Underline the paragraph clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.**

1. In **coastal** areas, tsunamis can bring huge sea waves over the land. To prepare for these disasters, people must be trained so lives can be saved.
- 

2. Surprisingly, one of the greatest dangers is caused by what people do during an earthquake. By instinct, people tend to run outside to escape. Most injuries occur when people try to exit or move within a building. Broken ceilings and windows can injure the person **fleeing**.
- 

3. The earthquake plan is called "Drop, Cover, and Hold On!" The first step is to *drop down* on your hands and knees. This keeps you from falling if the floor is moving. The next step is to *take cover* under a strong table or desk. *Hold on* to the table tightly. If you don't have a sturdy table, find the closest inside wall. Cover your head and neck with your arms. This sounds easy, but without practicing this **procedure** often, people may still panic and run.
- 

4. The leaders have done research to help reduce loss of life in earthquakes. Lawmakers have made important changes to building **codes**. Builders must now make homes and buildings better able to withstand an earthquake.
-

Name \_\_\_\_\_

permission

inclusion

exclamation

division

explosion

explanation

**A. Read each word below. Choose a word from the box that shows the word with the suffix *-ion* added to it. Then write the word on the line.**

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

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

3. explain \_\_\_\_\_

4. include \_\_\_\_\_

5. divide \_\_\_\_\_

**B. Add the suffix *-ion* to each of the following words. Remember to change the spelling of the word, as needed, to change the word to a noun.**

6. admit + ion = \_\_\_\_\_

7. collide + ion = \_\_\_\_\_

8. omit + ion = \_\_\_\_\_

9. transmit + ion = \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The paragraph below cites evidence to share an opinion about two points of view.

<b>Topic sentence</b>	→	I think the authors of “Preparing for an Inevitable Earthquake” and “Reforestation in Guatemala” both express their points of view well.
<b>Evidence</b>	→	The text about earthquakes shares the opinion that “people must be trained” to protect themselves. That direct way of expressing a point of view is followed by examples of what to do and facts about safer buildings. The text about Guatemala uses strong words and quotations from real people to share a more personal point of view.
<b>Concluding statement</b>	→	Both the factual information in one text and the more personal approach in the other express points of view that help readers understand the topics.

**Write a paragraph about the texts you have chosen. Cite evidence from the text that supports your opinion about how the two authors express their points of view. Remember to pair pronouns and antecedents clearly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to make the order of importance clear to the reader.**

**Draft Model**

There are good reasons to have an earthquake kit. Lights may go out, so you will need flashlights. Gas lines may break, so you will need ready-to-eat food. Water may become undrinkable, so you will need bottled water.

1. What is the most important reason to have an earthquake kit?  
What words or phrases would help show its importance?
  
2. How can the other reasons be changed or rearranged to help clarify the logical sequence of the text?
  
3. What sequence words and phrases would help clarify the relationships between the ideas?

**B. Now revise the draft by rearranging sentences and adding sequence words and phrases to strengthen the order of importance.**

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Name \_\_\_\_\_

assess

compensate

deteriorated

devastating

implement

peripheral

potential

summit

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

1. What new programs would you like your school to **implement**? \_\_\_\_\_  
\_\_\_\_\_

2. What does your **peripheral** vision help you to see? \_\_\_\_\_  
\_\_\_\_\_

3. If an athlete goes to practice every day, what does she or he have the **potential** to do? \_\_\_\_\_  
\_\_\_\_\_

4. Where is the **summit** of a mountain? \_\_\_\_\_  
\_\_\_\_\_

5. In a dance contest, what do judges **assess**? \_\_\_\_\_  
\_\_\_\_\_

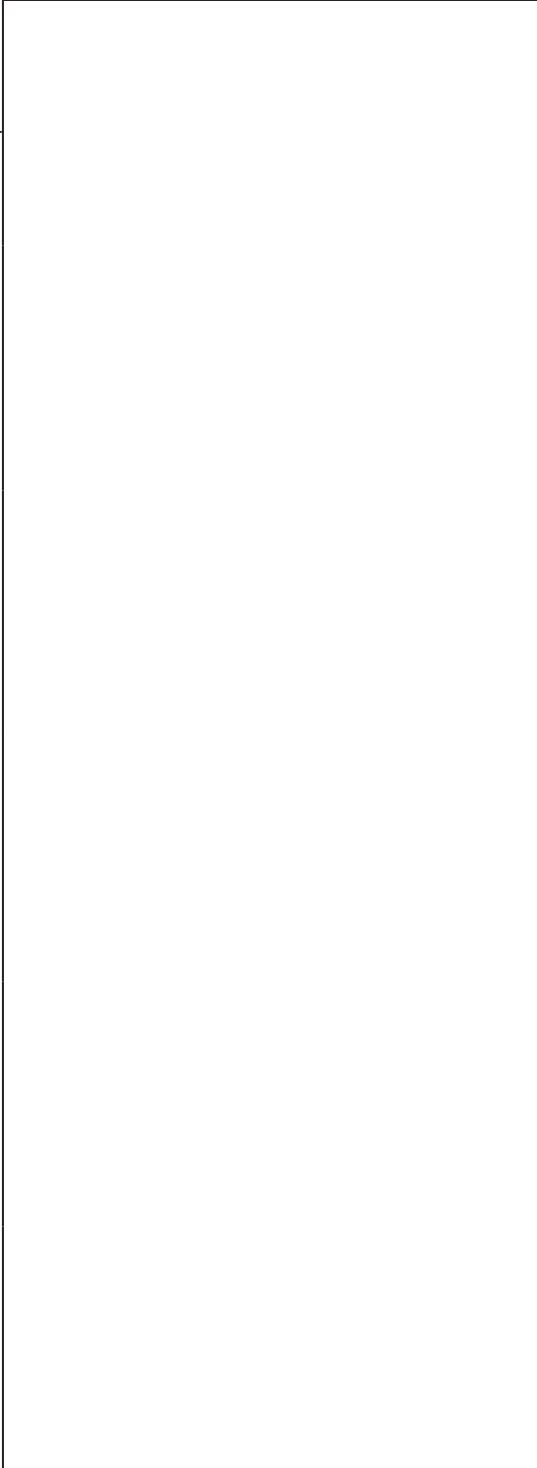
6. How can you **compensate** for not doing a homework assignment? \_\_\_\_\_  
\_\_\_\_\_

7. Why would it be dangerous to walk on a bridge that has **deteriorated**? \_\_\_\_\_  
\_\_\_\_\_

8. What could be **devastating** news to a runner? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details	Author's Point of View
	

Name \_\_\_\_\_

Read the passage. Use the reread strategy to check for understanding as you read the passage.

### Jesse Owens: A Message to the World

11 Jesse Owens was an African American track-and-field legend who  
 23 set world records and won four Olympic gold medals. Without a doubt,  
 35 Owens had his personal victories at the 1936 Olympic Games held in  
 45 Berlin, Germany. However, he achieved even more for people worldwide.  
 59 At that time, Germany was under the reign of the Nazi leader, Adolf Hitler.  
 73 The Nazis had hoped to prove that white athletes were better than those of  
 88 all other races. Jesse Owens won four gold medals and dealt a blow to that  
 Nazi myth. Owens was clearly a superior athlete.

#### 96 **Ready, Set, Go!**

99 When Owens was born in 1913, his parents named him James Cleveland  
 111 Owens. The family moved from Alabama and settled in Ohio in the 1920s  
 124 in search of a better life. It was there that a teacher mistook his nickname,  
 139 “J.C.,” for “Jesse.” His new name stuck. Owens became a track star in high  
 153 school, setting records in the high jump and running broad jump. He went  
 166 on to The Ohio State University in 1933, proving to be an outstanding  
 179 athlete. In 1935, Owens tied world records for the 100-yard dash. He set  
 192 new world records for the 220-yard dash, the 220-yard low hurdles, and  
 204 the running broad jump. Owens’s success was not just a flash in the pan.  
 218 He was only warming up for the Olympics.

226 Hitler had made promises not to promote racism during the 1936  
 237 Olympics. He didn’t want to lose the chance to hold the Olympics in  
 250 Germany. Yet, when the time came, signs of Nazi beliefs were clearly  
 262 seen in banners, salutes, and symbols. The Nazis wanted to prove that  
 274 white, blue-eyed people were the best. It was in this tense, unwelcome  
 286 setting that Jesse Owens competed. Performing to the best of his abilities,  
 298 Owens proved the Nazis wrong before the whole world—not just once, but  
 311 four times.

Name \_\_\_\_\_

### Excellence Confronts Discrimination

Owens set new Olympic and world records even though the Nazis called him inferior. Upon returning to America, he needed bold courage again. People cheered his success, but discrimination was a fact of life in America. After all the problems in Germany, Owens still had to ride in the back of the bus at home. He couldn't choose where he wanted to live, because black people did not live in white neighborhoods. Even though he was an American hero, he wasn't invited to the White House for honors.

Despite his problems, Owens was a man who inspired others. He enjoyed speaking at youth groups, sports banquets, and other organizations. Owens loved working with youth. He served as a director and board member for the Chicago Boys' Club. He passed on his life message, "Find the good. It's all around you. Find it, showcase it, and you'll start believing it."

### Receiving Recognition

The man who had carried the weight of the world on his shoulders and triumphed at the 1936 Olympics eventually got the honors he deserved. In 1976, Jesse Owens was finally invited to the White House. President Gerald Ford presented him with the Medal of Freedom that year. After Owens's death, President George H. W. Bush awarded him the Congressional Gold Medal in 1990.

Today Owens's desire to help youth continues through the Jesse Owens Foundation. His three daughters work to keep his mission alive. The Foundation provides finances, support, and services to young people to help them go the extra mile and become all they are meant to be.



**Jesse Owens won four gold medals at the 1936 Olympics.**

Ingram Publishing

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. According to the author, what did Owens achieve at the 1936 Olympic Games?

\_\_\_\_\_

\_\_\_\_\_

2. According to the author, how did Owens act upon his return to the United States after the Olympics?

\_\_\_\_\_

\_\_\_\_\_

3. What does the author say about the honors that Owens received from President Ford in 1976 and President Bush in 1990?

\_\_\_\_\_

\_\_\_\_\_

4. What is the author's point of view about Jesse Owens?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Franklin D. Roosevelt's Battle with Polio

Franklin Delano Roosevelt (FDR) served as the 32<sup>nd</sup> president of the United States from 1933 to 1945. The only U.S. president elected four times, FDR saw the country through two crises: the Great Depression and World War II. Many Americans at the time were not aware that FDR had suffered a crisis of his own. Diagnosed with polio in 1921, FDR became paralyzed and lived for many years confined to a wheelchair. He did not let his disease slow him down, and he became a champion of polio research. This research finally led to a vaccine in 1955—ten years after FDR's death.

**Major Events Related to Franklin D. Roosevelt's Life**

Date(s)	Event
1921	Diagnosed with polio
1929–1939	The Great Depression
1933–1945	FDR is president of the United States
1941	United States enters World War II
1945	World War II ends
1945	President Roosevelt dies
1955	Salk Polio vaccine used effectively

### Answer the questions about the text.

1. What is your opinion of FDR based on this text?

---



---

2. How is the information in the table organized? How does it help you understand FDR's years as president?

---



---

3. Give two examples of additional information that the table presents.

---



---

Name \_\_\_\_\_

**A. Read each passage. Figure out the meaning of the idiom in bold by looking at the context and the literal meaning of the words. Write the meaning of the idiom on the line.**

1. Owens tied world records for the 100-yard dash. He set new world records for the 220-yard dash, the 220-yard low hurdles, and the running broad jump. Owens's success was not just a **flash in the pan**. He was only warming up for the Olympics.

---

2. The man who had **carried the weight of the world** on his shoulders and triumphed at the 1936 Olympics eventually got the honors he deserved.

---

3. The Foundation provides finances, support, and services to young people to help them **go the extra mile** and become all they are meant to be.

---

**B. Use each idiom below in a sentence of your own.**

1. flash in the pan: \_\_\_\_\_

---

2. carried the weight of the world on his/her shoulders: \_\_\_\_\_

---

3. go the extra mile: \_\_\_\_\_

---



Name \_\_\_\_\_

resident

metallic

national

competition

criminal

invitation

**A. For each word below, find the related word in the box and write it on the line. Circle the vowel or vowel team that sounds different from the original word.**

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

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

3. reside \_\_\_\_\_

4. invite \_\_\_\_\_

5. crime \_\_\_\_\_

6. metal \_\_\_\_\_

**B. Match each word in the left column with its related word in the right column. Circle the vowel that changes its vowel sound.**

7. acquire natural

8. nature decision

9. decide collision

10. ignite acquisition

11. collide ignition

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how an author used details to support his or her point of view about the subject.

<b>Topic sentence</b>	→	In “Jesse Owens: A Message to the World,” the author includes many details to support an overall message that Owens was a superior athlete and person.
<b>Evidence</b>	→	The author includes facts about how Owens broke track records and won medals at the 1936 Olympics. Details about the atmosphere of racism at the Olympics and the discrimination Owens faced at home in America are also included. Despite these problems, Owens helped many children help themselves and was an inspiration to others.
<b>Concluding statement</b>	→	All these details make the author’s point of view about Jesse Owens a convincing one.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author used details to support his or her point of view. Remember to use intensive or reflexive pronouns correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what transitions you can add to connect ideas and indicate time order.**

**Draft Model**

My brother was born healthy. He developed a heart problem. His weak heart made him sick.

1. When was the brother born in the list of events? What transition word or phrase could help the reader understand the order?
2. When did he develop his heart problem? What transitions could help the reader understand the order?
3. What transitions would help the reader understand why the brother's heart problem led to sickness?

**B. Now revise the draft by adding transitions to connect ideas and to show when events took place.**

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Name \_\_\_\_\_

benefactor

empathy

endeavor

entail

extensive

indecision

multitude

tentatively

**Finish each sentence using the vocabulary word provided.**1. **(multitude)** In the springtime, the park \_\_\_\_\_

\_\_\_\_\_

2. **(tentatively)** I wasn't sure if I liked the music, \_\_\_\_\_

\_\_\_\_\_

3. **(entail)** Does being on the dance team \_\_\_\_\_

\_\_\_\_\_

4. **(extensive)** Doing well on the test requires \_\_\_\_\_

\_\_\_\_\_

5. **(indecision)** After an hour of \_\_\_\_\_

\_\_\_\_\_

6. **(benefactor)** Our school needed money to buy books for the library, \_\_\_\_\_

\_\_\_\_\_

7. **(empathy)** I was new at the school last year, \_\_\_\_\_

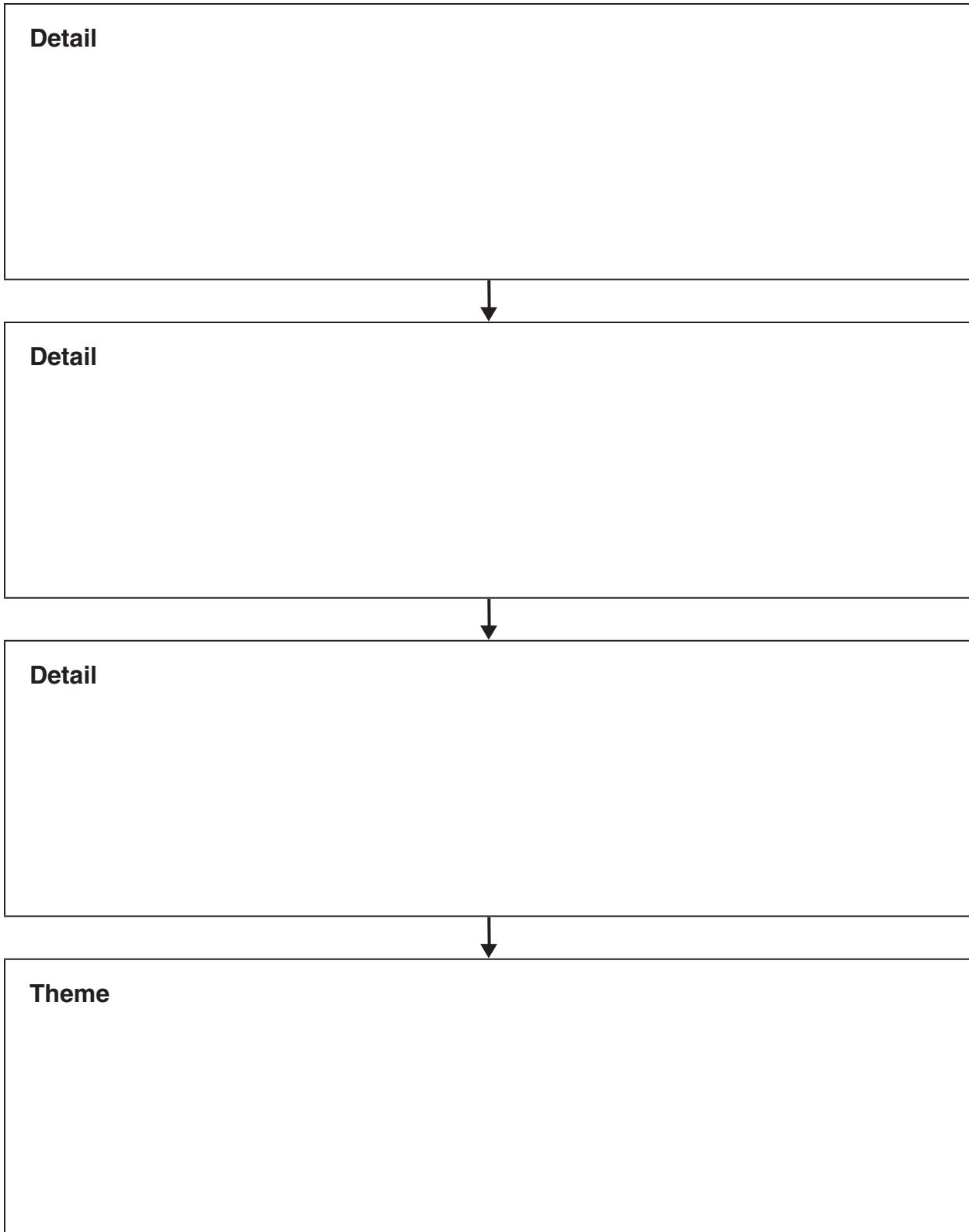
\_\_\_\_\_

8. **(endeavor)** My bedroom is an absolute mess, \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the summarize strategy to check your understanding.

## Decisions

11 **Scene 1: Shama's bedroom in the afternoon. The walls are plastered**  
 22 **with posters depicting Shama's favorite band, The Black Hats. Shama is**  
 36 **sitting at her desk, frantically typing on her computer while she talks on her**  
 37 **telephone.**

37 **Shama** (*worried*): I can't get on the ticket site. Something's not  
 48 functioning properly. It's just NOT right. What? Are you certain? (*growing*  
 59 *more upset*) The concert is sold out? Is there anything I can do? (*brief*  
 73 *pause*) Good-bye. (*Hangs up the phone and lets out a wail. The door*  
 86 *opens, and Shama's older brother, Danny, walks into her room.*)

96 **Danny:** Are you okay?

100 **Shama:** Not okay—a total wreck, actually. The concert is sold out. (*She*  
 113 *abruptly begins to bawl.*) I desperately wanted to go.

122 **Danny:** Yeah, your anticipation level was up there. I'm sorry.

132 **Shama** (*sniffling and wiping away her tears*): Oh, well, Ms. Allie  
 143 wanted to know if I could babysit the twins that night because it's her  
 157 wedding anniversary. I suppose now I can tell her "yes."

167 **Danny:** Better you than me. Those twins are an absolute nightmare. I  
 179 babysat them once and vowed never to do it again.

189 **Scene 2: It's a few weeks later, and Shama is on her bed, reading a book.**  
 205 **We hear her mother calling.**

210 **Mother's Voice:** Shama? (*Sound of footsteps pounding up the stairs.*)  
 220 That racket you hear is Rhonda running up the stairs.

230 **Rhonda** (*excitedly*): I have unbelievably awesome news! Someone gave  
 239 my aunt tickets to the concert tonight, and she has no desire to go, so  
 254 guess which lucky duo gets them?

260 **Shama** (*jumping up in excitement*): Yes! (*grimacing and letting out a*  
 271 *groan*) Oh no! I told my neighbor I would babysit.

Name \_\_\_\_\_

**Rhonda:** Just cancel. This is definitely more important.

**Shama:** It's her anniversary, so I can't just leave her in the lurch.

**Rhonda:** That's total insanity. It's the Black Hats, your all-time favorite band, and who knows when they'll return? On the other hand, wedding anniversaries come every single solitary year!

**Shama:** You're right. Maybe she won't object to celebrating tomorrow, instead, since it's not like they won't still be married.

**Scene 3:** *Shama is standing in front of Ms. Allie's door. Just as she starts to knock, Ms. Allie pulls into the driveway and then gets out of the car with shopping bags.*

**Ms. Allie:** Hi, Shama! I just bought the most extraordinary dress for my anniversary dinner, and we got a reservation at the hottest new restaurant. I can't tell you how ecstatic I am that you agreed to babysit for us. It will be the perfect tenth anniversary!



**Shama** (*trying to look happy*): Great. I just wanted to confirm. See you tonight.

**Scene 4:** *Shama's kitchen. Danny is hunched over his homework at the cluttered kitchen table. Shama enters.*

**Shama:** Hi, magnificent brother. Rhonda got me a ticket for the Black Hats tonight, but I've committed to babysitting the twins—

**Danny:** I know what you're going to ask, and no, I absolutely can't accommodate you on this one. Not only are those twins a nightmare, but also I have homework. Plus, I promised Mom I would finally clean my room.

**Shama:** What if I promise to clean your disgusting, germ-filled room? I assure you it will be immaculate.

**Danny:** Not worth it.

**Shama:** What if I promise to clean your room for a month?

**Danny:** A month? That sounds pretty equivalent to a night with the terrible twins. It's a deal.

**Shama:** Yes! Black Hats, here I come.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In Scene 2 of the play, what conflict does Shama have?

\_\_\_\_\_

\_\_\_\_\_

2. In Scene 3, why does Shama go to Ms. Allie’s house? What happens?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. In Scene 4, how does Danny react when Shama first asks him to babysit in her place so she can go to the concert? What does Shama promise to do to get him to agree?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do you think is the theme, or message, of this play?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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

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Name \_\_\_\_\_

**Hard Rock!**

**SCENE 2** *The basement of Scott’s house; Scott tunes his guitar and Jake adjusts his drum set.*

**SCOTT** (*strumming the guitar*): Hey, Jake. Are you ready to hear the new song I wrote?

**JAKE:** Sure, why not? Let’s hear it.

*Scott turns his amplifier up and begins to strum loudly and sing in a raspy voice. As the song increases in volume and intensity, Jake gets up and paces around the room uncomfortably. He taps his foot nervously as Scott finishes the song with three loud chords—bomp, bomp, BOHHHHMP—and a fierce scream into the microphone.*

**SCOTT** (*breaking the sudden silence*): So . . . what do you think? It’ll be our first big hit, right?

**JAKE** (*stroking his chin, as if deep in thought*): Um, well, it is original. I mean, I’ve never heard anything quite like it before . . . (*His voice trails off.*)

**SCOTT:** Awesome! I knew you’d like it.

**Answer the questions about the text.**

1. List three text features that let you know this text is drama.

\_\_\_\_\_

2. Which text feature tells you where the action takes place?

\_\_\_\_\_

3. Where in the play do you think this scene takes place? Explain.

\_\_\_\_\_

\_\_\_\_\_

4. What do you think Jake’s conflict is? Does he resolve it?

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**A. Write the definition for each word below. Then provide a homophone for each word.**

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

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

3. night \_\_\_\_\_

4. stairs \_\_\_\_\_

5. groan \_\_\_\_\_

**B. Finish each sentence two ways, once for each of the homophones provided.**

6. (right/write) I will \_\_\_\_\_

I will \_\_\_\_\_

7. (sight/site) The new school will \_\_\_\_\_

The new school will \_\_\_\_\_

8. (your/you're) I love to dance \_\_\_\_\_

I love to dance \_\_\_\_\_

9. (great/grate) Last night, my mom \_\_\_\_\_

Last night, my mom \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a prefix. Then write the meaning of the word on the line.**

1. The players thought it was unfair that the same pitcher ended each game.

\_\_\_\_\_

2. The jeweler was able to reattach the band to the watch.

\_\_\_\_\_

3. Does this clue enable you to solve the mystery?

\_\_\_\_\_

4. With her amazing speed, she could easily outdistance the other runners.

\_\_\_\_\_

unhappiness

discouragement

unselfishly

enjoyment

retirement

distrustful

**B. Write the prefix and the suffix for each word. Then write the word in the box above that has the same prefix and the same suffix.**

5. disappointment

6. unpleasantness

7. disgraceful

8. enforcement

	<b>Prefix</b>	<b>Suffix</b>	<b>Word with the Same Prefix and Same Suffix</b>
5. disappointment	_____	_____	_____
6. unpleasantness	_____	_____	_____
7. disgraceful	_____	_____	_____
8. enforcement	_____	_____	_____

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how a character’s dialogue and actions help develop the theme of a play.

<b>Topic sentence</b>	→	In “Decisions,” the main character’s dialogue and actions support the theme that keeping a promise is as important as getting what you want.
<b>Evidence</b>	→	Shama says she “desperately” wants to go to her favorite band’s concert. When she unexpectedly gets tickets, she’s upset that she already took a babysitting job. She realizes she can’t back out because her client is depending on her. Finally, she works out a deal with her brother to take her place.
<b>Concluding statement</b>	→	Shama’s actions and dialogue show that she understands the importance of being responsible.

**Write a paragraph about the play you have chosen. Cite evidence from the text to show how a character’s dialogue and actions help to show what the theme of the play is. Remember to use possessive pronouns correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how adding dialogue would help develop the characters.**

**Draft Model**

“Let’s do something to help Lucy with her math,” Hiram suggested. Jarel asked, “What should we do?”

1. What additional dialogue would tell readers more about Hiram’s personality?
2. What dialogue would tell readers more about Jarel?
3. What other words could Jarel and Hiram say to show how each one feels about Lucy?
4. What language would convey the characters’ tone of voice?

**B. Now revise the draft by adding dialogue and other details to help develop the characters.**

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Name \_\_\_\_\_

adjustment

chattering

ember

mentor

nomadic

sturdy

rapport

reunites

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

1. Why might people **chattering** in a movie theater bother you?

---

2. Why would it be dangerous to pick up an **ember** with your bare hands?

---

3. Why might going to a new school be a difficult **adjustment**?

---

---

4. Why might it be useful to have a **mentor**?

---

5. How would you describe **nomadic** people?

---

6. Why shouldn't you sit in a chair that is not **sturdy**?

---

7. What is an occasion that often **reunites** family members?

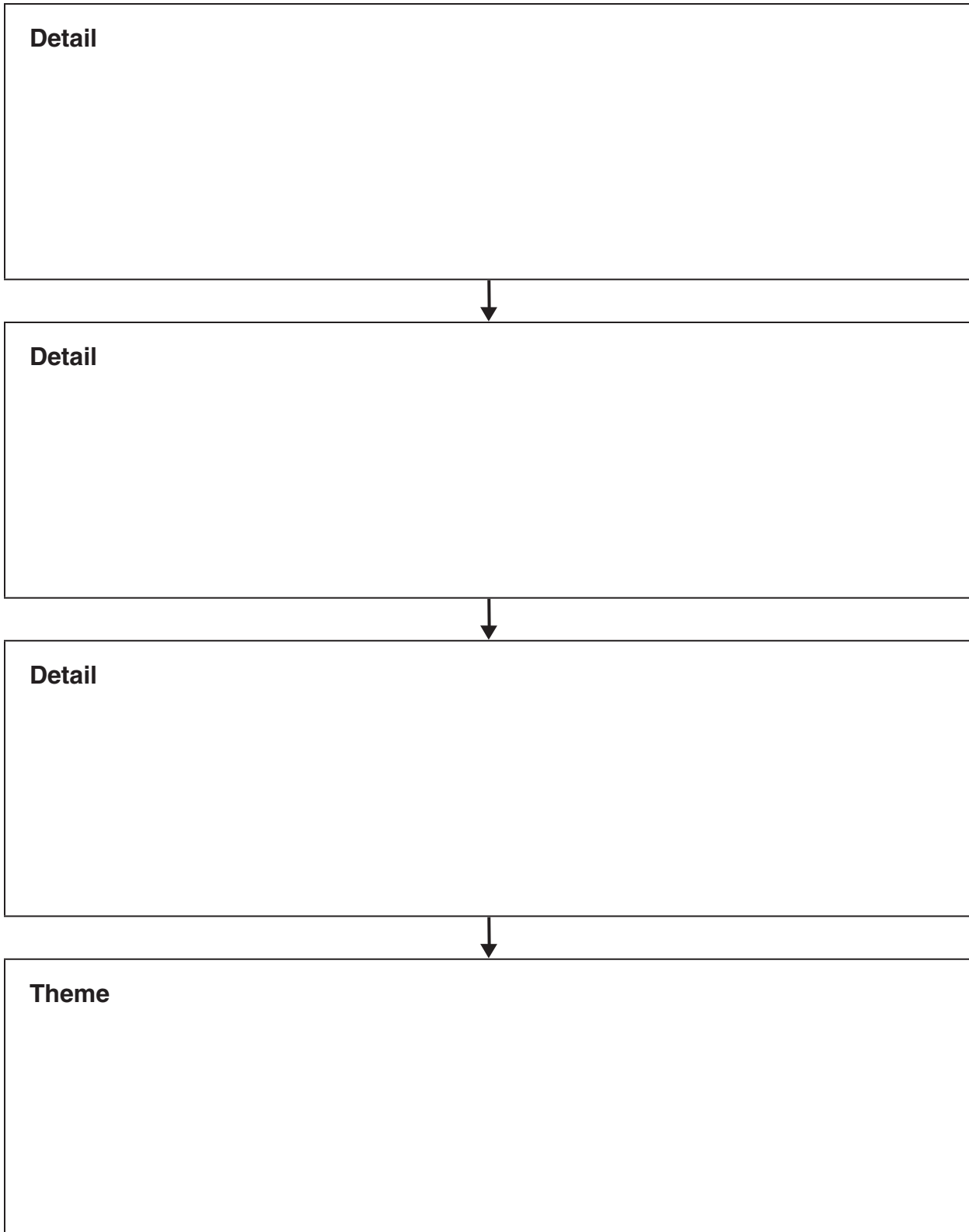
---

8. Why is it important to have a **rapport** with the people you are friends with?

---

Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the summarize strategy to check your understanding.

## DELAYED

- 7        **DELAYED, DELAYED, DELAYED** read the Departure Board.  
 16        **All flights in and out of Chicago were stalled  
 by the howling winds outside.**
- 21        Rosie stared hard at **Delight Flight 2040 Chicago to Boston.**  
 31        —*Change, Change, Change!* she yelled silently at the board.  
 40            *Get me out of Chicago!*
- 45        Suddenly the Departure Board flickered and Rosie held her breath.  
 55        DELAYED blinked and changed . . . to CANCELLED.  
 61        —*STUCK, JUST MY LUCK!*
- 65        Next to her, another girl gave a gasp.  
 73        —*¿¿ CANCELADO!?! ¿ Por qué?*
- 76        Rosie saw tears in her eyes.  
 82        *She must be scared.*  
 86        —*What’s your name?* Rosie asked.
- 91        —*Me llamo Estrella,* said the girl.  
 97        Pointing to the board, she said,  
 103        —*Y mi vuelo se cancela.*
- 108        —*Look, and you’ll see why,* said Rosie.  
 115        A blizzard was swirling outside the large windows.  
 123        Estrella’s mouth dropped open and she rushed over to look.
- 133        —*This is . . . ?* said Estrella, her eyes wide.  
 140        —*Snow, said Rosie. —You have never seen snow?*  
 148        —*No snow in Panama,* Estrella explained.



Name \_\_\_\_\_

—*I've seen plenty of snow, up to here.  
I've had it with snow, Rosie said.  
And I want to get home!*

—*Yo quiero ir a casa, said Estrella.  
She wants to go home, too.  
And home is so far away.*

Just then the airport speakers  
gave a loud crackle.

—*Attention ALL passengers! ALL flights are cancelled.*

*Poor Estrella looks so scared.*

—*Me llamo Rosie. Let me help you,  
Rosie said to the girl.*

Rosie spoke to a person at the counter.

—*I need to get to Boston,  
and my friend needs to get to Panama.*

While they waited, Rosie took  
Estrella's arm.

—*Come, said Rosie to Estrella.  
Let's go look at the snow!*

They wheeled their bags to the  
window.

*Being stuck together might be better  
than being stuck alone.*



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. At the beginning of the passage, how is Rosie feeling? Why?

\_\_\_\_\_

\_\_\_\_\_

2. How does Estrella’s situation compare with Rosie’s?

\_\_\_\_\_

\_\_\_\_\_

3. In the last four stanzas, what does Rosie do? What does she think in the last stanza?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How do Rosie’s feelings change by the end of the passage? Based on these details, what do you think is the theme of this passage?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

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

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Name \_\_\_\_\_

**Worlds Apart**

I hope the seat next to me stays empty!  
I'd love to get some reading done in flight.  
I'll just sit down, spread out my things,  
And open my novel, *Worlds Apart*.

There's a tall man standing over me, smiling.  
*Perdone, señorita. Este es mi asiento.*  
What in the world did he just say? I don't know what to do!  
*Perdone, señorita.*

I'd better move my things to give the man room.  
So much for that empty seat! *Gracias*, he says.  
He's reaching into his briefcase.  
Pulling out his own book *Mundos Aparte*.

Oh, I can't believe this! Of all books!  
*Excuse me, sir!* He won't believe this.  
*Ah, sí. Worlds Apart. Buen libro!*  
Laughter between two strangers fills the plane.

**Answer the questions about the text.**

1. What elements of free-verse fiction can you find in this text?

\_\_\_\_\_  
\_\_\_\_\_

2. Based on this interior monologue, how would you describe the main character?

\_\_\_\_\_  
\_\_\_\_\_

3. What does the last stanza tell you about the characters?

\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**A. Homographs are words that are spelled the same but have different meanings. Write a new sentence using a homograph of each word in bold.**

1. All flights in and out of Chicago were stalled by the howling **winds** outside.

---

2. **Change**, *Change*, *Change!* she yelled silently at the board.

---

3. **Just** then the airport speakers gave a loud crackle.

---

4. Rosie **spoke** to a person at the counter.

---

**B. Write a definition for both homographs in each sentence below. Write the definitions in the order the words appear in the sentence.**

5. I **spoke** to Hector about the broken **spoke** on his bike.

---

6. As the fierce **winds** blow, the car **winds** along the mountain road.

---

7. After I **change** this dollar, I will have **change** for the vending machine.

---

8. The speaker **just** said, "No one would be hungry in a **just** world."

---

Name \_\_\_\_\_

proportion	copilot	transformation	postpone
submit	combine	transparent	cooperate
profession	companion	suburb	postwar

**A. Sort each word in the box based on its prefix. Write each word in the correct column.**

<i>co-</i>	<i>com-</i>	<i>post-</i>
_____	_____	_____
_____	_____	_____
<i>pro-</i>	<i>sub-</i>	<i>trans-</i>
_____	_____	_____
_____	_____	_____

**B. Read each sentence. Circle the word that has a prefix. Then write the meaning of the prefix on the line.**

- The submarine slipped beneath the waves. \_\_\_\_\_
- I decided to transfer to a more challenging dance class.  
\_\_\_\_\_
- The postgame celebration starts at 5:30. \_\_\_\_\_
- People on the commission voted on the plans for a new park.  
\_\_\_\_\_
- The co-workers at the restaurant agreed to switch their shifts.  
\_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how an author develops the theme of a story by describing how characters’ feelings change.

**Topic sentence** →

By showing in “Delayed” how two strangers change, the author develops the theme that it’s easier to share adversity than to face it alone.

**Evidence** →

At first, the author shows how angry and frustrated Rosie is when her flight is cancelled. Then Rosie notices how scared another girl is. Rosie’s feelings change out of concern for Estrella. She explains the snow to her and tries to get help at the desk.

**Concluding statement** →

Showing how Rosie’s feelings change because of someone else helps the author express the theme that facing problems together is easier than doing so alone.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author’s description of characters’ feelings helps to convey the theme. Remember to use correct pronoun-verb agreement.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add details and events to develop the plot.**

**Draft Model**

Jojo watched as the movers carried the boxes into the house. She wished she were still in her old home in her old neighborhood. A boy Jojo’s age came out from next door.

1. What events and details could be added to tell readers more about Jojo?
  
2. What events or details could be added to help make the conflict clearer?
  
3. What details would show how Jojo is affected by meeting a new neighbor?

**B. Now revise the draft by adding details and events to help develop the plot. Your details and events should show readers more about what happens between Jojo and the neighbor and how the events affect Jojo.**

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Name \_\_\_\_\_

lounge

obligation

answerable

proportion

**Finish each sentence using the vocabulary word provided.****1. (obligation)** If you make a promise to a good friend, \_\_\_\_\_

\_\_\_\_\_

**2. (lounge)** At my school, the teachers \_\_\_\_\_

\_\_\_\_\_

**3. (proportion)** The artist did an excellent job \_\_\_\_\_

\_\_\_\_\_

**4. (answerable)** The students at the school \_\_\_\_\_

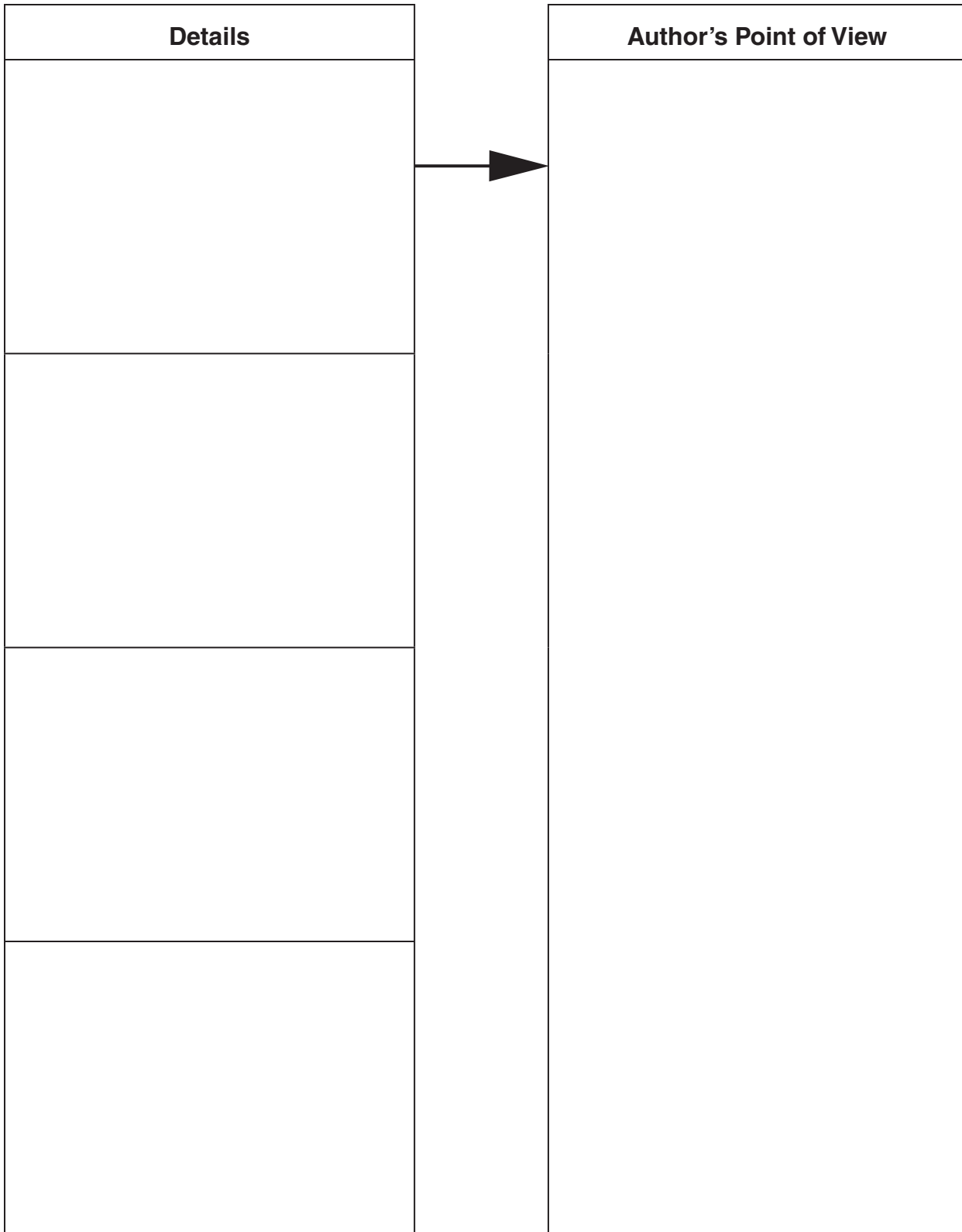
\_\_\_\_\_



Name \_\_\_\_\_

Read the selection. Complete the point of view graphic organizer.

Details	Author's Point of View



Name \_\_\_\_\_

Read the poem. Check your understanding by asking yourself what point of view the poem is told from.

**Dear Lola,**

2 It's been a full day since you've gone missing and  
 12 I've been a bundle of nerves.  
 18 Time and again I strain to hear you scratching,  
 27 scratching at the door. Or see your face as you  
 37 come barreling down the street.  
 42 I've put up posters and pounded the pavement  
 50 for hours, wishing I had gotten that back gate  
 59 fixed faster. Then you would still be here, softly  
 68 snoring in your battered, blue bed, instead of  
 76 outside scared and alone. I miss you, Lola.  
 84 I'm wishing on a star that I find you SOON!  
 94 Love, Carolyn

**Dear Carolyn,**

96  
 98 You won't believe the adventure  
 103 I've been having! It's been a wild ride!  
 111 The gate was open, so I raced right out  
 120 and chased a squirrel for miles. After that,  
 128 I was lost. I was scared stiff at first,  
 137 but then a nice woman took me in. She  
 146 gave me food and made a big bed for me.  
 156 This morning we walked past a poster  
 163 with a picture that looks a lot like me.  
 172 She smiled and said that big changes will  
 180 be just around the corner. She says I'll  
 188 have a visitor soon. I hope it's you.  
 196 Love, Lola



Image Source/PunchStock

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Who is the speaker in the first letter of the poem? What does the first letter tell you about the speaker?

\_\_\_\_\_

\_\_\_\_\_

2. Who is the speaker in the second letter of the poem? What does the second letter tell you about this speaker?

\_\_\_\_\_

\_\_\_\_\_

3. What point of view is each letter written from? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do you learn about the story because of this point of view?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

### Cheering Up Callie

Callie was sullen, sad  
 Since her friend Frances had moved far away.  
 Her brother Ben wanted to cheer her up,  
 But nothing he said seemed suitably soothing.  
 Callie just sat in a chair, staring out the window.  
 Then Ben had an idea;  
 He started making funny faces and silly sounds,  
 Flipping backward like a jumping monkey.  
 He cracked her up with his antics,  
 And at last, she burst into giggles.

#### Answer the questions about the text.

1. How do you know that “Cheering Up Callie” is free verse?

---



---



---

2. How do you know this text is narrative poetry?

---



---



---

3. Write two examples of alliteration used in the poem. Circle the letter or letters of each repeated sound.

---



---

Name \_\_\_\_\_

**Alliteration** is the repetition of a consonant sound at the beginnings of words near one another.

**Assonance** is the repetition of a vowel sound inside words near one another.

Poets use both devices to add a musical quality to a poem and to draw attention to certain words, phrases, or ideas.

**Read the lines of the free verse poem below. Then answer the questions.**

*You won't believe the adventure  
I've been having! It's been a wild ride!  
The gate was open, so I raced right out  
and chased a squirrel for miles. After that,  
I was lost. I was scared stiff at first,  
but then a nice woman took me in. She gave  
me food and made a big bed for me. This  
morning we walked past a poster with a picture  
that looks a lot like me.*

1. Find two examples of alliteration in the lines above. Write them below.

\_\_\_\_\_

2. Find one example of assonance. Write it below.

\_\_\_\_\_

3. Read the passage aloud. How do alliteration and assonance add to your enjoyment of reading the passage?

\_\_\_\_\_

\_\_\_\_\_

4. Write a short poem about an animal walking or running. Use at least one example of alliteration and one example of assonance.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each passage. Use context clues to help you figure out the meaning of each idiom in bold. Then write the idiom's meaning on the line.**

1. It's been a full day since you've gone missing and I've been **a bundle of nerves**.

\_\_\_\_\_

2. Or see your face as you come **barreling** down the street.

\_\_\_\_\_

3. I've put up posters and **pounded the pavement** for hours, wishing I had gotten that back gate fixed faster.

\_\_\_\_\_

4. You won't believe the adventure I've been having! It's been **a wild ride!**

\_\_\_\_\_

5. I was **scared stiff** at first, but then a nice woman took me in.

\_\_\_\_\_

6. She smiled and said that big changes will be **just around the corner**.

\_\_\_\_\_

Name \_\_\_\_\_

magic

office

public

reject

design

**A. Read each sentence. Underline the word that has a suffix that causes consonant alternation. Then choose the related base word from the box above and write the word on the line.**

1. My brother was disappointed when he got the rejection letter. \_\_\_\_\_
2. The restaurant got publicity by donating food to the event. \_\_\_\_\_
3. I was surprised the magician had tricks that were so clever! \_\_\_\_\_
4. We decided to designate my sister as our team leader. \_\_\_\_\_
5. The mayor had an official ceremony her first day on the job. \_\_\_\_\_

**B. Circle the word that matches each clue below.**

6. The *b* is silent in the base word, but not in the word with the suffix added.

birthday

crumble

babbling

7. The *c* in the base word sounds like a *k* when the suffix is added.

official

prejudicial

muscular

8. The suffix creates the *sh* sound, but the base word has the *s* sound.

prejudicial

justice

prejudge

9. The *n* is now heard, but the sound is not in the original base word.

solemn

solemnity

sanity

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author’s choice of words helped to convey a poem’s meaning.

<b>Topic sentence</b>	→	In “Dear Lola,” the author chose words that helped me imagine Carolyn’s experience.
<b>Evidence</b>	→	For example, the author uses the expressions “bundle of nerves,” “pounded the pavement,” and “wishing on a star” to show how Carolyn feels after Lola ran away. She uses the word <i>scratching</i> twice to show what it’s like to hear Lola at the door. The word <i>battered</i> helps me visualize what Lola’s old bed looks like.
<b>Concluding statement</b>	→	Together, these word choices help make Carolyn’s worry about Lola both vivid and believable.

**Write a paragraph about the poem you have chosen. Cite evidence from the text to show how the author’s word choices helped convey the poem’s meaning. Remember to use transitions that show how your ideas go together and to use pronouns correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add sensory language to create a more vivid picture in the reader’s mind.**

**Draft Model**

The spade digs in the ground.  
 It lifts the crumbling clods of dirt.  
  
 Then it gently covers the tiny seeds.  
 The soil smells like spring.

1. What do the crumbling clods of dirt look like? Is there anything in the dirt?
  
2. In the third line, what is “it”?
  
3. When were the seeds planted? What do the seeds look like in the dirt?
  
4. In the last line, exactly how does the soil smell like spring?

**B. Now revise the draft by adding sensory language. Your changes should help bring to life the speaker’s experience.**

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Name \_\_\_\_\_

audacity

deception

desolate

exploits

oblivious

somber

steadfast

valiant

**Use each pair of vocabulary words in a single sentence.****1. audacity, deception**

---

---

**2. desolate, somber**

---

---

**3. valiant, steadfast**

---

---

**4. oblivious, exploits**

---

---

Name \_\_\_\_\_

Read the selection. Complete the problem and solution graphic organizer.

<b>Character</b>
<b>Setting</b>
<b>Problem</b>
<b>Events</b>
↓
↓
<b>Solution</b>

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Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to check your understanding as you read.

## Athena and Arachne

12 Long ago when Greek gods and goddesses roamed the Earth, there lived  
17 a young maiden by the name of Arachne who was known far and wide for  
22 her skillful weaving. She could pull beautiful threads from fluffy wool and  
27 twirl a spindle until it appeared to be dancing. The cloths she wove had  
32 such magnificent patterns and images that women came from all over to  
37 gaze upon them with wonder.

42 Those who saw her work said that surely she had been tutored by  
47 Athena, the goddess of weaving. When Arachne heard this, she scoffed and  
52 said she had taught herself. She even went so far as to claim that her skills  
57 were superior to those of Athena, disrespectfully mocking the goddess by  
62 declaring, "Let the goddess try to match her skills against mine."

67 Now, it is a foolish thing to both mock and challenge the gods,  
72 especially the Greek gods, but that did not stop Arachne, who was as  
77 vain as she was talented. "I have confidence I will best her, and if not,  
82 I will accept the penalty of losing."

87 Athena was greatly displeased when she heard of Arachne's claims,  
92 and she decided to pay the maiden a visit. To give Arachne a chance to  
97 apologize for her boasting, Athena disguised herself as an old lady. She  
102 wore her hair gray and thinning, lined her face with the wisdom of years,  
107 and used a stick to walk.

112 Athena approached Arachne and spoke to her. "Your skill as a weaver  
117 is renowned, and I can see that you do your craft well. However, it would  
122 serve you to be more humble and not set yourself above the gods and  
127 goddesses. You should yield the goddess Athena's place to her and take  
132 back your boastful words. I'm sure Athena would pardon you if you made  
137 amends to her."  
142

Name \_\_\_\_\_

Arachne stared at the old woman and said disdainfully, “I don’t need anyone’s advice but my own. Athena is welcome to come here and try and match my skills, unless of course she is afraid of losing.”

At those bold and foolish words, the old woman cast off her disguise and said, “It is I, Athena, and since it is a contest you want, it is a contest you shall get.”

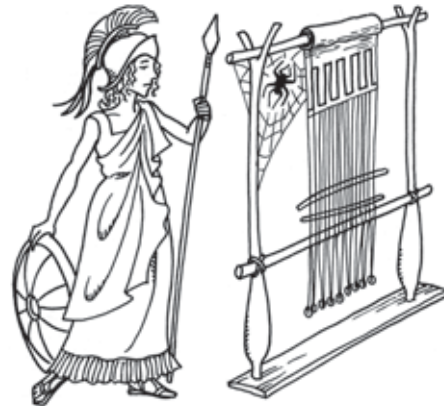
Arachne blushed when she realized to whom she was speaking, but she did not change her resolve. The contest began at once.

The goddess and mortal took their places at looms. They wove thread in and out at a furious pace, and it didn’t take long for images to begin appearing on the cloth, such was the skill of the weavers.

Athena’s images portrayed the power of the gods against various mortals who had displeased them. Her images were meant as a warning to Arachne that her pride was both unwise and dangerous.

Arachne ignored the warning, and the images she wove were scenes of the gods and goddesses doing foolish things. The gods were shown as feeble and reckless. Arachne’s work was flawless and beautiful but full of scorn for the gods and goddesses.

Incensed at Arachne’s disrespect, Athena ripped up Arachne’s cloth. Arachne cried out at seeing her work destroyed. In response, Athena said to her, “You are foolish and vain, but I can see you love your craft, so I will take pity on you and not kill you. Instead, I will let you spin forever.” With those words, she sprinkled a magic juice upon Arachne. Arachne’s body shrank, her limbs changed, and her fingers turned into legs. Her belly grew round, and from it came a fine thread. Athena had turned Arachne into a spider to pursue her skill as a weaver by making and remaking spider webs.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How does Arachne create a problem for herself?

---



---

2. How does Arachne try to prove that her weaving is better than Athena's?

---



---

3. Even though Athena is displeased with Arachne, she wants to give Arachne a chance to apologize. Does this solution work? Explain.

---



---

4. At the end of the story, Athena's problem is that she wants to punish Arachne for making fun of the gods. Yet she appreciates Arachne's love of weaving. How does Athena solve this problem?

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**B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

### The Wings of Icarus

“What are you making, Dad?” Icarus asked his father, Daedalus. He was constructing something from wax and feathers. The two had been imprisoned in the labyrinth his father had created for King Minos—an irony that was getting the best of Daedalus’s temper.

“You’ll see, Icarus. We will show that crazy king who’s smarter,” Daedalus declared. “Here, Son, try these on.” Daedulus handed him a pair of wings made from wax and feathers.

“You’re kidding, right, Dad?” Icarus replied.

“Not at all. Use these wings to escape,” Daedalus ordered, fastening the wings to his son’s body. “Now go, but don’t fly too close to the sun.”

As he soared, Icarus felt invigorated and powerful. Forgetting his father’s warning, he flew higher—almost touching the sun. Suddenly, Icarus felt his wings getting heavy, and before he knew it, he dropped to the sea below. Sadly, Icarus drowned. The Icarian Sea was named in his honor.

**Answer the questions about the text.**

1. What element found in most myths does the text contain?

\_\_\_\_\_

2. In your opinion, what lesson does this text teach?

\_\_\_\_\_

\_\_\_\_\_

3. Describe the series of events that contribute to the text’s larger-than-life quality.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**In your own words, write a definition of the word in bold in each sentence below. Use the context of the sentence and the information about the word's origin to help you.**

1. The cloths she wove had such **magnificent** patterns and images that women came from all over to gaze upon them with wonder.

**Origin:** Latin *magnificus* meaning “noble in character”

**Definition:** \_\_\_\_\_

2. She even went so far as to claim that her skills were **superior** to those of Athena, disrespectfully mocking the goddess by declaring, “Let the goddess try to match her skills against mine.”

**Origin:** Latin *superiorem* meaning “higher”

**Definition:** \_\_\_\_\_

3. At those bold and foolish words, the old woman cast off her **disguise** and said, “It is I, Athena, and since it is a contest you want, it is a contest you shall get.”

**Origin:** Ancient French, *deguiser*, meaning “a change from the usual dress or appearance”

**Definition:** \_\_\_\_\_

4. Athena's images **portrayed** the power of the gods against various mortals who had displeased them.

**Origin:** Latin, *protrahere*, meaning “to reveal”

**Definition:** \_\_\_\_\_



Name \_\_\_\_\_

miner	naval	vane	pane	sheer
navel	pain	shear	minor	vein

**A. Find the homophone pairs in the box. Write each pair on a line.**

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

**B. Draw a line from each word in the left column to its homophone in the right column. Then choose one homophone pair and use both words in a sentence.**

- |              |           |
|--------------|-----------|
| 6. principle | vain      |
| 7. aisle     | idle      |
| 8. lesson    | principal |
| 9. idol      | isle      |
| 10. vein     | lessen    |
| 11. _____    |           |
| _____        |           |
| _____        |           |
| _____        |           |

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Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to analyze the plot and explain the way a character solved a problem.

<b>Topic sentence</b>	→	In “Athena and Arachne,” the plot shows the steps Athena took to stop Arachne’s boasting.
<b>Evidence</b>	→	Angered by Arachne’s boast that she is the best weaver, Athena first disguises herself. She tries to get Arachne to take back her conceited claim. Arachne doesn’t. So Athena reveals who she is. Then she challenges Arachne to a weaving contest. Arachne’s design mocks the gods, so Athena turns her into a spider.
<b>Concluding statement</b>	→	The plot of this myth shows how Athena went about solving the problem of Arachne’s pride.

**Write a paragraph about the myth you have chosen. Cite evidence from the text to analyze how events in the plot show the way a character solves a problem. Remember to use transitions to make clear the order of events and to use adjectives correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

disposed

eavesdropping

fortitude

infinite

retaliation

rigors

stoop

undaunted

**Finish each sentence using the vocabulary word provided.**1. **(eavesdropping)** The little boy learned \_\_\_\_\_

\_\_\_\_\_

2. **(disposed)** If you enjoy volunteering at an animal shelter, \_\_\_\_\_

\_\_\_\_\_

3. **(fortitude)** It takes a lot of \_\_\_\_\_

\_\_\_\_\_

4. **(retaliation)** He thought his teammates were being unfair, \_\_\_\_\_

\_\_\_\_\_

5. **(rigors)** The travelers were worried \_\_\_\_\_

\_\_\_\_\_

6. **(stoop)** The sisters \_\_\_\_\_

\_\_\_\_\_

7. **(undaunted)** The girl knew the class would be difficult, \_\_\_\_\_

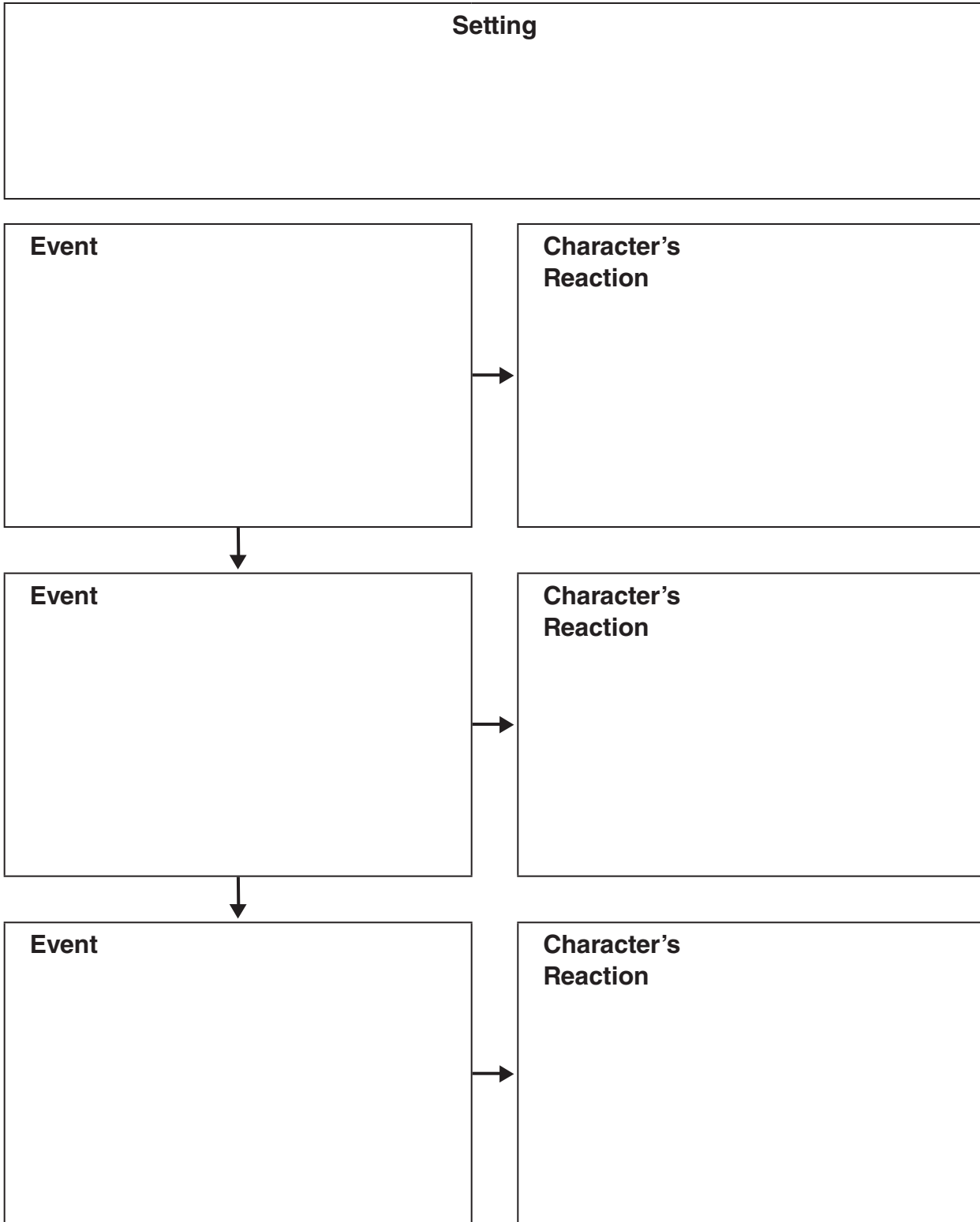
\_\_\_\_\_

8. **(infinite)** There seems to be \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.



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Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to check your understanding as you read.

### Following a Star

11 Henry walked carefully through the dark woods. He wished he could  
12 progress faster, but he recalled his mother's words, haste makes waste.  
22 It would be dangerous to draw attention to himself. The woods were not  
35 a safe place for a runaway slave. Nowhere was. His only hope was to  
49 travel safely on the Underground Railroad to Canada and freedom. Each  
60 home on the line would provide protection from those who would whip or  
73 imprison him—or worse—if they caught him.

81 Suddenly, a twig snapped nearby, and Henry jumped. "Oh, no!" he  
92 thought, his heart pounding within his chest. He squeezed his eyes shut  
104 tight and told himself, "A coward dies a thousand deaths; a brave man  
117 dies but once." He turned around, anticipating an angry slave catcher, but  
129 instead he saw the worried but friendly face of a boy not much older than  
144 himself. "I thought..."

147 "Shh!" the boy hushed Henry, then led him to a large oak.

159 Next to the tree was a woman who stood just a little taller than Henry.  
174 He didn't need to see her clearly to know that this figure was the renowned  
189 Harriet Tubman, the former slave who had guided so many other slaves to  
202 freedom. She was holding a folded sheet of paper in her hand.

214 "I was told that this letter is a warning to folks that you are an escaped  
230 slave," Harriet told Henry quietly. "I will tell you how to make your way  
244 along the Underground Railroad."

248 Then in a calm voice, Tubman explained how to get to the first station.  
262 "Look for a lit lantern hanging outside a home." She reminded Henry that  
275 along with those who would help him, there were also those who could  
288 destroy him—wild animals and people.

294 "Mrs. Tubman, please take me with you!" Henry blurted out.

Name \_\_\_\_\_

“Hush up! I’m sorry, Henry,” Harriet Tubman said quietly, glancing at the letter in her hand. Harriet knew that escorting Henry along with the other boy, Timothy, would only put him—and them—in even more danger. “You’ve got to find it in you to be brave.”

“But how will I know which direction to go in?” Henry asked.

“Follow the North Star, and always be remembering, stay alert, and understand that your very life depends on your actions. Didn’t your mama ever tell you danger foreseen is half avoided?”

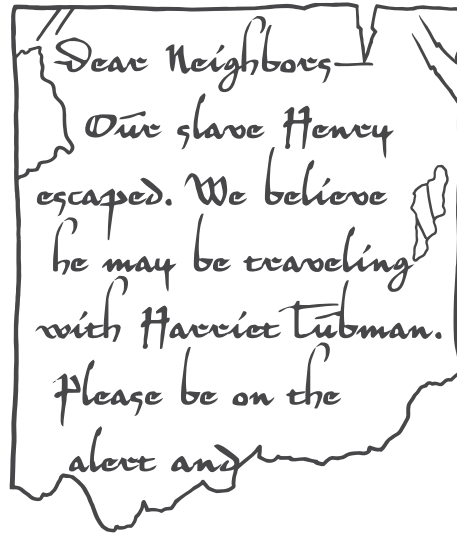
Henry thanked Harriet Tubman and began his journey. He knew he couldn’t stay in the woods much longer. He needed a clear view of the sky so he could see the North Star.

As Henry moved closer to the edge of the woods, the moonlight came down on the trees. It created shadows that turned the trees into snarling dogs and men with sticks and ropes. The images filled Henry with a twisting fear. Thinking about the punishments he would face if he were captured terrified him. He began to wonder if he should turn back and return to the plantation. He might still receive a beating, but it would be nothing like what would happen if he were captured.

Still, life at the plantation was very hard. Although he was just a teenager, Henry worked six long days a week, picking cotton under the boiling sun. There he belonged to the master and could be sold at any time.

Unsure of what to do, Henry hung his head, and with a heavy sigh he thought of something else his mama used to say, nothing ventured, nothing gained. Henry had the experience of being a slave his whole life, and he knew that he just HAD to be free!

Henry looked up at the sky and searched until he found the North Star shining down on him like a ray of promise. Fortune favors the bold, thought Henry, and he took off to follow the North Star to freedom.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Early in the story, what happens when Henry hears a twig snap? Why?

---



---

2. What causes Harriet Tubman to refuse to take Henry with her?

---



---



---

3. In the text in the middle of the second page, how do the shadows in the woods affect Henry after he leaves Harriet Tubman? What does he start to think he should do?

---



---



---

4. In the last two paragraphs, what does Henry remember? What effect do these memories have on him?

---



---



---

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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



Name \_\_\_\_\_

## The Strength to Speak Out

“Rebecca’s been gone for what feels like ten years, Pa, but it is still 1838,” Mrs. Miller told her husband.

Mr. Miller responded, “Be strong, dear. She has an important mission. Here, a letter came for you today. Read it aloud.”

Mrs. Miller excitedly began reading: “My Dear Mama, I miss you and Papa so. Please, don’t fret, for I am safe and well. I have listened to powerful speakers at the abolitionist meeting in Pennsylvania Hall. Angelina Grimké Weld spoke with fervor about the evils of slavery. She urged us all to join together against the shame of our nation. Mama, would you believe that even I took the stage and spoke to our fellow abolitionists? It is true, Mama. Mrs. Weld took my hands, looked in my eyes, and said, ‘Rebecca Miller, stand up and speak your mind, for yours is a keen mind and your voice is one of courage.’ Be proud of me, Mama. I have become the strong woman you had hoped me to be. With love and devotion to you and Papa, Rebecca.”

### Answer the questions about the text.

1. What text features of historical fiction does the text contain?

List two.

---



---

2. What important information about the main character and the plot does the letter reveal?

---



---



---

3. How does the use of dialect help you understand the time period?

---



---

Name \_\_\_\_\_

**Read each passage below. Using context clues to help you, write a definition of each adage or proverb in bold.**

1. Henry walked carefully through the dark woods. He wished he could progress faster, but he recalled his mother's words, **haste makes waste**. It would be dangerous to draw attention to himself.

---

2. Suddenly, a twig snapped nearby, and Henry jumped. "Oh, no!" he thought, his heart pounding within his chest. He squeezed his eyes shut tight and told himself, "**A coward dies a thousand deaths; a brave man dies but once.**" He turned around, anticipating an angry slave catcher, but instead he saw the worried but friendly face of a boy not much older than himself.

---



---

3. "Follow the North Star, and always be remembering, stay alert, and understand that your very life depends on your actions. Didn't your mama ever tell you **danger foreseen is half avoided?**"

---



---

4. Unsure of what to do, Henry hung his head, and with a heavy sigh he thought of something else his mama used to say, **nothing ventured, nothing gained**. Henry had the experience of being a slave his whole life, and he knew that he just HAD to be free!

---

5. Henry looked up at the sky and searched until he found the North Star shining down on him like a ray of promise. **Fortune favors the bold**, thought Henry, and he took off to follow the North Star to freedom.

---

Name \_\_\_\_\_

**bāzār** in Persian means “market”

**plat** in French means “flat”

**iglu** in Inuit means “house”

**pudelhund** in German means “to splash about” plus “dog”

**kruisen** in Dutch means “to cross”

Read each sentence. The word in bold has an origin in a language other than English. Find the related word in the box and write the word and its meaning on the line.

1. The **igloo** kept the family warm even in extremely cold weather.

\_\_\_\_\_

2. Our family took a **cruise** down the river during spring break.

\_\_\_\_\_

3. We bought several gifts at the winter **bazaar**.

\_\_\_\_\_

4. My **poodle** loves to play at the dog park.

\_\_\_\_\_

5. After climbing the steep hills, we were glad to reach a **plateau** that extended for miles.

\_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to analyze how a character changes as a result of events in the plot.

<b>Topic sentence</b>	→	Events in the plot of “Following a Star” cause the main character to react and change. Henry is nervous as he escapes from slavery on the Underground Railroad. In the woods, a boy appears and leads him to Harriet Tubman. She says a letter tells slave hunters how to find Henry, but she directs him to the next station. Henry is afraid to go by himself, but Harriet encourages him to be brave. These events show how Henry learns to handle his fears and to carry on in the face of danger.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the story you have chosen. Cite evidence from the text to analyze the way events in the plot show how a character changes. Remember to use precise language and to use demonstrative adjectives correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can add strong, vivid words to help readers visualize the setting and the characters.**

### Draft Model

Song desperately looked for her sister, but the forest hid her well. Song called out her sister's name. The only answer was the sound of an owl. Song walked carefully through the trees.

1. What strong verbs could you use to describe how Song looks and sounds as she searches and calls out?
2. What vivid words could you use to help readers visualize the forest and understand what Song feels?
3. How do you want the sound of the owl to affect readers? What specific words could help you describe the owl's sound to get that effect?

**B. Now revise the draft by adding strong, vivid words that will help readers better visualize the setting and the action and to understand how Song is feeling.**

---

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Name \_\_\_\_\_

inefficient

nutrients

industrial

manipulation

modification

mutated

sparse

surplus

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

1. What might be **sparse** on a dark winter day?

\_\_\_\_\_

2. Why do living creatures need **nutrients**?

\_\_\_\_\_

3. What is an **inefficient** way to clear a lawn of fallen leaves?

\_\_\_\_\_

4. What might be different about a flower that has **mutated** genes?

\_\_\_\_\_

5. What is something that is made by using **industrial** technology?

\_\_\_\_\_

6. In which of your school subjects do you use **manipulation** of numbers?

\_\_\_\_\_

7. What would you do if you had a **surplus** of money?

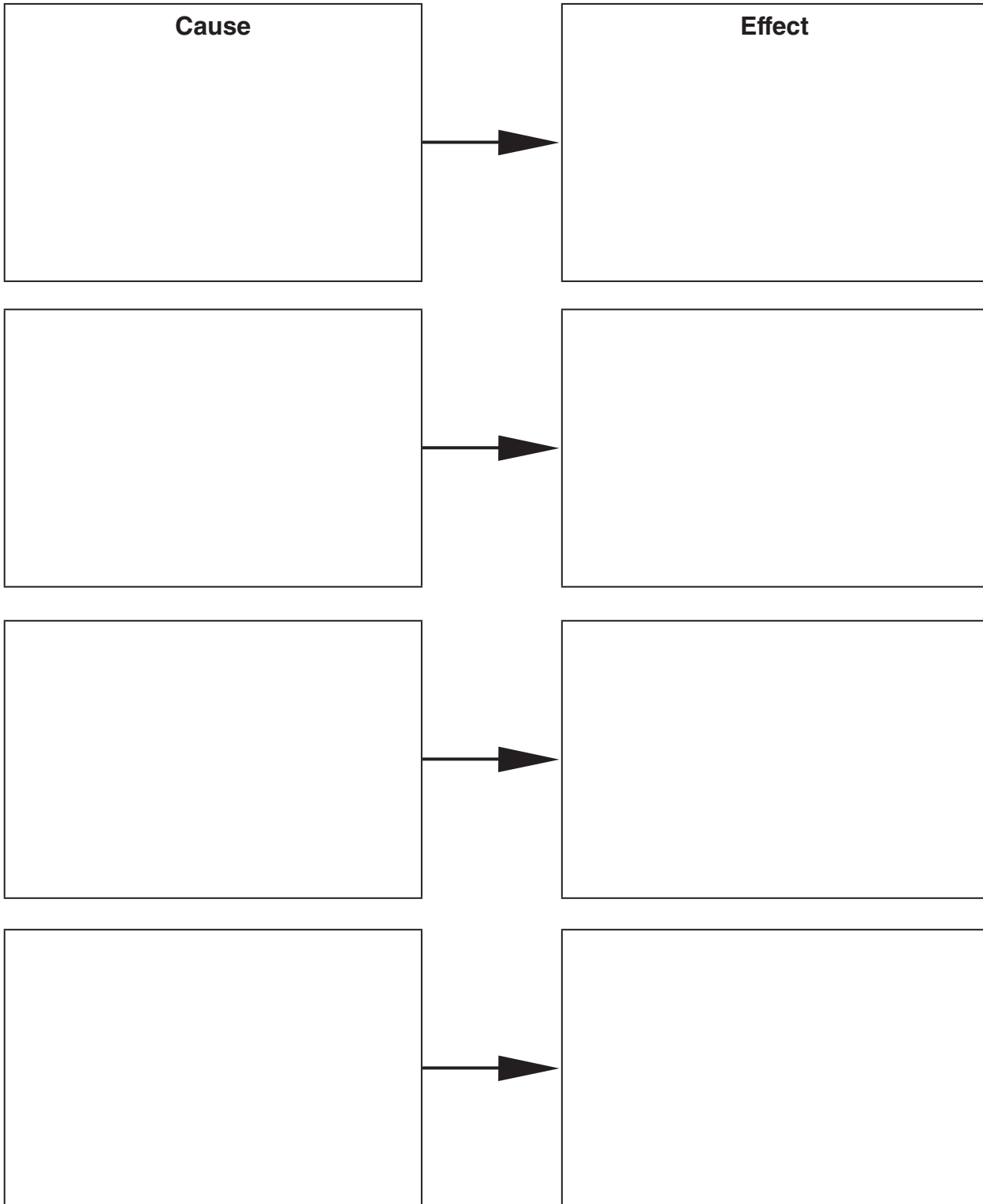
\_\_\_\_\_

8. Why might you make a **modification** to a jacket?

\_\_\_\_\_

Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.



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Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding as you read.

### Something to Write On, Please

16 Paper is so common today that it is hard to think of living without it. Yet  
 29 for thousands of years before paper was invented, that is just what people  
 42 did. In spite of this hardship, people managed over the centuries to come  
 up with a great variety of materials upon which to record their ideas.

55 The earliest writing material used by humans was the wall of a cave.  
 68 While not much is known about prehistoric writing, one thing is sure.  
 80 Writing on the wall of a cave could not be moved. To read it, a person  
 96 would have had to come to it. In a time when the only way to get from one  
 114 place to another was to walk, cave writers did not have a wide audience.

#### 128 Stone and Papyrus

131 Much of the early writing of the Egyptians was hieroglyphics, which  
 142 means picture symbols. The ancient Egyptians carved their writing into the  
 153 stone of temples or monuments. Because of where the writing was done,  
 165 the words were made to be as permanent as the buildings themselves.

177 Later the Egyptians made an early paper-like material called *papyrus*.  
 187 This is the word from which *paper* gets its name. Papyrus was named after  
 201 a kind of marsh grass growing around the Nile River called papyrus. To  
 214 make papyrus paper, the Egyptians cut thin strips of grass and soaked them  
 227 in water. Soaking the strips softened them. To make a flat surface, they  
 240 laid the strips at right angles to each other and pounded them into a thin  
 255 sheet. The heat of the sun dried and stiffened the sheets. Dried papyrus  
 268 was a much lighter substance than stone. It could easily be carried from  
 281 place to place in rolled sheets called scrolls.



Name \_\_\_\_\_

### Clay Tablets

Near Egypt and about the same time, the ancient Mesopotamians made a form of writing called *cuneiform*, or wedge-shaped writing. Like the Egyptians, the Mesopotamians used materials from their rivers to make writing materials. The end of a reed made a wedge-shaped impression in the wet clay. The drying of the clay made the writing harden and become permanent. But it could still be carried from one place to another.



In fact, some historians think that one of the earliest uses of writing in Mesopotamia was to note lists of goods. These lists were sent along with the goods when they were shipped. Because the writing on the dry clay could not be changed, if something was missing from the shipment, the person receiving it would know!

### Ts'ai Lun's Secret Formula

The first person we know of to make something like the paper we use today was a person named Ts'ai Lun. He worked in the Chinese Imperial Court and lived over 1,900 years ago. At that time, books in China were made of bamboo, tortoise shell, and other things that were quite heavy. Silk was also used to make books, but it made them costly. Unhappy with these materials, Lun set out to find something more convenient to write on.

He started by soaking pieces of bark and other plant parts in water. Once the water helped to soften the fibers, Lun pounded them with a wooden tool. After the soaking and pounding, the fibers became thin and threadlike. Using a sieve, Lun carefully separated the threads from the mixture. When the threads were pressed and dried together, they formed thin sheets that one could write on.

### Going Paperless?

The amount of paper we use today adds up to a lot of chopped down trees. One paper innovation in recent years has been the use of renewable plant fibers such as bamboo. Bamboo grows fast, while trees take a long time to grow. Now that we use computers to write with, one day, we may not require paper at all!

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What did Egyptians do to cause papyrus to become a flat surface that could be used for writing?

---



---

2. What was an effect of the Egyptians carving their writing into the stone of temples and monuments?

---



---

3. Look at paragraph 2 on the second page of the passage. What was the effect of having lists of goods that were permanently written on dry clay? What signal word helps you understand this cause and effect relationship?

---



---

4. What caused the plant fibers that Ts'ai Lun worked with to become thin and threadlike?

---



---

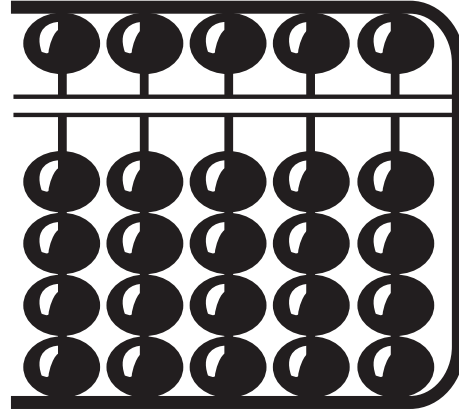
**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## The Abacus: Oldest Counting Machine

For thousands of years, the abacus has been used as a counting machine. In many cultures, merchants who traded goods used the wooden beads of the abacus to count goods they bought and sold. They also used the abacus to figure out how much the multiples of their goods would cost. Historians believe that the simplest abacuses probably involved drawing lines in the sand to represent units, such as 100s and 1000s. Small pebbles were used to represent numbers within those units. With the development of number notation, the abacus lost popularity in Europe. However, people in many parts of the world use it to this day.



Wooden beads on an abacus were used to count units. Their value depended on the column and position (up or down).

### Answer the questions about the text.

1. List two features of expository text that this text contains.

---



---

2. Besides providing the topic, what does the heading tell you?

---



---

3. What information in the text is supported by the diagram and caption?

---



---

Name \_\_\_\_\_

**Read each passage below. Determine the cause-and-effect relationship described in each. Write the missing cause or effect on the line provided. Then, thinking about the cause and effect, define the word in bold in each passage.**

1. To make papyrus paper, the Egyptians cut thin strips of grass and soaked them in water. Soaking the strips softened them. To make a flat surface, they laid the strips at right angles to each other and **pounded** them into a thin sheet.

cause: \_\_\_\_\_

effect: making papyrus paper with a flat surface

definition of **pounded**: \_\_\_\_\_

2. The end of a reed made a wedge-shaped **impression** in the wet clay.

cause: end of reed pushed into clay

effect: \_\_\_\_\_

definition of **impression**: \_\_\_\_\_

3. The drying of the clay made the writing harden and become **permanent**.

cause: drying of the clay

effect: \_\_\_\_\_

definition of **permanent**: \_\_\_\_\_

4. Silk was also used to make books, but it made them **costly**.

cause: using silk, an expensive material, to make books

effect: \_\_\_\_\_

definition of **costly**: \_\_\_\_\_

Name \_\_\_\_\_

benefit	transport	structure	factory
audience	manufacture	reflection	beneficial
exported	reflex	destruction	audio

**A. Read the words in the box above. Sort them based on their Latin roots. Write each word in the correct column.**

<i>aud</i>	<i>bene</i>	<i>flect/flex</i>	<i>port</i>	<i>struct</i>	<i>fact</i>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Latin Roots and their Meanings**

- *aud* means “hear”
- *flect* and *flex* mean “bend”
- *struct* means “build”
- *bene* and *bon* mean “good”
- *port* means “carry”
- *fac* and *fact* mean “make” or “do”

**B. Circle the word with the Latin root in each sentence. Use the root meanings above and your knowledge of word parts to determine the meaning of the word. Then write the meaning on the line.**

- Cars were sent around the construction site. \_\_\_\_\_
- People filled the auditorium before the show. \_\_\_\_\_
- At the meet, the gymnasts showed how flexible they are. \_\_\_\_\_
- This rug was imported from India. \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to support a claim about the author's use of cause-and-effect relationships to explain the topic.

<b>Topic sentence</b>	→	I think the author of "Something to Write On, Please" believes that wanting to share writing easily caused people to try different materials.
<b>Evidence</b>	→	Writings on cave walls could not be moved, so people looked for other methods. Marsh grass grew in Egypt, so Egyptians learned to make papyrus to write on. Where local clay was plentiful, writing on clay tablets was easy. Silk was expensive, so Ts'ai Lun tried out plants until he created paper.
<b>Concluding statement</b>	→	As these ideas show, the need for cheaper and lighter writing materials caused people to keep trying new things to write on.

**Write a paragraph about the text you have chosen. Cite evidence from the text to support your argument about the author's descriptions of cause-and-effect relationships. Remember to use comparative adjectives correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

colleagues

conservatively

deduction

drones

galaxy

sustain

ultimately

verify

**Finish each sentence using the vocabulary word provided.**1. **(verify)** Please recheck your facts \_\_\_\_\_

\_\_\_\_\_

2. **(deduction)** The scientist was \_\_\_\_\_

\_\_\_\_\_

3. **(drones)** In the next room, \_\_\_\_\_

\_\_\_\_\_

4. **(galaxy)** There are many \_\_\_\_\_

\_\_\_\_\_

5. **(colleagues)** We weren't sure what to do, \_\_\_\_\_

\_\_\_\_\_

6. **(conservatively)** I think that we can \_\_\_\_\_

\_\_\_\_\_

7. **(sustain)** Most plants and animals need \_\_\_\_\_

\_\_\_\_\_

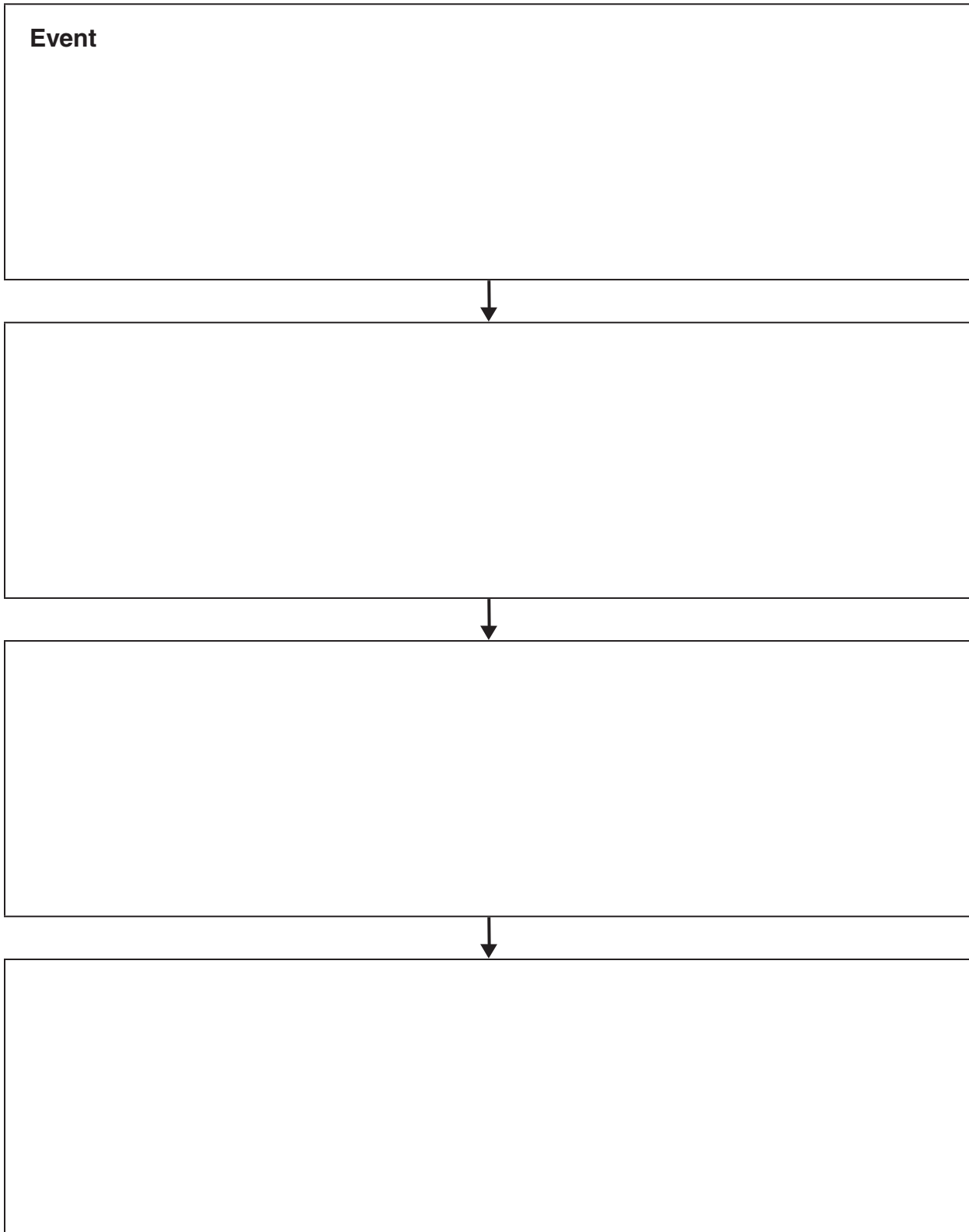
8. **(ultimately)** After a long discussion, \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding as you read.

## Satellites Take Archeology to New Heights

10 Like detectives in hot pursuit of evidence, archeologists hunt for  
12 information that is often hidden. They dig for clues about ancient people  
14 whose cultures have vanished and are gone from view. For many years,  
16 archeologists used simple tools such as hand shovels and sifters. They  
18 carefully removed sand and dirt from relics. They hoped these objects  
20 from the past would unlock the mysteries of ancient civilizations. Now  
22 a new tool has transformed archeology. Satellite images reveal secrets  
24 hidden below the earth. They show in a picture what the human eye  
26 sometimes cannot see.  
28

### 93 Going High-Tech

95 In 2000 archeologist Sarah Parcak began searching for traces of ancient  
97 villages in Egypt. She knew that buildings could have been buried in the  
99 Nile River floodplain. The shifting desert sands could have covered over  
101 whole settlements. However, Parcak wanted to try a high-tech approach  
103 to help pinpoint, or narrow down, possible sites. Parcak was familiar with  
105 satellite imaging for small projects. She wanted to apply it more broadly  
107 across Egypt.  
109

111 In 2010 Parcak and her team had two sets of satellite imaging to look  
113 at. For over a year, they studied and compared both sets. Parcak found that  
115 the most revealing pictures were taken during late winter when the soil  
117 was wet. Parcak and her team could see where the buildings were. The  
119 ancient underground buildings were made of mud brick. When the buried  
121 walls were wet, the images showed differences between the soil above the  
123 walls and the soil next to them. Now the team had clues, a starting point.  
125

Name \_\_\_\_\_

**Proof on the Ground**

In the satellite pictures, Parcak and the team could easily see the sites of pyramids that were above the ground. They compared those images with the outlines of similar structures that were underground and found more pyramids. The satellite pictures also revealed the layout of an underground city. Using the images, Parcak and her team were able to create a map of Tanis, an ancient Egyptian capital.

The archeologists knew they would have to prove their theories. In 2011 Parcak's satellite technology pinpointed where to dig. Partnering with a group of French archeologists, Parcak's team explored the Tanis site. They uncovered a house right where the satellite picture had shown it would be. The team also did a trial dig for pyramids. They found two. The pyramids were exactly where the pictures showed they should be. "They found an almost 100% correlation between what we see on the imagery and what we see on the ground," Parcak said.

In total, the high-tech research has uncovered 17 buried pyramids, 1,000 tombs, and 3,000 settlements. Parcak's idea of using satellite technology has paid off. She is eager to see how this technology will reveal more about life in ancient Egypt.



Purestock/SuperStock

**Pictures of the earth taken from satellites can help archeologists.**

**Further Exploration**

Archeologists predict there will be many more uses for satellite technology. Today the Egyptian government uses satellite imaging to protect their ancient sites. If there is looting, the authorities can be alerted. This may help keep down such theft in the tombs. Archeologists can also use satellites to study sites in war-torn countries, where ground visits are difficult. Another archeologist has learned how ancient water canals helped the Mayans farm.

Satellites were first developed in connection with space exploration. They are also helping us get to know our own planet better. Sometimes you have to step back to see the big picture.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What tools did archeologists use for many years to find relics?  
What is a new tool? What time word signals the sequence?

---



---

2. What signal words tell you how long Parcak and her team worked with the satellite images of the Nile floodplain? What did the team of archeologists do with the images?

---



---

3. What did the archeologists do right before they started digging in 2011?

---



---

4. How many years after Parcak began searching for ancient villages did she and her team begin digging at the site of Tanis? How do you know?

---



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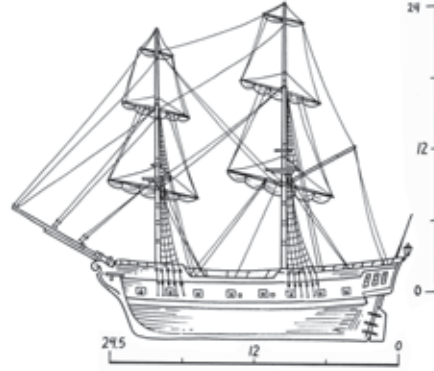
**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Shipwreck Located Below Lake Ontario

For Jim Kennard, the search for the 18th-century British warship *HMS Ontario* lasted 35 years. In 2008, Kennard teamed up with Dan Scoville, and the two men used sonar, or sound, technology to locate the shipwreck in Lake Ontario. But underwater divers could not reach it, because the ship lay 500 feet below the surface. Instead, the men used an underwater remotely operated vehicle (ROV) that Scoville developed to explore and confirm the identity of the ship. The ROV has high-intensity lighting and cameras that take images of shipwrecks. The images showed a large sailing ship. Finally, Kennard had found the *HMS Ontario*.



The *HMS Ontario* was 24.5 meters long (over 80 feet) with masts almost as tall as the length of the ship.

### Answer the questions about the text.

1. How is the information in the text organized? How does it help you?

---



---

2. What inventions helped Kennard and Scoville make their discovery?

---

3. What part of the process helped confirm the identity of the ship?

---



---

4. What technical information do the diagram and its caption provide?

---



---

Name \_\_\_\_\_

Read each passage. Underline the context clues that define or restate the meaning of the word in bold. Write the definition of the word. Then use the word in a sentence of your own.

1. Like detectives in **pursuit** of evidence, archeologists hunt for clues.

**Definition:** \_\_\_\_\_

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

\_\_\_\_\_

2. They dig for clues about ancient people whose cultures have **vanished** and are gone from view.

**Definition:** \_\_\_\_\_

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

\_\_\_\_\_

3. They carefully removed dirt from **relics**. They hoped these objects from the past would unlock the mysteries of ancient civilizations.

**Definition:** \_\_\_\_\_

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

\_\_\_\_\_

4. Satellite **images** reveal secrets hidden below the earth. They show in a picture what the human eye sometimes cannot see.

**Definition:** \_\_\_\_\_

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

\_\_\_\_\_

5. However, Parcak wanted to **pinpoint**, or narrow down, possible sites.

**Definition:** \_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Add the word parts to create a word with a Greek root. Write the word. Then circle the word below that has the same Greek root.**

1. aero + space = \_\_\_\_\_

automated

aerodynamic

alleviate

2. bio + graph + y = \_\_\_\_\_

autograph

bizarre

microwave

3. photo + synthesis = \_\_\_\_\_

philosophy

telephoto

program

4. psych + ologist = \_\_\_\_\_

pathetic

polar

psychic

5. para + graph = \_\_\_\_\_

grapes

invite

graphic

**B. Complete each sentence with a word from the box. Use the meanings of Greek roots to help you.**

aerobic

psychology

photocopy

photographer

6. He made a \_\_\_\_\_ of his passport before he left.

7. Swimming is considered an excellent \_\_\_\_\_ activity.

8. A \_\_\_\_\_ uses a camera to take pictures.

9. In a \_\_\_\_\_ class, students learn about the mind.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below analyzed the author’s use of sequence to explain a topic.

<b>Topic sentence</b>	→	By describing events in order, the author of “Satellites Take Archeology to New Heights” helped me understand the topic of satellite imaging. I read that Sarah Parcak thought of using satellite imaging to find buried Egyptian buildings. By 2010, her team had two sets of images to study. They realized images of wet soil were more useful. Then they compared these to outlines of known buildings. Finally, they dug for and found buildings buried exactly where the images showed they would be. Reading the steps that Parcak took helped me to understand how satellite imaging can be used.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze the author’s use of sequence to explain a topic. Remember to use clear transitions and to use *more* and *most* correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to strengthen the organization of the paragraph’s main idea and supporting details.**

**Draft Model**

I think we should visit the moon again. The last time a human walked on the moon was in 1972. Since that time, there have been many advances in technology.

1. What words or phrases could you add to make the topic sentence clearer?
  
2. How could the second sentence be revised to help it better support the topic sentence?
  
3. What points could be added to help strengthen the ideas in the last sentence and to link ideas to the topic? What transitions could be used?
  
4. What sentence could you add to the end to make the reader want to read the next paragraph?

**B. Now revise the draft by creating a stronger topic sentence and by giving stronger, more specific support for the topic.**

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Name \_\_\_\_\_

catastrophic

elevating

computations

subsequently

magnetic

obsolete

application

deployed

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

1. Why might you use something **magnetic**?

\_\_\_\_\_

2. What kind of homework usually involves **computations**?

\_\_\_\_\_

3. What is something you would describe as **catastrophic**?

\_\_\_\_\_

4. Why might an ambulance be **deployed**?

\_\_\_\_\_

\_\_\_\_\_

5. If you were injured, what might you **subsequently** do?

\_\_\_\_\_

6. What is a typical **application** for a hammer?

\_\_\_\_\_

7. Why would you call an old typewriter an **obsolete** writing tool?

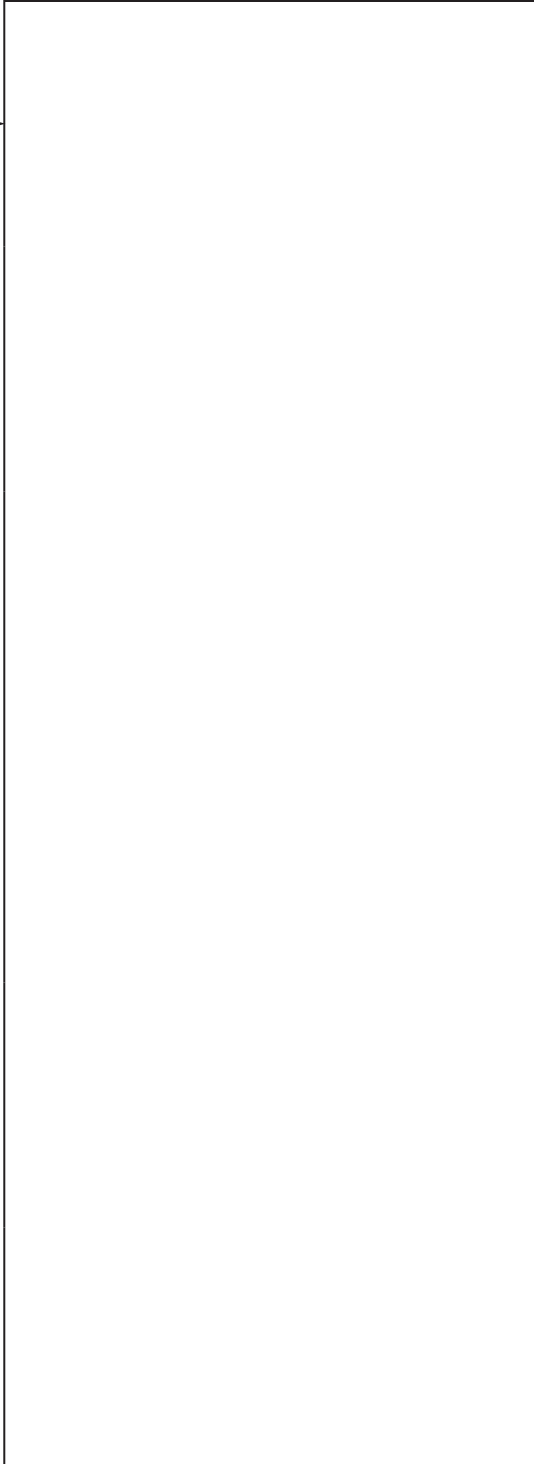
\_\_\_\_\_

8. What might be one reason for **elevating** a sign?

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details	Author's Point of View
	

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to check your understanding.

## Hurtling Through Space from Home

14 If you've ever wondered what it's like to travel in space, now you can  
 24 find out. Space hobbyists have written some amazing computer programs.  
 39 Some let you see what's out there as if you were at a planetarium. Other  
 51 programs let you soar through the universe from home like an astronaut.  
 62 From the world's largest map to flight simulations, this space exploration  
 78 can be a lot of fun. Virtual space flights are not just for kids and teenagers.  
 91 Many computer astronauts are adults. They want to know how it feels to  
 guide a spacecraft through our vast solar system.

### 99 Many Ways to Learn with Technology

105 Have you ever looked in awe at the enormous, brightly lit night sky?  
 118 You can now get a closer look without going to a planetarium. Computer  
 131 programs are available to the public using data from real orbiters and  
 143 telescopes. The Sloan Digital Sky Survey is an effort to create a map of  
 157 the universe. Its creators have identified hundreds of millions of objects.  
 168 Anyone with a computer can see images and data from the survey by  
 181 logging onto SkyServer. Navigation tools take you on a journey through  
 192 the night sky. It would be easy to get lost out in the universe. SkyServer  
 207 provides games and projects to keep computer astronauts on course.

217 Since 2009 NASA and Microsoft have worked together to make  
 227 planetary images and data available to the public. The result is the  
 239 WorldWide Telescope. Its creators call it "the world's best telescope."  
 249 This online tool gathers information from telescopes and observatories  
 258 throughout the world. Guided tours take you on a space journey billions of  
 271 years into the past. One feature even lets you see into the future. You can  
 286 view the planets' positions from any place on Earth at any time.

Name \_\_\_\_\_

Stellarium is an easy-to-use astronomy program. You can observe the sun, moon, planets, and stars just as you might at a planetarium. Zoom in to find the names of objects in the sky. Look at the universe from anywhere, not just gazing up from Earth. To visit Jupiter, simply type in the planet's name. The program shoots you across the night sky. You can enjoy the wonder at close range.

Celestia is another piece of free software that provides the experience of exploring our galaxy. You will not be in a cockpit for this virtual adventure. This program is also more like visiting a planetarium. However, you may plot locations in the solar system and travel between planets. There is an easy "Go To" feature. Just pick a planet or star you wish to zoom in on. You see stars, planets, and moons pass by until you get where you want to go.

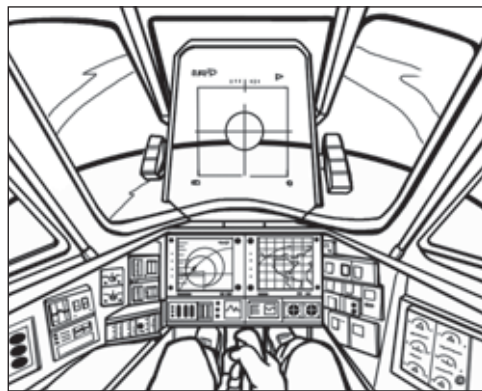
### Virtual Orbiting

Bruce Irving is one of NASA's Solar System Ambassadors. He is a skillful author and teacher of computer space explorers. His free, online books help people to use Dr. Martin Schweiger's space simulation program called Orbiter. You can experience a ride in a spaceship by using pre-recorded flights. Launch and re-entry modeling make for realistic space travel. Later on, you can learn how to plan your own trip to Mars. Or you can see Jupiter from your virtual cockpit. Orbiter has enough levels of learning to challenge even advanced users.

It's easy to get interested in space exploration and flight simulation. Computer programs have paved the way for many people of all ages to experience space. Willing scientists and computer experts have made the thrill of spaceflight possible for everyone.

### Simulations Require Training

Spaceflight simulation demands some learning before you can do much more than take a demonstration ride. As you can see from looking at the virtual cockpit in the demo model, experiencing simulations of launches of your own will require some tutorial work.



Graphics such as this—the cockpit of the Orbiter's Delta-glider vehicle—add to the realism of space-flight simulation.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What detail does the author include about what you can do using the WorldWide Telescope?

---



---

2. What details does the author include about what you can do with the program Celestia?

---



---

3. What words that the author uses to describe Stellarium give you evidence about the author's view of the program?

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4. How would you describe the author's point of view about computer programs that simulate space exploration?

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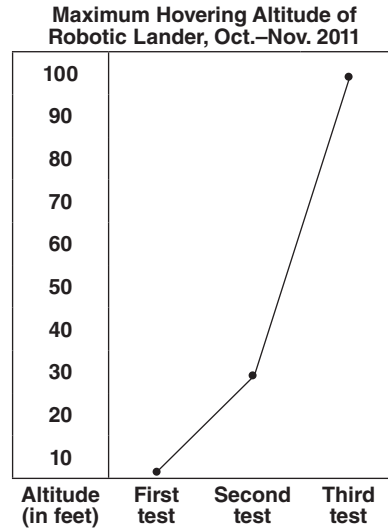
**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## NASA's Robotic Lander

Picture a “robot” spacecraft landing on a faraway planet. NASA is testing just such a robotic lander to explore the moon and other bodies in space. “Mighty Eagle,” the first lander of this type, is a 700-pound, three-legged craft, and is four feet tall and eight feet wide. During tests in 2011, the lander reached an altitude of 100 feet, hovered a while, and then landed safely. An on-board pre-programmed computer guides “Mighty Eagle,” our newest advance in space exploration.



Answer the questions about the text.

1. How do you know this is expository text?

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2. What text features does this text include?

---

3. Based on the information in the text, is the heading a strong one?

Why or why not?

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---

4. What information does the line graph provide?

---

Name \_\_\_\_\_

**Read each sentence. Then explain how the tone of the sentence would change if the words in bold were replaced with the words in parentheses.**

1. Other programs let you **soar** through the universe from home like an astronaut. (fly)

---

---

2. From the world's largest map to flight simulations, this space **exploration** can be a lot of fun. (research)

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---

3. They want to know how it feels to guide a spacecraft through our **vast** solar system. (big)

---

---

4. You can enjoy the **wonder** at close range. (impressive sight)

---

---

5. Celestia is another piece of free software that provides the **experience** of exploring our galaxy. (activity)

---

---

6. Bruce Irving is one of NASA's Solar System **Ambassadors**. (Representatives)

---

---



Name \_\_\_\_\_

**A. Read each sentence and look for words with the suffix *-ive*, *-age*, or *-ize*. Underline the suffix. Then write the word on the line.**

1. I'm glad that my friend could sympathize with my situation. \_\_\_\_\_
2. We had the advantage of practicing on the stage. \_\_\_\_\_
3. The live debate between the candidates was explosive. \_\_\_\_\_
4. Should we organize these drawings by size? \_\_\_\_\_
5. The passage across the sea seemed like it lasted for ages. \_\_\_\_\_

**B. Read the words in the box. Then sort the words based on their suffixes in the chart below.**

vocalize      wreckage      attractive      creative      emphasize  
 criticize      storage      secretive      percentage

<b><i>-ive</i></b>	<b><i>-age</i></b>	<b><i>-ize</i></b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to support an opinion about the author’s point of view.

<b>Topic sentence</b>	→	<p>I think the author’s choice of words in “Hurling Through Space from Home” shows a very positive point of view toward the topic. The author uses words such as <i>amazing</i>, <i>wonder</i>, and <i>thrill</i> to describe computer programs that let people experience space travel. Vivid words like <i>soar</i>, <i>gazing</i>, and <i>shoots</i> give readers a better sense of what it’s like to use the programs. The author also says how “easy” it is to get interested in space while using the programs. For these reasons, I believe the author has a very positive point of view toward the subject.</p>
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you chose. Cite evidence from the text to support your argument about the author’s point of view. Remember to use concrete details and to use comparative forms of *good* and *bad* correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

commodity	distribution	dominant	edible
impenetrable	ornate	replenished	significant

Use each pair of vocabulary words in a single sentence.

1. impenetrable, significant

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2. commodity, distribution

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3. edible, replenished

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4. ornate, dominant

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Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to check for understanding as you read.

## Harnessing the Sun's Energy

14 For as long as people have lived on Earth, they have depended on the  
18 sun for the energy they need. Energy from the sun is called solar energy.  
22 In ancient times, people were warmed directly by the sun and indirectly  
26 by the solar energy stored in wood when they burned it. They used stored  
30 solar energy whenever they ate plants or animals that got their energy from  
34 plants. Today we use the solar energy stored in oil, coal, and natural gas.  
38 All of these are formed over very long periods of time.

42 Because coal, oil, and gas take a long time to form, using them as  
46 energy sources has a disadvantage. They cannot be replaced as we use  
50 them. Today people are looking for ways to use solar energy directly from  
54 sunlight. Solar energy used in this way is called solar power. Because  
58 Earth receives light from the sun constantly, direct solar energy is a  
62 renewable source of energy.

66 Many ancient people found ways to harness solar power by converting,  
70 or turning, sunlight into thermal energy (heat). Greeks and Romans used  
74 the sun's reflection on mirrors to light torches. Romans found that using  
78 glass windows would capture the sun's warmth. Native Americans built  
82 houses into the sides of cliffs. They used the sun's heat from the day for  
86 warmth at night. Solar technology is not new. However, we continue to  
90 learn ways to harness the sun's power.

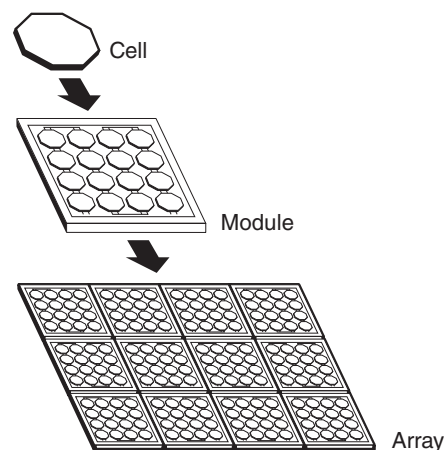
### 237 From Light to Electricity

241 Today we also have the technology to turn solar energy into electrical  
245 energy (electricity). In 1839 a French scientist by the name of Edmund  
249 Becquerel made a breakthrough discovery. He observed that certain  
253 materials made electrical current when they absorbed light. In 1905  
257 Albert Einstein described the details of this process. Einstein's work was  
261 the basis for much progress in solar technology.  
265

Name \_\_\_\_\_

### Convert, Collect, and Store

In the 1950s, American scientists developed a solar cell that could convert the sun's energy into current. One cell did not produce much electricity. Soon the cells were placed into larger units called modules. Then NASA decided to invest in solar energy for space travel. By combining solar modules, they made a more powerful electrical source called an array. NASA first used this technology on their satellite called Vanguard I in 1958.



The sun's energy can produce heat and power, but it must somehow be stored for later use. Some electrical power can be stored in batteries. Solar heat can also be captured by collectors and then stored. In 1767 a Swiss scientist developed the first solar collector. A flat plate collector uses black metal plates covered with pieces of glass. The glass heats up as the sun strikes. The heat is then carried by water or air to storage. Collectors are often used for heating homes or water. A focusing collector is used to capture greater heat. In these, a layout of carefully placed mirrors focuses the sunlight. The light goes from a wide area and is concentrated into a small black receiver. These solar furnaces can reach temperatures of up to 2,000 degrees Celsius.

### An Available Renewable Energy

Solar power has many advantages. It does not pollute. This resource is free and widely available. The challenge is collecting and storing energy from this source cheaply. Today, more people use solar power in their homes and businesses. Water heaters and collection panels are cutting energy costs. New designs in windows, skylights, and even roof shingles help homeowners use the sun's energy directly.

From ancient people to today, humans have looked for ways to harness our amazing sun. With awareness of the need for renewable, clean energy, looking to the sun just makes sense. The potential for solar power is enormous.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Look at the first paragraph. Write two details that support the main idea that people have always depended on the sun for energy.

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2. What is the main idea of the third paragraph?

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3. Look at the second paragraph under the heading “Convert, Collect, and Store.” What is the main idea of that paragraph? Name one detail that supports this idea.

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**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

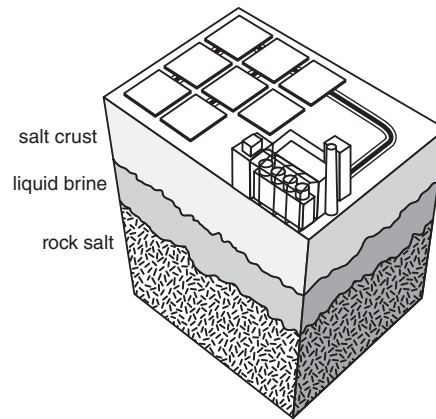
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

## Lithium: The World's Newest Commodity

Like oil and natural gas that fuel our cars and homes, lithium has become a valuable commodity, or product. It is a light silvery-white metal with high electrical conductivity. Therefore, electronics that require a long battery life, such as laptops and mobile phones, run on lithium. The world's largest supply lies within the salt flats of Chile and Bolivia in South America. Although lithium is a clean energy source, mining for it is dirty work. The precious metal is pumped out of the ground and left to bake in the hot desert sun. It then becomes a yellow greasy liquid that can be used as energy. For some people, the question remains: How much environmental damage will lithium mining cause?



**Lithium from the liquid brine layer is pumped up to the earth's surface.**

### Answer the questions about the text.

1. What process does the text explain?

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2. How do the diagram and caption help you understand this process?

---



---

3. Why are some people concerned about lithium mining?

---



---

Name \_\_\_\_\_

Read each sentence. Use the chart below to help you figure out the meaning of each word in bold. Then write the root of each word and a new sentence using that word.

Latin Root	Meaning
<i>flec, flex</i>	bend, break
<i>ology</i>	study or science of
<i>scrib, scrip</i>	write
<i>vert, vers</i>	turn
<i>sign</i>	sign

1. Many ancient people found ways to harness solar power by **converting**, or turning, sunlight into thermal energy (heat).

root: \_\_\_\_\_

sentence: \_\_\_\_\_

2. Greeks and Romans used the sun's **reflection** on mirrors to light torches.

root: \_\_\_\_\_

sentence: \_\_\_\_\_

3. Solar **technology** is not new.

root: \_\_\_\_\_

sentence: \_\_\_\_\_

4. In 1905, Albert Einstein **described** the details of this process.

root: \_\_\_\_\_

sentence: \_\_\_\_\_

5. New **designs** in windows, skylights, and even roof shingles help homeowners use the sun's energy directly.

root: \_\_\_\_\_

sentence: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each word in bold. Then circle the related word with the suffix *-ible* or *-able*.**

- |                    |              |              |             |
|--------------------|--------------|--------------|-------------|
| 1. <b>value</b>    | valuable     | valued       | remarkable  |
| 2. <b>profit</b>   | professional | profitable   | profits     |
| 3. <b>consider</b> | changeable   | considerable | considerate |
| 4. <b>love</b>     | lovely       | adorable     | lovable     |
| 5. <b>horror</b>   | horrible     | honorable    | horrifying  |

**B. Read each clue. Then choose a word from the box that matches it. Write the word on the line and circle the suffix.**

reversible	impossible	admirable	predictable	believable
terrible	acceptable	reliable	noticeable	considerable

6. worthy of admiration \_\_\_\_\_
7. able to be reversed \_\_\_\_\_
8. capable of being noticed \_\_\_\_\_
9. able to be believed \_\_\_\_\_
10. causing terror \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that supports an argument about the author's use of main ideas and key details.

**Topic sentence**



I believe all the main ideas in "Harnessing the Sun's Energy" are important to understanding the use of solar energy in today's world. The first main idea is how solar energy is stored in nature and how it was used in the past.

**Evidence**



Then details about scientific research support the main idea that progress has been made in harnessing the sun's energy. The last main idea is that we are still learning

**Concluding Statement**



ways to make use of the sun successfully. Because the main ideas all relate to the history of using solar energy, it is easy to understand the topic.

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze how well the main ideas helped you understand the topic. Remember to support your argument with clear reasons and relevant evidence, and to use adverbs correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to vary sentence length and sentence structure.**

**Draft Model**

We need to protect our water supply. People, animals, and plants will die without it. We should stop pollution.

- 1. What new details could you add to the first sentence to grab the reader’s attention? How could adding this information make the first sentence a compound sentence?
- 2. How could you make the second sentence shorter to emphasize the point? How could this sentence be reorganized so the subject is not at the beginning?
- 3. What words, phrases, or clauses could you add to the third sentence to better relate this idea to the other sentences?

**B. Now revise the draft by varying the sentence length and structure so that the writing seems more natural and more able to keep the reader’s interest.**

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Name \_\_\_\_\_

agitated

crucial

futile

populous

presumed

smoldering

undiminished

urgency

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

1. What kind of situation might create an **urgency** to leave a building?

\_\_\_\_\_

2. What kind of place is a **populous** city? \_\_\_\_\_

\_\_\_\_\_

3. If he **presumed** he would do well on the test, what did he believe?

\_\_\_\_\_

\_\_\_\_\_

4. Why is it dangerous to pick up a **smoldering** piece of wood?

\_\_\_\_\_

\_\_\_\_\_

5. What is something that can cause people to become **agitated**?

\_\_\_\_\_

6. Why is it **crucial** to learn about safety? \_\_\_\_\_

\_\_\_\_\_

7. What is something that can be considered **futile**? \_\_\_\_\_

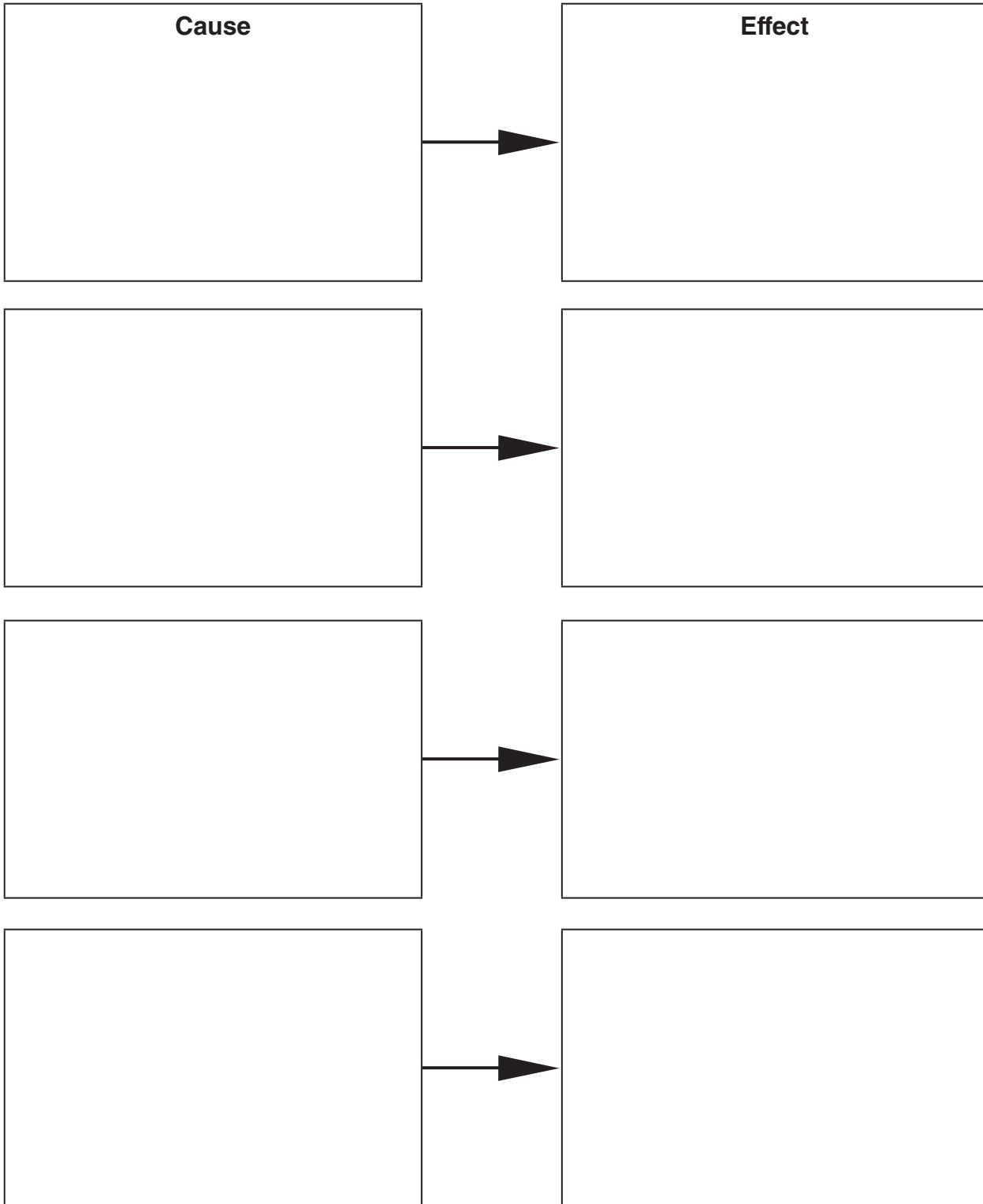
\_\_\_\_\_

8. If a fire is **undiminished**, does it give off less heat than before? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the cause and effect graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to check your understanding as you read.

### The Triangle Shirtwaist Fire

12 New York City was a booming industrial center in 1911. The garment  
 15 industry was one of the largest employers in the city at that time.  
 18 Immigrant women and girls were often the ones who worked in these  
 21 factories, cutting and sewing fabric for clothing. The garment factories  
 24 were in great competition. As a result, workers' pay and factory conditions  
 27 often suffered. It was common for immigrant workers to work in unclean,  
 30 overcrowded factories.

33 The Triangle Shirtwaist Factory specialized in making a popular  
 36 women's blouse called the shirtwaist. The Triangle Factory was on the  
 39 top three floors of the ten-story Asch Building. Nearly 500 of the 600  
 42 employees were young women and girls. Sewing machines were crowded  
 45 together with hardly an aisle to walk between them. Cloth scraps littered  
 48 the floors. Webs of thread and cloth draped over chairs and tables. There  
 51 was no time for cleanup.

54 At 4:45 P.M. on March 25, 1911, the Triangle Shirtwaist Factory erupted  
 57 into an uncontrollable blaze. It was the close of a workday. Many were  
 60 ready to walk out with their coats in hand. It was a cruel fate for the 146  
 63 people who died, trapped in flames within minutes of their freedom!

66 A tailor on the eighth floor heard the first cry of fire. He and the  
 69 manager grabbed buckets and began dousing the flames with water. A  
 72 feast for the hungry fire, long rope lines of shirtwaist garments hung above  
 75 sewing tables. While the men tossed water on the fire, the rope burned in  
 78 two. As a result, the flaming blouses fell onto electric sewing machines  
 81 and wooden tables below. Soon the cloth-filled room was an uncontrolled  
 84 wildfire.



Name \_\_\_\_\_

### A Picture Is Worth a Thousand Words

As clouds gather before a storm, the first sparks of flame foreshadowed an unthinkable disaster in New York City. Chaos reigned inside the factory. The workers found exit doors locked. There was only one fire escape. One elevator worked, but for only a short time. Stairwells soon filled with fire. Because they had nowhere to go, the employees faced unwelcome choices.

Sarah Friedman Dworetz worked on the ninth floor that dreadful day. She said in an interview, “There was screaming and shoving and many girls tried to climb over the machine tables.” As Sarah waited for the elevator, she saw the flames coming from all sides. “Suddenly I was holding to the sides of the door looking down the elevator shaft with girls screaming and pushing behind me.” She reached for the elevator cable and grabbed hold. Sarah slid down the shaft, landing on top of the elevator, unconscious. Other girls followed Sarah, many falling on top of her broken body.

Many other girls tried to escape through the windows. Unfortunately, they were unable to do so. The murderous fire was over in thirty minutes.

In this factory, advice when most needed was least heeded. There had been other fires at the Triangle Factory. Experts had called for more safety measures. In 1909 union workers protested the conditions in a strike. Their suggestions were ignored. The owners were not convicted of a crime, but public outrage did lead to reform. Workers organized, and political leaders took action. Many would say that the reforms were better late than never. For the women who lost their lives, however, it was too little too late.



**Horse-drawn fire engine, on its way to the Triangle Shirtwaist Company fire**

Library of Congress, Prints & Photographs Division  
[LC-USZ62-34985]

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What caused the low workers' pay and poor working conditions in garment factories in the early 1900s?

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---

2. Once the fire began, what was the effect of having cloth, thread, and blouses all over the factory?

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3. What caused so many workers to become trapped in the factory?

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4. What was the effect of people's outrage about the fire?

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---

**B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Baltimore in Flames

For firefighters at Engine 15 in Baltimore, Maryland, February 7, 1904, seemed like an ordinary Sunday morning. Everything changed at 10:48 A.M. when they received a fire alarm from John Hurst and Company. Soon after the fire engine arrived at the building, a basement fire caused an explosion in the elevator shaft. From there, the fire spread rapidly. For two days, firefighters worked frantically to put out the blaze that swallowed the city. The *New York Times* reported on February 9, 1904, “A territory twelve full city blocks by nine, and extending beyond over a mile and more of water front, is left in smoking, hideous ruins.” As destructive as the fire was, the city of Baltimore quickly began to rebuild and recover.



Library of Congress, Prints & Photographs Division  
[LC-FB-44294]

**Smoke and ruins from the great Baltimore fire of 1904**

### Answer the questions about the text.

1. List two features of narrative nonfiction that this text contains.

---



---

2. What information does the primary source quotation add to the text?

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---

3. How did the photograph impact your understanding of the fire?

---



---

Name \_\_\_\_\_

Read each passage below. Use context clues to figure out the meaning of each adage or proverb in bold. Write the meaning of each one in a complete sentence. Underline the context clues that helped you understand the adage or proverb.

1. As **clouds gather before a storm**, the first sparks of flame foreshadowed an unthinkable disaster in New York City.

---

---

2. In this factory, **advice when most needed was least heeded**. There had been other fires at the Triangle Factory. Experts had called for more safety measures. In 1909 union workers protested the conditions in a strike. Their suggestions were ignored.

---

---

3. The owners were not convicted of a crime, but public outrage did lead to reform. Workers organized, and political leaders took action. Many would say that the reforms were **better late than never**.

---

---

4. For the women who lost their lives, however, it was **too little too late**.

---

---

Name \_\_\_\_\_

**A. Read each adjective in bold. Then circle the word with the suffix that changes the adjective to a noun. Underline the suffix.**

- |                     |            |          |
|---------------------|------------|----------|
| 1. <b>important</b> | importance | import   |
| 2. <b>evident</b>   | evidential | evidence |
| 3. <b>defiant</b>   | definitely | defiance |
| 4. <b>excellent</b> | excellence | excelled |

**B. Read each pair of sentences and identify the word in bold. Then complete the second sentence by writing the word in the box that is related to the word in bold.**

importance	persistent	violence	fragrance
observant	conference	disappearance	occurrence

5. The programmers **persisted** until they found a solution. They were very \_\_\_\_\_.
6. City leaders proudly reported there were fewer **violent** incidents this year. The amount of \_\_\_\_\_ has decreased.
7. The noisy crows **disappeared** from the trees last week. The neighborhood is much quieter since their \_\_\_\_\_.
8. The food baking in the oven was deliciously **fragrant**. The \_\_\_\_\_ made my mouth water!
9. Experts on the topic **conferred** for days to find a solution. In the end, their \_\_\_\_\_ was quite successful.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to compare the use of primary source information in two historical accounts.

<b>Topic sentence</b>	→	I think primary source information in “The Triangle Shirtwaist Fire” describes events more vividly than primary source information in “Baltimore in Flames” does.
<b>Evidence</b>	→	The newspaper quotation about the Baltimore fire helps show how much damage there was as a result of a fire in that city. However, when the author quotes Sarah Dworetz about the New York fire, we can almost see and hear the frightening scene.
<b>Concluding Statement</b>	→	I believe primary sources in “Baltimore in Flames” are used less successfully than they are in “The Triangle Shirtwaist Fire.”

**Write a paragraph about the two texts you have chosen. Cite evidence from the texts to support your claim about the use of primary sources in both. Remember to use transitions to show how ideas are related and to compare with adverbs correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

protein

correspond

saturated

extract

resilient

foliage

hypothesis

alternative

**Finish each sentence using the vocabulary word provided.**1. **(foliage)** We went for a walk in the forest \_\_\_\_\_

\_\_\_\_\_

2. **(saturated)** After the river flooded, \_\_\_\_\_

\_\_\_\_\_

3. **(resilient)** The weeds in his yard \_\_\_\_\_

\_\_\_\_\_

4. **(alternative)** If you don't want to explore the caves with us, \_\_\_\_\_

\_\_\_\_\_

5. **(hypothesis)** The biology student \_\_\_\_\_

\_\_\_\_\_

6. **(protein)** In order to be healthy, \_\_\_\_\_

\_\_\_\_\_

7. **(extract)** The miners are trying \_\_\_\_\_

\_\_\_\_\_

8. **(correspond)** Please check to make sure \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

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Name \_\_\_\_\_

Read the passage. Use the summarize strategy to check your understanding of key ideas.

## Researching the Ocean's Secrets

9 Scientists didn't know much about deep-sea life until Jacques  
16 Cousteau's inventions changed everything. Cousteau, a Frenchman,  
30 wanted to dive deep below the surface of the sea. Skin divers had to  
44 swim near the surface. They had no way to carry air with them. Cousteau  
54 invented a portable breathing apparatus and an underwater camera. Those  
67 inventions made it possible to explore the ocean and film the wonders of  
the sea.

### 69 Goggles, Cameras, and Scuba Diving

74 Goggles were not common diving gear in the 1930s. Free-swimming  
84 divers usually swam without anything to cover their eyes. Cousteau tried  
95 some goggles and was amazed at what he saw. His love for diving grew  
109 even more. Cousteau was excited to share his discovery with the world,  
121 but his camera would not work in water. So he figured out how to make it  
137 waterproof. With goggles and an underwater camera, Cousteau was set to  
148 make history.

150 Still, Cousteau wanted to dive deeper than was possible without an  
161 air supply. He envied the freedom of the fish. However, there was no  
174 equipment that allowed divers to breathe without hoses or tubes attached  
185 to an air supply above the surface. Those lines fastened divers to a vessel  
199 that carried their bulky air-supply equipment. In 1943 Cousteau and  
209 Emile Gagnan invented a self-contained underwater breathing system.  
217 They called the device the Aqua-Lung. This gear ushered in a new era in  
231 underwater exploration. The equipment offered a way for divers to get air  
243 under water without being connected to an air source above.

253 The new gear became known as Self-Contained Underwater Breathing  
262 Apparatus, or SCUBA. The breathing apparatus fed air to divers at the  
274 same pressure as the water around them. It allowed divers to spend more  
287 time below. Scuba gear changed the way Cousteau and others explored  
298 the oceans.

Name \_\_\_\_\_

### From the Sea to TV

Cousteau's breathing machine and goggles allowed him to explore the depths of the sea. He needed a vessel, a boat of just the right size from which he could dive. In 1950 Cousteau acquired a small ship named *Calypso*. She was sturdy and built so she could go in and out of shallow coral reefs. *Calypso* was perfect for both exploring and filming Cousteau's underwater adventures.

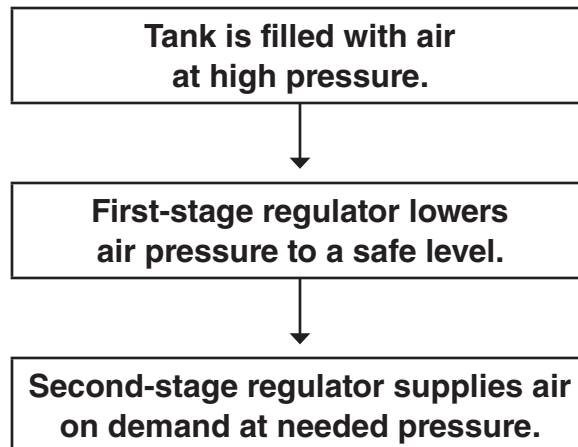
Cousteau outfitted *Calypso* as a laboratory from which he could make dives. *Calypso*'s workspace carried underwater cameras and diving gear. A shark cage was lashed to the deck. An underwater observation room known as "*Calypso*'s false nose" was added to the vessel. The nose chamber was a large enough space for two of the crew to film under water. Cousteau wanted to share what he and his crew saw below.

Cousteau began recording his explorations. First, he used black-and-white film and later, color. *National Geographic* magazine noticed Cousteau's color pictures and invited him to work with them. They started filming his underwater adventures for television. Cousteau's films soon played on televisions across America on a weekly basis. His program became so popular that it ran for nine years. Cousteau narrated the shows himself, describing his discoveries with his engaging French accent.

Cousteau thought of his films as nature adventures. He was a scientist who had a sense of wonder about everything he did. He loved to explore unknown waters. Cousteau explored sea life with a sense of awe and shared that with his TV viewers.

Cousteau also brought attention to marine conservation, so that ocean life would be preserved instead of harmed. He founded the Cousteau Society in 1974. Cousteau brought the beauty and marvel of underwater life into people's homes. He inspired the world by sharing his love of the sea.

#### How does SCUBA work?



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is the main idea of the first paragraph? Which two details in the paragraph support the main idea?

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2. Give two key details in the second paragraph.

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3. What is the main idea of the second paragraph?

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4. Look at the second paragraph under the heading “From the Sea to TV.” Write one key detail and the main idea of that paragraph.

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**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## Jane Goodall: Chimpanzee Expert

Interested in animals from a young age, Jane Goodall left England in 1960 and went to Gombe, Tanzania, in Africa. There, she began her lifelong study of chimpanzees. Unlike other scientists, Goodall took a very personal approach to her research. She gave the chimpanzees names instead of numbers. Goodall made many new discoveries about chimpanzees, including the fact that they are omnivores. In other words, they eat other animals as well as plants. In 1986 Goodall published her book *Chimpanzees of Gombe: Patterns of Behavior*. Today, Goodall travels 300 days a year. She educates others worldwide about wildlife conservation.

### GOODALL'S DISCOVERIES

Observes male chimp eating a baby bush pig.



Sees chimps hunting other small mammals.



Discovers male chimps making and using tools.

### Answer the questions about the text.

1. What technical term is included in this expository text? What does it mean?

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2. Which step in the flow chart provides information that is different from the other two steps?

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3. What can you conclude about Goodall's commitment to wildlife?

---



---

Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then answer the question below the passage.**

1. **Goggles** were not common diving gear in the 1930s. Free-swimming divers usually swam without anything to cover their eyes.

On what part of your body would you wear **goggles**? \_\_\_\_\_

2. In 1943 Cousteau and Emile Gagnan invented a self-contained underwater breathing system. They called the **device** the Aqua-Lung. This gear ushered in a new era in underwater exploration.

What is an example of a **device** you might find in a kitchen? \_\_\_\_\_

3. He needed a **vessel**, a boat of just the right size from which he could dive. In 1950 Cousteau acquired a small ship named *Calypso*.

What kind of **vessel** might you use on a small lake? \_\_\_\_\_

4. Cousteau outfitted *Calypso* as a **laboratory** from which he could make dives. *Calypso*'s workspace carried underwater cameras and diving gear.

What happens in a **laboratory**? \_\_\_\_\_

5. An underwater observation room known as "*Calypso*'s false nose" was added to the vessel. The nose **chamber** was a large enough space for two of the crew to film under water.

Instead of in a big theater, where do you think **chamber** music is usually played? \_\_\_\_\_

6. Cousteau also brought attention to marine **conservation**, so that ocean life would be preserved instead of harmed.

What could help **conservation** of the oceans? \_\_\_\_\_

Name \_\_\_\_\_

technology	physician	heroism	geologist	politician
ecologist	apology	mythology	specialist	feminism
novelist	biologist	technician	patriotism	tourist

**A. Read the words in the box. Sort the words by their Greek suffixes. Write each word in the correct column below.**

<b>-ician</b>	<b>-logy</b>	<b>-ologist</b>	<b>-ist</b>	<b>-ism</b>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Greek Suffixes**

- *-ician* means “a specialist in”
- *-crat* and *-cracy* mean “rule”
- *-logy* and *-ologist* mean “science of” and “scientist”
- *-phobia* means “an abnormal fear”
- *-ist* means “one who practices”

**B. Find the word in each row that matches the clue in bold. Write the word on the line and underline its suffix. Use the meanings of the Greek suffixes to help you.**

- |                                 |              |              |       |
|---------------------------------|--------------|--------------|-------|
| <b>1. fear of water</b>         | aquaphobia   | anthropology | _____ |
| <b>2. ruled by the people</b>   | chemist      | democracy    | _____ |
| <b>3. a specialist in music</b> | musical      | musician     | _____ |
| <b>4. science of the heart</b>  | cardiologist | cardiology   | _____ |

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to analyze the author's use of details to develop a main idea.

**Topic sentence**

In "Researching the Ocean's Secrets," details about creating an underwater breathing apparatus support the idea that Jacques Cousteau helped divers do things they could never do before.

**Evidence**

Cousteau wanted to dive deeper into the ocean than people ever had. Before Cousteau, the air supply to divers had to come from a ship on the surface. His invention of SCUBA let divers swim without a hose and breathe air at the correct pressure.

**Concluding statement**

These key details about inventing SCUBA support the author's idea that Cousteau helped divers do something new and exciting.

**Write a paragraph about the text you have chosen. Cite evidence from the text to support your analysis of the author's use of details to develop a main idea. Remember to include relevant examples and to use negatives correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about using sequence to order steps in a process to help readers understand how and why something was done.**

### Draft Model

To make a goldfish home, you need a bowl or tank, purified water, and special gravel. Rinse the tank with some purified water. Clean the gravel with purified water. Put the gravel in the tank. Fill the tank with more purified water.

1. What word or phrase could you add to signal the first step in making a goldfish home?
  
2. What words or phrases could you use to signal the second and third steps in the process?
  
3. What word or phrase can you use to signal the last step in the process?

**B. Now revise the draft by adding words and phrases that will help the reader understand the sequence of steps involved in setting up a goldfish home.**

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Name \_\_\_\_\_

exquisite	intrinsic	meticulously	excavation
bedrock	intriguing	methodical	embark

Use each pair of vocabulary words in a single sentence.

1. excavation, intriguing

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2. meticulously, bedrock

---



---



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3. methodical, intrinsic

---



---



---

4. exquisite, embark

---



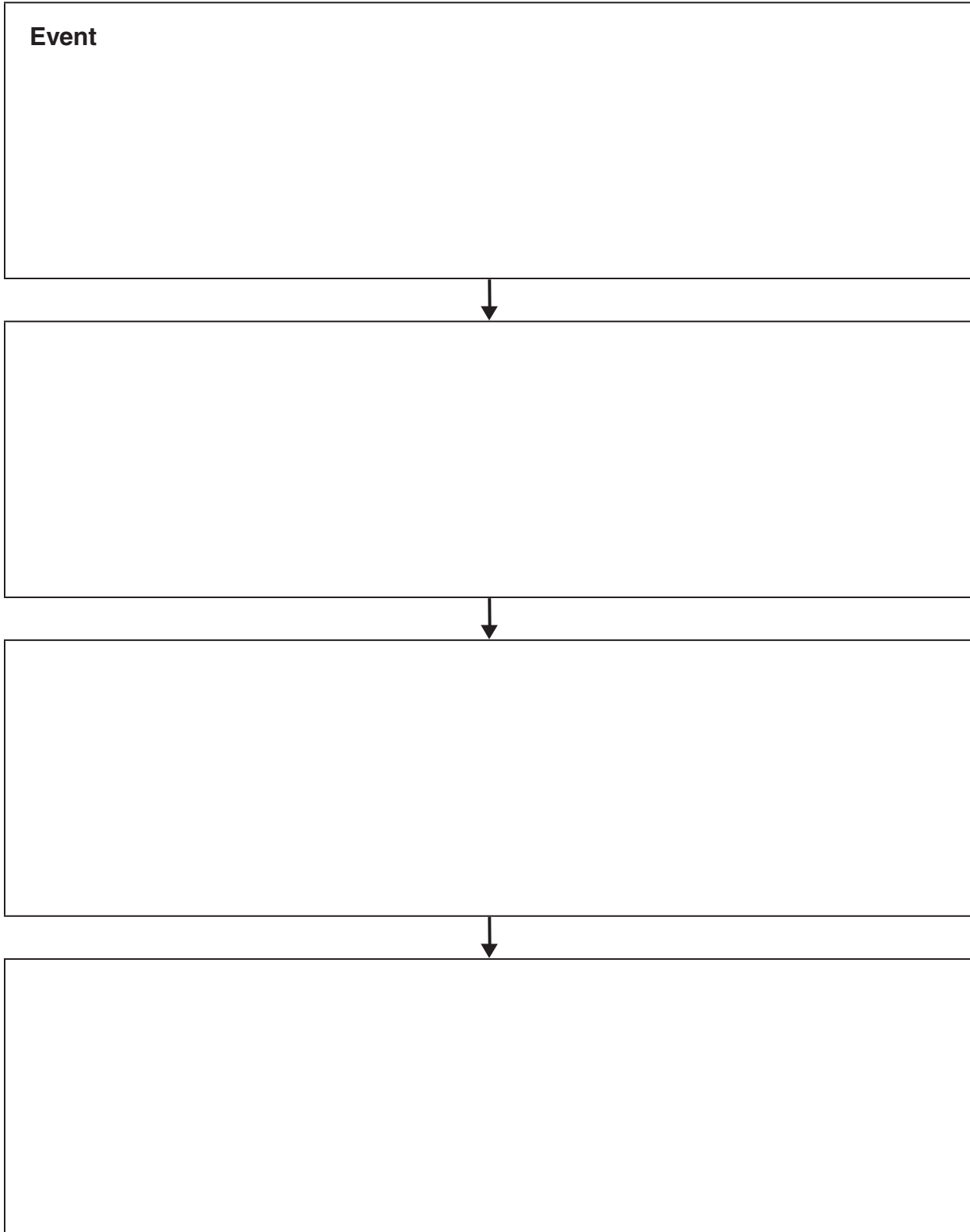
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Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**



Name \_\_\_\_\_

Read the passage. Use the summarize strategy to restate the most important points.

## Ancient Threads Reveal Early Weavers

13 From deep in a mountain cave in Peru, South America, ancient bits of  
17 cloth have given scientists a peek into the lives of the people who made  
21 them. But when did they live? A new way of finding an object's age now  
25 proves how old the cloth is. Scientists now know they are learning about a  
29 culture that is at least 12,000 years old.

### 64 A New Kind of Test

69 For many years, archaeologists did not have a good way to tell how  
73 old their finds were. They could only compare objects found in the  
77 same place and guess that they were from the same time period. Then  
81 in 1947 a scientist named Willard Libby was trying to find out the age of  
85 fossils for a paleontology study. Libby began thinking about a way to get  
89 a more precise age. Libby came up with a theory based on the scientific  
93 fact that living plants absorb a small amount of carbon-14. The amount of  
97 carbon-14 decreases over time. Using logic, Libby inferred that he could  
101 tell how long plants had been dead by measuring how much carbon-14  
105 was left in them. He called this process "carbon dating." Thanks to Libby,  
109 scientists can be more certain of the age of their discoveries.

113 In the 1980s, archaeologists first found signs that humans had lived  
117 inside the cave in Peru. They used carbon dating to find the age of bone  
121 and charcoal pieces found in the cave. Those objects all proved to be  
125 around 12,000 years old. This proof was important. The information told  
129 them that humans had visited the mountains near Peru soon after the last  
133 glacier period ended around 12,500 years ago.

Name \_\_\_\_\_

### More Advanced Dating

Archaeologists also found bits of rope and woven thread inside the cave in Peru. They found finely woven bits of fabric and bundles of plant material useful for weaving. From this find, archaeologists could tell that an advanced people had visited the cave. They did not know how old the samples were, however. Scientists knew humans had disturbed the cave at some time. No one knew when. So no one could say for sure if the bits of cloth had been left behind 100 years ago or 12,000 years ago.

The small pieces of cloth had not been tested with the other cave samples for a reason. Until lately, carbon testing was not reliable with small fragments. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This technique can tell the age of even one hair. Archaeologists learned at last that the bits of fabric were also 12,000 years old. Now the scientists knew that prehistoric people had made them.

After learning how old the fabric samples were, scientists were able to learn more about who visited the cave. Early researchers thought that humans had gone into the mountains to search for food. Hunters would likely have been men. From what is known about other cultures, scientists believe that women would have been the ones to weave the fabric. This suggests that women must also have gone into the mountains and must have stayed long enough to weave fabric. Perhaps the men hunted while the women made cloth and rope in the cave.

The latest ways of dating artifacts have led scientists to fresh understandings of ancient times. Carbon dating has given scientists a way to peer into the past—sort of like having a telescope on long ago. By finding out when something was made, scientists can discover more about the time before history was written.



**Guittarrero Cave is located in Peru in South America. Fibers found in the cave were left behind about 12,000 years ago.**

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Look at the first paragraph under “A New Kind of Test.” List the sequence of events that led to Willard Libby’s carbon-dating process. What signal words help you follow the sequence?

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2. About how long after Libby developed the idea of carbon dating did scientists find signs of humans inside the cave? How do you know?

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3. List the sequence of the steps that archaeologists took to learn about the people who lived in the mountain cave in Peru.

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**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

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

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Name \_\_\_\_\_

## The Niaux Cave: Gallery of Prehistoric Art

The Niaux Cave, located in the Pyrenees Mountains in southern France, is famous for its prehistoric wall paintings. The cave entrance is set high on the side of a mountain. Scientists believe that because this landscape created a warm climate, the caves sheltered both animals and humans at the end of the last Ice Age. In 1906 a series of wall drawings of three bison, a horse, and a weasel were discovered in the main hall of Niaux Cave. In 1971 the first group of scientists studied the paintings. A process called radiocarbon dating was used to identify the age of the artwork. This process tested the charcoal used to create the paintings and confirmed that they were at least 14,000 years old.



CAROLUS/Pixtal/agefotostock

A prehistoric wall painting from the Niaux Cave in France

### Answer the questions about the text.

1. List two features of expository text that this text contains.

---



---

2. What activity is described over a range of time?

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3. What idea from the text does the photograph help you to visualize?

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Name \_\_\_\_\_

**A. Read each passage. Look at the meanings of the word parts. Then write a definition for the word in bold.**

1. For many years, **archaeologists** did not have a good way to tell how old their finds were.

*archaeo* = ancient, old; *logos* = study

---

2. Then in 1947 a scientist named Willard Libby was trying to find out the age of fossils for a **paleontology** study.

*paleo* = prehistoric; *logos* = study

---

3. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This **technique** can tell the age of even one hair.

*tech* = skill

---

4. Carbon dating has given scientists a way to peer into the past—sort of like having a **telescope** on long ago.

*tele* = far; *scope* = see

---

**B. Write another word that has each of the following roots. Use a dictionary if necessary.**

1. *tele* \_\_\_\_\_

2. *tech* \_\_\_\_\_

3. *ology* \_\_\_\_\_



Name \_\_\_\_\_

**A. Complete the word equation by adding a prefix to each root word. Write the new word on the line.**

1. im + patiently = \_\_\_\_\_
2. ac + commodate = \_\_\_\_\_
3. il + logical = \_\_\_\_\_
4. ar + rest = \_\_\_\_\_
5. ac + company = \_\_\_\_\_
6. im + migration = \_\_\_\_\_

**B. Complete each sentence using the clue in parentheses. Choose the correct absorbed form of the prefix from the box and add it to the root word in the clue. Write the word on the line.**

Original Prefix and Meaning	Absorbed Forms
<i>ad-</i> means “to” or “toward”	<i>ac-, ar-, at-</i>
<i>in-</i> means “not” or “the opposite of”	<i>im-, ir-, il-</i>

7. The pieces of paper were \_\_\_\_\_ sizes. (not regular)
8. The driver made an \_\_\_\_\_ turn and caused an accident. (the opposite of legal)
9. I wanted to \_\_\_\_\_ my friend to the meeting after school. (to go with as company)
10. My pet dog is a very \_\_\_\_\_ puppy! (not mature)

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below analyzed the author’s use of sequence to explain a topic.

<b>Topic sentence</b>	→	By describing steps in order, the author of “Ancient Threads Reveal Early Weavers” helped me understand the topic of dating artifacts. I read that a scientist developed a way to date ancient objects using carbon. With this method, archaeologists in the 1980s learned that people lived in caves in Peru about 12,000 years ago. In 2011, an improved kind of carbon dating helped them prove that the cave people had woven cloth. Reading the sequence of events helped me understand what was involved in identifying the age of the mysterious Peruvian fabrics.
<b>Evidence</b>	→	
<b>Concluding Statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to analyze the author’s use of sequence to explain a topic. Remember to use clear transitions and to use prepositional phrases correctly.**

Write a topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to choose time-order words to show the sequence of steps in a process.**

### **Draft Model**

Marsha wanted to paint her desk. She prepared the area by putting down newspaper. She sanded the desk. She cleaned the surfaces gently. She let the desk dry. She started painting.

1. What time-order word or phrase could you use to show the first thing Marsha did to prepare the area for painting her desk?
2. What time-order words and phrases could you use to clarify the order of the next three steps Marsha took to prepare the desk for painting?
3. What time-order word or phrase could you add to identify the last thing Marsha did in this paragraph?

**B. Now revise the draft by adding time-order words and phrases that will help readers better understand the order of steps in the process described.**

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Name \_\_\_\_\_

incentive

horizons

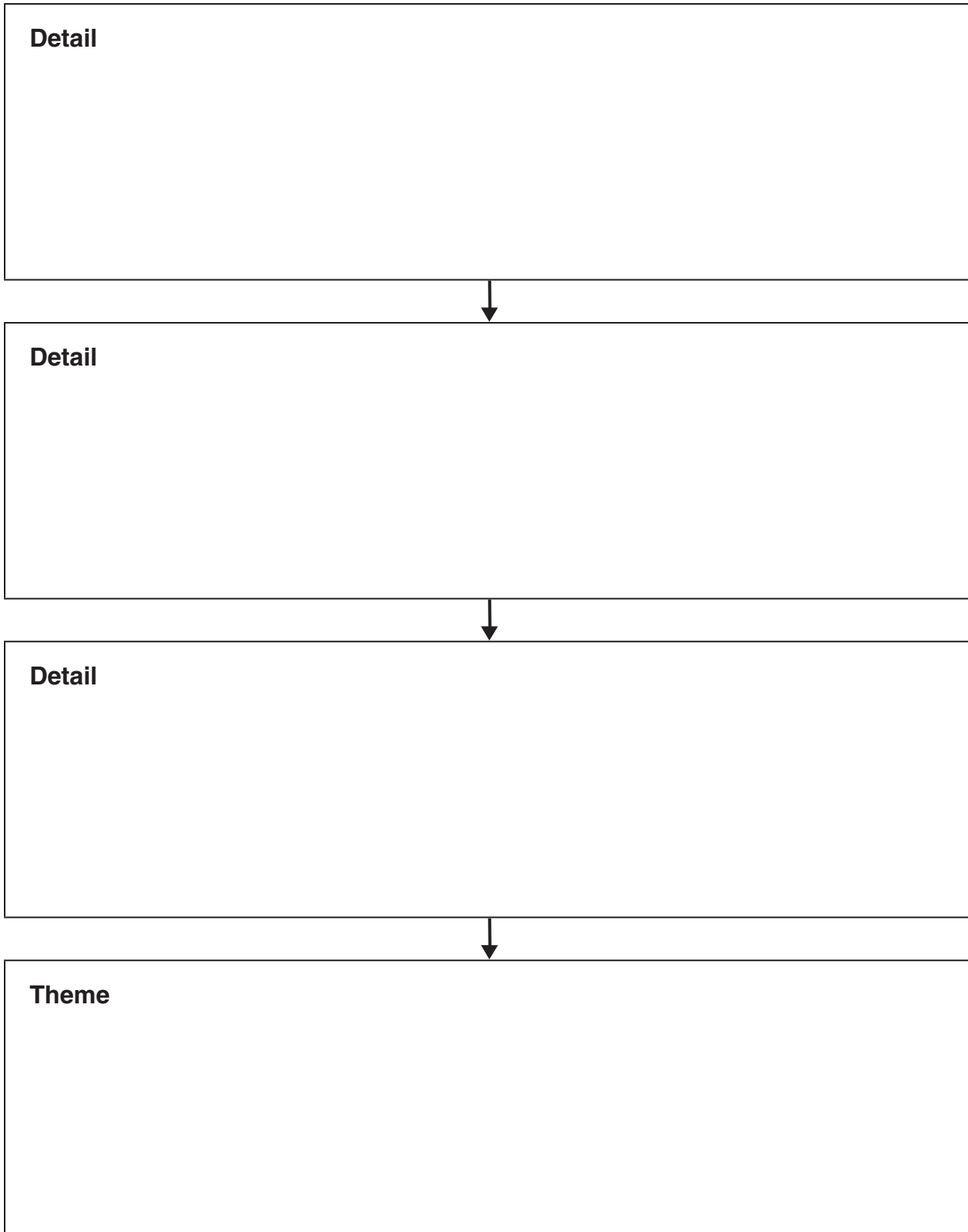
recreation

unfettered

**Finish each sentence using the vocabulary word provided.**1. **(unfettered)** I let my dog out of its cage \_\_\_\_\_  
\_\_\_\_\_2. **(incentive)** My mother said she would take me to the movies \_\_\_\_\_  
\_\_\_\_\_3. **(recreation)** Swimming at the local pool \_\_\_\_\_  
\_\_\_\_\_4. **(horizons)** Learning how to speak a new language \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**



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Name \_\_\_\_\_

Read the passage. Check your understanding by asking yourself what the theme, or message, of the poem is.

### Ode to Mr. Lincoln

I watch as you sit on your marble chair,  
 9 I see your marble arms and hands, solid and firm  
 19 As the earth itself, and I think to myself those hands  
 30 Once held a whole country together. I think to myself  
 40 Those hands once held the future of democracy  
 48 As gently as morning light falls on a field of battle.  
 59 How could one man not bend under that burden?  
 68 You saw to it that people were free,  
 76 No matter their color or race or creed,  
 84 No matter what songs they sang.  
 90 You saw to it that all of your people had choices.  
 101 You followed the path you chose for yourself  
 109 As surely as the stars follow their paths across the sky.  
 120 The worries of your life are behind you, Mr. Lincoln,  
 130 Though once they lay heavy on your heart—  
 138 As weighty as mountains of stone on the horizon,  
 147 As numerous as snowflakes covering a burial ground.  
 155 The union has lasted far beyond four score and seven years,  
 166 but you can rest till time and tide are done  
 176 and let your thoughts wander wherever they will.



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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What national monument is the poet referring to in the first two lines of the poem?

\_\_\_\_\_

2. What lines describe Lincoln's accomplishments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What does the phrase "The worries of your life are behind you" mean?

\_\_\_\_\_

\_\_\_\_\_

4. What theme, or message, about Lincoln does the poet convey to the reader?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

### To an Artist

The city is bustling, noisy, and bright  
 With trucks, cars, and taxicabs, both day and night,  
 And with people so anxious to get here or there,  
 As they text on their cell phones and fuss with their hair.  
 On they go, pounding the pavement and street.  
 On they go, wearing their shoes off their feet.  
 At a corner an artist stands, paintbrush in hand,  
 A statue of silence observing the land.  
 Like a wizard, he captures a moment—Look! There!  
 Beauty on canvas; most pass, unaware.

#### Answer the questions about the text.

1. How do you know that this text is a lyric poem?

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2. How do you know this text is also an ode?

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3. What repetition can you find in the text?

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4. Choose one powerful image from the text. What message do you think the poet tries to communicate with that image?

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Name \_\_\_\_\_

**Repetition** is the repeating of a word or phrase. Poets use repetition to emphasize an idea and to give the poem rhythm.

**Imagery** is the use of words to create a vivid picture in the reader's mind.

**Read the lines of the ode below. Then answer the questions.**

***Ode to Mr. Lincoln***

*I watch as you sit on your marble chair,  
I see your marble arms and hands, solid and firm  
As the earth itself, and I think to myself those hands  
Once held a whole country together. I think to myself  
Those hands once held the future of democracy  
As gently as morning light falls on a field of battle.  
How could one man not bend under that burden?*

1. Find an example of repetition in the poem. Write it below.

\_\_\_\_\_

2. Find two examples of imagery in the poem. Write them below.

\_\_\_\_\_

\_\_\_\_\_

3. How do the repetition and imagery affect the poem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Write a short poem about someone you admire that includes repetition and imagery.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Read each passage and pay special attention to the hyperbole in bold. Then decide whether the statement below the passage expresses the true meaning of the hyperbole. If it does not, write what you think the words in bold are meant to communicate.

1. I see your marble arms and hands, **solid and firm**

**As the earth itself**, and I think to myself those hands

Once held a whole country together.

Because they are marble, the statue's hands are actually as solid and firm as the earth.

True       False

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2. You followed the path you chose for yourself

**As surely as the stars follow their paths across the sky.**

Abraham Lincoln was extremely sure and steady in his beliefs and actions.

True       False

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3. The worries of your life are behind you, Mr. Lincoln,

Though once they lay heavy on your heart—

**As weighty as mountains of stone on the horizon,**

**As numerous as snowflakes covering a burial ground.**

Abraham Lincoln had millions of worries that weighed many tons.

True       False

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Name \_\_\_\_\_

<b>Word from Mythology</b>	<b>Meaning</b>
Ceres	Roman goddess of grain
Chaos	Greek goddess; formless gap between heaven and earth
Flora	Roman goddess of flowers
Iris	Greek goddess of the rainbow
Mercury	Roman messenger of the gods
Titans	Greek gods who were giants
Sol	Roman god of the sun
Psyche	Greek character who represents the human soul

**Read each sentence below. Use the chart to underline the word that comes from one of the Greek or Roman names. Then circle the part of the word that it shares with the name from mythology.**

1. We used special glasses to view the solar eclipse.
2. He gave his mother a floral bouquet on her birthday.
3. The powerful hurricane threw the town into chaos.
4. What is your sister's favorite breakfast cereal?
5. A titanic wave washed onto the deserted shore.
6. During the science experiment, the teacher poured mercury into the glass.
7. I want to study psychology so I can understand the way people think.
8. We picked a colorful iris from the garden.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to support an argument about what the theme of a poem is.

**Topic sentence**

I think the theme of "Ode to Mr. Lincoln" is how important it is to remember that the difficult things Abraham Lincoln accomplished have lasted.

**Evidence**

The poet says that Lincoln's "solid and firm" hands held the country together. He didn't actually do it with his bare hands. The poet is saying how strong and resolved he was. By saying that the union has lasted beyond 87 years, the poet shows that Lincoln's achievement was a lasting one.

**Concluding statement**

For these reasons, I believe the theme of this poem is that Lincoln's life continues to affect us all.

**Write a paragraph about the poem you chose. Cite evidence from the text to show how details in the poem support what you think is the theme, or the poet's overall message. Remember to combine sentences correctly as needed.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you choose words with connotations that accurately express the speaker’s feelings.**

**Draft Model**

I like to look at clouds as they move across the sky. They look like a good place to lie down and take a nap or read a book.

1. Why do the clouds look like a good place to lie down and take a nap? What words make you think of a relaxing place?
  
2. How might it feel to lie down on the clouds? What words will best convey how the speaker feels about lying in the clouds?
  
3. How would you describe time passed in the clouds? What words best convey the sort of experience the speaker might have on a cloud?

**B. Now revise the draft by adding descriptive words with connotations that accurately and clearly express the speaker’s feelings.**

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