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Practice



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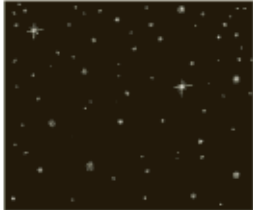




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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
consolation	The card gave the girl some <u>consolation</u> after she moved.	
glimmer	The stars <u>glimmer</u> in the night sky.	
sarcastic	His <u>sarcastic</u> words hurt his brother's feelings.	
threshold	I crossed the <u>threshold</u> and entered the classroom.	
phobic	The girl is <u>phobic</u> about chickens.	
heinous	Washing dishes can be a <u>heinous</u> job.	

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Name _____

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

Characters

Setting

Beginning



Middle



End

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Name _____

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

SMART START

6 Normally, the noise in the cafeteria
12 was so deafening, you could barely
19 hear a tray drop. Now, Alex's footsteps
26 echoed across the room. He was here
33 after school for his first session in
39 "Smart Start," a tutoring program. More
44 like "Stupid Forever," thought Alex.

44 Alex had been sent to Smart Start
51 for math, because his parents were
57 concerned about the Statewide Math
62 Examination that was coming up.
67 Mathematics had always been torture for Alex, and to complicate matters,
78 his little sister was taking the same math subject as he, despite being
91 almost two years younger.

95 Alex took out his tutoring form and began to fiddle with it nervously.
108 He folded over the strip with his name on it until there was a sharp crease.
124 Next, he tore the strip off, and what remained was a nearly perfect square.
138 That was ideal for his favorite hobby: origami.

146 He began folding a familiar origami figure, the bird base. Using his
158 thumbnail to create the sharp creases, Alex constructed a triangle. Then
169 he added some other folds. Soon the bird base was complete, and he was
183 on his way to making the crane. He didn't hear the footsteps of the person
198 approaching.



Name _____

“You must be Alex. I’m Sophia,” said the girl, shaking his hand. Alex quickly shoved his folded paper aside. She continued, “I’m in eighth grade. Tell me about yourself and what activities you enjoy doing.”

“I like just about anything except math!” Alex replied.

“Well, I suppose that’s why you are here,” she replied, laughing. “I used to dislike math also.”

Alex knew that Sophia was attempting to make him more comfortable, so he asked politely, “What made you begin to like it?”

“Actually, I think it was participating in marching band. I saw that counting beats and tracking measures was all math. Hey, what’s that you’re hiding?” she teased, tugging at his folded form.

Quickly, Alex folded and creased, then said, “A crane!”

“That’s awesome,” said Sophia. “Do you mind if I take it apart?” Alex shrugged. Sophia carefully unfolded each step of the crane.

She looked excited about the wrinkled paper.

“Don’t you see? You have most of your math course, right in front of you!” She smoothed the paper out with the palm of her hand.

“Do your first fold,” she commanded. “You began with a square and created two rectangles. You

have a fraction, too: one half! Fold it again, and now you have four quarters.”

Sophia indicated the top fold with her finger. “What fraction does this flap show?”

“One quarter?” Alex responded uncertainly.

“Right! Get out some more paper, and let’s do some geometry!”

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



Name _____

A. Reread the passage and answer the questions.

1. How does Alex feel about being in the Smart Start group at the beginning of the story? Circle the letter of the correct answer.

- a. He is glad to be in the group.
- b. He thinks his sister should be in the group.

c. He does not want to be in the group.

2. How does Alex feel about being in the Smart Start group at the end of the story? Circle the letter of the correct answer.

a. He still does not want to be in the group.

b. He does not think it will be so bad after all.

c. He is embarrassed about being in the group.

3. Which two things are compared and contrasted in the story? Circle the letter of the correct answer.

a. Alex's attitude toward math and Sophia's attitude toward math

b. Alex's ability to do origami and Sophia's ability to do origami

c. Alex's grades in school and his sister's grades in school

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 breaking my femur bone. Truthfully, after three excruciatingly boring weeks at home, I'm ecstatic to be back. Now, I'm looking up at the front door of the school. I count the steps—ten. No problem, I think. I sprint up these steps every day. The crutches go first, then the good leg, as I ascend what seems like Mount Everest.

“Hurry. That’s the second bell,” Bridget, my best friend, urges.

As the sweat forms on my forehead, I answer, “I’m trying, but I can’t exactly catapult myself up to the door. This is harder than it looks!”

Answer the questions about the text.

1. Realistic fiction is a story that could have happened in real life. Name two text features that show this is realistic fiction.

Possible responses: narrator, dialogue, realistic characters, realistic setting.

2. Who is the narrator of this text? What is the narrator’s role in the text?

Ashleigh is the narrator. She is the main character and tells the story.

3. What a character says can tell how a character feels. Give an example of how Ashleigh shows her feelings through talking to Bridget.

Possible response: “I’m trying, but I can’t exactly catapult myself up to the top. This is harder than it looks!” reveals that Ashleigh is feeling frustrated.

Name _____

Look at the example of **context clues** in the sentence below. The underlined words help explain what *concerned* means.

Alex had been sent to Smart Start for math, because his parents were **concerned** about the Statewide Math Examination that was coming up.

Read each passage below. Underline the context clues that help you figure out the meaning of each word in bold. Then circle the best definition for the word.

1. Mathematics had always been torture for Alex, and to complicate matters, his little sister was taking the same math subject as he, **despite** being almost two years younger.

a. for spite

 b. even though

c. unconcerned

2. Next, he tore the strip off, and what remained was a nearly perfect square. That was ideal for his favorite **hobby**: origami.

 a. something you enjoy

b. a place to go shopping

c. types of food

3. He didn't hear the footsteps of the person **approaching.**

 a. coming close to

b. watching

c. avoiding

4. "Do your first fold," she **commanded.**

 a. ordered

b. walked

c. allowed

Name _____

Every syllable in a word has one vowel sound. The letters *a, e, i, o,* and *u* can stand for the short vowel sounds. Some vowel combinations can also stand for short vowel sounds.

short *a* as in *apple*short *e* as in *egg* and *head*short *i* as in *mist*short *o* as in *shop*short *u* as in *swung*

Read the first word in each row. Then find another word in the row that has the same short vowel sound. Circle the word. The first one has been done for you.

- | | | | |
|-----------------|-------|--------|-------|
| 1. crank | fade | thank | name |
| 2. prod | crop | soak | hole |
| 3. trunk | stuck | mule | glue |
| 4. gift | kite | night | trim |
| 5. belt | green | crate | dent |
| 6. scuff | sum | fruit | clue |
| 7. trim | rice | smile | still |
| 8. dread | page | threat | snail |

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 the author developed characters, setting, and plot.

Topic sentence → In “Smart Start,” the author created realistic characters and made the setting important to the plot. The author set the scene in the cafeteria by explaining how quiet it was.

Evidence → This made it clear that it was not a regular lunchtime, but something different. The author then described how embarrassed Alex was about going to Smart Start, how much he enjoyed doing origami, and how Sophia helped him see origami’s relation to math. Details of character, setting, and plot helped to create a believable story.

Concluding statement →

Write a paragraph about the text you have chosen. Show how the author developed character, setting, and plot. Cite evidence from the text. Remember to use evidence to support ideas and to use different sentence types.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**
Beginning students may draw and label or give one-word answers.
Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *hiking, Grand Canyon, cliffs*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
inflicted	The storm <u>inflicted</u> damage on the trees.	
confinement	The dog was put in <u>confinement</u> so he wouldn't jump on the couch.	
reminisce	The woman likes to <u>reminisce</u> about her childhood.	
retrieved	The dog <u>retrieved</u> the ball from the pond.	
smuggle	The father had to <u>smuggle</u> the gift into the house to surprise his family.	
spindly	We could not climb the <u>spindly</u> tree.	

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Name _____

Read the selection. Complete the sequence graphic organizer.

Characters
Setting
Problem
Event
Event
Solution

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Name _____

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

Appreciation

4 Hermann was nervous because
 11 it was the first day of school
 17 in Nebraska, and he no longer
 23 remembered what being a student felt
 32 like! In New York City, he had been a
 39 good student, but in 1882, his father
 46 got sick. Hermann left school to help
 52 out. When his father was healthy
 59 again, he told the family that they
 66 were going to move to the Nebraska
 prairie to begin farming.



Sod houses like this were home to farmers on the Nebraska prairie.

Library of Congress Prints and Photographs Division
 [LC-USF34-034113-D]

70 In Nebraska, life was extremely difficult, and Hermann and his father
 81 were busy working from morning until evening. First, Hermann and his
 92 father fixed the walls of their sod house so they would stay up. Then they
 107 repaired the cracks in the walls to keep the chilly wind out. By spring,
 121 it was time to plow new fields and tend to the crops. Unfortunately, the
 135 energy needed to make sure the family had food to eat left no time for
 150 education. However, by the fall of 1884, Hermann's father decided that he
 162 wanted his son to return to school. He did not want this challenging life of
 177 a pioneer farmer for his son.

183 As Hermann walked the three dusty miles to school, he wondered
 194 nervously if he would do well in school or would make new friends. In the
 209 city, he was never alone but now all he heard were the occasional sounds
 223 of whistling wind and howling coyotes.

Name _____

By the time Hermann reached the one-room school, everyone had already gone inside. When he opened the heavy wooden door, a young woman said, “You must be Hermann. I am Miss Peal.” The teacher pointed to a seat at the far side of the classroom. The students all watched Hermann as he crossed the room. Someone stifled a giggle. By the time Hermann finally sat down, he felt tired and humiliated.

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

Hermann found it hard to read when it was his turn. He was out of practice. When he got a partner, it made sense that it was Rosa, who was three or four years younger.

It was soon time for lunch, so Hermann seated himself away from the other students and pulled out his food. Then he saw Rosa sitting alone. She looked longingly toward Hermann and his lunch. Finally, it hit him. “Are you hungry?” Hermann asked Rosa. After she nodded, he said, “I’ll share with you.”

“And I’ll help you in return!” she explained. She excitedly 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, and then he grinned. “I *appreciate* your help,” he said.

“So do I,” Rosa said, smiling shyly. Finally, Hermann was beginning to feel a little more confident. This had surely not been a perfect first day, but he thought this might be a good year.



A one-room schoolhouse with teacher and students

Dynamic Graphics/Jupiter Images

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Why did Hermann have to leave school?

Hermann had to leave school because his father was sick and he had to help take care of him.

2. In the second paragraph, do Hermann and his father fix the walls first or plow the fields first? How can you tell?

They fix the walls first. The word "First" tells me this.

3. Why is Hermann the last student to go into his new classroom?

He had to walk a long way.

4. Order the events below in the sequence in which they happen in the passage.

3 _____ Hermann shares his lunch with Rosa.

1 _____ Hermann feels nervous about going to a new school.

4 _____ Rosa offers to help Hermann with his schoolwork.

5 _____ Hermann feels more confident about going to school.

2 _____ Hermann and Rosa become partners in school.

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. Molly Simpson traveled from her home in Baltimore to the Women's Rights Convention in Seneca Falls, New York. Molly had the honor to make the opening remarks. She addressed her fellow suffragists: "We are here because we want the same rights as men. We want the vote; we want to be able to go to college. We could even become elected officials ourselves!"

The crowd cheered enthusiastically.

Answer the questions about the text.

1. Historical fiction is a story that is based on a real event from the past. How does the setting tell you this is a historical fiction?

The time and place are drawn from real events in history.

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

Molly Simpson is the main character. Her purpose is to address the audience at the Women's Rights Convention.

3. What is the first action in this text before Molly addresses the convention? What is the last action?

First, Molly travels to the convention from Baltimore. The last action in the text is the crowd applauding Molly's speech.

4. What illustration could be added to help you understand the text better?

Possible response: Answers will vary, but should have a connection to the plot.

Name _____

Look at the example of **context clues** in a paragraph. The underlined words explain that the word *difficult* means “hard.”

In Nebraska, life was extremely **difficult**, and Hermann and his father worked hard from morning until evening.

Read each passage below. Underline the context clues that help you figure out the meaning of each word in bold. Then circle the best definition for each word.

1. The students all watched Hermann as he crossed the room. Some students covered their mouths and **stifled** giggles.

a. muffled b. started c. expressed

2. “Class, please!” Miss Peal said **sternly**, and then she turned to Hermann. With kindness she said, “Don’t worry, you haven’t missed anything.”

a. quietly b. jokingly c. seriously

3. “And I’ll help you in return!” she explained. She excitedly began to **rifle** through the pages of her spelling book. Finally, she found the page she had been looking for.

a. fold b. look through c. write

Name _____

Every syllable in a word has one vowel sound. The vowels *a*, *e*, *i*, *o*, and *u* sometimes stand for the long vowel sounds. Some vowel combinations can also stand for long vowel sounds.

long *a* as in *apron, train, make*

long *e* as in *me, compete, tree, bean*

long *i* as in *lion, five, fly*

long *o* as in *go, nose, boat, mow*

long *u* as in *music, huge, cue*

A. Draw a line to match the long vowel sound to a word that has the same sound in it. The first one has been done for you.

- | | | |
|------------------|-------|------|
| 1. long <i>a</i> | _____ | tow |
| 2. long <i>i</i> | _____ | bead |
| 3. long <i>u</i> | _____ | gaze |
| 4. long <i>o</i> | _____ | glue |
| 5. long <i>e</i> | _____ | tile |

B. Read the first word in each row. Circle the word in the row that has the same long vowel sound. The first one has been done for you.

- | | | | |
|----------|--------|-------|-------|
| 6. fine | shrine | slip | rain |
| 7. float | fly | tone | prod |
| 8. clean | dent | reach | text |
| 9. blue | sum | fuse | guess |
| 10. gaze | pave | jeans | gram |

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 the author developed the theme.

Topic sentence	→	In "Appreciation," the author uses plot, characters and setting to help develop the theme.
Evidence	→	The author describes how Hermann, a boy living in the 1880s, faces challenges when he moves from New York City to a farm in Nebraska. At his new school, things are tough, but finding a new friend gives Hermann confidence.
Concluding statement	→	Through Hermann's relationship with Rosa, the author imparts the message that people can overcome problems by working together.

Write a paragraph about the two texts you have chosen. Show how each author developed the theme. Cite evidence from the texts. 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: **Answers will vary depending on language ability:****Beginning students may draw and label or give one-word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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?

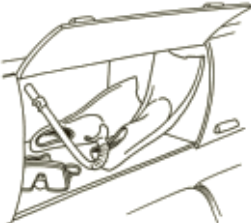
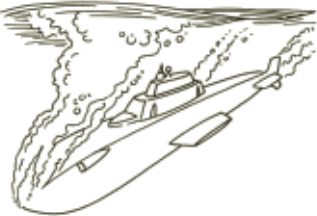




B. Now revise the draft by adding precise, descriptive words and phrases that will help the reader visualize what is happening in the orchard.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *orchard, soldiers*). Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
compartment	The diving mask is in the <u>compartment</u> .	
engulfs	Water <u>engulfs</u> a submarine when it dives.	
flanked	Fish <u>flanked</u> the underwater diver.	
maneuvering	The girl is <u>maneuvering</u> around the rocks.	
obscure	The clouds <u>obscure</u> a large part of the moon.	
submerged	The old rowboat was completely <u>submerged</u> .	

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Name _____

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

Main Idea
Detail
Detail
Detail

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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 Do trees with exploding seedpods exist? What about plants that eat
 12 rats? We think we know a great deal about our world. However, each year,
 13 scientists discover thousands of new species of plants. These new kinds of
 14 plants teach us about how plants adapt to the geography and place where
 15 they live.

52 The Kew Gardens Discovery

56 Kew Gardens is in England. It's famous for its gardens and research.
 68 Botanists from there travel the world searching for new plant types. In
 80 2009 they found hundreds of them. Several were found in the rain forests
 93 of West Africa. One was a tall tree that
 102 had not been seen before. This tree goes
 110 high into the rain forest canopy. It also
 118 sets its seeds free in a strange way.

126 Plants have different systems for
 131 sending off their seeds. Some seeds are
 138 carried by wind or float on water. Others
 146 are carried by birds or other animals and
 154 may drop to the ground in animal waste.
 162 Still others require time to open them.

169 The white flowers of this palm tree grow
 177 into pods. Each foot long pod shoots out
 185 two or three seeds when it opens.



These seeds are being carried off by water.

Name _____

It is hard for trees and other plants to survive in a rainforest ecosystem. That is why they grow so tall as they compete for sunlight. The seeds of this palm tree are shot far from the tree. That means the seeds don't compete with the parent tree for sunlight.

The Rat-Eating Pitcher Plant

Also in 2009, other botanists made another remarkable discovery in the Philippines. As the botanists reached the top of a mountain, they saw a new species of pitcher plant, one of the largest in the world.

This pitcher plant is remarkable in many ways. It is a meat-eating plant large enough to swallow a rat or a mouse. It uses a scent to attract prey. It has a long tube that insects and small animals fall into. There are sticky ribs inside that trap insects or animals. At the bottom, chemicals break down the prey.

All plants need a variety of things to live and grow. Nitrogen is one of them. Generally, plant roots take it in from the soil. However, this pitcher plant grows in sandy and rocky places where there is little nitrogen in the soil. Therefore, they must get nitrogen from what they "eat"!

Today, some people call this plant a rat eating plant. Some say it is one of the world's most dangerous plants. The head of Kew Gardens says, "[T]here is so much of the plant world yet to be discovered." We would add, "There is also so much left to learn."



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

Name _____

A. Reread the passage and answer the questions.

1. Which detail from the first paragraph under the head “The Kew Gardens Discovery” is the most important? Circle the letter next to the correct answer.

a. Botanists found hundreds of new plant types in 2009.

b. Botanists found a very tall tree that they had not seen before.

c. The Kew Gardens is in West Africa.

2. What do all the details under the head “The Kew Gardens Discovery” have in common? Circle the letter next to the correct answer.

a. They all are about botanists.

b. They all give information about an unusual, newly discovered type of palm tree.

c. They all are about a rain forest in South Africa.

3. What is the main idea of the whole passage? Circle the letter next to the correct answer.

a. Different plants set their seeds free in different ways.

b. The palm tree has white flowers that grow into pods.

c. Botanists are always discovering new plants.

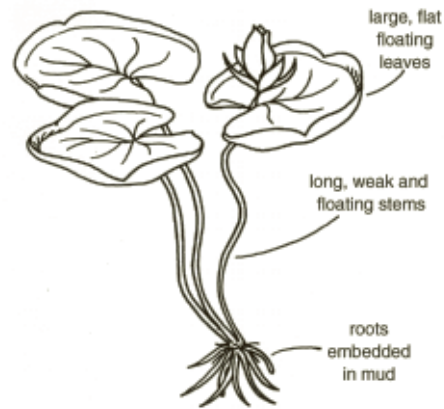
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Aquatic Plants

Aquatic plants live under water and are called hydrophytes. They have adaptations, or traits, that help them live in water. They have weak stems and leaves. This allows the plants to move freely in water. The hydrophyte's roots anchor the plant in the water to supply food. Finally, a hydrophyte usually has a variety of leaf shapes. This allows for maximum water absorption and photosynthesis.



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

Answer the questions about the text.

1. How do you know this is expository text, or text that gives information about a topic?

The text provides real information about aquatic plants.

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

The heading tells me that the topic is about aquatic plants.

3. Look at the diagram. What new information does the caption provide?

A water lily is a hydrophyte.

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

The diagram shows the traits of hydrophytes that are in the text.

Name _____

Read this sentence from the passage and note the word in bold.

However, each year, scientists discover thousands of new species of plants. These new kinds of plants teach us about how plants adapt to the **geography** and place where they live.

Many English words have word parts called **roots**. They come from other languages, such as Latin and Greek. The word *geography* contains two Greek roots. The root *geo* means “earth” and *graph* means “to draw, write, or make a picture.” *Geography* means “the physical features of a place.”

Read each question below about words with Greek roots. Then circle the letter of the best answer.

1. If *eco-* means “environment,” and *system* means “an organized whole made of several parts” what is an **ecosystem**?

a. the organized whole of the environment

b. Earth

c. a rain forest

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

a. a person who lives in a cold climate

b. a person who studies plants

c. a person who studies animals

3. 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?

a. leaves on the forest floor

b. leaves at the top of the forest

c. a large mosquito net

Name _____

Some words are difficult to read and write because they have vowels or consonants that do not follow regular spelling patterns. One way to learn the correct spelling is to study a word syllable by syllable. Knowing that each syllable has a vowel or a vowel team can help you spell difficult words.

A. Read each word. Circle the word that is correctly divided into syllables. The first one has been done for you.

1. **busy** bu/sy bus/y

2. **excuse** ex/cuse exc/use

3. **nickel** ni/ckel nick/el

4. **minute** minu/te min/ute

B. Fill in the missing letters to write a word from the box. The first one has been done for you.

library caught except beautiful accuse

5. a c c u s e

6. c a u g h t

7. e x c e p t

8. lib r a r y

9. be a ut i f u l

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 the author organized information around a main idea and supporting details.

Topic sentence	→	In “Amazing Plant Discoveries,” the author uses details to support the main idea that scientists continually learn from their discoveries of new plants.
Evidence	→	In 2009, botanists from Kew Gardens in England discovered hundreds of new plants, including an unusual West African palm tree. That same year, botanists found a new rat-eating plant in the Philippines. Studying newly discovered plants helps scientists learn more about how plants adapt to ecosystems.
Concluding statement	→	Descriptions of plant discoveries and details scientists learn from them help support the text’s main idea.

Write a paragraph about the text you have chosen. Show how the author used main idea and details. Cite evidence from the text. Remember to include relevant facts, concrete details, and examples. Be sure to use compound sentences correctly and effectively.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers. _____

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary. _____

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *plants, backyard*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
cascaded	The water <u>cascaded</u> down the hill.	
pulverize	A hammer can <u>pulverize</u> the shell into tiny pieces.	
plummeting	We saw rocks <u>plummeting</u> over the cliff.	
shards	The bowl broke into <u>shards</u> when it hit the floor.	
exerts	A runner <u>exerts</u> effort in order to win.	
scalding	The girl was careful when she ate the <u>scalding</u> soup.	

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Name _____

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

Main Idea
Detail
Detail
Detail

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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. Like a sleeping giant, it lay quiet
16 for more than 100 years. On May 18, 1980, things changed. A strong
29 earthquake shook beneath it. The giant woke up with a boom.

40 At 8:32 A.M. that day, David Johnston called his coworkers at the U.S.
53 Geological Survey (USGS). He was on a camp on the mountain. The
65 USGS had set up a base in Vancouver, Washington, to watch volcanoes
77 in the Cascade Range. Johnston said, “Vancouver, Vancouver, this is it!”
88 Mount St. Helens exploded. Part of the mountain fell in the blast. Trees
101 were blown down like matchsticks. Johnston and fifty-six other people
111 died. After the smoke cleared, more than 240 miles of forest were gone.

Warning Signs

124 In 1978 the USGS guessed Mount
126 St. Helens might blast again. By 1980
132 an earthquake was recorded beneath it.
139 Soon, earthquakes hit like waves. There
145 were about 15 per hour. Huge gusts of
151 steam in April and early May led to the
159 May 18 blast.
168



Harry Glicken/Cascades Volcano Observatory/USGS

**Mt. St. Helens before its eruption
in 1980**

Name _____

A Real-life Laboratory

Peter Frenzen flew over the blast zone after the eruption. Frenzen was an ecologist. Ecologists are scientists who study how living things act with their environment. Frenzen saw a scorched, or burnt, landscape below. Ash covered the forest. Still, he felt excited. Mount St. Helens had become a real-life laboratory.

Frenzen walked around the blast zone and saw that many animals still lived. Small animals that live beneath the ground came out from the ash. Jerry Franklin, another scientist, said that buried roots, bulbs, and seedlings were important in rebuilding forests. The plants that lived through the blast would create new homes for animals. They would also start the recovery of the forest. It was true. Large areas of the forest came back to life during the first summer after the blast.

In 1982 Congress set up a monument of 110 acres on Mount St. Helens. The monument protects the mountain from logging, or cutting down trees for wood. It also gives the forests the chance to grow back. Since then, trees and plants have spread across the landscape. 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.**Possible responses provided.**

1. What are three important details from the third paragraph?

A big earthquake was recorded under Mount St. Helens. After that, there were lots of earthquakes. Then there were steam eruptions.

2. What are all of these details about?

They are all about what happened before Mount St. Helens erupted.

3. What is the main idea in the third paragraph? Circle the letter next to the best answer.

a. The USGS is an agency that makes guesses about volcanic eruptions.

b. There are warning signs that tell when a volcano might erupt.

c. Fifteen earthquakes per hour is a lot of earthquakes.

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

A volcano produces scalding steam and hot lava. However, volcanoes can also make Earth's temperatures plunge, or drop. Volcanic gases can block the sun's heat. This can cause a cooling effect. After Iceland's Laki volcano erupted in 1783, severely cold winters occurred throughout the northern hemisphere. Farm animals and crops in Iceland died from the cold. As a result, many people in Iceland starved.



Robert Krimmel/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. Narrative nonfiction gives facts about a topic. How do you know this is narrative nonfiction?

The text gives facts about the Laki volcano.

2. List two facts included in the text.

Possible response: Volcanic gases block the sun's heat; Laki volcano erupted in 1783.

3. How does the photo caption help the reader?

It repeats the main idea of the text.

4. What is the heading? What information does it give the reader?

Laki Volcano; Possible response: It names the event.

Name _____

Look at these examples of a **simile** and a **metaphor**, both describing the volcano Mount St. Helens.

Simile: “Like a sleeping giant, it lay quiet for more than 100 years.”

Metaphor: “The giant woke up with a boom.”

A **simile** compares two things or ideas using the words *like* or *as*. A **metaphor** is a direct comparison that refers to one thing as another. It does not use *like* or *as*. In both examples above, the volcano is compared to a sleeping giant.

Read each passage below. Then answer the questions about the similes and metaphors.

1. “Mount St. Helens exploded. Part of the mountain fell in the blast. **Trees were blown down like matchsticks.**” What does the simile in bold describe?

a. the trees b. the mountain c. matchsticks

2. “**Soon, earthquakes hit like waves.** There were about 15 per hour.” What does the simile in bold suggest about the quakes?

a. They were wet. b. They just kept coming. c. They were loud.

3. “As long as nature is allowed to run, he says, **it is a clock that keeps ticking.**” What two things does the metaphor in bold compare?

a. nature and running b. nature and a clock c. a clock and running

Name _____

When a vowel is followed by the letter *r*, they form a special *r*-controlled vowel sound. Some *r*-controlled vowel sounds are:

the /ûr/ sound, as in *shirt*the /ôr/ sound, as in *horn*the /âr/ sound, as in *care*the /är/ sound, as in *march*

A. Find a word in each row that has the same *r*-controlled vowel sound. Draw a circle around that word. The first one has been done for you.

1. the /är/ sound, as in *dark*

learn

parking

rake

2. the /ôr/ sound, as in *short*

torch

shame

crate

3. the /âr/ sound, as in *mare*

stare

beach

seal

4. the /ûr/ sound, as in *hurt*

uncle

urge

blank

B. Read each sentence and circle the word that has an *r*-controlled vowel sound. The first one has been done for you.

5. The driver could not stand the glare of the sunlight.

6. Come to the beach so that we can surf!

7. The rain caused a lot of hardship.

8. The family gave a reward for the lost cat.

Name _____

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

Topic sentence	→	I think the organization of “Mount St. Helens” around a main idea and supporting details is effective. The main idea is that the volcano erupted with devastating impact. Details about the warning signs before the eruption, the damage during the eruption, and the environment’s recovery since help to support the main idea. The author uses details to help focus the reader’s attention on a big event. Details about before, during, and after the event help build my understanding of the event’s importance.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Analyze how well the author developed a main idea and supported it through key details. Support your argument with clear reasons and relevant evidence and include complex sentences.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers. _____

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary. _____

End with a concluding statement: _____

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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about ways to give a distinct voice to the text.

Draft Model

I sometimes walk in the swamp near my home. In my high boots, I see frogs and trees in the fog. I usually walk alone. All I can hear is my steps in the water.

1. How can you change the first sentence to give it a particular “voice,” or style and tone?
2. What does the narrator see and hear in the swamp? What could the narrator feel, taste, or smell in the swamp?
3. What words would help the reader understand how the narrator feels about being alone in the swamp? What vivid descriptions would show this?



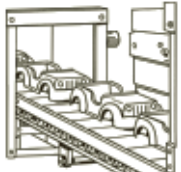



B. Now revise the draft by adding words and phrases that help to develop the style and tone of the writing.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (*swamp, trees, fog*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

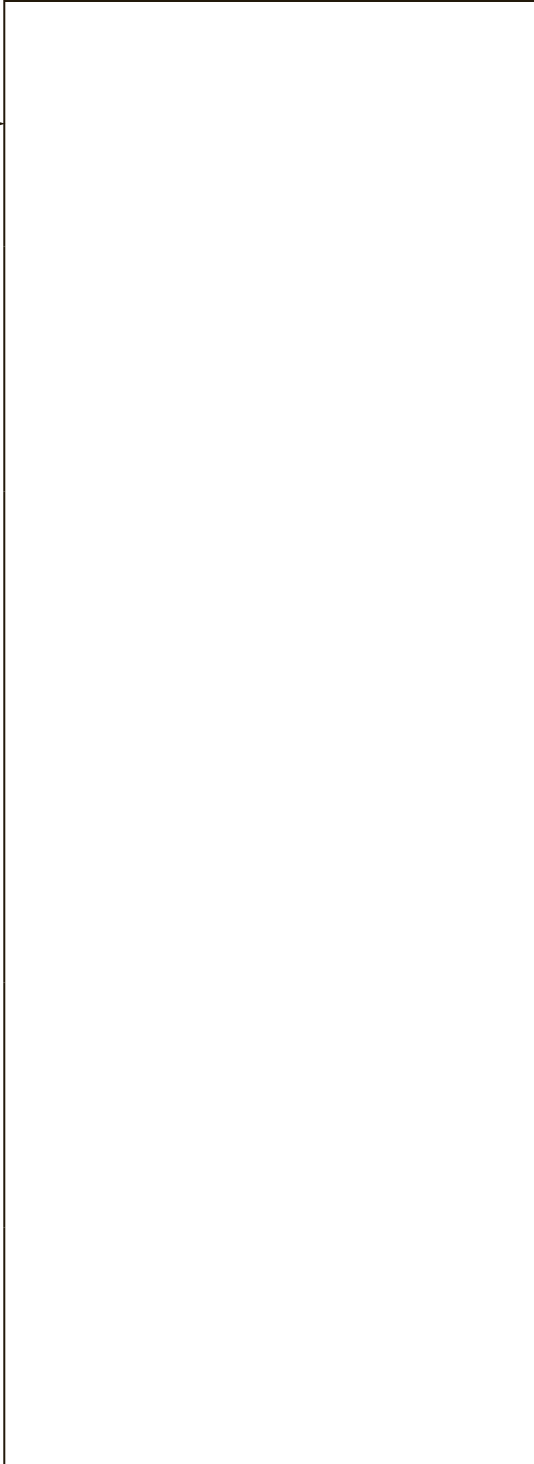
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
basically	All the cakes on the shelf are <u>basically</u> the same.	
formula	The dancer's <u>formula</u> for success included many hours of practicing.	
manufactured	The factory <u>manufactured</u> toy cars.	
inventory	The fruit store had a large <u>inventory</u> of apples.	
salaries	After the work was complete, the boys received their <u>salaries</u> .	
available	There are many books <u>available</u> at the library.	

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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 sections of the text.

The Ups and Downs of Inflation

10 From earning to spending and everything in between, inflation affects
 23 what happens to your money. Inflation is when prices rise. This means you
 35 can purchase less with each dollar you have. Inflation affects what you
 buy—from a candy bar to a basketball to a car.

46 Why, Oh Why?

49 Economists study the way money is made, used, and shared. Some
 60 economists say that inflation means there are “too many dollars chasing
 71 too few goods.” Imagine an economy with just two goods, paper money
 83 and skateboards. What would happen
 88 if you could not get enough wheels
 95 to build all of the skateboards? Each
 102 skateboard would become more
 106 valuable because not everyone could
 111 get one. That would push up the price
 119 because people would be willing to pay
 126 more. This shortage in supply can lead
 133 to what is called “cost-push” inflation.

139 Prices can also be pushed up if the
 147 government prints lots more money.
 152 If the money supply is too large, the
 160 value of each dollar drops. When the
 167 value of the dollar drops, prices go up.



Stockbyte/Getty Images

Name _____

One cause of inflation is when people demand more goods and services than the economy can afford. Governments sometimes cause inflation by printing more paper money rather than raising taxes. Having more money available causes people to spend more buying goods and services. That higher demand for goods and services drives up prices.

People sometimes add to inflation when they try to protect themselves from it. If you have a job, you might ask for more pay. Then 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. They may have to go without things they are used to. Inflation can cause some people to borrow money to pay for their usual needs.

Sometimes people buy ahead of their need. You may decide to get something right away because you think the price will go up. That thinking can lead people to spend more money and save less. Your money will not be worth as much in the future if you save during high inflation.

A dollar will still look like a dollar. It will still be called a dollar. Sadly, it will take more dollars to pay for your wants and needs when the prices keep going up.

Inflation can be hard on people and nations. National leaders work to control high inflation. Stopping it can be difficult. People usually don't want the government to cut back on services. Most people don't want to pay higher taxes. Something has to give.



In the United States, the Federal Market Committee 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.

Possible responses provided.

1. Read the first paragraph in the passage. What is inflation?

Inflation is when prices rise.

2. Read the second paragraph on the second page of the passage. If you had a job during a time of inflation, what might you do?

You might ask for more pay.

3. When you ask for more pay, what might your employer do? What could that lead to?

Your employer might raise prices to pay for the higher wages.

That could lead to more inflation.

4. Which statement best describes the author's point of view about inflation? Circle the letter of the correct answer.

a. Inflation is caused by too few dollars.

b. Inflation is helpful for most people.

c. Inflation can change how people live.

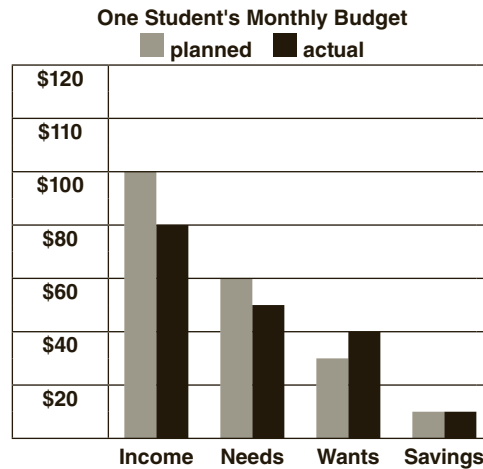
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

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

Name _____

Creating a Budget

To make a monthly budget, first write the amount of money you think you will earn for the month. Next, below that, list the amounts you think you'll spend on things you really need, such as food and clothing. Then, list the cost of things you want, such as a new phone. At the end of the month write your actual earnings and expenses. Compare the final amounts to your plan. Was your plan accurate? Do you need to spend more wisely and spend less on things you don't need?



Answer the questions about the text.

1. Expository text gives facts and information about a topic. It may use graphs to support the text. How do you know this is expository text?

The text gives facts and information about making a budget.

It uses a graph to help readers compare budget information.

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

The heading tells that the paragraph will be about making a budget.

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

The text gives the steps in creating a monthly budget.

4. What is one fact you learn from the bar graph?

The bar graph shows that this student spent less on needs than planned.

Name _____

When you come across an unfamiliar word, try to recognize its **root**. Use the meaning of the root to help you find the word's meaning, as with the word *shortage* below. **root = short** **meaning:** "a lack or amount that is too small"

Not everyone who wants one could get one. That pushes up the price because people will be willing to pay more. This **shortage** can lead to what is called "cost-push" inflation.

Read each passage and notice the word in bold. Then use the meaning of its root and context clues to help you decide whether the statement below the sentence is true or false.

1. From earning to spending and everything in between, **inflation** affects what happens to your money.

root word: inflate

When prices get larger, there is inflation.

True

False

2. **Economists** study the way money is made, used, and shared. Some economists say that inflation means there are "too many dollars chasing too few goods."

root word: economy

Economists study the environment.

True

False

3. Each skateboard would become more **valuable** because not everyone could get one. That would push up the price because people would be willing to pay more.

root word: value

When something is valuable, it is worth a lot.

True

False

Name _____

A compound word is one word made up of two smaller words. There are three different types of compound words: **closed compounds**, such as *footprint*, **open compounds**, such as *air bag*, and **hyphenated compounds**, such as *stir-fry*.

- Compound nouns are usually hyphenated when they end with the words *in* or *on*.
- Compound nouns can be either hyphenated or closed when they end with the words *off*, *out*, or *up*.

A. Draw a line from the word on the left to the correct word on the right to create a closed compound. Then write the compound on the blank line. The first one has been done for you.

1. sea	shield	<u>windshield</u>
2. eye	yard	<u>farmyard</u>
3. farm	shell	<u>seashell</u>
4. wind	fold	<u>blindfold</u>
5. blind	lid	<u>eyelid</u>

B. Read each sentence. Find a pair of words that should be combined to make a hyphenated compound. Write a hyphen between those words. The first one has been done for you.

- Most everyone on my team has made a slip-up.
- What did you eat at the drive-in restaurant?
- My older sister got her first full-time job.
- I put on my slip-on shoes when I am in a hurry.
- I hope to win the great American cookie bake-off.

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 the author provided support for his or her point of view.

Topic sentence	→	In “The Ups and Downs of Inflation,” the author develops the point of view that inflation can powerfully affect how people live. The author provides support for this viewpoint by discussing personal finance decisions. For example, the author points out that when an employee asks for a raise, the company may increase prices. Greater inflation may be the result. Attitudes about spending are also tied to inflation, the author suggests, and the inflation cycle continues. By discussing the emotions involved, the author provides convincing support for the point of view.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author supported his or her point of view. Cite evidence from the text. Remember to organize information and ideas logically and to avoid run-on sentences and comma splices.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**

Beginning students may draw and label or give one word answers.

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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.


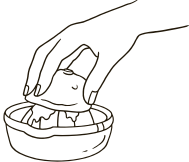

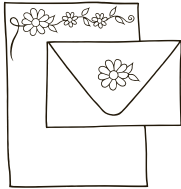
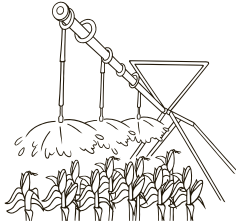
B. Now revise the draft by adding transitions that connect related ideas.

Answers will vary depending on language ability: Beginning students may draw and label relevant words, use English/Spanish cognates (such as *donate/donar*), or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
communal	We eat our lunch at a <u>communal</u> table.	
derived	Orange juice is <u>derived</u> from oranges.	
inscription	The <u>inscription</u> told us who made the statue.	
millennium	A <u>millennium</u> is a period of 1,000 years.	1 000
stationery	I will write her a letter on the nice <u>stationery</u> .	
yields	The farmer watered the crops to get better <u>yields</u> .	

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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

10 The Olmec people were an ancient people who lived around
 1200–400 B.C. in Middle America. Today we call that area Mexico and
 13 Central America. There is a lot that is mysterious about the Olmecs.
 135 We know that they made their own written language. They invented a
 147 complex calendar. Yet their numbers and written language are hard for us
 159 to figure out. We also see the Olmecs’ mark on later cultures, such as the
 174 Mayans and Aztecs. One thing we know is that the Olmecs were advanced
 187 for an ancient people.

191 The Olmec name means “people of rubber country.” They lived where
 192 rubber trees grew. The Olmecs were likely the first people to make what
 115 we think of as rubber. They mixed vine juice with a liquid from the trees.
 130 With this mixture, they made balls that bounced high. Later cultures
 141 continued playing ball games and using rubber products.

149 Early Writing in the Americas

154 Archaeologists learned
 156 that the Olmecs were the
 166 first people in the Americas
 171 to write. Scientists found a
 176 stone dating back to about
 182 900 B.C. It had symbols and
 187 pictures carved into it. More
 192 symbols were on statues and
 197 masks. One rock slab has
 203 465 carvings. So far, no one
 209 has been able to break the
 211 written code.



Much Olmec writing appears on carvings such as this colossal stone head, which stands over eight feet tall.

Adalberto Rios Szalay/Sexto Sol/Photodisc/Getty Images

Name _____

A Matter of Time

Olmec calendars combined two working calendars. Priests wanted to keep track of their ceremonies, so they first made a calendar with 260 days. They created another calendar with 360 days for other events. The two calendars together were called the Long Count calendar. Long Count dates used five simple numbers made up of lines and dots.

Zero and Counting

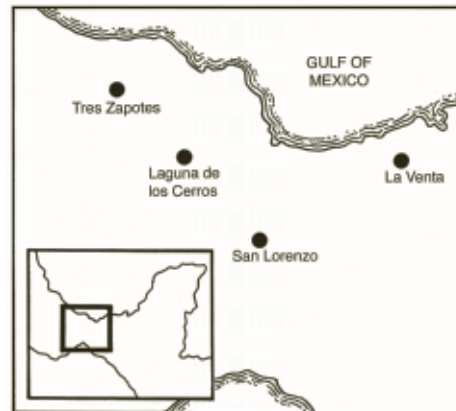
Scientists give credit to the Olmecs for inventing zero. The Olmecs used a base-20 counting system. They wrote separate numbers from 1–20, just as we do for 1–10 today. To make their system work, they needed a zero.

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

Stone Sculptures

Huge stone faces were found at several Olmec sites. The reason for the stone heads is unknown. These rock carvings range in size from five to nine feet tall. The images all have grim, flat faces. Each head wears what looks like a helmet. Perhaps they are images of the leaders. Maybe these leaders made the artisans and laborers carve their images.

We still have a lot to learn about the Olmecs. What we have learned so far points to an early, advanced culture. Scientists have many mysteries to figure out as they study the Olmec people.



Olmec sites

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the text under the heading “A Matter of Time.” What problem did the Olmec priests have with their ceremonies?

The Olmec priests wanted to keep track of their ceremonies.

2. Keep reading the text under “A Matter of Time.” What did the Olmec priests create to solve this problem?

They created two working calendars with different numbers of days on each one.

3. How did the Olmecs solve the problem of counting from 1 to 20?

- a.** They invented the zero.
- b. They created a written language.
- c. They carved numbers into huge stone faces.

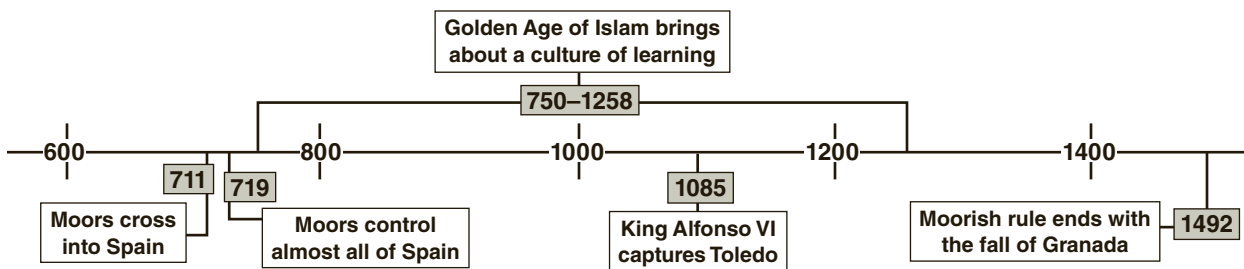
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	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 stayed until 1492. During their rule, the Moors influenced all of Western Europe. The Moors made advancements in agriculture, or farming, and architecture, but their greatest influence was intellectual. They built over seventy libraries in the city of Cordoba alone. Muslims, Jews, and Christians gathered there to study philosophy, science, and medicine. Moorish cities were later invaded, but some great libraries remained.



Answer the questions about the text.

1. How do you know this passage is expository text, or text about real people and places in history?

Possible response: The text is about the Moors, a real group of people from history.

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

The heading states that the Moors influenced Western Europe.

3. What information does the timeline provide?

The timeline provides the dates for events that happened in Moorish Spain.

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

The timeline, like the text, gives the date of 711 when the Moors entered Spain.

Name _____

Most nouns become plurals by adding *-s*. Some nouns do not follow this form and have an irregular plural form.

- Words ending with *-fe*: change *-fe* to *-ve* and then add *-s*, as in *knife/knives*
- Words ending with *-f*: change *-f* to *-v* and then add *-es*, as in *wolf/wolves*
- Words ending with *-o*: add *-es*, as in *potato/potatoes*

A. Draw a line to match the noun with its plural. The first one has been done for you.

- | | |
|------------|-----------|
| 1. volcano | lives |
| 2. scarf | echoes |
| 3. life | volcanoes |
| 4. loaf | scarves |
| 5. echo | loaves |

B. Read each word in bold. Circle the correct irregular plural form. The first one has been done for you.

- | | | |
|------------------|----------------|-----------------|
| 6. half | halfs | <u>halves</u> |
| 7. wife | <u>wives</u> | wifes |
| 8. tomato | tomatos | <u>tomatoes</u> |
| 9. shelf | <u>shelves</u> | shelfs |

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 the author used a problem-and-solution text structure.

Topic sentence	→	In “The Mysterious Olmecs,” the author organizes the text with a problem-and-solution text structure.
Evidence	→	The problem described is the identity of the Olmec people. Who were they, and what did they accomplish? Although archaeologists have not deciphered the Olmecs’ writing system, they have solved a number of other mysteries. For instance, archaeologists know that the Olmecs likely pioneered the use of rubber. They know that the Olmecs invented the concept of zero.
Concluding statement	→	The problem-and-solution structure allows the author to illustrate the Olmecs’ accomplishments.

Write a paragraph about the text you have chosen. Show how the author used a problem-and-solution text structure. Cite evidence from the text. Remember to maintain a formal style and use common and proper nouns.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one word answers.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

End with a concluding statement: _____

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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.





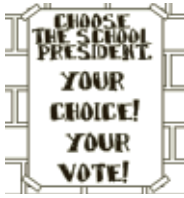
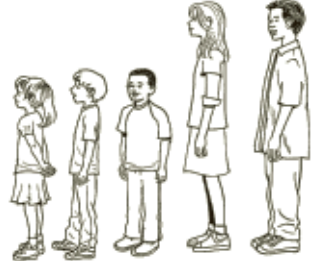
1. When were computers first invented?
2. How big were the first computers? What kinds of calculations did they perform?
3. What details could be added to explain how and why computers changed?
4. How is society affected by the wide availability of the Internet and of word processing software?

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

Answers will vary depending on language ability: Beginning students may draw and label relevant words (*computer, machines*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary

Name _____

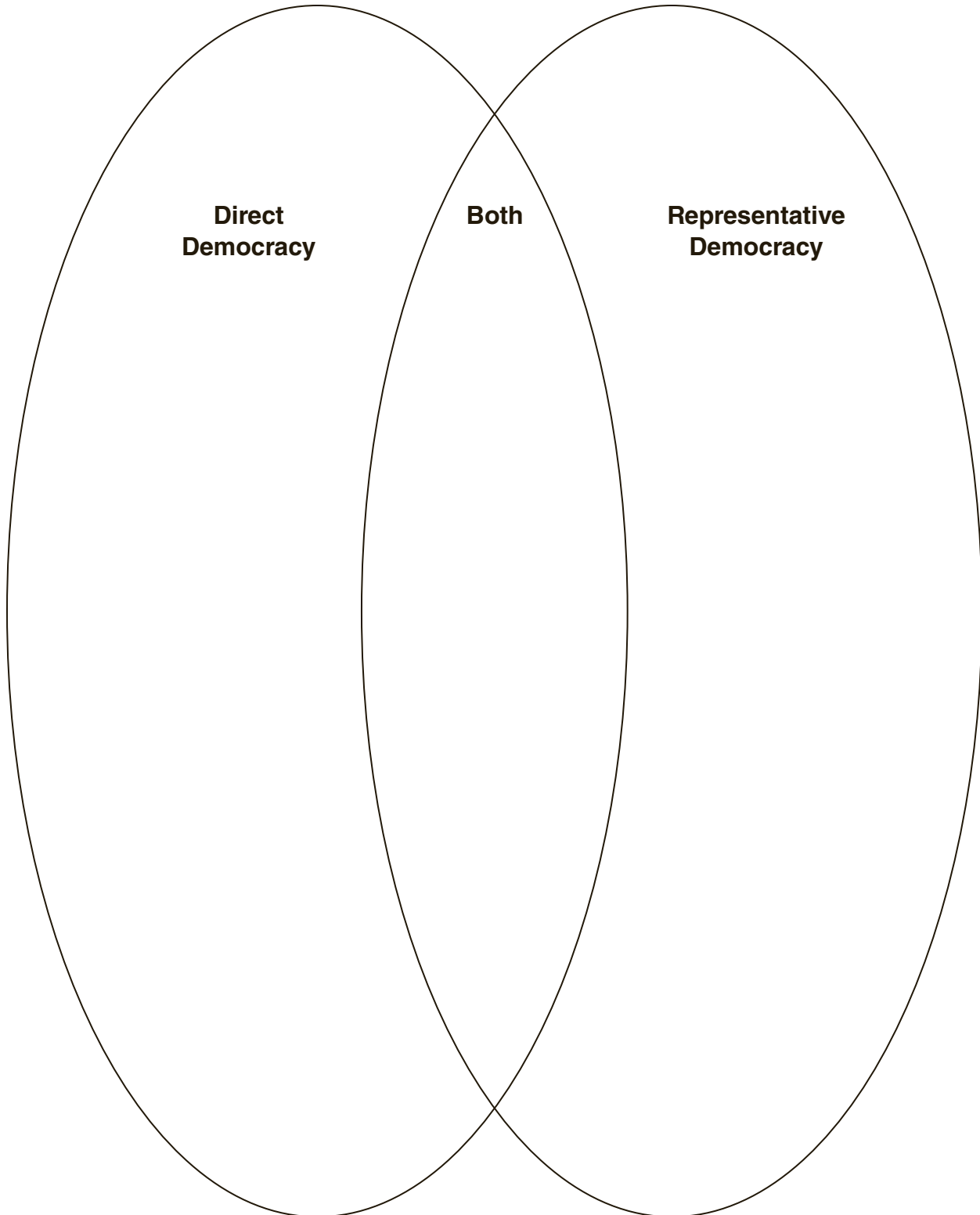
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
restrict	The gate was closed to <u>restrict</u> the dog.	
withstood	The large tree <u>withstood</u> the strong winds.	
speculation	There was a lot of <u>speculation</u> about who would win the election.	
principal	The <u>principal</u> ingredient in lemonade is lemons.	
promote	The purpose of the sign is to <u>promote</u> voting.	
preceded	The younger children <u>preceded</u> the older children.	

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Name _____

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



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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. *Democracy* refers to the
 23 way people make laws and govern themselves. The Greek prefix *demo-*
 33 means “people.” The Greek root word *cracy* means “rule.” *Democracy*,
 therefore, suggests that the people are in charge.

41 When the Puritans came to America, they wanted liberty. They left
 52 England to find freedom of religion. In America, they faced a new
 64 problem. They needed a new government. They also wanted to protect
 75 their freedom. They wanted a government that would guarantee their
 85 liberties. They decided to gather people together to make decisions at
 96 town meetings.

98 Town Hall Meetings

101 In Puritan times, the meeting halls were the largest buildings in town.
 113 People gathered there to take care of town business. These buildings were
 125 also sometimes used for worship.

130 The meetings were more than a time
 137 to talk and vote. People didn’t have
 144 telephones or other ways to connect
 150 as we do today. The town meetings
 157 became public social gatherings.

161 People with similar ideas often
 166 settled together in small towns. As
 172 a result, citizens in those towns had
 179 the same goals in government. Voters
 185 tried to solve problems for the good
 192 of all their people. The citizens had a
 200 direct role in legislation.



American democracy began in town hall meetings.

Name _____

Today some people still hold town meetings. It is a symbol of democracy. It is a tradition many people value and love.

Two Kinds of Democracy

One kind of democracy can take place in town-hall meetings. It is called “direct democracy.” In early New England, direct democracy worked well. However, when small towns grew, town meetings were impractical. Face-to-face dialogue was not possible. For the same reason, the town meetings were not useful at the state and national level.

Thankfully, there is another form of democracy. It is called “representative democracy.” This means that people vote for leaders who make laws for them. These representatives make decisions for the people who elected them. Representative democracy works best with large groups of people.

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 making laws. So, our state and national governments must be representative democracies.

Some small local governments still govern with direct democracy. Some people might say that a representative form is not pure democracy. However, both forms of democracy protect citizens equally under the law. Both types of democracy value freedom for all.

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.

Possible responses provided.

1. Look at the last paragraph in the text. What word in this paragraph tells you that you are going to read how the two forms of government described are the same, or similar?

The signal word is *both*.

2. Look at the chart at the end of the text. What is one way that direct democracy and representative democracy are similar?

Both forms of democracy value personal freedom and political equality.

3. Which statement below describes how direct and representative democracies are different?

a. In direct democracy, leaders make decisions for people they represent; in representative democracy, voters make decisions for themselves.

b. A representative democracy works better for small groups of people than a direct democracy.

c. Citizens elect others to represent their ideas in a representative democracy; citizens in a direct democracy state their own ideas in public.

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 nation's highest court. It 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. The president chooses Supreme Court members, and Congress approves them. They serve until they choose to retire. Today's Supreme Court has eight associate justices and one chief justice.

Today's U.S. Supreme Court Justices	
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. Expository text contains information about real people and events. How do you know this is an example of expository text?

Possible response: The text is about a real group of people—

U.S. Supreme Court members.

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

The heading tells me that the topic is the U.S. Supreme Court.

3. What does the title of the chart tell you about the information in it?

The title of the chart tells me that the chart contains information about today's Supreme Court.

Name _____

You can often use prefixes, or word parts at the beginnings of words, to help you understand a whole word's meaning. Many prefixes are from Latin or Greek. Look at the following example.

democracy

The Greek prefix *demo-* means "people."

demo- + *cracy* = ruling by the people

A. Match each prefix on the left to the root it belongs with on the right to form a complete word.

- | | | |
|----------|-------|-----------|
| 1. sys | _____ | tect |
| 2. tele | _____ | lation |
| 3. legis | _____ | practical |
| 4. im | _____ | phones |
| 5. pro | _____ | tem |

B. Choose the prefix *im-*, meaning "not," or the prefix *pro-*, meaning "to put before," to add to each of the following words or roots to create a new word. Write the new word on the line.

6. -possible _____ **impossible**
7. -vision _____ **provision**
8. -mature _____ **immature**
9. -gram _____ **program**

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Name _____

The spelling of some verbs does not change when the endings *-ed* or *-ing* are added: ***orbit, orbited, orbiting.***

For words ending in a short vowel followed by a consonant, double the final consonant before adding *-ed* or *-ing*: ***skip, skipped, skipping.***

For words ending in a consonant followed by a silent e, drop the e before adding *-ed* or *-ing*: ***slope, sloped, sloping.***

A. Circle the correct form of each word to complete the word equation. The first one has been done for you.

1. slip + ed = sliped slipped

2. level + ed = leveled levelled

3. sip + ed = sipped siped

4. refer + ed = refered referred

B. Circle the correct form of each word to complete the word equation. The first one has been done for you.

5. smile + ing = smiling smileing

6. care + ing = careing caring

7. pat + ing = pating patting

8. swim + ing = swiming swimming

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 the author used text features to present information.

Topic sentence	→	In "What is a Democracy?" text features are included to help the author communicate information.
Evidence	→	For example, the author uses a chart to compare direct and representative democracy. The concept of two kinds of democracy is explained in the text, but it is helpful to see a visual representation of the concept. The chart helps to clarify the comparison for readers.
Concluding statement	→	The use of text features helps support the information the author wants to provide about how democracies work.

Write a paragraph about the text you have chosen. Show how the author used text features to present information and support ideas. Cite evidence from the text. Remember to develop the topic with concrete details and examples and to include singular and plural nouns.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.** _____**Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.** _____

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *class*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

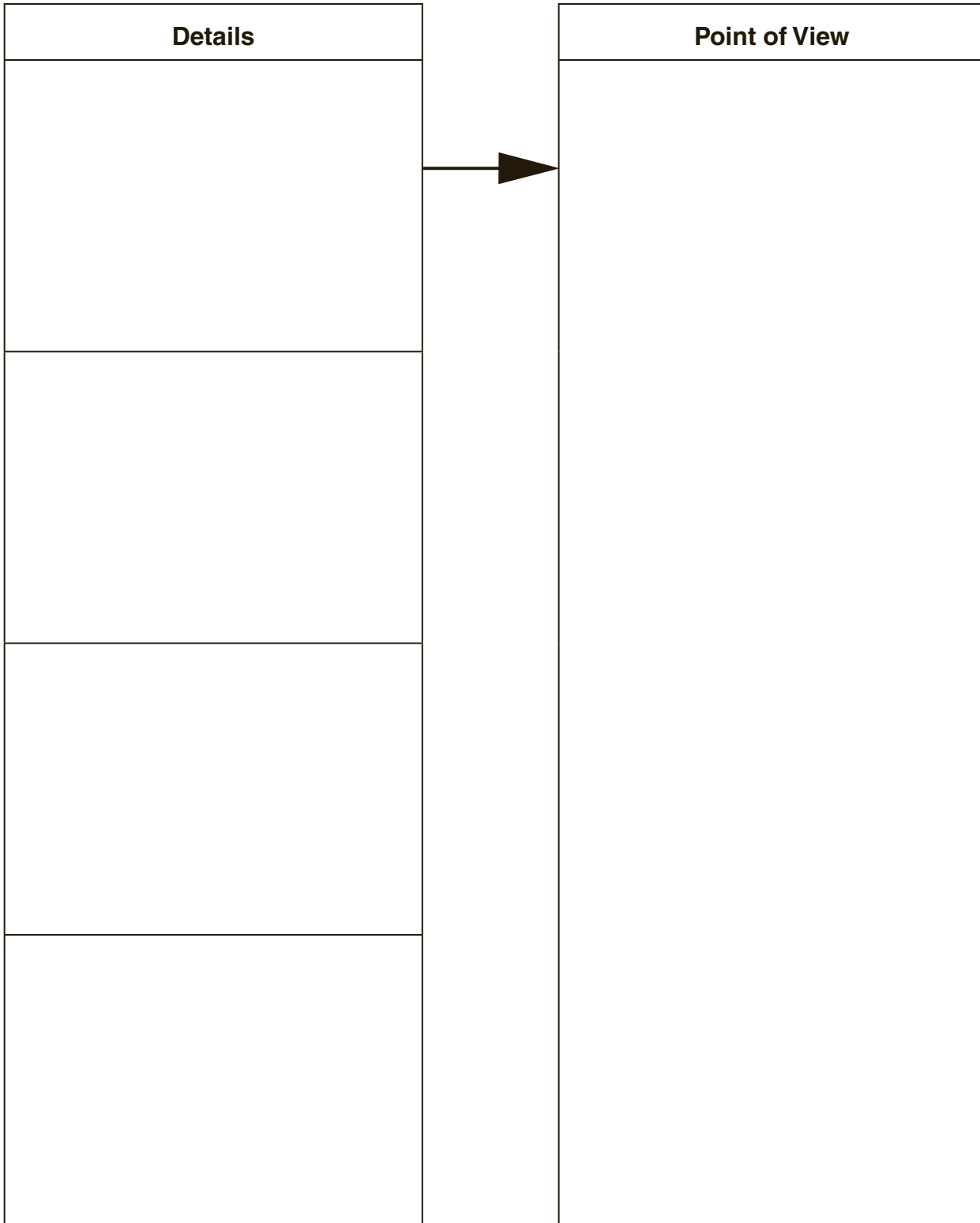
Word	Context Sentence	Illustration
alcove	There was an <u>alcove</u> for books on each side of the bed.	
exotic	We saw an <u>exotic</u> bird at the zoo.	
fluent	The boy wants to become <u>fluent</u> in Spanish.	
stifling	The extreme heat was <u>stifling</u> .	
upheaval	The snowstorm caused some <u>upheaval</u> on the roads.	
utmost	It is of <u>utmost</u> importance to study for the test.	

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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.

Kush, A Land of Archers

13 The morning sun became hotter by the hour. I lived with my family
16 close to the Nile River just south of Egypt in the land of Kush. I slapped at
19 the insects feasting on my arms and listened for any sounds of battle in the
22 distance.

25 Some people called our land Nubia, the land of gold. Pharaohs admired
28 our gold and desired it for themselves. Nubia had other important
31 resources such as iron and precious stones for art and jewelry. In past
34 years, different kingdoms had tried to capture us. Fighting was common in
37 the land of Kush.

40 I began sketching a battle scene in the loose dirt on the ground. I
43 imagined myself among the army of archers with my father and brothers.
46 They defended our land with their bows and arrows. Our skilled army had
49 resisted our last invaders, but we were not always so fortunate.

52 Father always insisted that I stay
55 home when he went to war. It was my
58 responsibility to care for our farm when
61 he was away. Even so, I always made
64 time for target practice. My oldest
67 brother had given me his old bow and
70 taught me how to shoot it. He said I
73 was a natural archer, so I practiced
76 even more.



Name _____

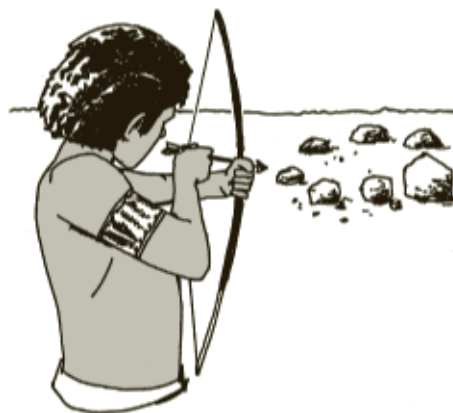
Everyone was always enthusiastic about the “Festival of Many Villages.” The celebration lasted for several days. Potters brought their art to sell or trade. The women wore their bright colored dresses and cooked delicious food. Musicians played and people danced. My favorite part was always the great competition. Archers of all ages came to prove their ability. The best athletes won the praises of the people. I anxiously waited for this festival. I was nervous because I would compete as an archer for the first time.

I told Mother of my plans as we walked to the festival. My older brother teased me. He said, “Oh, little Markos, give yourself time to grow!” He patted my head like I was just a boy.

I ignored my brother and walked straight to the archery field. I turned in my name for the contest. An announcer called the archers’ names one by one. Finally, I heard my name. I walked out on the field and slowly raised my *kiniosha*, or bow. The crowd clapped louder and louder with the drums.

I couldn’t wait any longer. “Zing!” I felt the arrow fly from my grip. My eyes followed as the arrow rose high into the sky and then fell to the ground. I ran forward to see where it landed, and I heard the villagers chanting my name. My arrow had fallen into the most distant target of all!

Now I knew I would be one of the famous Kush archers. Someday I would get to protect the land, treasure, and people of Kush. “Markos the Archer” sounded just right.



Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**1. What is a *narrator*?**The person who is telling the story.**

2. Who is telling this story?

Markos, the main character in the story, is telling it.

3. Which two pronouns are used by the narrator in the first paragraph?

I, my4. Pronouns such as *I* and *me* are clues to point of view. Is this story told from the first-person point of view or the third-person point of view?**first-person point of view****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 Medina

“Hasina, please improve the stitching of this fabric,” my boss tells me gently. Her name is Amisi. “This cloth will be made into a robe for the Pharaoh’s son, after all.” My name, Hasina, means “good” in Egyptian. I am proud of my name so I try to be good at my job as a fabric maker in my city of 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 work for my family is my most important job.

Answer the questions about the text.

1. Historical fiction takes place in a real setting from history. What is the setting of this text?

The setting is the city of Medina in ancient Egypt.

2. Historical fiction often uses foreign words that reflect the setting. What are three foreign words in the text?

Answers will vary but should include three of the following words:

Hasina, Pharaoh, Medina, nefer, and Amisi

3. What information does the text give about women in that time and place?

Many women worked outside the home. They also kept house, and that was important to them.

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Name _____

Look at the word *feasting* in the sentence below to see an example of a word with a strong connotation.

“I slapped at the insects **feasting** on my arms and listened for any sounds of battle in the distance.”

There are many words the writer could have used instead of *feasting* that have similar meanings, or **denotations**—*eating, dining, or nibbling*. The word *feasting*, however, suggests eating a lot and with great enjoyment. That is its **connotation**, the tone that the word has in its context.

Read each of the following excerpts from the passage. Then circle the letter of the word that could best replace each word in bold without changing the tone of the sentence.

- I imagined myself among the army of archers with my father and brothers. They **defended** our land with their bows and arrows.
 - fought over
 - protected
 - cared for
- I **anxiously** waited for this festival. I was nervous because I would compete as an archer for the first time.
 - fearfully
 - cautiously
 - nervously
- My older brother **teased** me. He said, “Oh, little Markos, give yourself time to grow!” He patted my head like I was just a boy.
 - kidded
 - pestered
 - mocked
- I ran forward to see where it landed, and I heard the villagers **chanting** my name. My arrow had fallen into the most distant target of all!
 - whispering
 - singing out
 - screaming

Name _____

When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short-vowel sound.

vul as in *vulture* *bas* and *ket* as in *basket*

A. Draw a slanted line (/) between the closed syllables in each word. The first one has been done for you.

1. pantry pan/try
2. classic clas/sic
3. whisper whis/per
4. ragged rag/ged
5. banner ban/ner

B. Read the words in each row. Circle the word that has a closed first syllable. The first one has been done for you.

6. bubble baby
7. ponder paper
8. waving wallet
9. fabric fable
10. frozen mental

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 the author used point of view to convey information about the topic.

Topic sentence	→	In "Kush, A Land of Archers," the author uses first-person point of view to help readers imagine life in ancient Kush.
Evidence	→	The narrator is Markos, a boy who lives on a farm and wants to become an archer in the Kush army. Markos tells about the history and resources of his land. He also describes family life and a festival where he competes against grown men in an archery contest.
Concluding statement	→	Markos is a likable narrator. His first-person narration makes it interesting to read about Kush.

Write a paragraph about the text you have chosen. Analyze how the author conveyed information through point of view. Cite evidence from the text. Remember to include a strong concluding statement and to spell irregular plural nouns correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.**

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?

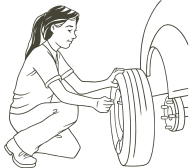



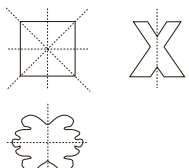

B. Now revise the draft by adding details that will help create an interesting, satisfying conclusion to the story.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (*airplane, family*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

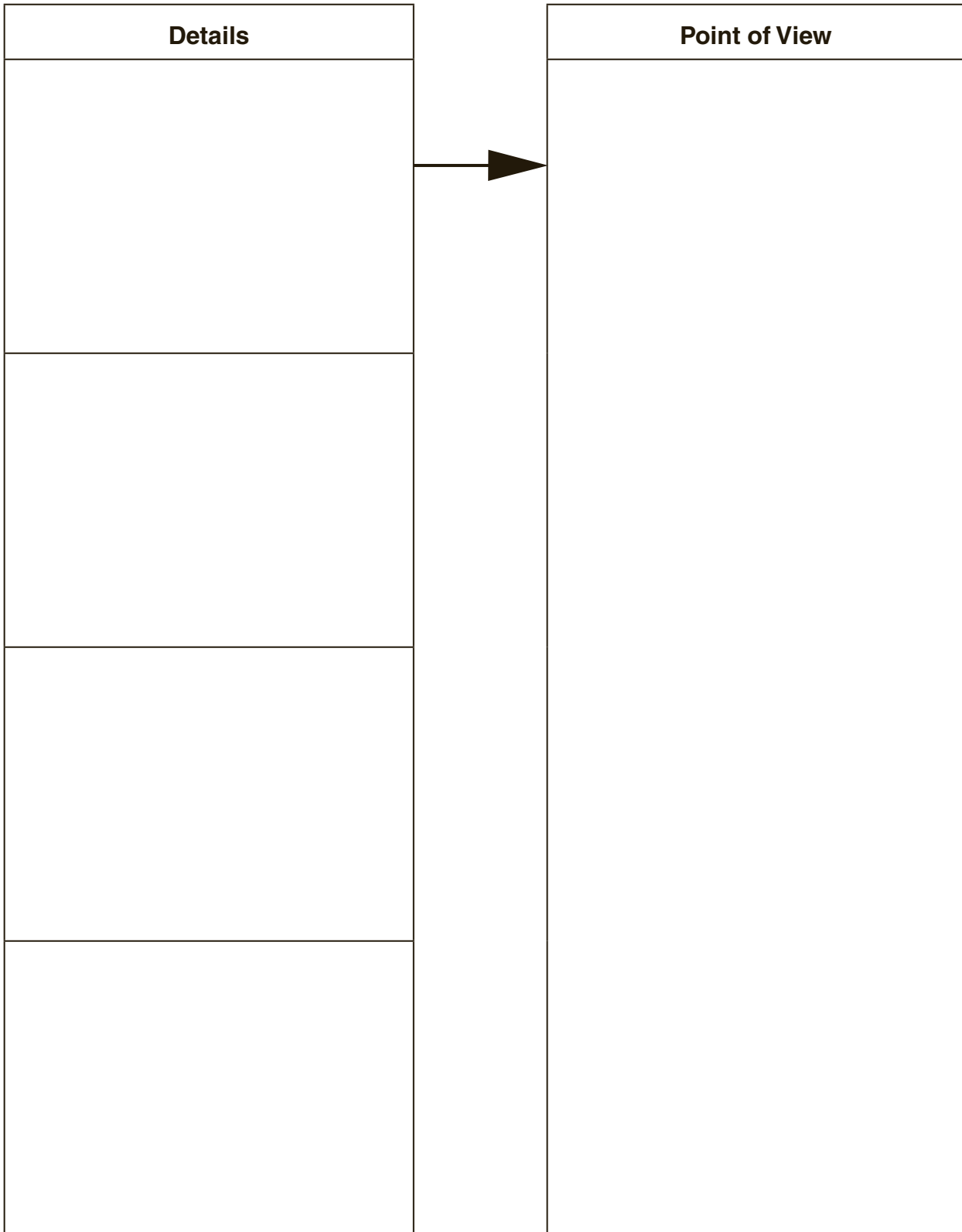
Word	Context Sentence	Illustration
deftly	She <u>deftly</u> changed the flat tire.	
eaves	We stood under the <u>eaves</u> to keep dry.	
benefit	One <u>benefit</u> of going to bed early is feeling rested the next day.	
derision	The mean girls laughed with <u>derision</u> at the other team.	
symmetry	The design showed perfect <u>symmetry</u> .	
impudence	Sticking out your tongue shows <u>impudence</u> .	

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Name _____

Read the selection. Complete the point of view graphic organizer.

Details	Point of View



Name _____

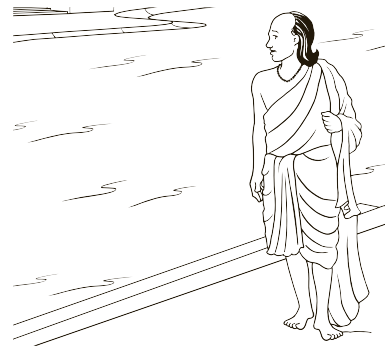
Read the passage. Use the make predictions strategy to make logical guesses about what will happen next.

Approaching Zero

11 Basu counted the steps, doing quick measurements as he walked along
 24 the south bank of India's Ganges River. He had woken up before daybreak.
 34 By his calculations, he had walked 12,563 steps, covering about
 48 one-quarter of the distance from his small village. By the time the sun was
 60 directly overhead, he should reach the university at Patna. There he hoped
 71 to find Aryabhata. Perhaps the great mathematician could help him with
 83 the questions he'd been pondering. How do you measure the passing of
 94 time and days? How do you determine the circumference of Earth?

105 From what Basu had gathered, Aryabhata had all of the answers.
 118 However, Basu's parents had warned him not to go. "Why would a wise
 131 scholar want to waste his time with a twelve-year-old boy?" his father had
 138 chided. But Basu had a burning desire
 145 to study math. According to the local
 157 scholars, Aryabhata's book described
 163 the earth as a sphere that rotated around
 169 the sun. It explained mathematics, time,
 170 astronomy, and other mysteries of the
 175 universe.

170 Basu walked along, posing question
 175 after question to himself to pass the
 182 time, keeping a running step count as
 189 he went—18,231.



Name _____

Finally, Basu spotted a figure crouched on a mat by a small, low table. He could see the man was writing with a long iron spike that he dipped in ink, etching the surface of hardened palm leaves. Basu held his breath and took silent, short steps, dividing 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 lost in his thoughts. 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," said Basu, "but I've come here hoping to absorb a fraction of your knowledge and wisdom."

Aryabhata granted him one question. Basu asked, "I walked 29,348 steps to get here. Then I crossed your courtyard, cutting the distance in half and in half again. Now I cannot get any closer. What number 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 ages. The answer is *zero*. There are zero steps left, and zero is the number."

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

"You have zero questions left!" Aryabhata 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.

Possible responses provided.

1. Who is the narrator of a story? Circle the letter of the best answer.

- a. the person who tells the story
- b. the main character in the story
- c. the person who wrote the story

2. What are the three pronouns in the first paragraph of this story?

he, his, him

3. Who is the narrator of this story? Circle the letter of the best answer.

- a. Basu
- b. Aryabhata
- c. someone who is not a character in the story

4. Use the pronouns in the story to figure out the point of view. Which point of view is this story written from? Circle the correct answer.

first-person

third-person

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 _____

Urco: Craftsman in Training

“Father, I’m meant to be a craftsman, an artist,” pleaded Urco, a twelve-year-old Inca boy.

“No, you must work as a laborer like the rest of us, building roads and temples in our great city of Cuzco,” replied Urco’s father. As furious as he felt, Urco knew that most Inca men did just what his father had said. They dedicated their lives to building the city high in the mountains. Urco, however, was different. He wanted to create golden goblets and ornaments for the nobles and the king! Now, Urco just had to convince his father to allow him to do that.

Answer the questions about the text.

1. Historical fiction is about a real time and place in the past. Name one detail in the text that tells you this is historical fiction.

Possible response: Urco and his father talk about everyday life and act realistic.

2. What details about work in Cuzco does the text present?

It says that most Inca men worked as laborers and dedicated their lives to building the city.

3. Write an example of dialogue from the text. What does the dialogue tell you about the character who is speaking?

**Possible response: “Father, I’m meant to be a craftsman, an artist.”
This tells me that Urco wants to be an artist.**

Name _____

Sometimes when you know the meaning of a suffix you can figure out what a word means. Look at these Greek and Latin suffixes and their definitions.

-ment act of, state of

-ible tending to, given to

-tion state of

-nomy law

Now read this sentence: "Basu looked crushed with **disappointment**."

Knowing the meaning of the suffix *-ment* helps you understand that *disappointment* means "the state of being disappointed."

Read each excerpt from the passage. Then circle the letter of the best meaning for each word in bold. Look at the list of suffixes and definitions above for help.

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

a. the results of being quick **b.** the results of measuring c. using a ruler

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

a. laws of the universe b. laws of math c. laws of the earth

3. Basu walked along, posing **question** after question to himself to pass the time.

a. the state of looking for an answer

b. the state of walking

c. the state of passing time

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

a. full of numbers

b. being close

c. full of mystery

Name _____

When a syllable ends in a vowel, it is called an open syllable. Most open syllables have a long-vowel sound.

ba as in *bacon**pre* as in *prefix**mi* as in *minus**co* as in *cozy**su* as in *super*

A. Read each word in bold. Circle the example that correctly underlines the open syllable. The first one has been done for you.

1. **open**a. openb. open2. **fever**a. feverb. fever3. **basic**a. basicb. basic4. **voter**a. voterb. voter

B. Read each pair of words. Circle the word that has an open syllable. The first one has been done for you.

5. **attack**rival6. favor

expand

7. labor

member

8. **barber**resist

Name _____

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

Topic sentence	→	The author’s use of third-person point of view in “Approaching Zero” makes the story interesting and suspenseful.
Evidence	→	First, we read Basu’s thoughts as he walks along. We learn that Basu is very smart and loves math. From Aryabhata’s dialogue, we learn that he is very smart but can be stern. When he accepts Basu as a student, it comes as a relief.
Concluding statement	→	Third-person point of view is the best for this story because readers learn about both characters, and that makes the story entertaining.

Write a paragraph about the text you have chosen. Analyze whether the author chose the best point of view for the topic. Remember to introduce your claim and organize your reasons and evidence clearly. Use possessive nouns correctly as you write.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one word answers. _____

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary. _____

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (*coin, ear*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

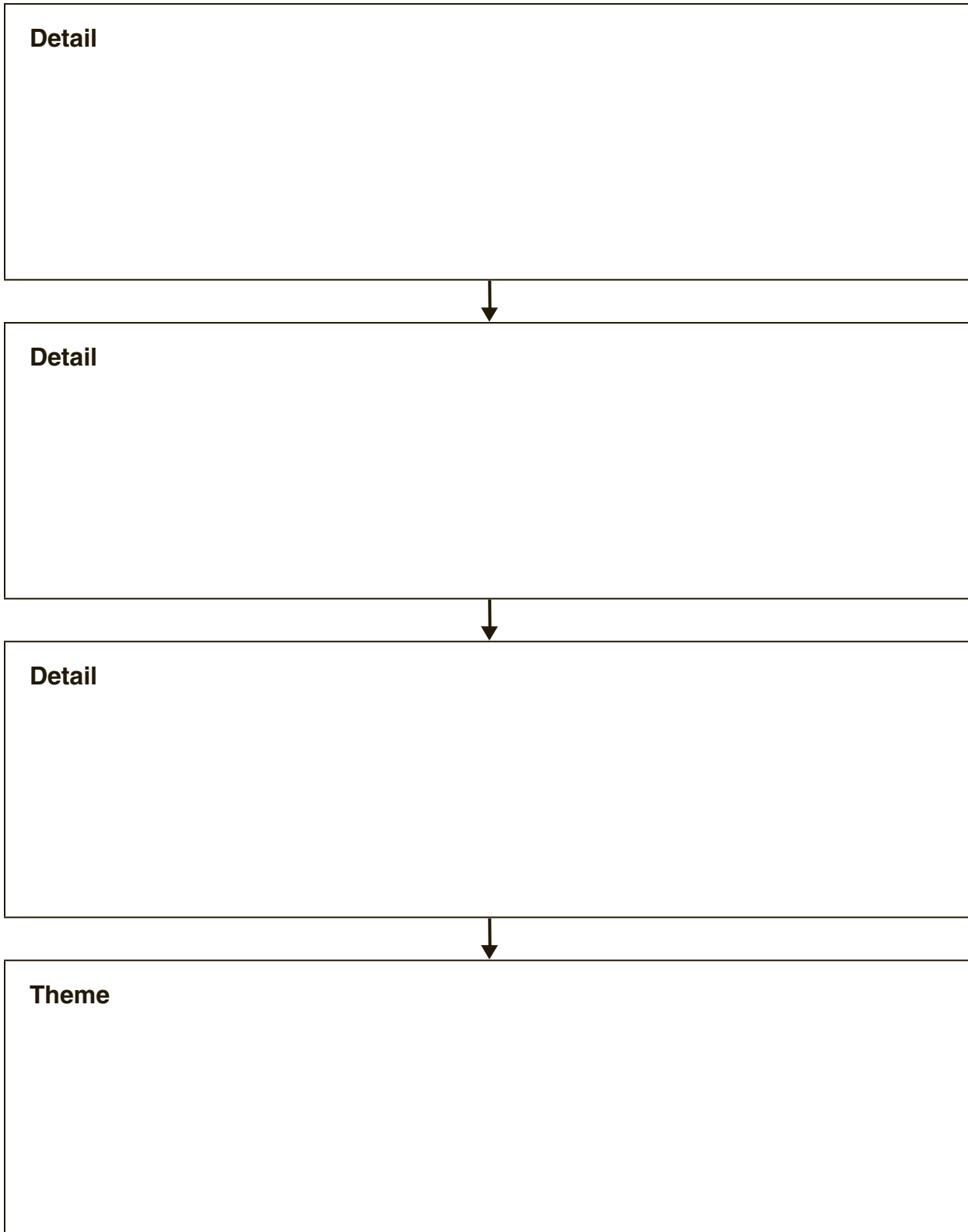
Use the word chart to study this week’s vocabulary words.
Write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
<p>forlorn</p>	<p>The boy felt <u>forlorn</u> because he did not know anyone at his new school.</p>	
<p>majestic</p>	<p>The ancient trees were a <u>majestic</u> sight.</p>	
<p>commemorate</p>	<p>The town put up a statue to <u>commemorate</u> its first mayor.</p>	
<p>contemplate</p>	<p>Tonight our family will <u>contemplate</u> where to go on vacation.</p>	

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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.**Possible responses provided.**

1. Look at line 3. What words does the poet use to describe the people at her grandmother's pueblo?

happy and smiling

2. In the last line of the third stanza, what words does the poet use to describe what the sun looks like?

a rainbow like a party favor

3. Based on the words used to describe the sun, what does the poet think about the sunset?

The poet thinks the sunset is beautiful and special.

4. Which statement describes the theme of this poem? Circle the letter of your answer.

a. Nature is beautiful in New Mexico.

b. Visiting a new place can make someone sad.

c. Happy people and beautiful nature can make visiting a place fun.

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?

It expresses thoughts and feelings.

2. What items does the poet say were “useful to people so long dead”?

golden crowns, cups, masks, bowls, and rings

3. Which words in the first four lines of the poem rhyme to create a rhyme scheme?

seemed, dreamed, years, appeared

Name _____

Rhyme scheme is a pattern of rhyming words at the ends of lines. To identify rhyme scheme, give a letter—*a, b, c, d*—to each new sound at the end of a line. If a sound is repeated, give it the same letter as the word it rhymes with. The rhyme scheme of the stanza below is *abab*.

Example: Do you see *a*
 a flying bird? *b*
 Could it be *a*
 her song I heard? *b*

Meter is a pattern of the syllables that are stressed when a poem is read aloud.

Example: As far as the eye can see.

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

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. Which two end-words in this stanza rhyme?

savor, favor

2. Read the stanza out loud. Which three syllables in each line need to be emphasized? Write the last line of the stanza below. Underline each syllable that needs to be emphasized.

A rainbow like a party favor.

3. How would this poem be different without rhyme and meter?

It wouldn't be as much like a song.

Name _____

A poet sometimes gives human abilities or feelings to nonhuman objects, animals, or ideas. To understand these images better, look for the thing that is personified. It will be doing or feeling something human, as New Mexico is in these lines.

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

Read each passage. Then answer the questions.

Possible responses provided.

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

What human emotion does nature feel in this passage?

pride

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

What human action does the sun perform in this passage?

The sun bows.

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

What thing is being personified?

the campfire

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

What thing is being personified?

the blanket

Name _____

Every syllable in a word has one vowel sound. When a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This type of syllable is called a consonant + *le* syllable.

A. Read each word. Circle the consonant + *le* syllable. The first one has been done for you.

1. bicy**cle**2. nood**le**3. mus**cle**4. whist**le**5. scamb**le**

B. Read the words in each row. Then circle the word that has the same consonant + *le* syllable as the word in bold. The first one has been done for you.

6. **scruple****dimple**

throttle

7. **incurable****durable**

simple

8. **eagle**

needle

beagle9. **haggle****squiggle**

befuddle

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 the poet used literary language in a poem.

Topic sentence	→	In the poem "At Grandmother's Pueblo," the poet uses literary language to communicate the speaker's feelings of welcome and belonging when visiting Grandmother.
Evidence	→	For example, New Mexico is personified as holding a "painted canvas" of the beautiful land and nature "proudly displays" her works for the visitor. A simile comparing a rainbow to a party favor increases the feeling of welcome. Finally, a special blanket holding the speaker creates feelings of safety and love.
Concluding statement	→	The literary language conveys feelings associated with family, welcome, and belonging.

Write a paragraph about the text you have chosen. Analyze the author's use of literary language. Cite evidence from the text. Remember to include relevant facts, definitions, concrete details, and quotations, and to use appositives correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.**

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.






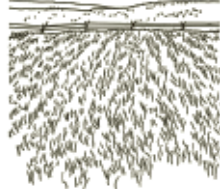
Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

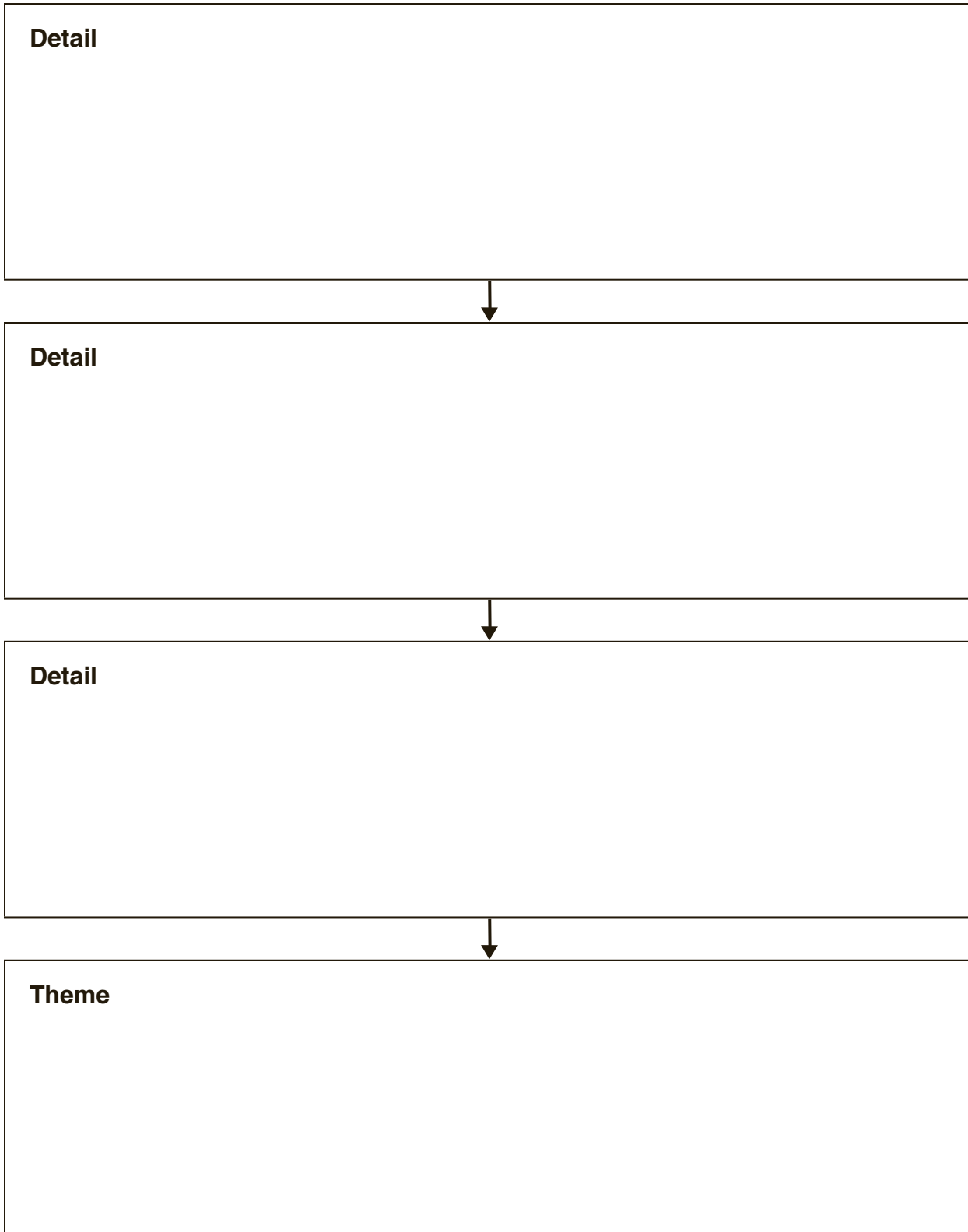
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
resemblance	There is a <u>resemblance</u> between a rat and a mouse.	
unseemly	It is <u>unseemly</u> to talk during a movie.	
enthralled	They were <u>enthralled</u> by the new kitten.	
regulation	The students all wore <u>regulation</u> uniforms.	
capacity	The glass jar was filled to <u>capacity</u> .	
fallow	The field was <u>fallow</u> and had no crops.	

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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 came
16 out. Rosa knew the woman lived in the building, but Rosa didn't know
19 who she was. Rosa didn't know anyone in the building. Rosa and her
22 mother had moved in a month ago, and while people weren't rude, people
25 weren't exactly friendly, either. Rosa missed her old building where people
28 knew one another.

31 Rosa pushed the "up" button on the elevator and waited for it to arrive.
34 Then she waited some more. "Oh no," she muttered quietly to herself,
37 "not again."

40 Rosa lived on the seventh floor. Sighing, she trudged slowly up the
43 stairs. By the time she got to her floor, she was sweaty and exhausted.
46 Rosa's mother, Maria, was inside the apartment.

49 "Que pasa?" asked Maria.

52 "I had to walk all the way up the stairs
55 again," Rosa said.

58 "I've called the landlord many times
61 about the elevator, but I haven't heard
64 anything back," Maria told her.

67 The next morning, Rosa and her
70 mom got on the elevator, and the doors
73 closed behind them. There were other
76 people on the elevator, including the
79 red-haired lady.



Name _____

People smiled, but no one spoke. That is, nobody spoke until they realized that they weren't moving.

"Not again," said the woman with the red hair.

"I've written to the landlord about how often this broken elevator malfunctions," said a man with a black briefcase. He pulled the red alarm button, and it made a clanging noise. "Now we just have to wait until someone outside pushes an elevator button."

Rosa looked at her mother, 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."

A man in jogging shorts said, "I don't really like to get involved in problems."

Rosa smiled. "You're stuck here. You're already involved."

The man smiled back. "You have a point."

"Perhaps if we wrote a letter and had everyone in the building sign it, the landlord would listen," suggested the man with the briefcase.

"We could say that we are going to call the city's housing department," said the lady with the red hair. "Or if we all say that we won't pay our rent, I bet we get the elevator fixed."

"I can write the letter," Rosa's mother offered.

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 mom for getting everyone to agree to work together. Maybe this building would turn out to be as friendly as the old one.



Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the first paragraph. Why does Rosa miss the people in her old building?

The people in the new building are not friendly, and the tenants in the old building knew one another better.

2. What do the other people on the elevator do when Rosa gets on the elevator with her mother?

They smile but no one speaks.

3. The man wearing jogging shorts says he does not want to get involved with trying to fix the elevator. What does Rosa say to him?

“You’re stuck here. You’re already involved.”

4. Which statement best describes the theme of this story? Circle the letter of your answer.

- a. People who move to a new place should introduce themselves.
- b. People who ride in elevators should be friendly.
- c. People who work together can get more done than people who work alone.

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 told me. She had asked me to babysit for Christina, my four-year-old cousin from Italy.

“La mia palla!” Christina keeps screaming from the backyard.

“What are you saying?” I mumble. She cries and points up at the red ball. It’s caught in the tree.

My neighbors, the Chens, rush over to help. “Get some other balls from the bin, Rosa,” Mrs. Chen says, “we’ll toss them up and try to get hers loose.”

We throw the balls into the tree. After many tries, down tumbles the red ball.

“La palla,” I say, handing the ball to Christina.

Mr. Chen says, “Rosa, I didn’t know you spoke Italian!”

Answer the questions about the text.

1. Realistic fiction has realistic characters. Explain how two characters in this story are realistic.

Possible responses: Christina is realistic because she acts like a typical four year old. Rosa is a typical girl because she babysits.

2. Is this story told from a first-person or third-person point of view? How do you know?

It's a first-person. Rosa, the narrator, refers to herself as “I.”

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

Christina says, “la mia palla,” which helps to portray her as a four-year-old girl from Italy.

4. How does the first sentence foreshadow, or give clues, to future events in the story?

Rosa’s mother tells her that babysitting for her Italian cousin will help Rosa practice her Italian. At the end of the story, Rosa speaks to her cousin in Italian.

Name _____

Sometimes surrounding words and phrases can give you the context you need to help you understand the meaning of an unfamiliar word. Look at this example of **context clues** from the passage. The underlined words help explain that *trudged* means “walked slowly and heavily.”

Sighing, she **trudged** slowly up the stairs. By the time she got to her floor, she was sweaty and exhausted.

A. Read each passage below. Study the underlined context clues in each passage to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for each word.

1. “Oh no,” she **muttered** quietly to herself, “not again.”
 - a. spoke quickly
 - b. spoke quietly
 - c. spoke clearly and loudly

2. Rosa lived on the seventh floor. Sighing, she trudged slowly up the stairs. By the time she got to her floor, she was sweaty and exhausted.
 - a. tired
 - b. excited
 - c. slow

3. “I’ve written to the landlord about how often this broken elevator malfunctions,” said a man with a black briefcase.
 - a. breaks down
 - b. gets dirty
 - c. gets too full

4. Just then the elevator started **descending** again. As it made its way down to the first floor, Rosa felt proud of her mom for getting everyone to agree to work together.
 - a. going up
 - b. going across
 - c. going down

Name _____

Every syllable in a word has only one vowel sound. Sometimes the vowel sound is spelled with more than one letter. When this happens, the syllable is called a vowel team syllable. Vowel teams have more than one letter that stand for a single vowel sound. Vowel teams include:

ai as in *main* *ea* as in *reader* *ee* as in *breezy*
oi as in *toil* *ou* as in *mouth*

A. Read each word. Circle the vowel team. The first one has been done for you.

1. streamline
2. painful
3. exploit
4. round
5. agreed

B. Read each word and divide it into syllables. Then underline the vowel team. The first one has been done for you.

6. poison
7. appointment
8. straighten
9. earthbound

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 his or her argument about the author’s development of a theme.

Topic sentence	→	In “Stuck Together,” the author uses believable dialogue and an everyday setting to help create realistic characters and to convey a theme. Rosa’s conversations with her mother and with the people on the elevator are friendly, and help to convey the importance of cooperation. The use of realistic details makes it easy for the reader to understand and relate to the story’s message. With energy and teamwork, the people in the apartment building can solve a problem.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Analyze how well you think the author developed the theme. Cite clear reasons and relevant evidence from the text. Remember to include strong action verbs, and use direct and indirect objects correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers.

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *snowed, fort, shoveling*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high frequency vocabulary.

Name _____

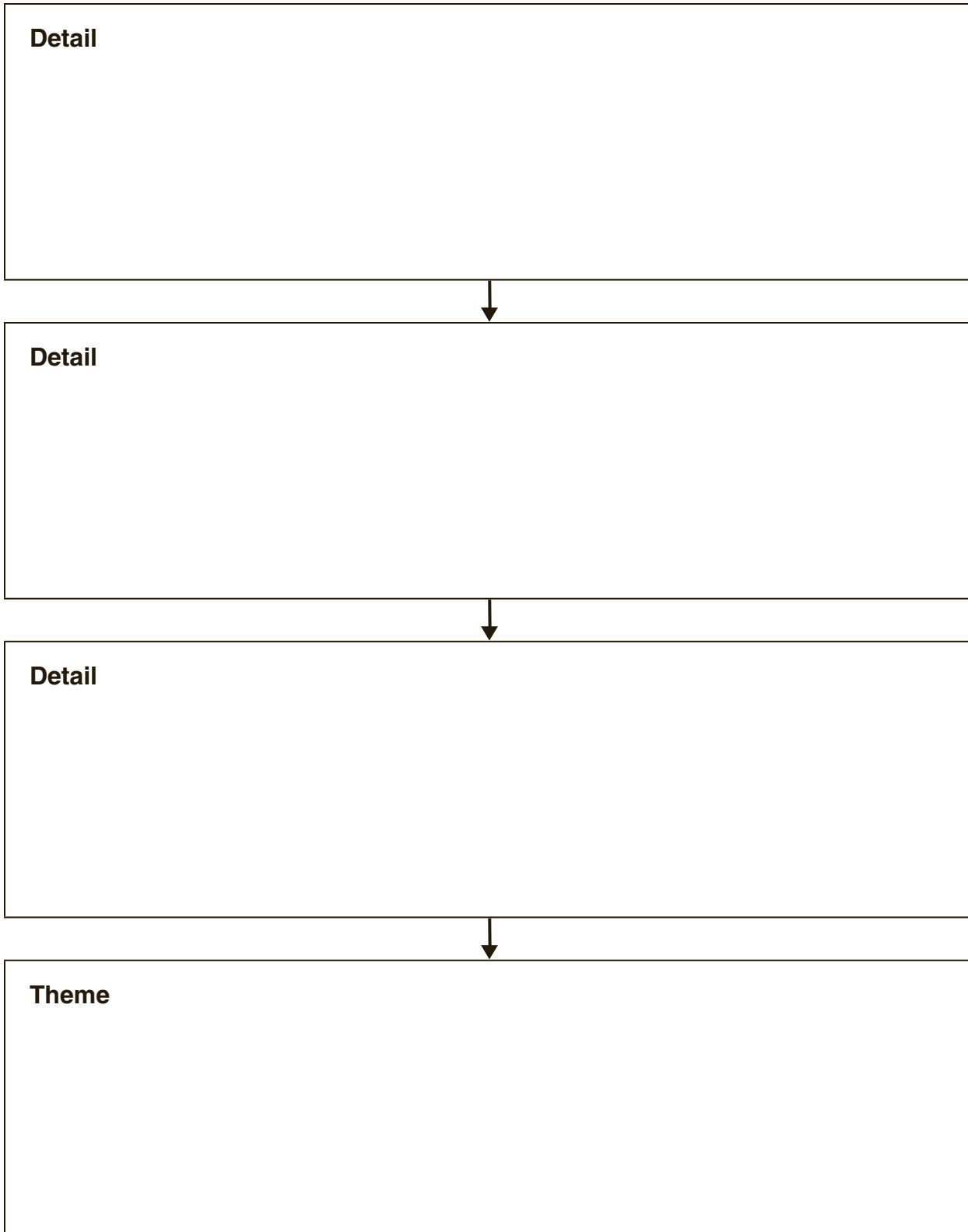
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
summon	I had to <u>summon</u> all my strength to lift the heavy box.	
vastness	The <u>vastness</u> of the wide-open plains is impressive.	
roused	My little sister <u>roused</u> me this morning.	
skewed	The path <u>skewed</u> off the road and went into the woods.	
feebly	The sick boy <u>feebly</u> sat up.	
recoiled	He <u>recoiled</u> when he saw the bug in his soup.	

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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.

Poppy and the Junior Tigers

9 Poppy watched the group of 12-year-olds limply bouncing basketballs
16 around the court at the community center.

16 “C’mon,” Poppy shouted. “More energy! Try passing the ball!”

25 Nobody seemed able to either throw or catch a ball correctly.

36 Poppy sighed in despair. She was the new volunteer coach for the
48 community junior league basketball team. She had assumed she would
58 be a superb basketball coach. After all, she was a state champion forward
71 on her high school’s basketball team. She had thought coaching would be
83 fun, but she had been mistaken. The Junior Tigers were not interested in
96 practicing and didn’t seem to care about learning to play well.

107 Poppy called out, “Kia, someone is going to steal the ball if you don’t
121 pass lower! Carl, try not to trip over the ball.”

131 Mike, a tall, skinny kid, smirked.

137 “He has no coordination.”

141 “Don’t make unhelpful comments,
145 Mike,” said Poppy.

148 That evening, Poppy explained the
153 situation to her dad. “None of the
160 children seem to care about playing
166 well, and I just don’t see the point when
175 they make no effort. Maybe I should just
183 quit and put us all out of 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 guys could be playing games that make your community proud; however, you just want to fool around. You don’t care, and since you don’t care, I don’t care, either. So, I want to tell you that today is my final day coaching. Also, the center has to find a replacement for me, and unless that happens soon, 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, “You’re 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 typical 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, there was no 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.**Possible responses provided.**

1. Look at the end of paragraph 4. What words describe the Junior Tigers during practice?

“The Junior Tigers were not interested in practicing and didn’t seem to care about learning to play well.”

2. How does Poppy feel about the team?

Poppy is upset that the players don’t want to work harder at practice.

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

The Junior Tigers begin to complain less and try harder.

4. Which statement best describes the theme of this story? Circle the letter of your answer.

a. When people think someone is quitting, they try harder.

b. When people have a reason to work hard, they will usually do it.

c. When people practice, they can win in games like basketball.

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 works hard at his landscaping job. He mows lawns, clips hedges, and carries heavy loads of mulch all morning. By noon, he is starving and goes to the town deli to buy lunch. A long line confronts him, and his stomach growls. The man at the deli counter yells, “Who’s next? What can I get for you?”

People behind Julian start to shout their orders: “Tuna on whole wheat!” “Hot pastrami on rye!” “Grilled cheese!” Julian feels intimidated, or scared. His English is progressing, but now his throat tightens and his face reddens.

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

Thankful for her kindness, Julian finds, or 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. Realistic fiction takes place in a realistic setting and has realistic characters. How do you know this text is realistic fiction?

The setting is the town deli, and the characters act like real people.

2. How do you know that the story is told from third-person limited point of view?

The narrator is not part of the story but tells the story only from Julian’s point of view.

3. Look at the second sentence of the story. List the verbs used in the sentence.

mows, clips, carries

4. How does the title of the story reveal the theme?

Possible response: The title, *Mustering Courage*, reveals that Julian has to find the courage to speak publicly in English.

Name _____

Look at this example of context clues in a paragraph. The underlined words explain that *center* means “a building for a special purpose.”

Poppy watched the group of 12-year-olds limply bouncing basketballs around the court at the community center.

Read each passage below. Use the underlined context clues to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for the word.

1. Poppy called out, “Kia, someone is going to steal the ball if you don’t pass lower! Carl, try not to trip over the ball. Mike, a tall, skinny kid, smirked. “He has no **coordination.**”
 - a. sense
 - b. team spirit
 - c. ability to move well

2. “Really?” asked Mike, looking **crestfallen**, his usual grin gone. “But I like basketball.”
 - a. unhappy
 - b. thrilled
 - c. ready to quit

3. To Poppy’s surprise, the Junior Tigers actually lined up without the typical 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.
 - a. way of looking
 - b. way of doing things
 - c. team

Name _____

Every syllable in a word has one vowel sound. When a vowel is followed by the letter *r*, both letters must remain in the same syllable because they act as a team to form a special *r*-controlled vowel sound. This type of syllable is called an *r*-controlled vowel syllable.

mar as in *market**ger* as in *danger**ror* as in *error*

A. Read the words in each row. Circle the word that has an *r*-controlled vowel syllable. The first one has been done for you.

- | | | |
|------------------|----------------|----------------|
| 1. <u>hammer</u> | grateful | throttle |
| 2. truck | <u>mirror</u> | remain |
| 3. brave | rotate | <u>platter</u> |
| 4. drown | <u>vinegar</u> | brutal |

B. Read each word. Underline the *r*-controlled vowel syllable in the word. The first one has been done for you.

5. actoror
6. waiterer
7. current
8. flavoror
9. banisterer

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 how the author developed the theme.

Topic sentence

In "Poppy and the Junior Tigers," I believe the author uses the characters' dialogue to communicate the theme that hard work pays off.

Evidence

For example, at first, Poppy thinks coaching basketball will be easy, but she is not successful. A dialogue with her father helps Poppy see that she should work harder. The players aren't serious about practicing until Poppy motivates them to try harder and put in effort. Then the team starts focusing and working together.

Concluding statement

The characters' dialogue helps develop the theme.

Write a paragraph about the text you have chosen. Show how the author develops the theme. Cite evidence from the text. Be sure to introduce your claim, use evidence to support your claim, and organize reasons and evidence clearly. Also be sure to use correct verb tenses and subject-verb agreement.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.** _____**Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.** _____

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *stage, lights, applause*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

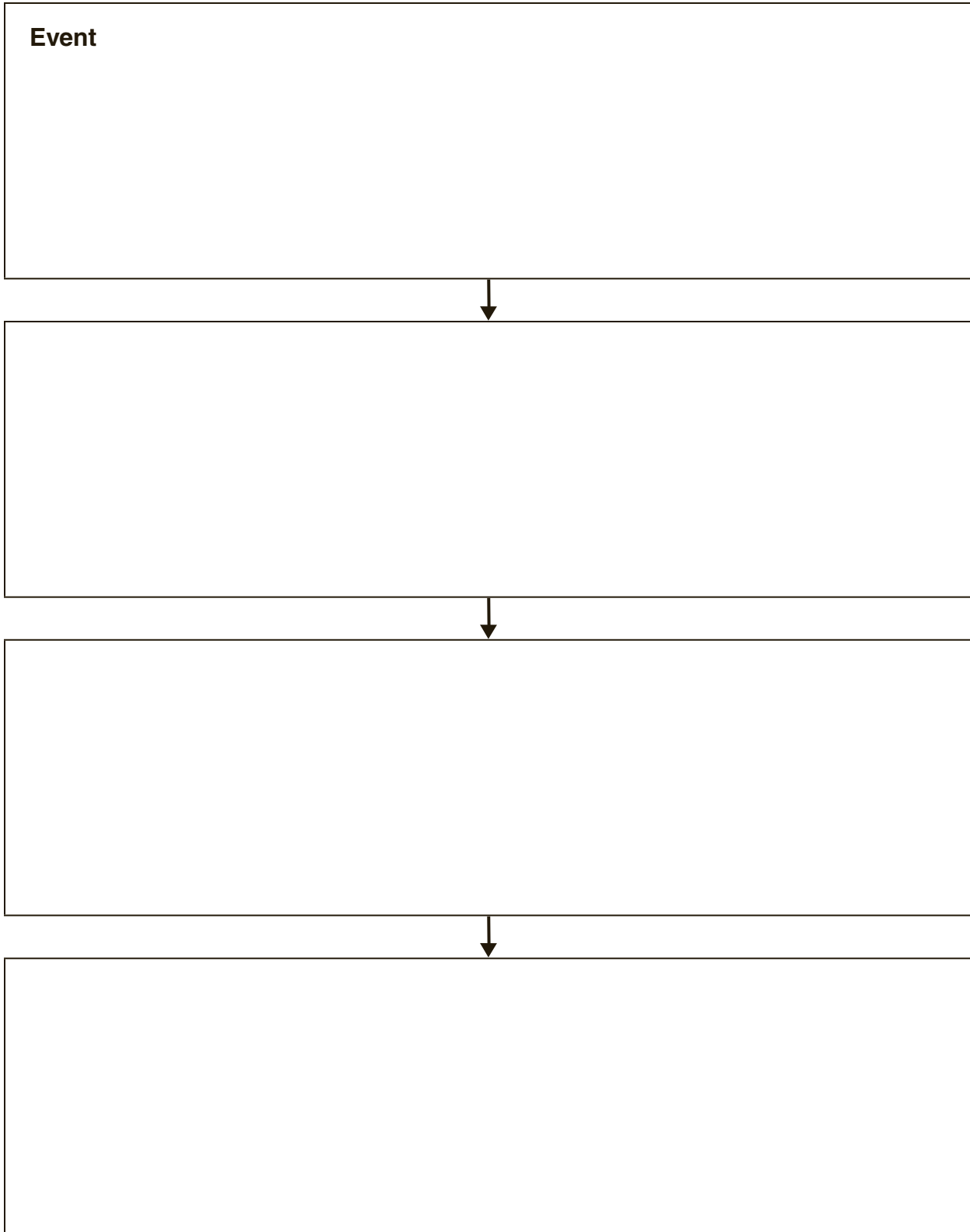
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
windswept	We looked out at the <u>windswept</u> beach.	
sharecropper	The <u>sharecropper</u> gave some of his crop to the owner of the farm.	
impoverished	The <u>impoverished</u> school could not afford new books.	
abundant	There was an <u>abundant</u> amount of apples on the tree.	
unearthed	We <u>unearthed</u> an old vase from the ground.	
solitude	The artist liked to work in <u>solitude</u> .	

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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

12 Nearly a billion people in the world need safer drinking water. Unclean
 24 water causes illness. Each year millions of people die from unsafe water.
 How would life be without safe water?

31 A Water Crisis

34 In some places, people spend hours a day carrying water to their
 46 homes. Women and girls are often the ones who do this chore. Because
 59 of this work, the women cannot take jobs. The girls cannot go to school.
 73 Sometimes they must walk long distances to find water.

82 Solving the Problem

85 Getting clean water to all people is a major problem. However, people
 97 are starting to take action. They are talking to others about the problem.
 110 People are raising money to help.

116 First Things First

119 Planners of water projects know what must
 126 come first. Outsiders must take time to know
 134 the people they want to help. Everyone can
 142 work together if there is trust.

148 Next, the project planners teach the people
 155 how the new water source will work. The
 163 people will learn about public health. They
 170 will learn how to fix problems that may come
 179 up later.



Irene Alastruey/PunchStock

In many African villages, children carry water long distances.

Name _____

Working Together

A tiny village in South Africa had only a trickle of water for 2,000 families. The villagers knew they must solve their problem. A dam had been built in the 1920s. The dam made a lake, which was used mostly to water farm crops. Over the years, more and more canals were added. Those canals carried water out to new villages. Finally, there were too many places for the water to go. Villagers who lived at the end of the line barely received any water.

The villagers had to transport water from a well across a busy highway. Every day they dodged speeding cars carrying pots of water home. The highway company worried about their safety.



The villagers of Modderspruit in South Africa worked together with outsiders to solve their water problem.

Teamwork

The highway company offered to drill a deep hole to search for water. The villagers had a community center. With no water, it often sat empty. They chose the center as a perfect place to drill.

Next, it was time to decide how to pump the water to the community center. The planners and villagers decided on a pump powered by the sun. South Africa has plenty of sunshine. The solar pump and two large water tanks were set up at the center. The well brought the village much clean water.

A Satisfying Outcome

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

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the paragraph after the title and the paragraph after the heading “A Water Crisis.” What are some of the problems that unsafe drinking water can cause?

It can make people sick, or die. Women can't work; girls can't go to school.

2. In the paragraph after the heading “First Things First,” look for the signal word “next.” What is the next step for project planners?

The next step is for planners to teach the people how the new water source will work.

3. In the section describing how a well was built in a village in Africa, which of these events happened first? Circle the letter of your answer.

a. The planners and villagers chose to use the sun to power the water pump.

b. The highway company offered to drill a deep hole to search for water.

c. The pump and two water tanks were set up at the community center.

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 _____

Florida Community Defeats Air Polluters

For 30 years, Royal Oak Corporation operated a charcoal factory in Ocala, Florida. Ruth Reed, a community leader of African American homeowners, organized a group to demand the factory stop polluting the air. They wrote letters to city and state officials to complain. When that didn't work, they hung bed sheets out to catch the soot, or dirt, from the factory. They brought the dirty sheets to city council meetings. The officials listened and said they would demand changes. Not trusting them, Ruth's group wisely hired their own experts to test the air. Afraid of what the tests would show, Royal Oak closed the factory.

Answer the questions about the text.

1. Narrative nonfiction tells information about real people or events in story form. What features of narrative nonfiction does this text contain?

Possible response: The text tells a story about Ruth Reed, a real person; the story is about a real event, the fight between the community and the charcoal factory.

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

The heading tells me that the topic is about a community in Florida that defeated air polluters.

3. What sentence in the text shows the author's point of view, or thoughts, about the topic?

"Not trusting them, Ruth's group wisely hired their own experts to test the air."

4. Narrative nonfiction contains facts. List two facts the text provides.

Possible response: The factory had been in Ocala for 30 years, and the factory closed when the group decided to run their own pollution tests.

Name _____

Prefixes are word parts that come at the beginning of a word. **Suffixes** are word parts that come at the end of a word. When a prefix or a suffix is added to a word, the meaning of the word is changed.

Planners of water projects know what must come first.

The word *planners* contains the suffix *-ers*. The suffix *-ers* changes the meaning of *plan* to “people who plan.”

A. Complete each item below by writing the new word created when the prefix and the word are combined. Then write the meaning of each new word.

1. un- (meaning “not”) + safe = unsafe; not safe
2. un- (meaning “not”) + clean = unclean; not clean
3. trans- (meaning “across, beyond, or through”) + port = transport;
carry across

B. Add the suffix -er to each word below. Change the spelling of the word if necessary. Then use each new word in a sentence.

Possible responses provided.

4. village
The villager carried water very far.
5. skate
The skater flew through the air.
6. sing
The singer was very good.
7. farm
A farmer works very hard.

Name _____

Some words are difficult to read and write because the vowels or consonants in them do not follow regular spelling patterns. To read and write frequently misspelled words, the following tips may help:

- Look for phonics patterns you know.
- Read each word syllable by syllable. Make sure each syllable has a vowel or a vowel team.
- Look for spelling patterns you know.

A. Read the words in each row. Then circle the word that has a spelling pattern similar to the word in bold. The first one has been done for you.

- | | | |
|-------------------|---------|---------|
| 1. fought | brought | finger |
| 2. country | grown | cousin |
| 3. deceive | panda | receive |
| 4. relieve | believe | sleeve |
| 5. captain | against | frame |

B. Read each word. Draw a slanted line (/) between each syllable. The first one has been done for you.

- ad/dress
- be/cause
- chil/dren
- an/swer

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 the author used a sequential text structure to convey information.

Topic sentence	→	<p>In "Clean Water Partners," the author uses sequence of events to explain how a South African community obtained clean water. People in the community were spending too much time carrying water from far away. To solve the problem, project planners first chose where to drill for water. Then the people decided to use a solar pump to pump the water from underground. Finally, the people had clean water close by. The author includes details about each event to help clarify sequence and tell the story.</p>
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author used a sequence of events to convey information. Cite evidence from the text. Remember to appropriately use transitions, main verbs, and helping verbs to strengthen your writing.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.** _____**Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.** _____

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *kids*, *dinner*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
adept	He is <u>adept</u> at drawing animals.	
prominent	The <u>prominent</u> doctor has many patients.	
spectators	The <u>spectators</u> watched the parade.	
aristocracy	The castle used to belong to the <u>aristocracy</u> .	
prevail	The race was too close to know who would <u>prevail</u> .	
collective	The family made a <u>collective</u> decision to get a dog.	

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Name _____

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

Cause	→	Effect

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Name _____

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

Roberto Clemente: A Sports Legend

11 American baseball Hall of Famer Roberto Clemente was born in 1934
 26 in Puerto Rico. He was a poor Latino boy growing up, but his future was
 39 bright. Clemente was outstanding in most sports as a child. Then in high
 50 school, he started focusing on baseball. Baseball recruiters learned of his
 exceptional talent.

52 Soon Clemente was offered a baseball contract with the Dodgers when he
 64 was still in high school. He accepted. One year later Clemente was traded to
 78 the Pittsburgh Pirates. He then played ball with the Pirates for 18 seasons.
 91 Clemente died an untimely death at age 38 in a tragic plane crash.

104 Strike One

106 Clemente didn't speak English
 110 when he arrived in America. Then
 116 he discovered the problem of
 121 discrimination. As a black Latino,
 126 Clemente had not thought much
 131 about his race. However, in the
 137 1950s, the United States had laws
 143 that separated blacks and whites.
 148 Clemente had to find separate hotels
 154 during spring training. He often ate his meals alone on the team bus.



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 Division [LC-USF3301-006392-M4]

Name _____

Sports reporters did not rally around Clemente. They teased him for his strong Latino accent. He felt like an outsider in America. Clemente learned to speak out. He let everyone know when someone was treated unfairly. Reporters tried to call him the American nicknames “Bob” and “Bobby.” Clemente said words to the effect of “I’m Puerto Rican. My name is Roberto.” He was proud of his heritage.

Play Ball

Clemente was a hard hitter. His lifetime batting average was .317. He won four National League batting titles and got 3,000 base hits. He routinely kept batters from getting to base. He could outrun balls hit between right and center field. Clemente won 12 Gold Glove awards, which are given to the best fielding players.

Making a Difference

Clemente was a planner and a doer. In 1972 Nicaragua suffered a huge earthquake. Clemente wanted to take supplies to the victims. On New Year’s Eve, Clemente boarded a plane to Nicaragua. The plane took off, and quickly one of the engines exploded. Then there was another blast. Two more explosions followed. The plane went down like a fireball. Fans around the world mourned the death of Clemente.

Clemente had seen people struggle, and he wanted to help. 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. Roberto Clemente was a true success.



Don Tremain/Photodisc/Getty Images

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the paragraph under the heading “Strike One.” What were two ways Clemente faced discrimination in the 1950s?

Clemente had to find separate hotels and often ate meals alone on the team bus.

2. Which statement below describes an effect of Clemente’s great skill in baseball? Circle the letter of your answer.

a. Clemente spoke out against unfair treatment.

b. Clemente wanted people to call him “Roberto,” not “Bob.”

c. Clemente won many awards, including 12 Gold Gloves.

3. Look at the text under the heading “Making a Difference.” What caused Clemente to fly to Nicaragua in 1972?

An earthquake had hit there, and he wanted to help the victims.

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 college, he experienced racial discrimination. The University of Maryland law school rejected Marshall because he was not white. How would this brilliant man resolve this problem? He kept on with his dream and attended Howard University law school. He graduated first in his class and thought, “I will 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 Supreme Court Justice. He worked for civil rights until he retired in 1991. Marshall died in 1993.

Answer the questions about the text.

1. A biography is a story about the life of a real person, the subject of the biography. How do you know this text is a biography?

The text is about a real person, Supreme Court Justice Thurgood Marshall.

2. A biography often includes suspense, or a feeling of uncertainty. Suspense makes the reader want to know more. What sentence in the text adds suspense?

Possible response: How would this brilliant man resolve this problem?

3. What sentence or part of a sentence tells a thought that Marshall may have had?

He graduated first in his class and thought, “I will work for the rights of all people.”

4. What personal experience or difficulty may have led Marshall to become a civil rights lawyer?

He experienced racial discrimination firsthand.

Name _____

Look at this example of context clues in a paragraph. The underlined words help you figure out that *heritage* means “ethnic upbringing and background.”

Reporters tried to call him the American nicknames “Bob” and “Bobby.”
Clemente said words to the effect of “I’m Puerto Rican. My name is
Roberto.” He was proud of his **heritage**.

A. Read each passage below. Underline the context clues that help you figure out the meaning of each word in bold. Then circle the letter of the best definition of the word.

1. He then played ball with the Pirates for 18 seasons. Clemente died an **untimely** death at age 38 in a tragic plane crash.

a. too early

b. sad

c. at an old age

2. Clemente didn’t speak English when he arrived in America. Then he discovered the problem of **discrimination**. As a black Latino, Clemente had not thought much about his race. However, in the 1950s, the United States had laws that separated blacks and whites. Clemente had to find separate hotels during spring training. He often ate his meals alone on the team bus.

a. language

b. unfair treatment of a category of people

c. strong dedication to a purpose

3. Clemente had seen people struggle, and he wanted to help. 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.

a. skill

b. sweetness

c. honesty and courage

Name _____

A prefix is a group of letters added to the beginning of a word. A prefix changes the meaning of a word. Knowing what the prefix means can help you determine the meaning of the entire word.

un- not; opposite**in-** not; into**out-** surpass; away from**en-** to make; put into**super-** above; over

A. Read the words in each row. Circle the words that have the same prefix. The first one has been done for you.

- | | | |
|-----------------------|-----------------|-------------------|
| 1. <u>unclear</u> | review | <u>unable</u> |
| 2. <u>incomplete</u> | <u>indirect</u> | uneven |
| 3. <u>supermarket</u> | prevent | <u>superhuman</u> |
| 4. <u>enrich</u> | every | <u>enlarge</u> |
| 5. <u>outcry</u> | <u>outfield</u> | overnight |

B. Read each word in the box below. Then write the word next to the correct meaning. The first one has been done for you.

superstar unhook incorrect outlaw

6. undo a hook _____ **unhook** _____
7. a person who broke the law _____ **outlaw** _____
8. a huge star _____ **superstar** _____
9. not correct _____ **incorrect** _____

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her argument about the author's use of a cause-and-effect text structure.

Topic sentence	→	In "Roberto Clemente: A Sports Legend," the cause-and-effect structure helped me to clearly understand the important events in Roberto Clemente's life. For example, reading that Clemente was athletically talented as a child helped me understand how he became a top baseball player. Descriptions of the discrimination Clemente faced after he left Puerto Rico helped me understand why he defended other people's rights and demanded equal working conditions for everyone. The author's use of cause and effect gave me a full picture of Roberto Clemente's life.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author used a cause-and-effect text structure to convey ideas and events. Cite evidence from the text. Remember to support your argument with clear reasons and use linking verbs to connect ideas.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one-word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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 towards the mother?





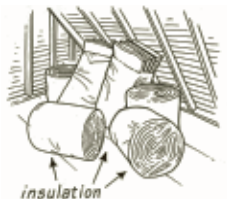

B. Now revise the draft by adding strong adjectives and verbs to present the information in a more engaging voice.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
commonplace	It is <u>commonplace</u> to see cars on a city street.	
initial	We hoped our <u>initial</u> effort to raise money for the garden would be a success.	
invasive	The <u>invasive</u> weeds ruined the flower garden.	
designate	Whom will she <u>designate</u> as class president?	
insulation	<u>Insulation</u> helps to keep houses warm.	
irrational	My sister has an <u>irrational</u> fear of insects.	

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Name _____

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

Main Idea
Detail
Detail
Detail

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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

Environmentalists are asking people to plant millions of trees in Africa.
 11 Many forests in Africa have not been conserved. Many of the trees have
 24 been destroyed, not protected. Such deforestation causes dire results.
 33 A few of the grim effects are less rain, more heat, and erosion. Crops often
 48 fail in those negative conditions. Planting more trees may help reverse
 59 deforestation.

60 Learning to Change

63 It helps for people to learn the impact
 71 of destroying the forests. Finally they are
 78 discovering how to restore, not ruin, forests.
 85 When the trees disappear, they must be
 92 replaced. If trees cease to grow, the land,
 100 climate, and people are all affected.

106 African people have learned how tree loss
 113 can produce the “greenhouse effect.” Plants
 119 store carbon dioxide (CO₂). Burning trees puts
 126 more CO₂ in the air. Gases like CO₂ trap heat
 136 close to the earth. The gases are like a glass
 146 roof in a greenhouse. The glass holds in the
 155 sun’s heat. The greenhouse effect can cause
 162 our climate to become warmer too. People in
 170 Africa are learning how to correct this problem.



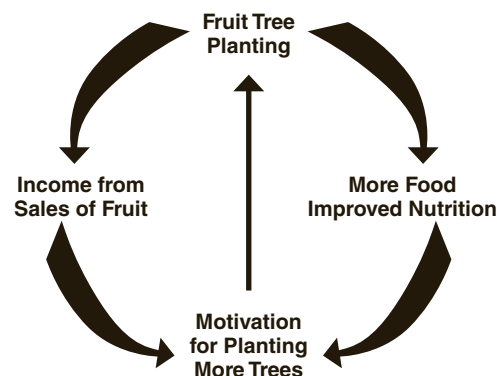
Kim Steele/Photodisc/Getty Images

Learning the impact of deforestation is the first step in reversing it.

Name _____

RIPPLE Africa—Cook Stoves and Fruit Trees

RIPPLE is a group in Malawi, Africa, that has worked to plant millions of fast-growing trees. People have learned how to cut only the branches for firewood instead of the whole tree. RIPPLE has also started a cook stove project. The mud brick stoves use another fuel, not trees. RIPPLE has supplied fruit trees, which help with both food and income. This makes people want to plant more trees.

**Green Belt Movement—Wangari Maathai**

A Nobel Peace Prize winner from Kenya also helped the environment. Beginning in 1976, Dr. Maathai encouraged massive tree planting. She helped women plant more than 40 million trees with a group called the Green Belt Movement. Dr. Maathai asked all nations to stop taking 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 to see how it can slow CO₂ buildup. It made plans to increase tree growth. AWF knew it could not let the forests shrink even more. AWF found places where women could grow tree seedlings. The plants made income for women because AWF bought them back for replanting. Dr. Kiruswa was the AWF Director in Tanzania. He says, “AWF knows the threat of climate change in Africa. We must reduce CO₂ and deforestation.”

What Does It Take?

Reversing deforestation takes time. People want to turn it around by working together. They are choosing not to make the same mistakes again.

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. The main idea of the first paragraph is that people are being asked to plant more trees in Africa. Give one detail from the paragraph that supports that main idea.

Details include that people have already cut down many trees; cutting down trees causes problems, such as less rain, increased heat, and erosion; planting trees will help reverse the negative effects of deforestation.

2. One key detail in paragraph 3 is that trees store CO₂. Another detail is that gases like CO₂ trap heat in the earth, just like the glass roof of a greenhouse. What is the main idea of this paragraph?

Tree loss can contribute to the “greenhouse effect,” which can cause the climate to become warmer.

3. What is the main idea of paragraph 5?

Dr. Wangari Maathai has helped the environment by encouraging people to plant trees.

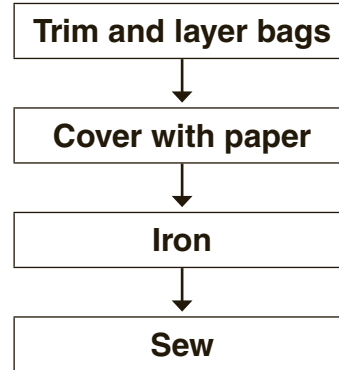
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Making Fashion from Plastic Bags

As part of the effort to “go green,” some fashion designers are creating clothing from plastic bags. Here’s how: First, flatten three or four bags. Use a scissors to trim off the handles and bottom seams. Next, layer the bags into one pile. Place paper on top of the bags and below the bags. Then, iron for about fifteen seconds per side. Allow it to cool. Peel away the paper. You can use your new plastic fabric to sew dresses, tote bags, and more.



Answer the questions about the text.

1. Expository text gives information about a topic. How do you know this is expository text?

The text gives information about making fashion from plastic bags.

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

The heading tells that the paragraph will be about making clothing and accessories from plastic bags.

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

The text gives the steps in making and sewing fabric from plastic bags.

4. What are the first two things the flowchart tells you to do?

trim and layer bags, cover with paper

Name _____

Synonyms are words with the same or nearly the same meaning. **Antonyms** are words with the opposite or nearly the opposite meaning.

When trees **disappear**, they must be replaced.

Replaced is an antonym that means nearly the opposite of *disappear*.

The underlined word or phrase is a synonym or an antonym for the word in bold. Check whether the statement under each passage is true or false.

1. Many forests in Africa have not been **conserved**. Many of the trees have been destroyed, not protected.

Synonym: protected

True

Forests that have been conserved are gone.

False

2. Such deforestation causes **dire** results. A few of the grim effects are less rain, more heat, and erosion.

Synonym: grim

True

A hurricane could have dire results.

False

3. It helps for people to learn the impact of **destroying** the forests. Finally they are discovering how to restore, not ruin, forests.

Antonym: restore

True

Winning games could help restore a team's reputation

False

4. AWF studied the **dwindling** forests to see how it can slow CO₂ buildup. It made plans to increase tree growth. AWF knew it could not let the forests shrink even more.

Antonym clue: increase

True

Dwindling food resources help countries feed their people.

False

Name _____

A suffix is a word part that can be added to the end of a base word. A suffix changes the meaning of the word. The suffixes *-ion* and *-tion* mean “the act, state, or result of.” These suffixes change the base word from a verb to a noun.

A. Read each base word in bold. Then circle the related word with the suffix *-ion* or *-tion* added. The first one has been done for you.

1. **correct** correction collection
2. **locate** election location
3. **instruct** institution instruction
4. **act** action accent
5. **express** expression exception

B. Read each sentence. Circle the word that has the suffix *-ion* or *-tion*. The first one has been done for you.

6. We made an amazing observation from the tower.
7. My education is very important to me and my family.
8. You had such a strong reaction to the sad movie.
9. What is your connection to this group?

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 the author's word choice helped convey an overall message.

Topic sentence



In "Trees for a Healthier Africa," the author's choice of words helped to convey the message that deforestation must be reversed. The author used powerful words, such

Evidence



as "dire," "grim," and "ruin," and concrete details to describe the effects of deforestation: greenhouse effect, carbon dioxide, and climate change. The author identified specific groups and people who are teaching Africans how to "stop taking trees for granted." Also, the quotation from the former AWF director in Tanzania helped make the deforestation problems in Africa seem more real. The

Concluding statement



author effectively used specific words, terms, and phrases to get the overall message across.

Write a paragraph about a text you have chosen. Show how the author's choice of words helped to convey an overall message. Cite evidence from the text. Remember to develop the topic with concrete details, quotations, and examples and to use irregular verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability.**

Beginning students may draw and label or give one-word answers.

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words, use English/Spanish cognates (such as *plastic/plastic* and *resuable/reutilizable*), or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
alignment	The drawers were hard to open, so we fixed their <u>alignment</u> .	
generated	The candle <u>generated</u> light.	
periodic	To stay healthy, I get a <u>periodic</u> checkup at the doctor's office.	
prolonged	There was a <u>prolonged</u> wait because many people were already there.	
eclipse	We went outside to watch the <u>eclipse</u> .	
inconvenience	The long wait for the bus was an <u>inconvenience</u> .	

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

13 If the ground starts to shake, what should you do? People who live
14 where there are earthquakes need to know. Having an emergency plan for
15 this kind of crisis can save lives. California leaders are taking steps to see
16 that their citizens are prepared.

17 Pressure deep below the earth causes earthquakes. This pressure
18 can cause large, rock plates to separate. Strong earthquakes can cause
19 buildings to collapse into pieces. Phone service is often lost. Gas and
20 power lines can break. Landslides, floods, and fires may take place.
21 People must learn what to do.

93 What Rescuers Recommend

94 Surprisingly, people tend to run
95 outside to escape an earthquake.
96 However, most accidents happen when
97 people are fleeing. Rescue teams all
98 agree on three simple steps during an
99 earthquake. This plan is called “Drop,
100 Cover, and Hold On!” The first step is
101 to *drop down* on your hands and knees
102 so you won’t fall down. The next step
103 is to *take cover* under a strong table.
104 *Hold on* tightly. If there is no table, go
105 to a wall near you. Cover your head
106 and neck with your arms. People need
107 to practice this procedure often so they won’t panic and run.



David McNew/Getty Images

People must practice “Drop, Cover, and Hold On!” before an earthquake strikes.

Name _____

Managing the Risk

Most Californians realize they may face an earthquake someday. They believe it because California history tells of earthquakes going back more than two hundred years. In 1906, a terrible earthquake in San Francisco destroyed the city. Up to 300,000 people were homeless after that disaster. Five major earthquakes have struck the state since that time. These major earthquakes have caused California leaders to take action.

The leaders have studied how to prepare California for the next big earthquake. Lawmakers have made important changes to building codes. Builders must now make homes and buildings stronger. They have also mapped out regions that would not be safe building sites. Builders are not permitted to build on those risky sites. Older buildings must be inspected. Dangerous structures must have signs to let people know the risk.

In countries where buildings are made of mud-brick (adobe), there is much more danger. Those structures are not built to withstand an earthquake. Then it does make sense to run outside. 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 city leaders work together in California. The leaders have published a handbook to help people learn what to do in an earthquake. Cities hold drills to help people practice the “Drop, Cover, and Hold On!” steps. Children learn at school what to do in an earthquake. There will be fewer injuries if everyone prepares for what may come.

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. Look at the first paragraph of the text. What does the author say about having a plan for an earthquake?

The author says that having a plan can save lives.

2. Look at the paragraph under the heading “What Rescuers Recommend.” What is the first step that rescuers agree that people should take in an earthquake?

The first step is to drop down on your hands and knees so you won’t fall down.

3. Look at the three paragraphs under the heading “Managing the Risk.” Write one detail about how buildings in California have been made safer.

Builders must make buildings stronger, builders cannot build on risky sites, older buildings must be inspected, and dangerous structures must have signs letting people know the risk.

4. Which statement best describes the author’s point of view?

a. People should move away from places where earthquakes might occur.

b. People cannot do anything to protect themselves from earthquakes.

c. People can take steps to prepare and make earthquakes less dangerous.

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 _____

Reforestation in Guatemala

Entire villages in Guatemala can be wiped out by a mudslide. In 2005, Anne Hallum saw for herself the horrible effects. She said one couple lost their home and their children in a mudslide. Deforestation, or cutting down trees, is one reason for the problem. “We learned the hard way that without trees, we are at risk,” said José Avelino Boc, a lemon farmer. Hallum is the co-founder of the Alliance for International Reforestation (AIR). She teaches villagers to plant pine trees to protect their forests and villages. 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. A historical account provides information about people, places, and events and may use primary sources. How do you know this text is a historical account?

Possible responses: The topic is about a real event or problem, it has a photograph and a caption, and it has primary source quotations.

2. What event do the first three sentences describe? What positive actions happened as a result of the event?

The first sentences describe a mudslide in Guatemala in 2005. Possible response: Villagers learned to plant trees to stop mudslides.

3. Look at the photograph. How does it help you understand ways that mudslides can be prevented?

Possible response: The picture helps me to understand that replanting trees can help prevent mudslides.

Name _____

The suffix *-ion* means “the act, state, or result of.” When added to a verb, the suffix changes the base word to a noun.

Sometimes the spelling of the base word changes when *-ion* is added:
permit/permission.

A. Read each base word. Circle the noun the word becomes after *-ion* is added. The first one has been done for you.

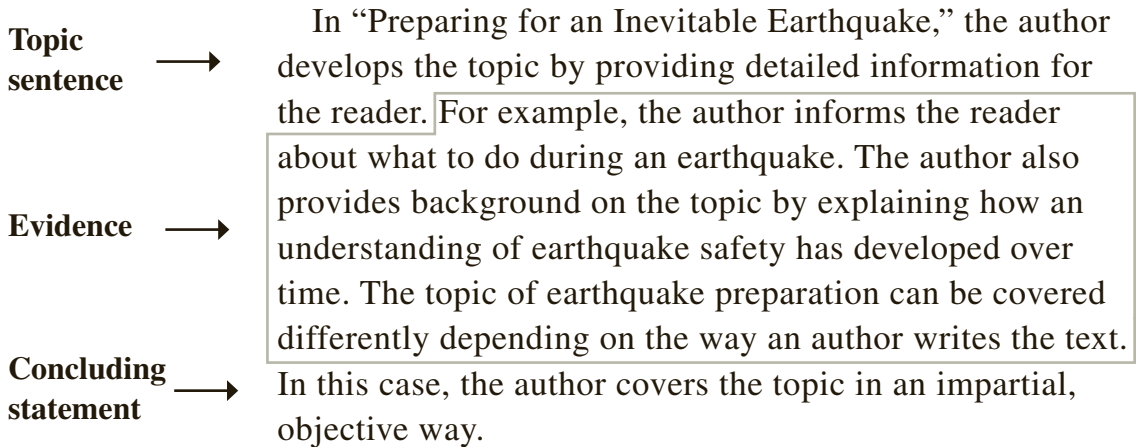
- | | | |
|-------------------|------------------|------------------|
| 1. explode | emission | <u>explosion</u> |
| 2. decide | <u>decision</u> | division |
| 3. admit | <u>admission</u> | ambition |
| 4. expand | extension | <u>expansion</u> |

B. Read each noun. Circle the verb that is the base word for the noun. The first one has been done for you.

- | | | |
|-----------------------|----------------|-----------------|
| 5. explanation | <u>explain</u> | explode |
| 6. subtraction | submarine | <u>subtract</u> |
| 7. prediction | <u>predict</u> | previous |
| 8. conclusion | contact | <u>conclude</u> |

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 the author developed the topic of the text.



Write a paragraph about the text you have chosen. Show how the author developed his or her topic. Cite evidence from the text. Remember to use pronouns and antecedents correctly and to avoid using vague pronouns.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**
Beginning students may draw and label or give one word answers.
Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

End with a concluding statement: _____

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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.







Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____


Use the word chart to study this week’s vocabulary words. Write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
compensate	I made a list to <u>compensate</u> for my bad memory.	
deteriorated	The old bridge had <u>deteriorated</u> .	
devastating	The <u>devastating</u> hurricane destroyed the trees on our street.	
peripheral	She could see the birds with her <u>peripheral</u> vision.	
potential	This party has the <u>potential</u> to be the best of all time!	
summit	He hiked to the <u>summit</u> of the mountain.	

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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 for understanding as you read the passage.

Jesse Owens: A Message to the World

12 Jesse Owens was an African American track and field star who set
 23 world records and won four Olympic gold medals. Without a doubt,
 35 Jesse earned his victories at the 1936 Olympic Games in Germany. Yet
 46 he achieved an even greater victory for people everywhere. Germany was
 59 under the control of Nazi leader Adolf Hitler in 1936. The Nazis wanted
 72 to prove that white athletes were better than all other races. Jesse Owens
 85 won four gold medals at those Olympic Games. He proved that the Nazi
 myth was untrue.

88 **Ready. Set. Go!**

91 Owens set records in track and field events
 99 when he was in high school. He went to The
 109 Ohio State University in 1933. Owens tied world
 117 records for the 100-yard dash in 1935. He went
 126 on to set three new world records that year.
 135 Owens's success was not just a flash in the pan.
 145 The Olympics would prove he was the best.

153 Hitler promised the Olympic Committee that he
 160 would not promote racism. Yet, signs and banners
 168 with Nazi beliefs were visible everywhere. The
 175 Nazis' goal was to prove that white people were
 184 the best. Performing to the best of his abilities,
 193 Owens proved the Nazis wrong—not once, but four times.



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Name _____

Excellence Fights Discrimination

Owens set new Olympic and world records despite the Nazis. But Owens needed bold courage when he went home, too. People cheered his success, but discrimination was a fact of life in America. Owens still had to ride in the back of the bus at home. Black people could not live in certain neighborhoods back then. He didn't receive honors at the White House like heroes do today.

Owens inspired others even when life wasn't fair. He always enjoyed speaking to youth groups and at sports banquets. He was a director and board member for the Chicago Boys' Club. He shared his life message, "Find the good. It's all around you. Find it, showcase it, and you'll start believing it."

Receiving Recognition

Owens had carried the weight of the world on his shoulders but triumphed at the 1936 Olympics. Eventually he received the honors he deserved. In 1976, Jesse Owens was finally invited to the White House. President Gerald Ford gave him the Medal of Freedom award that year. After Owens's death, President George W. Bush awarded him the Congressional Gold Medal in 1990.

Today Owens's desire to help youth continues. His three daughters work to keep his mission alive. They run the Jesse Owens Foundation, which provides services to young people. Its goal is to help them go the extra mile to 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. Possible responses provided.

1. Look at paragraph 1 on the first page of the passage. What three facts does the author include about Owens's victories in the 1936 Olympic Games?

Owens set world records, won four Olympic gold medals, and achieved an even greater victory for people everywhere.

2. At the end of paragraph 2 on the first page of the passage, what words does the author use to describe Owens?

The author uses the words "the best."

3. Look at paragraph 2 on the second page of the passage. What does the author say about how Owens's actions affected other people?

The author says that Owens inspired others.

4. Which statement best describes the author's point of view about Jesse Owens? Circle the letter of your answer.

a. Owens was not a good athlete, but he was a strong person.

b. Owens was a great athlete, but he was not a very strong person.

c. Owens was a great athlete and a strong person.

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 _____

Franklin D. Roosevelt's Battle with Polio

Franklin Delano Roosevelt (FDR) served as the 32nd president of the United States from 1933 to 1945. He was the only U.S. president elected four times. FDR saw the country through two crises, or problems: the Great Depression and World War II. Many Americans at the time did not know that FDR had suffered hard times, too. In 1921, he became ill during a family vacation. He was diagnosed with polio, a disease that causes paralysis. FDR lived many years sitting in a wheelchair. He never let his disease slow him down. FDR became a champion of polio research that led to a vaccine in 1955—ten years after his 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	Polio vaccine used effectively

Answer the questions about the text.

1. What is your opinion of FDR based on this text?

Possible response: He was courageous and strong because he didn't let his disease stop him from achieving great things.

2. How is the information in the table organized? How does it help you understand FDR's years as president?

Chronologically, or in time order. Possible response: It shows that FDR led the country through extremely difficult times.

3. Give two examples of extra information that the table presents.

The Great Depression was from 1929–1939; The U.S. entered WWII in 1941; the war ended in 1945.

Name _____

An **idiom** is a group of words that means something more than the meanings of its individual words.

It's **raining cats and dogs** out there! I'm soaked!

You can use context clues and the usual meanings of the words to figure out that *raining cats and dogs* means "raining heavily" in the passage above.

Read each passage below. Use context clues to figure out the meaning of each idiom in bold. Then circle the letter of the meaning of the idiom.

- Owens tied world records for the 100-yard dash in 1935. He went on to set three new world records that year. Owens's success was not just a **flash in the pan**. The Olympics would prove he was the best.
 - overwhelming
 - exciting
 - one-time thing
- Owens set new Olympic and world records despite the Nazis. But Owens needed bold courage when he went home, too. People cheered his success, but discrimination was a fact of life in America. . . . Owens had **carried the weight of the world on his shoulders** but triumphed at the 1936 Olympics.
 - been skilled
 - done what was expected
 - been responsible for many people's hopes
- They run the Jesse Owens Foundation, which provides services to young people. Its goal is to help them **go the extra mile** to become all they are meant to be.
 - do more than is necessary
 - run farther
 - pay more money

Name _____

Adding a suffix to the end of a base word sometimes changes the vowel sound in the original word. A base word may have a long-vowel sound that becomes a short-vowel sound after a suffix is added. For example, the word *crime* has a long *i* sound, while the word *criminal* has a short *i* sound. The change in vowel sounds between related words is called vowel alternation.

A. Read each pair of words. Circle the vowel that is pronounced differently in each pair. The first one has been done for you.

1. complete competition

2. reside resident

3. wise wisdom

4. nation national

B. Read the words below. Draw a line from the base word to the related word that has vowel alternation. The first one has been done for you.

5. metal ——— criminal

6. final ——— definition

7. crime ——— metallic

8. define ——— repetition

9. repeat ——— finality

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 the author provided support for his or her overall message.

Topic sentence



In "Jesse Owens: A Message to the World," the author includes many details of Owens's life to support the message that Owens was a superior athlete and individual.

Evidence



The author describes the track records Owens broke and his victories at the 1936 Olympic Games in Germany despite being surrounded by Nazi racism. After the Olympics, Owens faced discrimination in America but continued to help and inspire youth. He received two medals from U.S. presidents.

Concluding statement



These details all support the idea that Owens was a remarkable person.

Write a paragraph about the text you have chosen. Show how the author used details to support an overall message. Cite evidence from the text. Remember to use strong transitions to clarify the relationships among ideas and concepts. Also be sure to use a variety of pronouns, such as reflexive and intensive pronouns.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**

Beginning students may draw and label or give one word answers.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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 word or phrase could help the reader understand the order of events?
2. When did he develop his heart problem? What transitions could help the reader understand the order of events?
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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *brother, heart*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

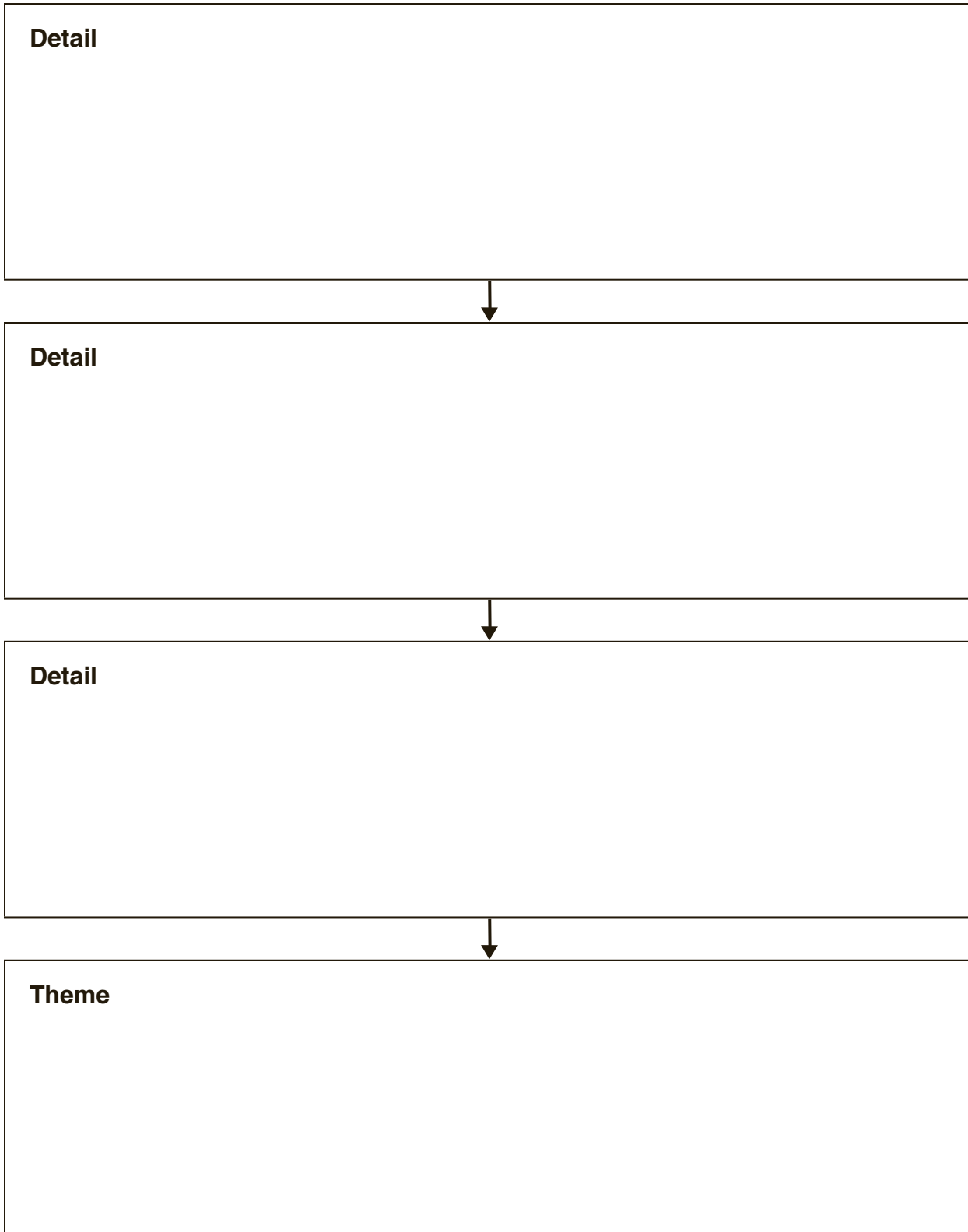
Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p>benefactor</p>	<p>The <u>benefactor</u> bought computers for the school.</p>	
<p>endeavor</p>	<p>The man will <u>endeavor</u> to fix the broken bike.</p>	
<p>extensive</p>	<p>I did an <u>extensive</u> amount of studying for the test.</p>	
<p>indecision</p>	<p>After much <u>indecision</u>, we chose to see a movie about animals.</p>	
<p>multitude</p>	<p>The library has a <u>multitude</u> of books.</p>	
<p>tentatively</p>	<p>I <u>tentatively</u> raised my hand to answer a question.</p>	

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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

13 **Scene 1: Shama's bedroom. The walls are covered with posters of a band,**
26 **The Black Hats. Shama is talking on the phone while frantically typing on**
28 **her computer.**

28 **Shama** (*worried*): I can't get on the ticket site. What? Oh no! (*She*
41 *hangs up the phone and lets out a loud cry, or wail. Just then, the door*
57 *opens, and Shama's older brother, Danny, walks into her room.*)

67 **Danny:** Are you okay?

71 **Shama:** (*She abruptly begins to bawl.*) The concert is sold out, and I
84 desperately wanted to go. (*She wipes away her tears.*) Well, Ms. Allie
96 wanted to know if I could babysit the twins that night because it's her
110 wedding anniversary. I suppose now I
116 can tell her "yes."

120 **Danny:** Better you than me. Honestly,
126 those twins' behavior is bad!

131 **Scene 2: It's a few weeks later, and**
139 **Shama is on her bed, reading a book.**
147 **There is the sound of footsteps pounding**
154 **up the stairs. Shama's friend, Rhonda,**
160 **opens the door and enters.**

165 **Rhonda** (*excitedly*): I have
169 unbelievably great news! My fabulous aunt managed to get us tickets for
181 the concert tonight.

184 **Shama** (*jumping up in excitement*): Yes! (*then grimacing, or frowning,*
194 *and letting out a groan*) Oh no! I promised my neighbor I would babysit.



Name _____

Rhonda: Just cancel, because this is definitely more important.

Shama: It's her wedding anniversary, so I can't just cancel.

Rhonda: That's total craziness. 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 are 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, and 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 table at the hottest new restaurant. It will be the perfect tenth anniversary!



Shama (*trying to look happy*): Sure. Great. See you tonight.

Scene 4: *Shama's kitchen. Danny is hunched over his homework at the cluttered kitchen table. Shama enters.*

Shama: Rhonda got me a ticket for the Black Hats tonight and—

Danny (*interrupting*): Stop right there, because I know what you're going to ask. 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 bedroom.

Shama: What if I promise to clean your, um... germ-infested room?

Danny: Totally not worth it.

Shama: What if I promise to clean your room for a month?

Danny: A month? That sounds pretty equal 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. Possible responses provided.

1. Look at Scene 1. Why is Shama upset?

She wants to go to the Black Hats concert, but it is sold out.

2. Look at Scene 2. What problem does Shama have?

Her friend gets tickets to the concert, but Shama has already agreed to babysit for Ms. Allie on the night of the concert.

3. In scene 4, Shama and her brother make a decision that solves her problem. What do they decide?

She agrees to clean her brother Danny's room for a month so that he will babysit for Ms. Allie and she can go to the concert.

4. Which statement best describes the theme of this story?

a. You should not babysit on the night of a big concert.

b. Sometimes you need to compromise to get what you want.

c. If you agree to do something, you should not change your mind.

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 _____

Hard Rock!

SCENE 2 *The basement of Scott's house; Scott tunes his guitar and Jake adjusts his drum set.*

SCOTT (*playing 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 play loudly and sing in a raspy voice. As the song increases in volume, Jake gets up and paces, or walks, around the room uncomfortably. He taps his foot impatiently as Scott finishes the song with three loud chords—bomp, bomp, BOHHHHMP—and a wild 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. Who are the characters in this text? How do you know?

Scott and Jake. Their names are listed each time they speak.

2. Where does the action take place? How do you know?

The stage directions say that the action takes place in Scott's basement.

3. Do you think the excerpt here occurs in the beginning or at the end of the play? Explain your answer.

The scene occurs in the beginning because it is Scene 2 and it introduces the problem.

4. What do you think Jake's conflict, or problem, is in this scene?

Possible response: Jake's conflict is that he doesn't really like Scott's song, but he doesn't want to hurt Scott's feelings.

Name _____

Homophones are words that sound the same but have different meanings. Many homophones have different spellings, too. Look at the word *site* in the sentence below.

“I can’t get on the ticket **site**.”

A homophone for *site* is *sight*. The word *site* means “place.” The word *sight* means “being able to see” or “the act of seeing.”

A. Match each word to its homophone.

- | | |
|----------|--------|
| 1. bawl | write |
| 2. night | ball |
| 3. right | grate |
| 4. groan | knight |
| 5. great | grown |

B. Write the correct homophone for each clue.

- | | |
|----------------|---|
| 6. right/write | use a pen _____ write _____ |
| | correct _____ right _____ |
| 7. grown/groan | increased _____ grown _____ |
| | deep sound of pain or upset _____ groan _____ |
| 8. wail/whale | long, loud cry _____ wail _____ |
| | large animal that lives in the sea _____ whale _____ |

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Name _____

A prefix is a word part that is added to the beginning of a base word. A prefix always changes the meaning of the word. A suffix is a word part added to the end of a base word. A suffix changes its meaning and its part of speech.

A. Read the first word in each row. Underline the prefix. Then circle the word that has the same prefix. The first one has been done for you.

- | | | |
|------------------------|--------------------|------------------|
| 1. <u>un</u> selfish | <u>un</u> fairness | disapprove |
| 2. <u>dis</u> approval | colorless | <u>dis</u> agree |
| 3. <u>out</u> sider | <u>out</u> line | design |
| 4. <u>en</u> joyment | <u>en</u> roll | selfish |
| 5. <u>re</u> payment | stated | <u>re</u> minder |

B. Read each word and underline the suffix. Then draw a line to the meaning of the word. The first one has been done for you.

- | | |
|------------------------|----------------------|
| 6. grace <u>ful</u> | state of being sad |
| 7. correct <u>ly</u> | full of grace |
| 8. enforcem <u>ent</u> | done the correct way |
| 9. sadn <u>ess</u> | process of enforcing |

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 the author conveyed the theme.

Topic sentence



In "Decisions," the dialogue conveys the theme that compromising helps people get what they want.

Evidence



In Scenes 1 and 2, the dialogue shows that Shama wants to go to a concert but has a babysitting job that night. In Scene 3, Shama realizes that the babysitting job cannot be postponed. In Scene 4, Danny agrees to babysit for Shama if she agrees to clean his room for a month. Shama gets to attend the concert.

Concluding statement



Through dialogue, the author effectively conveys a theme about compromise.

Write a paragraph about the text you have chosen. Show how the author conveyed the theme. Cite evidence from the text. Remember to organize your ideas logically and to use possessive pronouns correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**

Beginning students may draw and label or give one word answers.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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 show the characters’ tone of voice?

B. Now revise the draft by adding dialogue and other details to help develop the characters.







Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

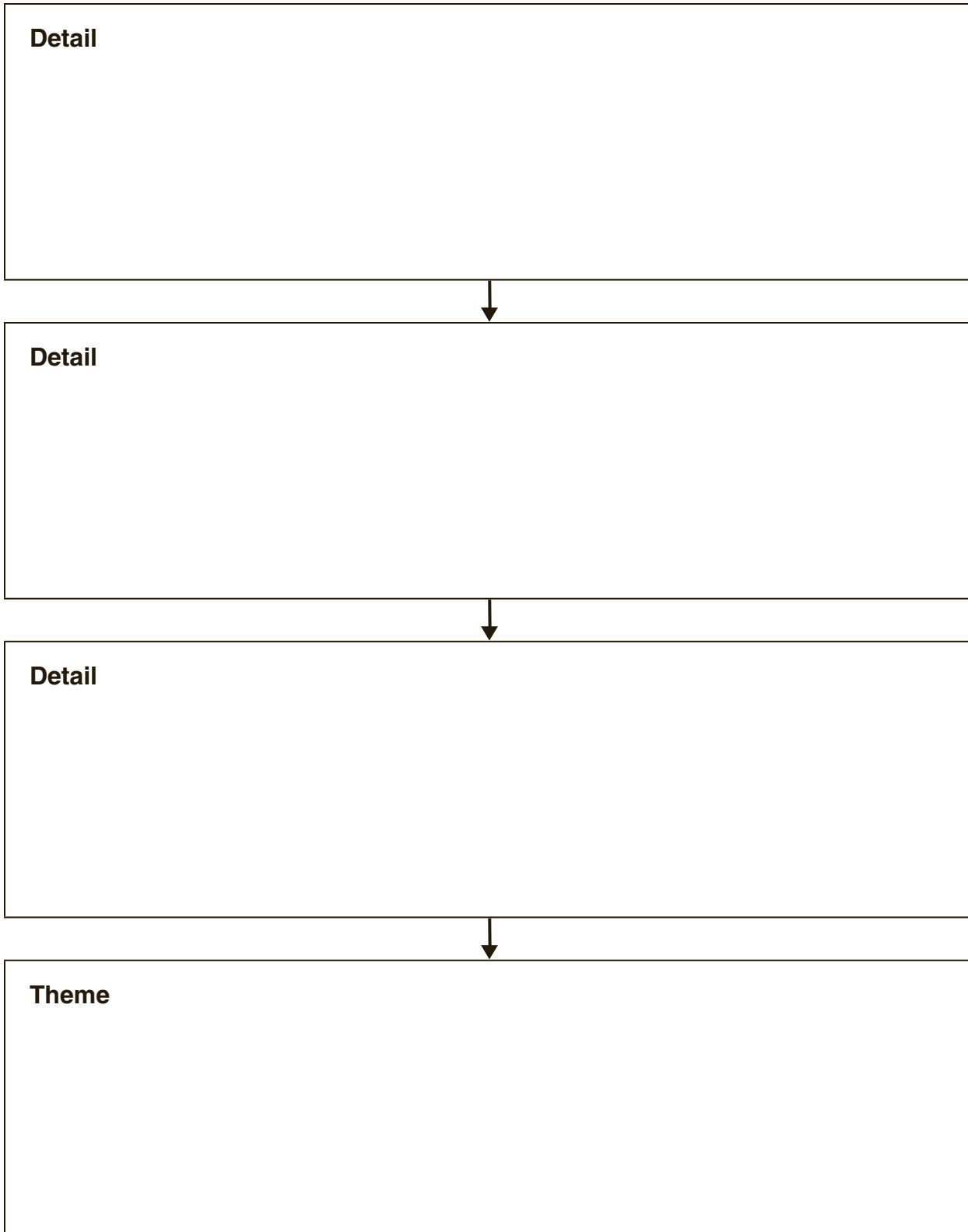
Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p>adjustment</p>	<p>She made an <u>adjustment</u> to the strap to make it tighter.</p>	
<p>chattering</p>	<p>The lunchroom was noisy because the children were all <u>chattering</u>.</p>	
<p>ember</p>	<p>Every <u>ember</u> in the fireplace was burning.</p>	
<p>nomadic</p>	<p><u>Nomadic</u> people move from place to place.</p>	
<p>reunites</p>	<p>Affection <u>reunites</u> my entire family every winter at our house.</p>	
<p>sturdy</p>	<p>The chair was small but <u>sturdy</u>.</p>	

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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 as you read.

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 **Delta Flight 2040**
28 **Chicago to Boston.**
31 *Change!* she yelled silently at the
37 board.
38 DELAYED blinked and changed . . .
42 to CANCELLED.



44 Next to her, another girl gave a gasp.
52 —¿CANCELADO!? ¿Por qué?
55 No lo entiendo.

58 —Me llamo Estrella, said the girl.
64 Pointing to the board, she said,
70 —Y mi vuelo se cancela.

75 —Look, and you'll see why, said Rosie.
82 A blizzard was swirling outside the large windows.
90 Estrella's mouth dropped open and she rushed over to look.

100 —This is . . .? said Estrella, her eyes wide.
107 —Snow, said Rosie. —You have never seen snow?
115 —No snow in Panama, Estrella explained.

121 Just then the airport speakers
126 made a loud crackle.
130 —Attention ALL passengers! ALL flights are cancelled.

Name _____

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.**Possible responses provided.**

1. At the beginning of the poem, what challenge does Rosie face?

Her flight has been cancelled.

2. When she looks out the window, what does Estrella see for the first time?

Estrella sees snow for the first time.

3. What does Rosie do when she sees that Estrella looks scared about her cancelled flight?

Rosie says she will help Estrella and goes to the ticket counter with her.

4. Which statement best describes the theme of this passage? Circle the letter of your answer.

- a. Helping someone else can make your own problems seem easier to handle.
- b. You should not travel if you think it will snow.
- c. Helping others is important.

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 _____

Worlds Apart

I hope the seat next to me stays empty!
 I want to read my book on the plane.
 I'll sit down and 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 did he just say? I don't know what to do!
Perdone, señorita.

I'd better move my things to give the man room.
 There goes the empty seat! *Gracias*, he says.
 He's reaching into his briefcase,
 Pulling out his own book, *Mundos Aparte*.

Why does this book look so familiar?
 Oh, I can't believe this! The same book!
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. Free-verse fiction tells a story in verse form. It does not rhyme.
 What tells you this text is free-verse fiction?

It is written in verse, with lines and stanzas; the verse has no rhyme.

2. Interior monologue is the private thoughts of a character. What is
 one example of interior monologue from the text?

Answers will vary but should meet the criteria of interior monologue.

3. How does the main character feel about the tall man?

She's confused and annoyed at first; at the end, she feels friendly.

Name _____

Homographs are words that are spelled the same but have different meanings. They may also be pronounced differently. Look at the word *winds* in the sentences below.

All flights in and out of Chicago were stalled by howling **winds** outside.

The road **winds** around the mountain.

In the first sentence, you say *winds* with a short *i*. It means “movements of air.”

In the second sentence *winds* has a long *i* and means “turns in a circle” or “moves on a curving path.”

Use the context clues in the sentences below to choose the correct definition for each homograph in bold. Circle the letter of your answer.

1. **Change!** she yelled silently at the board.

a. metal coins

b. become different

c. make noise

2. **Just** then the airport speakers made a loud crackle.

a. fair

b. exactly

c. before

3. Just then the airport **speakers** made a loud crackle.

a. objects that transmit sound

b. people talking

c. record players

4. Rosie **spoke** to a person at the counter.

a. talked

b. part of a wheel

c. looked

Name _____

A prefix is a group of letters added to the beginning of a word that changes its meaning. Many English words have a Greek or Latin prefix added to a base word.

The following are some Greek and Latin prefixes and their meanings.

pro- “before”

sub- “under”

com- “with”

co- “together”

post- “after”

trans- “across”

A. Find two words that have the same prefix. Draw a line between words in the first and second column. The first one has been done for you.

- | | |
|----------------|----------|
| 1. profession | co-host |
| 2. co-worker | transfer |
| 3. transparent | profile |
| 4. compress | postpone |
| 5. postscript | combine |

B. Circle the word in each line that fits the definition. Use the prefix to help you figure out the meaning. The first one has been done for you.

- | | | |
|--|-----------|-----------|
| 6. to take or carry across an area | subway | transport |
| 7. a warship that operates under water | submarine | translate |
| 8. to put forward an idea | propose | transfer |
| 9. after a war | suburb | postwar |

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her argument about how well the author conveyed the theme.

Topic sentence	→	In “Delayed,” I think that the author does a good job of using the main character’s actions and feelings to convey the theme that helping others makes our own problems seem less important. At first, Rosie is angry. She is stuck in an airport because of a snowstorm. Then Rosie meets Estrella, who is also stranded. Rosie helps Estrella. The two wait out the storm together. Rosie realizes that her situation is not so bad. Rosie’s thoughts and actions help make the text’s theme clear.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how well the author conveyed the theme. Cite evidence from the text. Remember to use words, phrases, and clauses to clarify the relationships among claims and reasons and to make sure all verbs and pronouns agree.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:**
Beginning students may draw and label or give one word answers.
Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *boxes, house*) or write in their native language. Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

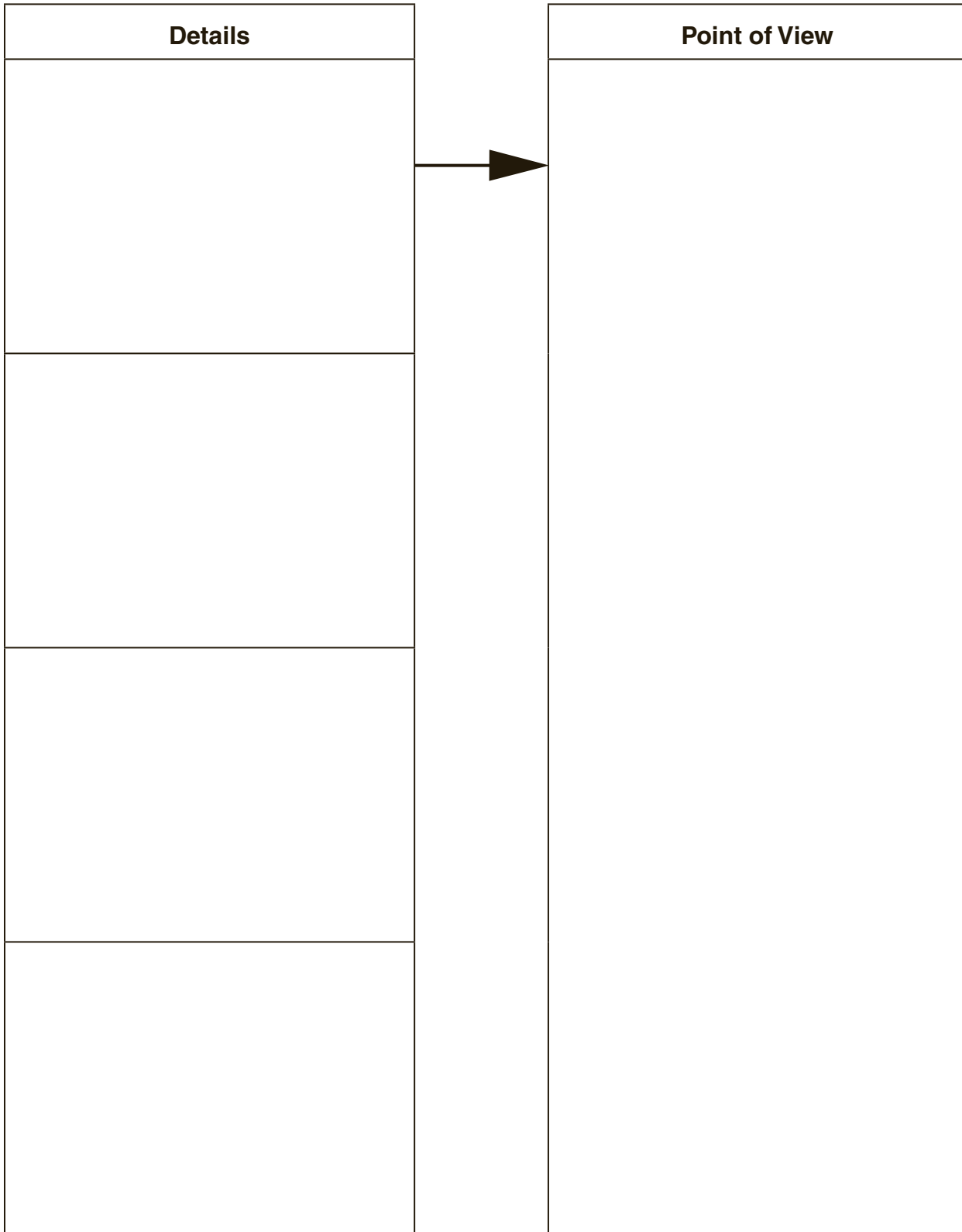
Word	Context Sentence	Illustration
lounge	The teachers met in the <u>lounge</u> at school.	
proportion	The <u>proportion</u> of boys on the swim team is greater than the number girls.	
answerable	Students are <u>answerable</u> to their teachers if they do not do their homework.	
obligation	She has an <u>obligation</u> to feed her fish every day.	

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Name _____

Read the selection. Complete the point of view graphic organizer.

Details	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

96 Dear Carolyn,

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

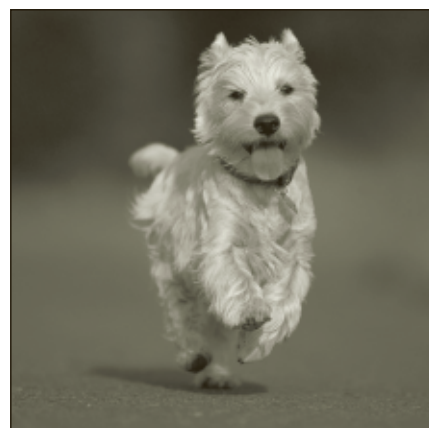


Image Source/PunchStock

Name _____

A. Reread the passage and answer the questions.

1. Look at the end of the first letter. Who wrote the letter?

Carolyn

2. Look at the end of the second letter. Who wrote the second letter?

Lola

3. Lines 3 and 4 of the first letter say that the writer wishes she could “hear you scratching, scratching at the door.” What does that tell you about who this letter is being written to?

It tells me it is being written to an animal that scratches at the door.

4. Which statement best describes what the two letters are about?

a. Carolyn and Lola are two friends who miss each other because Lola went on vacation.

b. Lola’s pet, Carolyn, is missing, and Lola has been looking for her.

c. Carolyn’s pet, Lola, is missing, and Carolyn has been looking for her.

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 Callie

Callie was sullen, sad
 Since her friend Frances had moved far away.
 Her brother Ben wanted to cheer her,
 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. Narrative poetry tells a story. How can you tell this text is a narrative poem?

It tells the story of Callie, who is sad because her friend Frances has moved far away.

2. Alliteration is repetition of a consonant sound at the beginnings of words in a sentence. Give an example of alliteration from the poem.

Possible response: seemed suitably soothing

3. Assonance is repetition of the same vowel sound. Give an example of assonance from the poem.

Possible response: sat in a chair, staring

Name _____

Alliteration is the repetition of a consonant sound at the beginnings of words near one another.

Example: big brown bears

Assonance is the repetition of a vowel sound inside words near one another.

Example: cold bones

Read the lines of the free verse poem below. Then answer the questions. **Possible responses provided.**

*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. Which phrase in the poem uses alliteration with the letter *p*?

past a poster with a picture

2. Which phrase in the poem is an example of assonance with the long *i* sound?

wild ride

3. Read the section of the poem out loud. Write your favorite example of repeated sounds below.

scared stiff, big bed, raced right, or past a poster

Name _____

An *idiom* is a group of words in which the meaning is different from the meanings of the individual words. Context clues can help you figure out the meaning of an idiom such as “pounded the pavement” in the poem about a girl looking for her lost dog.

I’ve put up posters and **pounded the pavement** for hours

Based on the context, you can tell that *pounded the pavement* means “looked long and hard.”

Read each passage. Use context clues to help you figure out the meaning of each idiom in bold. Then read the statement below the passage and decide whether it is true or false.

1. It’s been a full day since you’ve gone missing and I’ve been a **bundle of nerves**.

Carolyn is very worried that her dog is gone.

True

False

2. You won’t believe the adventure I’ve been having! It’s been a **wild ride**!

Carolyn’s dog, Lola, went for a ride in a car.

True

False

3. I was **scared stiff** at first, but then a nice woman took me in.

Lola was very frightened at first.

True

False

4. She smiled and said that big changes will be **just around the corner**.

Lola is staying with someone who lives around the corner from Carolyn.

True

False

Name _____

A suffix is a word part that comes at the end of a base word and changes the word's meaning. Adding a suffix may change the sound of the consonant in the base word. For example, in the word *sign*, the consonant *g* is silent. When you add the suffix *-al* to make *signal*, the *g* is no longer silent. This kind of change is called *consonant alternation*.

A. Read each base word in the left column. Draw a line to the related word with consonant alternation in the right column. The first one has been done for you.

- | | |
|------------|-----------|
| 1. public | rejection |
| 2. reject | creation |
| 3. confuse | publicity |
| 4. magic | confusion |
| 5. create | magician |

B. Read each pair of words. In the second word, circle the consonant that has a different sound than in the first word. The first one has been done for you.

- | | |
|-----------|----------------------|
| 6. crumb | crum <u>bl</u> e |
| 7. office | off <u>ic</u> ial |
| 8. design | des <u>ig</u> nation |
| 9. music | mus <u>ic</u> ian |

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 the author used point of view to develop the speakers in the poem.

Topic sentence	→	In "Dear Lola," the poet uses first-person point of view to develop two speakers.
Evidence	→	The speakers describe their own feelings, using <i>I</i> for themselves and <i>you</i> for each other. The first stanza is from Carolyn to her lost dog, Lola. Carolyn describes how she misses Lola and worries about her being scared. The second stanza is from Lola to Carolyn. Lola is not scared. Instead, she describes having an exciting adventure!
Concluding statement	→	The point of view shows both speakers' personalities and their relationship.

Write a paragraph about the text you have chosen. Analyze the poem's point of view and how the author develops the speaker. Cite evidence from the text. Remember to use transitions to clarify relationships among reasons and to use pronouns correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.**

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.







Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
deception	The thief used <u>deception</u> to get into the house.	
desolate	The field was empty and <u>desolate</u> .	
oblivious	The girl was <u>oblivious</u> to the activity going on around her.	
steadfast	My brother was <u>steadfast</u> in his efforts to do well on his test.	
valiant	The <u>valiant</u> knight fought bravely against the dragon.	
somber	The sad news put me in a <u>somber</u> mood.	

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Name _____

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

Character
Setting
Problem
Events
↓
↓
Solution

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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
16 a young maiden by the name of Arachne. People knew her for her skillful
19 weaving. The cloths she wove had such magnificent images that women
22 came from all over to see them.

25 Those who saw her work said that Athena, the goddess of weaving, must
28 have taught her. When Arachne heard this, she laughed and said she had
31 taught herself. She also said, “Let Athena try to match her skills against
34 mine. I’m sure I could win in a contest with her. If I lost, I would accept
37 the penalty.”

40 Athena was displeased when she heard of Arachne’s claims. She decided
43 to pay the maiden a visit. To give Arachne a chance to apologize, or say
46 she was sorry, for her boasting, Athena disguised herself as an old lady
49 and used a stick to walk.

52 Athena approached Arachne and
55 spoke to her. “Your skill as a weaver
58 is renowned, and I can see that you
61 do your craft well. However, it would
64 serve you to be more humble and not set
67 yourself above the gods and goddesses.
70 You should yield the goddess Athena’s
73 place to her and take back your boastful
76 words. I’m sure Athena would pardon
79 you if you made amends to her.”



Name _____

Arachne replied, “I don’t need anyone’s advice, telling me what to do. Athena is welcome to try and match my skills.”

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, I will give you a contest.”

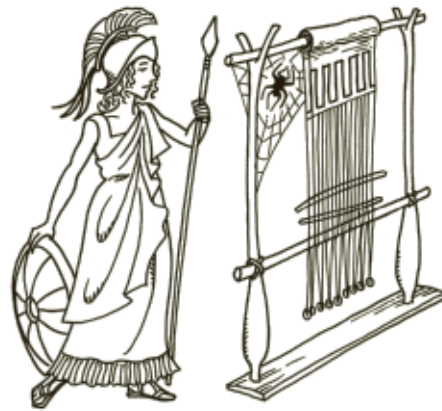
Arachne blushed when she realized that she was speaking to a goddess, but Arachne did not change her resolve.

The goddess and mortal took their places at their weaving frames, or looms. They wove thread in and out, and soon images appeared on the looms. Athena’s images portrayed the power of the gods against various mortals, or people, who had displeased them. She meant her images as a warning to Arachne that her pride was both unwise and dangerous.

Arachne ignored the warning and wove images of scenes of the gods and goddesses doing foolish things. She showed the gods as feeble, or weak, and reckless. Arachne’s work had no mistakes but was 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 Arachne, “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, Athena 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.

Possible responses provided.

1. Read the first three paragraphs of the story. Which character’s problem involves wanting to prove that she can weave better than the gods?

Arachne

2. How does this character solve the problem of trying to prove she is the better weaver?

Arachne boasts about her skills and challenges Athena to a weaving contest.

3. At the end of the story, Athena’s problem is that she wants to punish Arachne for making fun of the gods. Which statement below describes the way Athena solves that problem? Circle the letter of your answer.

- a. Athena kills Arachne.
- b. Athena makes the people in Arachne’s cloth come alive and attack her.
- c. Athena weaves a magical cloth that carries Arachne away.
- d.** Athena destroys Arachne’s cloth and turns Arachne into a spider.

B. Work with a partner. Read the passage aloud. Pay attention to intonation and 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 _____

The Wings of Icarus

“What are you making, Dad?” Icarus asked his father, Daedalus. He was constructing something from branches, feathers, and wax. The two had been held prisoners in the labyrinth, or maze, his father had created for King Minos. This was getting the best of Daedalus’s temper.

“You’ll see, Icarus, you’ll see. We will show that crazy king who’s smarter,” Daedalus mumbled. “Here, son, try these on.” He handed his son a pair of wings he made from the wax.

“You’re kidding, right Dad?” Icarus replied.

“Not at all. Use these wings to escape,” Daedalus ordered. He fastened the wings to his son’s body. “Now go, but don’t fly too close to the sun.”

As he soared, Icarus felt excited and powerful. He forgot his father’s warning and flew higher—almost touching the sun. Suddenly, Icarus felt his wings getting heavy. Before he knew it, he fell to the sea below. Sadly, Icarus drowned. The Icarian Sea was named in his honor.

Answer the questions about the text.

1. Myths often have characters with non-human powers, or powers that normal people do not have. What non-human power does a character in this text have?

Icarus is given the ability to fly.

2. Myths teach about values that are important to a culture. What lesson does this text teach?

Possible response: It teaches that it is important to listen to those who care about us and know more and to obey parents.

3. List the series of events that contribute to the text’s larger-than-life quality.

Possible response: Icarus’s father makes wings out of wax. He fastens the wings to Icarus, who can then fly. Icarus flies too close to the sun, and the wings melt.

Name _____

Many words in English come from older languages such as Latin and Greek. Sometimes a word you don't know has the same origin as a word you do know. For example, knowing that a portrait is "a picture or description of a person" can help you figure out that *portrayed* means "to show in words or pictures."

Athena's images **portrayed** the power of the gods against various mortals, or people, who had displeased them.

A. Look at the word in bold in each passage below. Then look at its origin and the meaning of the origin word. Circle the letter of the best definition for each word.

1. The cloths she wove had such **magnificent** images that women came from all over to see them.

Origin: *magnificus*, meaning "splendid."

- a. old-fashioned **b.** wonderful, excellent c. big

2. "Your skill as a weaver is renowned, and I can see that you do your craft well. However, it would serve you to be more **humble** and not set yourself above the gods and goddesses."

Origin: *humilis*, meaning "on the ground"

- a.** modest b. short c. skillfull

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, I will give you a contest."

Origin: *deguiser*, meaning "a change from the usual dress or appearance."

- a.** costume that hides one's identity b. pride and power c. anger

Name _____

Homophones are words that sound alike but have different spellings and meanings. For example, *here/hear* and *board/bored* are homophone pairs.

A. Read each word in bold. Then circle the word in the row that has the same sound. The first one has been done for you.

- | | | | |
|-----------------|-------------|--------------|-------------|
| 1. bear | <u>bare</u> | wear | bead |
| 2. pane | pear | pace | <u>pain</u> |
| 3. minor | diner | <u>miner</u> | miles |
| 4. sheer | sheen | <u>shear</u> | sheep |
| 5. heel | heed | hail | <u>heal</u> |

B. Read each word. Then draw a line to its meaning. The first one has been done for you.

- | | |
|----------------|--|
| 6. idol | letters delivered by the postal system |
| 7. idle | a boy or man |
| 8. mail | not active |
| 9. male | someone to look up to |
- (Note: In the original image, lines connect 6. idol to someone to look up to, 7. idle to not active, 8. mail to letters delivered by the postal system, and 9. male to a boy or man.)*

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 characters, setting, and plot to describe a problem and solution.

Topic sentence	→	In my opinion, the author of “Athena and Arachne” does a good job developing the problem and solution through characters, setting, and plot. For example, the author paints a picture of Arachne as boastful and makes it clear that Arachne’s pride in her weaving is a problem. The mythical setting allows the goddess Athena to intervene to solve the problem of mortals who do not realize their place. I think the author describes an interesting problem and solution through the characters, setting, and plot.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author used characters, setting, and plot to describe a problem and solution. Cite evidence from the text. Remember to support your claims with clear reasons and relevant evidence and use adjectives to make your writing interesting and lively.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers.

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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 indicate shifts in time or setting and to connect plot events.

Draft Model

Jacob heard Dragon was threatening the kingdom. He decided to visit Dragon. He left for the journey to Dragon’s cave. Jacob arrived at the cave.

1. What transitional words and phrases would help show readers when it was that Jacob heard about Dragon threatening the kingdom? What transitions would show when Jacob decided to visit Dragon?
2. What transitions would help show the connections between the events in the first and second sentences?
3. What transitions would help indicate shifts in setting?




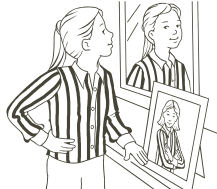


B. Now revise the draft by adding transitions to help clarify shifts in time and setting and to help connect plot events.

Answers will vary depending on language ability: Beginning students may draw and label relevant words (such as *dragon, cave*) or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

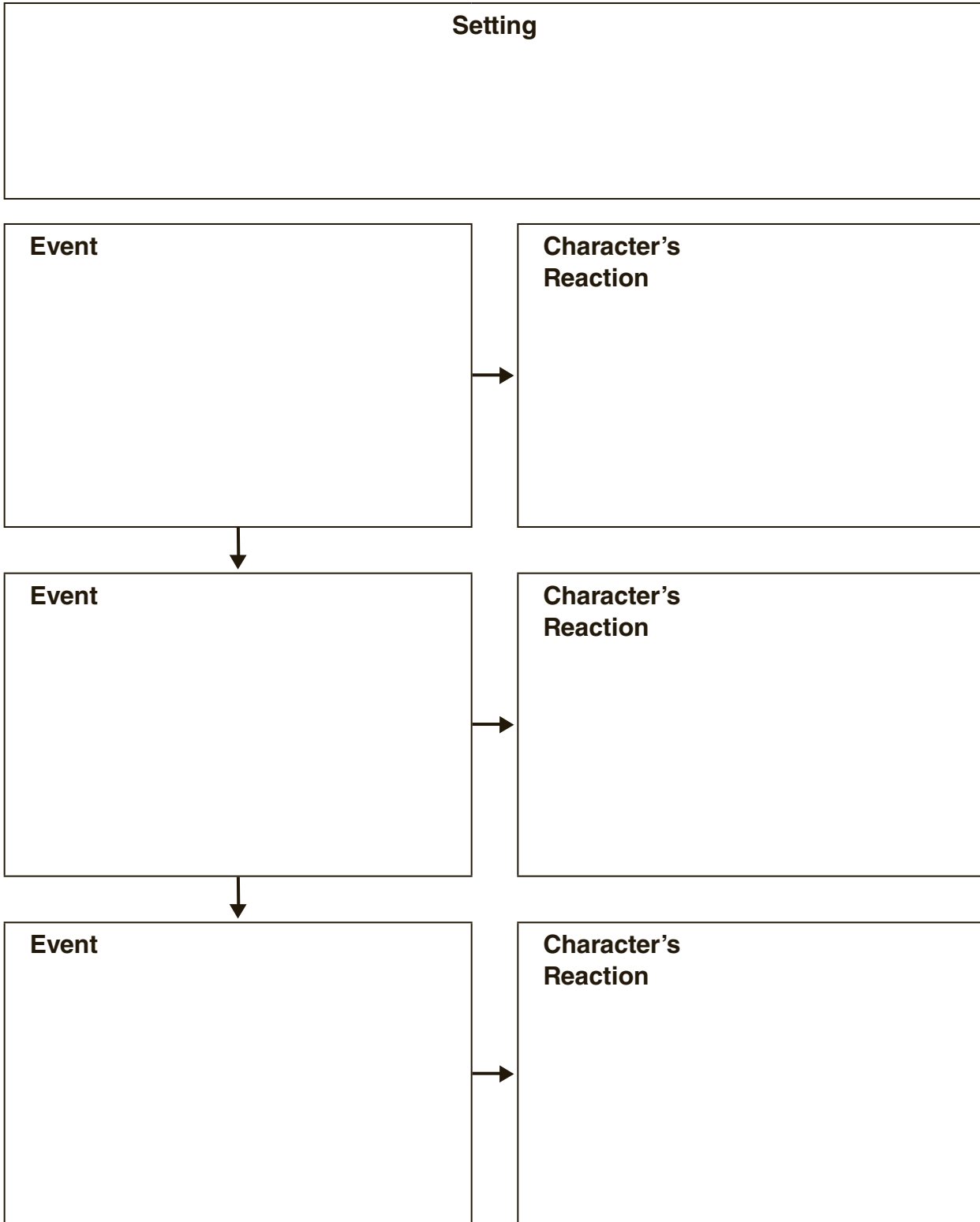
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
disposed	I was <u>disposed</u> to like the new teacher because she was kind.	
eavesdropping	She was <u>eavesdropping</u> , or spying, on her sister.	
infinite	There seems to be an <u>infinite</u> number of stars in the sky.	
retaliation	My sister wore my favorite sweater, so in <u>retaliation</u> I wore her favorite shirt.	
rigors	We were tired after the <u>rigors</u> of our long hike up the mountain.	
stoop	We sat on the <u>stoop</u> and talked for a while.	

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Name _____

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



Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to check your understanding as you read.

Following a Star

10 Henry walked carefully through the dark woods. He recalled his
 22 mother's words, haste makes waste. The woods weren't safe for a runaway
 34 slave. Nowhere was. Henry's only hope was to travel on the Underground
 46 Railroad to Canada and freedom. Each home on the line would provide
 57 protection from slave catchers who would whip or imprison him—or
 worse—if they caught him.

62 A twig snapped nearby, and Henry jumped. He told himself, "A coward
 74 dies a thousand deaths. A brave man dies but once." Henry turned and was
 88 surprised to see the friendly face of a boy.

97 "Shh!" the boy warned Henry, then led him to a large oak.

109 Next to the tree was a woman. It was the famous Harriet Tubman, the
 123 former slave who had guided so many other slaves to freedom. She was
 136 holding a folded sheet of paper in her hand.

145 "I was told that this letter has a
 153 warning to folks that you are an escaped
 161 slave," Harriet told Henry quietly. "I will
 168 tell you how to make your way along the
 177 Underground Railroad."

179 Harriet explained how to get to the
 186 first safe house. She reminded Henry
 192 that along with those who would help
 199 him, there were also those who could
 206 destroy him—wild animals and people.



Name _____

“Mrs. Tubman, please take me with you!” Henry blurted out.

“I’m sorry,” Harriet Tubman said quietly. She looked at the letter in her hand. Harriet knew that taking Henry along with the other boy would only put everyone in even more danger.

“But how will I know which direction to go in?” Henry asked.

“Follow the North Star, and always be remembering—stay alert. Didn’t your mama ever tell you danger foreseen is half avoided?”

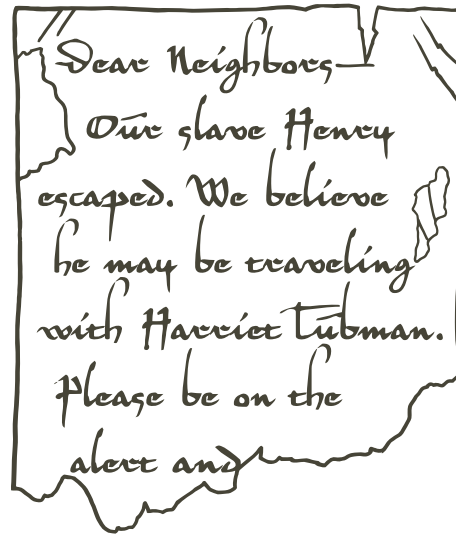
Henry thanked Harriet Tubman and began his journey. He knew he couldn’t stay in the woods much longer. He needed a clear view of the sky so he could see the North Star.

As Henry moved closer to the edge of the woods, the moonlight came down on the trees and created shadows that turned the trees into snarling dogs and men with sticks and ropes. Thinking about the punishments he would face if he were captured terrified Henry, and he began to wonder if he should 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. There, Henry belonged to the master. Although he was just a teenager, Henry worked six long days a week, picking cotton under the boiling sun.

Henry was unsure of what to do. 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. 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.**Possible responses provided.**

1. Look at the second paragraph of the passage. What event causes Henry to jump in fear?

A snapping twig makes Henry jump.

2. Read the statements below. Which statement best describes the effect of the letter that Harriet Tubman has in her hands?

a. The letter causes Harriet to ask Henry to join her.

b. The letter causes Harriet to tell Henry he has to travel alone.

c. The letter causes Henry to decide to return to the plantation where he lived.

d. The letter causes Harriet to turn back and travel north another time.

3. Look at the text in the middle of the second page. What is the effect of the moonlight shining on the trees?

The moonlight on the trees creates shadows that make the trees look like snarling dogs and men with sticks and ropes.

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 has been gone for what feels like ten years, Pa, but it is still 1838,” Mrs. Miller told her husband.

Mr. Miller responded, “We have to 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. Do not worry, for I am safe and well. I have listened to wonderful speakers at the abolitionist meeting in Pennsylvania Hall. Angelina Grimké Weld gave an inspiring speech against 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 the other abolitionists? It is true, Mama. Before my speech, Mrs. Weld took my hands and looked in my eyes and said, ‘Rebecca Miller, stand up and speak your mind, for yours is a smart mind and your voice is one of courage.’ Be proud, Mama. I have become the strong woman that you had hoped me to be. With love and devotion to you and Papa, Rebecca”

Answer the questions about the text.

1. Historical fiction is often about real events in the past. How do you know this text is historical fiction?

Possible response: The text is about an abolitionist meeting in 1838.

2. Who is the main character in this text? What is the setting?

Rebecca Miller is the main character. The setting is Pennsylvania in 1838.

3. A letter reveals information important in the text’s plot. What information about the plot does the letter reveal?

The letter reveals that Rebecca left home to attend an abolitionist meeting in Pennsylvania in 1838.

Name _____

Adages and **proverbs** are short sayings. They can give important truths about life. They can also provide wise rules to follow. Look at the passage below.

Henry walked carefully through the dark woods. He recalled his mother's words, **haste makes waste**.

The words *haste makes waste* are a proverb. It means "when you hurry you make more mistakes."

Read each passage below. Then circle the letter of the answer that could best replace the proverb in bold.

1. A twig snapped nearby, and Henry jumped. He told himself, "**A coward dies a thousand deaths. A brave man dies but once.**" Henry turned and was surprised to see the friendly face of a boy.

a. Be brave. b. Run! c. I am a coward.

2. "Follow the North Star, and always be remembering—stay alert. Didn't your mama ever tell you **danger foreseen is half avoided**?"

a. If you are prepared, you will be safer. b. The future is dangerous. c. Danger is scary and bad.

3. Henry was unsure of what to do. 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!

a. You should do nothing. b. It is better to be safe. c. Take chances to reach your goals.

Name _____

The English language has many words that come from languages around the world. Some words keep the same spelling and pronunciation as the foreign word, while other words change a little when they become part of the English language. A dictionary can be used to learn about the history of a word.

A. Read each word. Then circle the words that end in a vowel. The words in this group that end in a vowel have a Spanish origin. The first one has been done for you.

bazaar

ballet

sombrero

wicker

bronco

tortilla

pajamas

chocolate

B. Draw a line to match each foreign word on the left to its related English word on the right. The first one has been done for you.

- | | | |
|--|-------|--------|
| 1. An Italian word is pizza . | _____ | poodle |
| 2. A Dutch word is kruisen . | _____ | pizza |
| 3. A German word is pudelhund . | _____ | safari |
| 4. A French word is ballet . | _____ | cruise |
| 5. An Arabic word is safara . | _____ | ballet |

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 the author used characters, setting, and plot to communicate cause and effect.

Topic sentence	→	In "Following a Star," the author conveys cause and effect through plot, characters, and setting.
Evidence	→	The plot is a series of causes and effects. The main character, Henry, has run away from slavery, and he fears being captured by slave catchers. The setting is a woods at night, where strange noises and dark shadows cause fear in Henry. But Henry, encouraged by Harriet Tubman and by his determination to escape slavery, behaves bravely.
Concluding statement	→	The cause-and-effect relationships help readers understand Henry and his story.

Write a paragraph about the text you have chosen. Show how the author used characters, setting, and plot to convey cause and effect. Cite evidence from the text. Remember to include precise language, and to use definite and indefinite articles and demonstrative adjectives correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate students may write short simple sentences using the****present tense and high-frequency vocabulary.**

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?




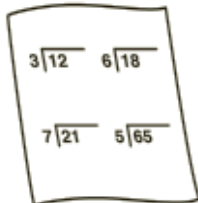


B. Now revise the draft by adding strong, vivid words that will help readers better visualize the setting and the action and to understand how Song is feeling.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary

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Name _____

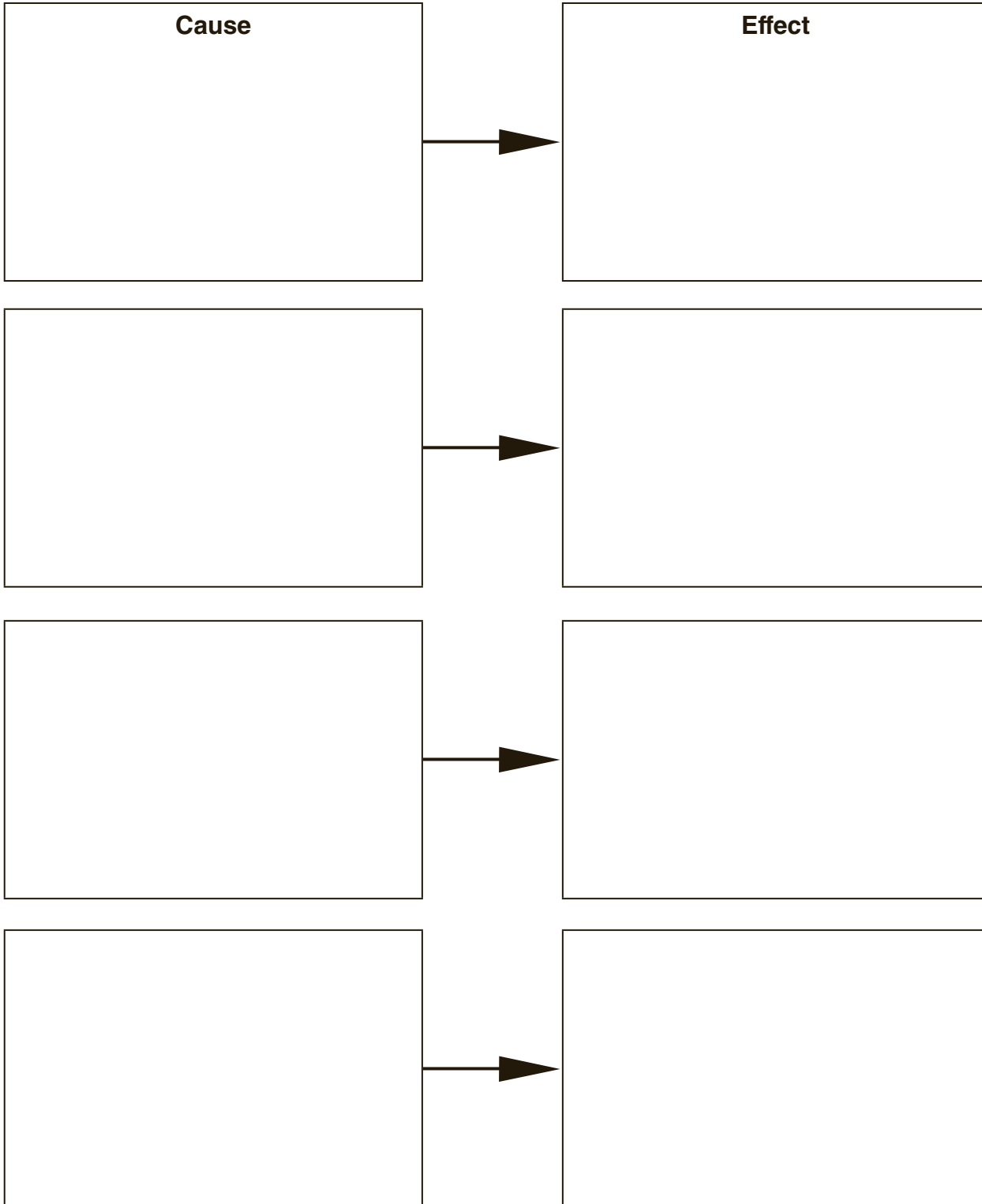
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
inefficient	Picking up leaves with your hands is an <u>inefficient</u> way to clear a lawn.	
nutrients	Honeybees get <u>nutrients</u> from the nectar in flowers.	
industrial	<u>Industrial</u> machines can make cloth quickly.	
manipulation	Math involves the <u>manipulation</u> of numbers.	
mutated	The <u>mutated</u> rose is different from the others.	
sparse	Plants are <u>sparse</u> in a dry desert.	

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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

14 Paper is so common today that it is difficult to think of living without
 17 it. Yet people found other ways to record their ideas before paper was
 20 invented. Humans first drew on the walls of caves to express their ideas.
 23 Not much is known about prehistoric writing, but one thing is sure. The
 26 writing inside caves could not be moved. Back then, people had to walk
 29 wherever they went. So, cave writing did not have a big audience.

78 Stone and Papyrus

81 The ancient Egyptians carved their
 84 early writings into stone temples or
 87 monuments. Their words lasted as long
 90 as the buildings they wrote on.

93 Later the Egyptians made an early
 96 paper-like material called papyrus.
 99 The word *paper* gets its name from
 102 *papyrus*. Egyptians cut thin strips
 105 of papyrus grass and soaked them
 108 in water. Soaking the strips softened
 111 them. They laid the strips at right
 114 angles to each other. Then they pounded
 117 the strips into a thin sheet. The sun dried and stiffened the sheets. The
 120 papyrus could be rolled into sheets and be carried by the people.



Neil Beer/Photodisc/Getty Images

Ancient Egyptian writing consisted of characters carved into stone.

Name _____

Clay Tablets

The ancient Mesopotamians made a wedge-shaped writing called *cuneiform*. They made impressions in wet clay with reeds from rivers. The writing became permanent after it dried. These clay tablets were portable—people could carry them by hand.

Historians think that one of the earliest uses of writing in Mesopotamia was to make lists of goods. People sent these lists along with goods when they were shipped. Because the writing was permanent, people could quickly tell if something was missing!



Ts'ai Lun's Secret Formula

A man named Ts'ai Lun was the first person to make something like the paper we use today. He worked in the Chinese Imperial Court and lived over 1,900 years ago. At that time, people in China made books from bamboo, tortoise shell, and other heavy materials. People also used silk, but that was costly. Lun set out to find something better to write on.

He started by soaking parts of plants and bark in water. Lun used a wooden tool to pound them when they were soft. After he soaked and pounded them, the fibers came apart like threads. Lun carefully separated the threads from the mixture. Then he pressed and dried the threads together. They formed thin sheets that people could write on.

Going Paperless?

We use a lot of paper today. That means we cut down many trees. Recently, people have used bamboo to make paper. Bamboo grows fast, while trees take a long time to grow. Now with people using computers, one day, we may not require paper at all!

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the first paragraph on page 1 of the passage. What caused cave writing to have a small audience?

The cause of the small audience was that writing inside caves could not be moved, and people had to walk wherever they went.

2. Look at paragraph 3 on the first page of the passage. In the process that Egyptians used to make papyrus, what was the effect of soaking strips of grass in water?

The effect was that they became soft.

3. Look at paragraph 4 on the second page of the passage. What was the effect of Ts'ai Lun's soaking and pounding the soft fibers of plants?

- a. The fibers became stiff and hard.
- b. The fibers turned white so they could be written on.
- c.** The fibers came apart like threads.

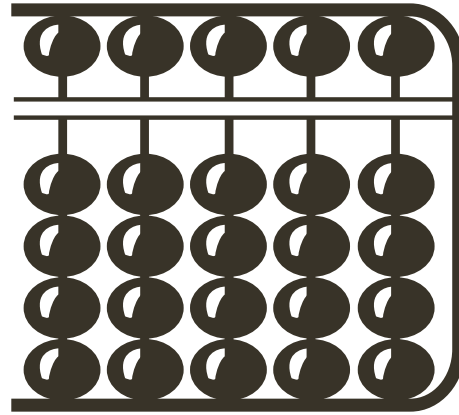
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	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 countries, merchants used the wooden beads of the abacus to count goods they bought and sold. Historians think that the early abacuses were probably lines drawn in the sand. These lines stood for units, such as 100s and 1000s. Small pebbles within those lines stood for numbers. When people started using written numbers to count, the abacus lost popularity in Europe. But some people in the world still use it today.



Wooden beads on an abacus were used to count units. Their value was based on the column and position (up or down).

Answer the questions about the text.

1. How do you know this is expository text, or text that provides factual information about a topic?

The text gives real information about the abacus.

2. What does the heading, or title, tell you about the abacus?

The heading tells me that the abacus is the oldest counting machine.

3. How does the diagram, or picture, and caption help you understand the text?

The diagram shows the wooden beads on the abacus and their values.

Name _____

In a cause-and-effect relationship, one thing (the cause) makes another thing (the effect) happen. Paying attention to cause-and-effect clues can help you figure out the meaning of unfamiliar words. For example, context clues in the sentence below show that not requiring paper is the effect of using computers to write. This relationship helps you figure out that *require* means “need.”

Now with people using computers, one day, we may not **require** paper at all!

Read each passage below. Use cause-and-effect clues to help you figure out the meaning of each word in bold. Then circle the letter of the correct meaning.

- Egyptians cut thin strips of papyrus grass and soaked them in water. Soaking the strips **softened** them.
 - made them thin
 - smashed them
 - made them soft
- Then they **pounded** the strips into a thin sheet.
 - wove
 - hit again and again
 - glued
- The sun dried and **stiffened** the sheets.
 - made stiff
 - made strong
 - broke
- They made **impressions** in wet clay with reeds from rivers.
 - marks
 - puddles
 - dirt
- Because the writing was **permanent**, people could quickly tell if something was missing!
 - blurred
 - lasting a long time
 - readable

Name _____

A root is a basic word part that gives a word the most important part of its meaning. Many English words have roots from Latin. The following are some Latin roots and their meanings:

- *aud* means “hear”
- *bene* and *bon* mean “good”
- *flect* and *flex* mean “bend”
- *port* means “carry”
- *struct* means “build”
- *fac* and *fact* mean “make” or “do”

A. Read each word. Circle the Latin root in the word. The first one has been done for you.

1. flexible

2. audio

3. passport

4. reflect

5. benefit

B. Read the first word in each row. Then circle the word that has the same Latin root as the first word. The first one has been done for you.

6. portable

bisect

import

7. construct

structure

credit

8. audible

auditorium

porter

9. factor

against

factory

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 the author used a cause-and-effect text structure to present information.

Topic sentence	→	In "Something to Write On, Please," the author uses a cause-and-effect text structure to present information. For example, the author explains how each step of preparing papyrus grass causes fibers to be ready for the next step in the process. The result is the creation of paper-like sheets for writing on. The author also uses steps to describe Ts'ai Lun's process of paper production. Transition words such as <i>after</i> and <i>when</i> link causes and effects. The author explains the process clearly through cause-and-effect relationships.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author used a cause-and-effect text structure to present information. Cite evidence from the text. Remember to develop the topic with concrete details and examples, and to use comparative adjectives correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one-word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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 best organize the text so that ideas are logically connected.

Draft Model

The washing machine was a very important invention. It made life easier for many people. Before, clothes were washed by hand. This took hours. Now washing machines could do most of the work.

1. What signal words can you insert to highlight cause-and-effect relationships?

2. How could sentences be revised or rearranged to clearly link causes and effects?

3. What words or phrases can you use to signal the order of events?




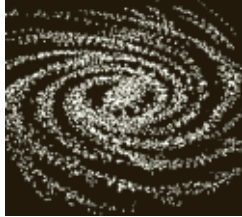


B. Now revise the draft by adding signal words that will help the reader understand the order of events and the relationships between ideas.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

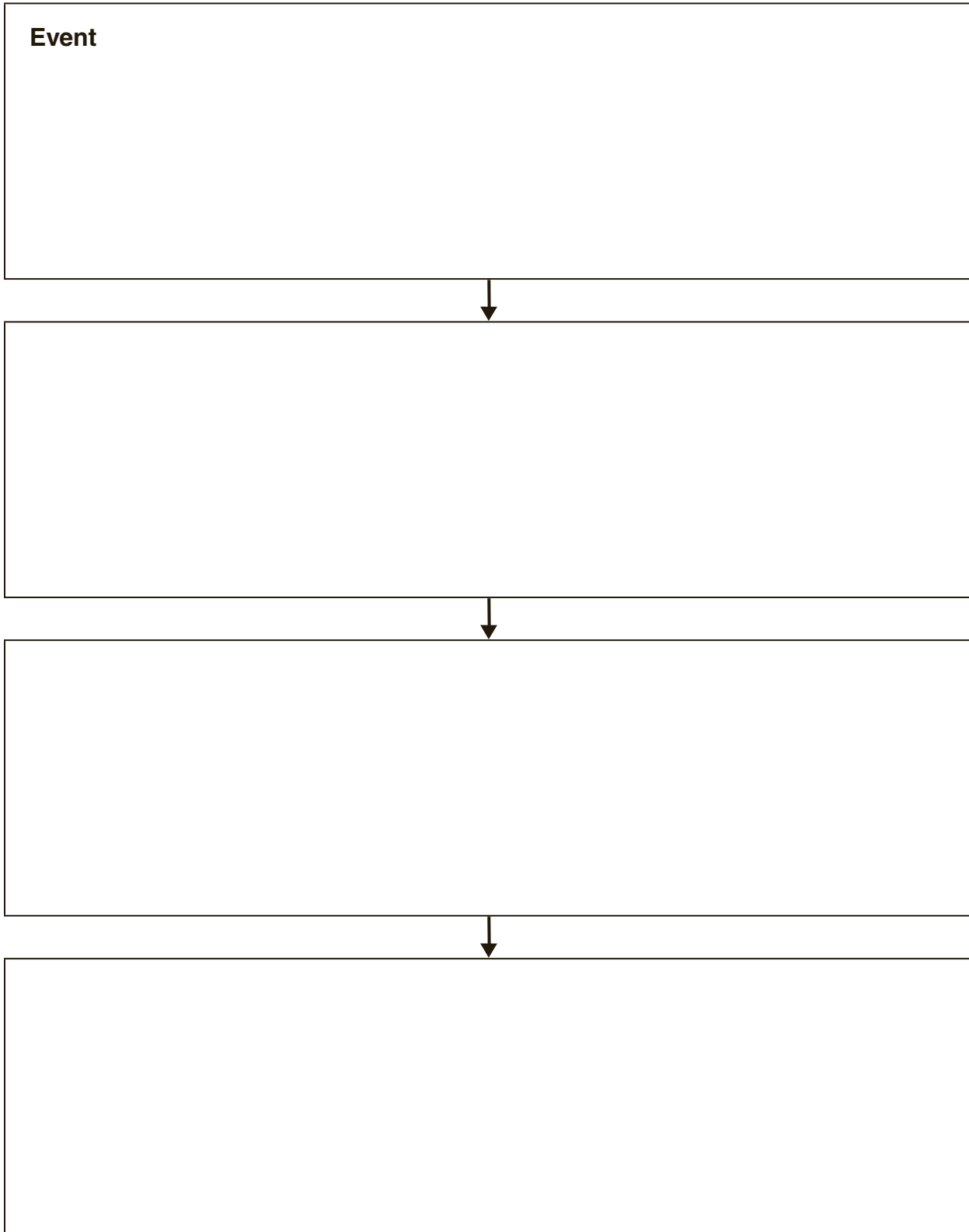
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
colleagues	My mother had to go to a meeting with her <u>colleagues</u> .	
conservatively	We <u>conservatively</u> guessed that the project would take two hours to finish.	
drones	The sound of my fan <u>drones</u> on and keeps me awake at night.	
galaxy	There are many stars in our <u>galaxy</u> .	
sustain	Water can help <u>sustain</u> the life of a plant.	
ultimately	We <u>ultimately</u> chose to have pizza for dinner.	

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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

11 Archeologists are like detectives. They hunt for information that is often
 12 not clear to see. They dig for signs of ancient people whose cultures have
 13 vanished and are gone from view. Archeologists have always used simple
 14 tools like hand shovels and sifters. They carefully remove sand and dirt
 15 from old relics. Now a new tool has forever altered archeology. Satellite
 16 images reveal secrets from below the earth. They show what the eye
 17 cannot see.

74 Going High-Tech

76 In 2000 archeologist Sarah Parcak
 77 began searching for signs of ancient
 78 villages in Egypt. The Nile River
 79 floodplain or desert sands could have
 80 buried buildings. Parcak wanted to try
 81 a high-tech way to pinpoint, or narrow
 82 down, likely sites. She wanted to use
 83 satellite imaging to help find them.

84 In 2010 Parcak and her team
 85 compared two sets of satellite images.
 86 Parcak saw that the most revealing
 87 images were taken during late winter. Outlines of underground buildings
 88 showed up then. The ancient buildings were made of mud brick. When
 89 they were wet in the winter, they stood out from the soil around them.
 90 Now the team had a starting point.



Name _____

Proof on the Ground

Parcak and the team could easily see pyramids that were aboveground in their satellite images. They compared those images with outlines of structures that were underground. They found more pyramids! The satellite pictures also revealed an outline of the whole city of Tanis, once an ancient capital.

The archeologists knew they had to prove this technology could work on the ground. In 2011 Parcak's technology pinpointed where to dig. Parcak's team explored the Tanis site with other archeologists from France. They found houses right where the images had shown them to be. They located two pyramids. Parcak said, "They found an almost 100% correlation between what we see on the imagery and what we see on the ground."

The high-tech research has uncovered 17 buried pyramids, 1,000 tombs, and 3,000 settlements so far. Parcak's idea of using satellite technology worked. 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 images to protect their ancient sites. If there is looting, the authorities can take action. This will help keep down theft in the tombs. Archeologists can also use satellites to study in places that are unsafe.

Satellites were first used to explore space. Now they can help us 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.**Possible responses provided.**

1. Look at paragraph 2 on the first page of the passage. What did Sarah Parcak begin doing in 2000?

In 2000 Parcak began searching for signs of ancient villages in Egypt.

2. Look at paragraph 3 on the first page of the passage. After Parcak and her team had two sets of satellite images, what they did they do next?

Parcak and her team compared the two sets of images.

3. Look at paragraph 2 on the second page of the passage. What did Parcak's team do to prove their theories?

a. They compared two different sets of satellite images.

b. They made a map of Tanis, the ancient Egyptian capital.

c. They dug and explored the Tanis site.

4. Look at the last paragraph of the passage. Which came first, using satellites to explore space or using them to explore our own planet?

Using satellites to explore space came first.

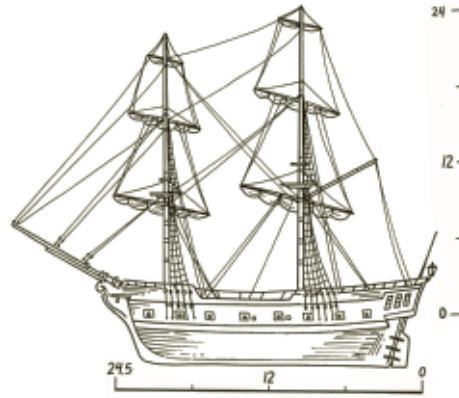
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

Shipwreck Located Below Lake Ontario

Jim Kennard searched for the British warship *HMS Ontario* for 35 years. In 2008, he teamed up with Dan Scoville. The two men used sonar, or sound, technology to find the shipwreck in Lake Ontario. But underwater divers could not reach it. The ship lay 500 feet below the surface. The men used an underwater remotely operated vehicle (ROV) that Scoville developed. The ROV has bright 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 (over 80 feet) with masts almost as tall as the length of the ship.

Answer the questions about the text.

1. List two features of expository text, or text that informs, in this passage.

Possible responses: factual details, explanation of a scientific process, heading, illustration, caption

2. What does the heading, or title, tell you about the text?

The heading tells me that a shipwreck was found in Lake Ontario.

3. How is the information in the text organized? How does the organization help you understand the text?

It is organized in order of events. It shows how one step led to another in the discovery process.

4. How does the illustration help you understand the text?

The illustration provides a visual representation of the size of the ship discussed in the text.

Name _____

A root is a basic word part that gives a word the most important part of its meaning. Many English words have roots from Greek. Knowing Greek roots can help you figure out the meaning of many words.

- *photo* means “light” • *graph* means “write”
- *aero* means “air” • *psych* means “mind”

A. Draw a line from the word on the left to its Greek root. The first one has been done for you.

- | | |
|----------------|-------|
| 1. paragraph | aero |
| 2. psychology | psych |
| 3. photography | graph |
| 4. aerodynamic | photo |
-

B. Read each sentence. Underline the word that has a Greek root. The first one has been done for you.

5. Biking is a kind of aerobic exercise.
6. The doctor teaches a psychology class.
7. She got an autograph from the famous musician.
8. I used a telephoto lens to take pictures of the birds.

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence to supports an argument about how well the author uses text features to develop and support ideas.

Topic sentence	→	In “Satellites Take Archeology to New Heights,” the author’s use of text features helps clarify ideas.
Evidence	→	The subheadings help readers understand what each section is about. “Going High-Tech” tells about one archeologist’s idea to try using satellite images. “Proof On the Ground” tells about what archaeologists did on the ground with the satellite information. The photo is another helpful text feature. It lets readers see what the text describes.
Concluding statement	→	The author’s use of subheadings and a photo helps support the text’s ideas.

Write a paragraph about the text you have chosen. Show how well the author used text features to develop ideas. Cite evidence from the text. Remember to clarify relationships among claims and reasons, and to use the words *more* and *most* correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers.

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

Name _____

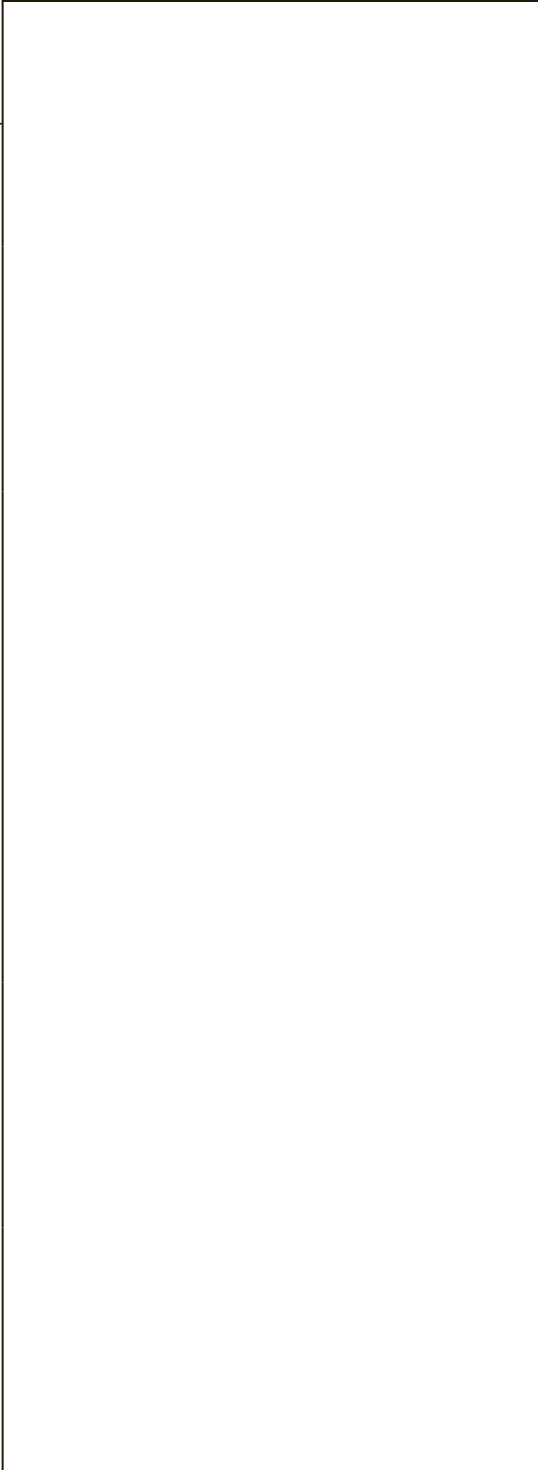
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
catastrophic	The <u>catastrophic</u> storm destroyed part of the town.	
elevating	Elevating the sign made it easier to see.	
subsequently	The boy hurt his leg and <u>subsequently</u> could not play the rest of the game.	
magnetic	You can use something that is <u>magnetic</u> to hold photos in place.	
obsolete	Since we no longer use typewriters, they are often considered <u>obsolete</u> .	
deployed	The firefighters were <u>deployed</u> to put out the fire.	

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Name _____

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

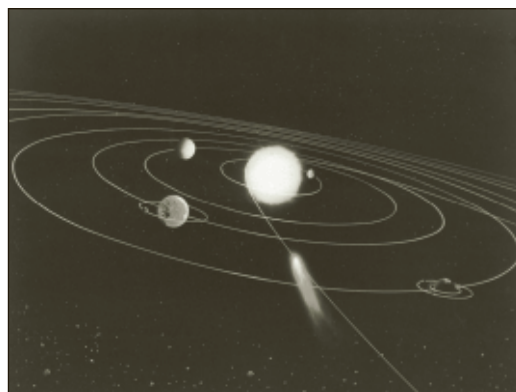
Details	Author's Point of View
	

Name _____

Read the passage. Use the summarize strategy to check your understanding.

Hurtling Through Space from Home

14 You can find out what it's like to travel in space without even leaving
 24 your home. People who enjoy studying astronomy have written some
 27 amazing computer programs.
 32 Some programs make you feel
 38 as if you're at a planetarium.
 44 Other programs let you soar as
 50 though you are in a spacecraft.
 56 Space exploration can be fun for
 61 everyone. Both kids and adults
 66 enjoy experiencing trips into the
 vast universe.



Digital Vision/PunchStock

68 Tech Space Travel

71 Have you ever stared in awe
 77 at the night sky? You can now get a closer look without visiting a
 91 planetarium. The Sloan Digital Sky Survey has been making maps of the
 103 universe. The survey has identified hundreds of millions of space objects.
 114 Just log onto SkyServer and take a trip into space with your computer.
 127 SkyServer has games to help computer astronauts stay on course.

137 In 2009 NASA made their space images free for public use. The result
 150 is the WorldWide Telescope. Its makers call it "the world's best telescope."
 162 This computer program gathers data from telescopes around the world.
 172 Take trips to see how things were billions of years ago. Learn how space
 186 might look in the future.

Simulations of space flight bring the wonders of space to your computer.

Name _____

Stellarium is also an astronomy program. It's easy to observe the sun, moon, planets, and stars with it. Zoom in to discover the names of objects in the sky. Simply type in the planet's name you would like to visit. Off you go! You can enjoy the wonder of it all up close with real space images.

Celestia is another piece of free software that gives you a space exploration experience. You will not view space from a spacecraft cockpit in this adventure. However, you may plot positions in the solar system and travel between planets. There is an easy "Go To" computer function. Just pick a planet or star you wish to zoom in on. You will pass by stars, planets, and moons until you get to your destination.

Virtual Orbiting

Bruce Irving is one of NASA's Solar System Ambassadors. He is an author and teacher of computer space explorers. He has written free online books to teach people about a space simulation program called Orbiter. You can imagine you're riding in a spaceship by using pre-recorded flights. Model space launches and re-entries make the trip seem realistic. You might learn how to plot your own trip to Mars or Jupiter after some practice. Orbiter even has ways to challenge more advanced computer astronauts.

It's easy to get interested in space exploration with computer programs. Now people of all ages can enjoy the thrill of spaceflight. Try it and discover how real space travel can seem.



Graphics such as this—the cockpit of the Orbiter's Delta-glider vehicle—add to the realism of space-flight simulation.

Simulations Require Training

Spaceflight simulation demands some learning before you can do much more than take a demonstration ride. Demo models provide a hint of the many possibilities available. Experiencing simulations of launches of your own space shuttle or orbiting planets of your choice will require some tutorial work. For the beginner, using the planetarium-style programs are a better way to start exploring space.

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at paragraph 3. What details does the author include about what you can do using the WorldWide Telescope?

You can see into space and you can view the planets' positions from any place on Earth.

2. At the end of paragraph 4, what phrase does the author use to describe what happens when you use the program Stellarium?

The author says "You can enjoy the wonder of it all."

3. Which statement best describes the author's point of view about computer programs that simulate space exploration?

a. These programs are good because they are free.

b. These programs are hard to learn to use.

- c.** These programs are good because they allow many people to see what space is like.

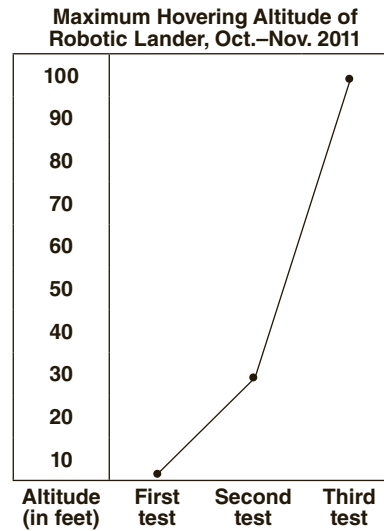
B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

NASA's Robotic Lander

Picture a “robot” spaceship landing on a faraway planet. NASA is testing just such a robotic lander to explore the moon and other bodies in space. “Mighty Eagle” is the first of this type. It’s a 700-pound, three-legged craft, four feet tall and eight feet wide. By 2011 it was able to fly 100 feet high, hover, and land safely. A pre-programmed computer guides the “Mighty Eagle,” our newest advance in space exploration.



Answer the questions about the text.

1. Expository text explains a topic, such as a scientific advance. How do you know this is expository text?

The text explains a topic—the robotic space lander.

2. What text features does this text include?

Heading; line graph

3. What is the text’s heading. Why do you think the author chose to include it?

NASA’s Robotic Lander; it tells what the text will be about.

4. What information does the line graph give you?

It shows the altitude the lander reached in tests.

Name _____

The **denotation** of a word is its dictionary definition. The **connotations** of a word are the meanings it has in context that are beyond its basic meaning. An example is the word *wonder* in the sentence below. In that context, its connotation is of a beautiful sight almost beyond imagination.

You can enjoy the **wonder** of it all at close range with real space images.

A. Read each passage and notice the context of each word in bold. Then read the statement below the passage and decide whether it is true or false.

- Other programs let you **soar** as though you are in a spacecraft.

The connotation of *soar* is “to fly high and free.”

True

False

- Both kids and adults enjoy experiencing trips into the **vast** universe.

The connotation of *vast* is “small.”

True

False

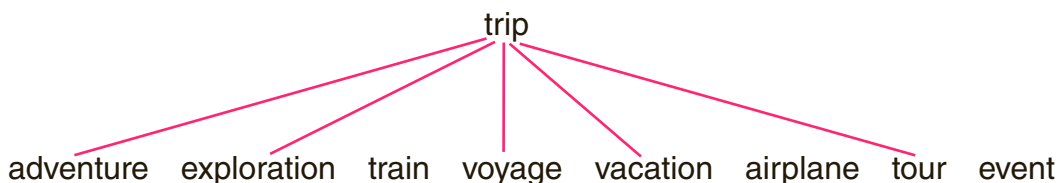
- Bruce Irving is one of NASA’s Solar System **Ambassadors**.

The connotation of *Ambassadors* is “special, worthy representative.”

True

False

B. Draw a line from the word *trip* to words that mean about the same thing but have a different connotation.



Name _____

A suffix is a word part that can be added to the end of a base word. A suffix changes the meaning of the word. The suffix *-ive* means “ability to,” the suffix *-age* means “action or process,” and the suffix *-ize* means “make.”

Sometimes adding a suffix changes the spelling of the base word. For example, when the suffix *-ive* is added to the word *create*, the final *e* is dropped before adding the suffix: *creative*.

A. Read the words in each row. Circle the word that has the same suffix as the word in bold. The first one has been done for you.

1. **expensive** secretive expanded

2. **finalize** socialize finally

3. **manage** passage manager

4. **organize** organ recognize

5. **festive** festival negative

B. Read each sentence. Underline the word that has the suffix -ive, -age, or -ize. The first one has been done for you.

6. My mom is really creative when it comes to ideas for gifts.

7. Do the teachers at school specialize in one particular subject?

8. We keep all of our winter clothes in storage.

9. Did you recognize your friend from camp?

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 the author expressed his or her point of view.

Topic sentence →	In "Hurtling Through Space from Home," the author uses evidence that can be checked to support the point of view that space-exploration software provides valuable and enjoyable tools.
Evidence →	To support this point of view, the author tells of a number of such programs, such as Stellarium and Celestia. The author then provides facts and details of the wondrous experiences these programs offer, including facts presented in a sidebar illustration.
Concluding statement →	With these examples, facts, and details, the author supports his or her point of view.

Write a paragraph about the text you have chosen. Show how the author expressed his or her point of view. Cite evidence from the text. Remember to include concrete details and use comparative forms correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:****Beginning students may draw and label or give one word answers.****Intermediate students may write short simple sentences using the****present tense and high-frequency vocabulary.**

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you revise the draft by replacing less-precise words with content words about the technical subject.

Draft Model

My favorite piece of new technology is a tablet computer. It has a fast processor and programmable keys. It also has lots of memory.







1. What words in the model can be replaced with more precise content words about this new technology?
2. How can you use content words to be more specific about the amount of memory the tablet has?
3. What other content words can you add to the draft? For example, does the tablet have a camera? Does it have any special apps?

B. Now revise the draft by replacing less-precise words with content words.

Answers will vary depending on language ability: Beginning students may draw and label relevant words in Spanish (such as *favorite/favorite, technology/tecnología, computer/computador, and precise/preciso*), or write in their native language. Intermediate students may write short simple sentences using the present tense and high frequency vocabulary.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
dominant	The <u>dominant</u> leader told everyone what to do.	
edible	It is safe to eat <u>edible</u> berries.	
impenetrable	The <u>impenetrable</u> vines made the hike difficult.	
ornate	There were many jewels in the <u>ornate</u> ring.	
replenished	The waiter <u>replenished</u> our water.	
significant	Cleaning the lake brought a <u>significant</u> change to the community.	

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Name _____

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

Main Idea
Detail
Detail
Detail

Copyright © The McGraw-Hill Companies, Inc.

Name _____

Read the passage. Use the ask and answer questions strategy to check for understanding as you read.

Harnessing the Sun's Energy

13 For as long as people have lived on Earth, they have depended on
 16 the sun. Energy from the sun is called solar energy. In ancient times,
 19 people were warmed directly by the sun. They also used the sun's energy
 22 indirectly. Solar energy was stored in the wood they burned. It was in the
 25 plants they ate. Today we often use solar energy stored in oil, coal, and
 28 natural gas resources. These resources take a very long time to form, and
 31 we are using them up. Earth receives light from the sun constantly. So
 34 direct solar energy is renewable as long as the sun shines.

104 Many ancient people found ways to use solar energy. They learned to
 111 convert, or turn, sunlight into thermal energy (heat). Greeks and Romans
 118 used the sun's reflection on mirrors to light torches. Romans found that
 125 glass windows could capture the
 132 sun's warmth. Native Americans built
 139 houses into the sides of cliffs. They
 146 used the sun's heat from the day to
 153 keep them warm at night.

169 Today we have discovered how
 176 to turn solar energy into electrical
 183 energy (electricity). In 1839 a French
 190 scientist found that when certain
 197 materials absorbed light, they made
 204 electricity. In 1905 Albert Einstein
 described the details of this process.



Ingram Publishing

The fuel that is used in cars is actually ancient energy that came from sunlight.

Name _____

Convert, Collect, and Store

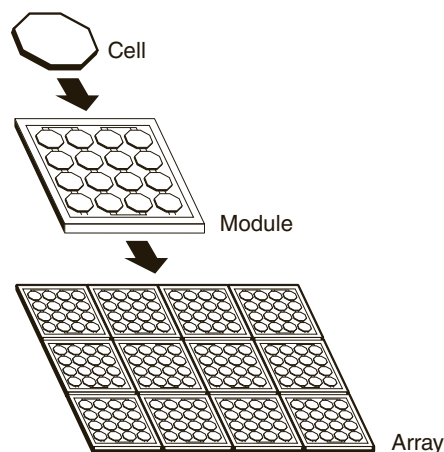
In the 1950s, American scientists made a solar cell that could convert the sun's energy into power. One cell did not produce much electricity. Soon the cells were placed into larger units called modules. For more power, NASA built solar modules into units called arrays. NASA used this solar energy for space travel.

Somehow scientists had to figure out how to store the sun's energy. Without a way to store the energy, there would be no power unless the sun was shining. Scientists found ways to store electrical power in batteries. They also discovered how to first collect thermal energy (heat) and then store it.

In 1767 a Swiss scientist developed the first solar collector. A flat plate collector covered with glass heats up as the sun strikes it. The heat can then be carried by water or air to storage. Collectors are often used for heating homes or water. A focusing collector is used to collect more heat. Carefully arranged mirrors focus the sunlight.

Solar power has many advantages. It does not pollute. It is free and available. The challenge is collecting and storing solar energy cheaply. More people are using solar power in their homes and businesses. Water heaters and collection panels cut energy costs. New designs in windows, skylights, and shingles help homeowners use the sun's energy.

Humans have looked for ways to use our amazing sun since ancient times. With the need for renewable energy, looking to the sun just makes sense. The potential for solar power is enormous.



Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. The main idea of the first paragraph is that people have used the sun’s energy for many years. Write one key detail from that paragraph that supports the main idea.

People were warmed by the sun directly. People used solar energy stored in the wood they burned and in the plants they ate. We use solar energy stored in oil, coal, and natural gas.

2. One key detail in the second paragraph is that Greeks and Romans used the sun’s reflection to light torches. Another key detail is that Romans used windows to capture the sun’s warmth. What is the main idea of this paragraph?

Ancient people found ways to use solar power by turning sunlight into heat.

3. Look at paragraph 4 on the second page of the passage. The main idea of the paragraph is that solar energy has many advantages. What is one detail that supports that main idea? Circle the letter of your answer.

- a. Solar energy pollutes.
- b.** Solar energy is free and available.
- c. Solar energy is challenging to store and collect.

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

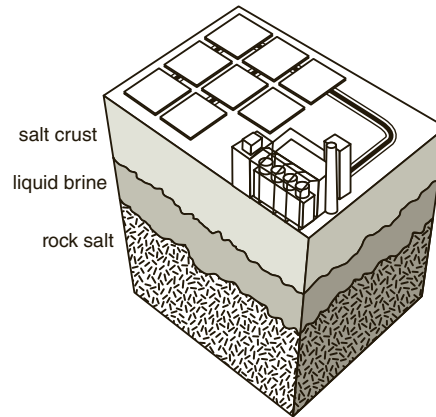
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name _____

Lithium: The World's Newest Commodity

Lithium has become a valuable commodity, or product. Lithium is a light silvery-white metal that conducts electricity. Electronics that require a long battery life, such as laptops and cell phones, run on lithium. The world's largest supply lies within the salt flats of Chile and Bolivia in South America. Lithium is a clean energy source. But mining for it is dirty work. The metal is pumped out of the ground and left to heat up in the hot desert sun. It then becomes a yellow greasy liquid that can be used as energy. Some people ask the question: How much damage to the environment will lithium mining cause?



Lithium comes from a layer of liquid brine found in the earth.

Answer the questions about the text.

Possible responses provided.

1. List two features of expository text, or text that informs, that you see here.

real details, explanation of a scientific process, heading, diagram, caption

2. How do the diagram and caption help you understand the text?

The caption tells me that lithium comes from the liquid brine in the earth. The diagram shows what is described in the text.

3. Why is lithium important?

Lithium is a clean energy source, used in computer and cell phone batteries.

Name _____

Many words in English have Latin roots. For example, the word *energy* has the Latin root *erg*. The Latin root *erg* means “work.” This meaning will help you understand that *energy* means “the ability to perform work.”

Energy from the sun is called solar energy.

You can use a Latin root as a context clue to help you understand other words that have the same root.

A. Match the English and Spanish words on the left with the root they share in the column on the right.

- | | |
|-------------------------|---------------------------------------|
| 1. reflection, reflejo | <i>sign</i> , meaning “mark or sign” |
| 2. convert, convertir | <i>scrib, scrip</i> , meaning “write” |
| 3. describe, describir | <i>flect, flex</i> , meaning “bend” |
| 4. design, diseñar | <i>pot</i> , meaning “power, ability” |
| 5. potential, potencial | <i>vert, vers</i> , meaning “turn” |

Name _____

A suffix is a word part that comes at the end of a base word. It changes the meaning of the base word and the part of speech.

- The suffixes *-ible* and *-able* mean “capable or worthy of” or “tending to.”
- Adding *-ible* and *-able* to a word changes the word to an adjective.

A. Read each word and underline the suffix. The first one has been done for you.

1. horriblele
2. usablele
3. lovablele
4. visiblele
5. availablele

B. Circle the word that is related to the first word in the row. Then underline the suffix in that word. The first one has been done for you.

- | | | |
|-----------|----------|------------|
| 6. erase | edible | erasable |
| 7. reason | reliable | reasonable |
| 8. accept | audible | acceptable |
| 9. move | movable | measurable |

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her argument about how the author develops the main idea and key details.

Topic sentence	→	In "Harnessing the Sun's Energy," I think the author uses strong details successfully to develop the main idea that the sun is an important source of energy.
Evidence	→	For example, the author begins with how the earliest people used the sun's energy for heat and ends with today's technology for getting heat and electricity from the sun. The author also points out that solar energy is renewable while many other energy sources are not.
Concluding statement	→	I believe the author supports the main idea well with strong key details.

Write a paragraph about the text you have chosen. Show how the author developed the main idea and key details. Cite evidence from the text. Remember to support your claims with clear reasons and relevant evidence and use adverbs correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one-word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words; identify English/Spanish cognates, such as: pollution/polución, animal/animal; or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week’s vocabulary words.
Write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
<p>agitated</p>	<p>The boy became <u>agitated</u> when he could not find his book.</p>	
<p>futile</p>	<p>Unless you have a lot of water, it is <u>futile</u> to try to put out a fire.</p>	
<p>populous</p>	<p>A <u>populous</u> city has many people who live there.</p>	
<p>presumed</p>	<p>The girl <u>presumed</u> she would get a good grade on the test.</p>	
<p>smoldering</p>	<p>The building was still <u>smoldering</u> after the fire was put out.</p>	
<p>undiminished</p>	<p>We knew the cat had not eaten because the amount of food was <u>undiminished</u>.</p>	

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Name _____

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

Cause	Effect

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Name _____

Read the passage. Use the ask and answer questions strategy to check your understanding as you read.

The New York City Triangle Shirtwaist Fire

13 In 1911 New York City was crowded with factories. One of the largest
 24 employers was the garment industry, which made clothes. There were so
 37 many garment factories that owners had to compete to make money. As a
 49 result, they didn't pay their workers much. The factories were crowded and
 62 dirty. Immigrant women and girls often took these jobs to help support their
 73 families. The women there worked long hours cutting and sewing fabric.

73 The Triangle Shirtwaist Factory made a popular women's blouse called
 83 the shirtwaist. The factory occupied the top three floors of a building.
 95 Sewing machines and cutting tables crowded every inch of space. There
 106 was barely room to walk. Cloth scraps littered the floors. Thread and cloth
 119 hung over chairs and tables.

124 At 4:45 P.M. on March 25, 1911, a
 132 blazing fire broke out at the Triangle
 139 Shirtwaist Factory. It was a tragic irony
 146 for the 148 people who died that day. They
 155 were trapped in flames just minutes before
 162 their workday was finished!

166 A man on the eighth floor heard the
 174 first cry of fire. He and the manager tried
 183 tossing buckets of water to stop the flames.
 191 The fabric was so flammable that the room
 199 quickly became a wildfire.



In the early 1900s, garment factories were often overcrowded and dangerous.

Library of Congress, [Keystone View Company
 [LC-USZ62-93789]]

Name _____

A Picture Is Worth a Thousand Words

As clouds gather before a storm, the first flames warned of the terrible disaster to come. There was chaos inside the factory. The workers found exit doors locked. There was only one fire escape. There was also only one elevator, which worked for just a short time. Stairwells soon filled with fire. Because the workers had nowhere to go, they faced impossible choices.

A young woman named Sarah worked on the ninth floor that tragic day. She said, “There was screaming and shoving and many girls tried to climb over the machine tables.” Sarah saw flames coming from all sides as she waited for the elevator. “Suddenly I was holding the sides of the door looking down the elevator shaft with girls screaming and pushing behind me.” Sarah grabbed the elevator cable and went sliding down the shaft. She passed out as she fell on top of the elevator below. Others fell on top of her.

Some girls rushed to the windows to escape. The crowd on the streets yelled, “Don’t jump!” The girls jumped anyway with flames burning their hair and skirts. Fire Captain Frank Rubino said, “People began to holler, ‘Raise the ladders, raise the ladders.’ But we had ladders up.” Five girls held hands and leaped together when they saw the ladders couldn’t reach them.

In this factory, advice when most needed was least heeded. The Triangle Factory had a history of fires. In 1909 union workers protested. The owners ignored cries for safety regulations. The owners did not go to jail, but public outrage led to change. Political leaders took action. People would say the reforms were better late than never. For the people who died, 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-USZ62-34965]

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Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. Look at paragraph 1 on the first page of the passage. What was the effect of factory owners competing to make money?

The effect was that they didn't pay their workers much.

2. Look at the last paragraph on the first page of the passage. *Flammable* means "likely to burn." What was the effect of having the room full of flammable fabric?

The effect of the flammable fabric was that the room quickly became a wildfire.

3. Look at paragraph 1 on the second page of the passage. What caused the workers in the factory to face impossible choices?

The workers had nowhere to go, so they faced impossible choices.

4. Look at paragraph 1 on the second page of the passage. What caused the women to be trapped in the factory during the fire?

- a.** The exit doors were locked.
- b.** It was the end of the workday.
- c.** There were no elevators.

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		–		=	

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Name _____

Baltimore In Flames, 1904

For firefighters at Engine 15 in Baltimore, Maryland, February 7, 1904, seemed like an ordinary Sunday morning. But everything changed at 10:48 A.M. That is 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. The fire spread quickly. For two days, firefighters worked hard to put out the blaze that took over 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 terrible 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.

Possible responses provided.

1. Narrative nonfiction gives factual details about a real event. Name one feature of nonfiction narrative that this text contains.

Factual details told as a story; primary source quotation

2. Narrative nonfiction often includes primary sources. What newspaper is used as a primary source in the text?

The New York Times is used in the text.

3. How does the use of a primary source make the events come to life?

The New York Times quotation tells how widespread the fire was and tells how awful the city looked afterward.

Name _____

Adages and proverbs, such as “look before you leap,” are traditional sayings that make statements about life. Readers can use context clues to understand the meaning of an adage or a proverb. Look at the example below. The underlined context clue helps explain the meaning of “as clouds gather before a storm.”

As clouds gather before a storm, the first flames warned of the terrible disaster to come.

Read each passage below. Use context clues to help you understand each adage or proverb in bold. Then circle the letter of the sentence that gives the meaning of the adage or proverb.

1. In this factory, **advice when most needed was least heeded**. The Triangle Factory had a history of fires. In 1909 union workers protested. The owners ignored cries for safety regulations.
 - a. The owners had no idea that the advice they were given was worth listening to.
 - b. The owners really needed to pay attention to what others were saying and they didn't.
 - c. If someone had told the owners about the problems, everything would have been different.

2. The owners did not go to jail, but public outrage led to change. Political leaders took action. People would say the reforms were **better late than never**.
 - a. Changes after a disaster came too late to do any good.
 - b. When things change, things stay the same.
 - c. It was good that things changed even though disaster had already happened.

Name _____

A suffix is a word part that comes at the end of a base word. It changes the meaning of the base word and the part of speech. The suffixes *-ance* and *-ence* mean “the quality of” or “having.” The suffixes *-ant* and *-ent* mean “being or performing.” Adding these suffixes to a word can change an adjective into a noun.

A. Read each sentence. Circle the two related words with the suffixes *-ance, -ence, -ant, or -ent*. The first one has been done for you.

1. It is important that we meet tonight because our project is of major importance.
2. How are the two examples different and how can you explain the difference?
3. My education is excellent because the teachers at my school believe in excellence.
4. My brother is often confident, but sometimes I think he has too much confidence.
5. It was evident there were clues, so the team kept looking for more evidence.

B. Read each word in bold and underline its suffix. Then circle the word that has the same suffix. The first one has been done for you.

- | | | |
|------------------------|-------------------|--------------------|
| 6. constant | intelligent | <u>observant</u> |
| 7. innocent | innocence | <u>indifferent</u> |
| 8. entrance | <u>defiance</u> | conference |
| 9. intelligence | <u>permanence</u> | appearance |

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her argument that quoting primary sources is an effective way to develop a text about a historical event.

Topic sentence	→	In “The New York City Triangle Shirtwaist Fire,” I believe that the author’s use of eyewitness accounts shows the tragedy of the fire better than narrative nonfiction that simply describes the fire could.
Evidence	→	For example, reading Sarah's own words about her experience helps readers understand how scary the fire was. Also, Captain Frank Rubino's quotation shows a different side of the story—what rescuers were doing outside.
Concluding statement	→	These eyewitness accounts more effectively help readers understand the tragedy than just describing the events would.

Write a paragraph about the text you have chosen. Share an argument about how a topic is developed across texts. Cite evidence from the text. Remember to include a claim that states your argument and to organize your reasons clearly. Also, use adverbs that compare.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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 style and tone more objective.

Draft Model

Cars kept zooming through our neighborhood like mad and not stopping at the stop sign. It was crazy dangerous to cross the streets.

1. How could the sentences or information in the draft be rewritten to reflect a more formal style?
2. Which words and phrases in the draft should be replaced or left out to create a more objective tone?
3. Would changing the narrator’s voice help make the draft more objective? If so, what words and phrases should be changed?







B. Now revise the draft by changing the style and tone of the piece to give it a more formal and objective voice.

Answers will vary depending on language ability: Beginning students may draw and label relevant words; identify English/Spanish cognates, such as: cross/cruzar; or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
alternative	The road is closed so we will take an <u>alternative</u> route.	
correspond	Our tickets <u>correspond</u> to the numbers on the seats.	
extract	The scientist uses a special tool to <u>extract</u> liquid from the plant.	
foliage	The bird hid in the tree's <u>foliage</u> .	
protein	To stay healthy we need to eat foods with <u>protein</u> .	
saturated	After it rained, the ground was <u>saturated</u> with water.	

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Name _____

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

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the summarizing strategy to put key ideas in your own words.

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,
 31 wanted to dive deep into the sea. Free divers did not have a way to
 45 carry air with them at that time. They could swim only near the surface.
 58 Cousteau invented a way to carry air below the surface. He also invented
 an underwater camera.

61 Goggles, Cameras, and Scuba Diving

66 Goggles were not common diving gear in the 1930s. Free-swimming
 76 divers usually did not have anything to cover their eyes. Cousteau tried
 88 some goggles. He was amazed at what he could see. Cousteau was
 100 excited to share his discovery with the world. His camera did not work
 113 under water, so he figured out how to make it waterproof. He was set to
 128 make history.

130 Cousteau wanted to dive deeper,
 135 but he needed an air supply. He
 142 wanted to swim freely as fish do.
 149 Deep divers had to breathe with
 155 hoses or tubes that tied them to
 162 an air supply above the water. In
 169 1943 Cousteau and Emile Gagnan
 174 invented an underwater breathing
 178 system. They called the device the
 184 Aqua-Lung. This gear made deep
 189 underwater exploration easier.



Robert Yin/Corbis

Cousteau's inventions helped change the way divers explore the ocean.

Name _____

From the Sea to TV

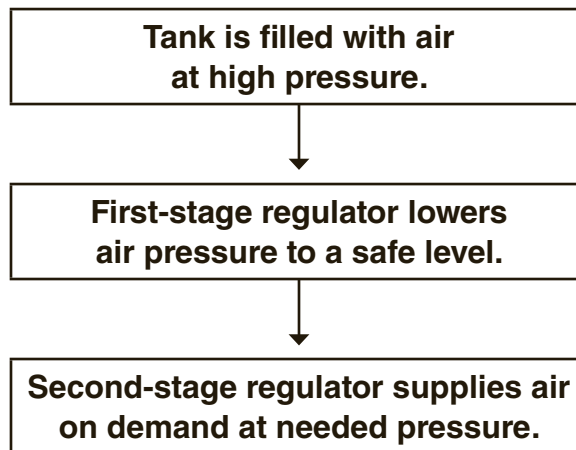
Cousteau's new breathing gear became known as Self-Contained Underwater Breathing Apparatus, or SCUBA. The breathing apparatus fed air to divers at the same pressure as the water around them. Now Cousteau had goggles to see through and a way to carry air under water.

Next, Cousteau needed a vessel, a boat of just the right size from which he could dive. In 1950 Cousteau found the perfect ship. He named her *Calypso*. She was strong and not too big. She was built so she could go over shallow coral reefs. *Calypso* was perfect for both exploring and filming underwater adventures.

Cousteau fixed *Calypso* up as a laboratory. *Calypso*'s workspace carried cameras and diving gear. He strapped a shark cage to the deck. He added an underwater observation room known as "*Calypso*'s false nose." 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 observed in the ocean.

Cousteau began filming his explorations. Before long, televisions across America showed his sea adventures weekly. Cousteau narrated the shows himself, describing his underwater stories with enthusiasm. Cousteau explored ocean life with a sense of awe. He shared his excitement with his TV viewers.

Cousteau also brought attention to ocean conservation. He wanted to protect the sea life he loved. He founded the Cousteau Society in 1974. Cousteau brought the beauty of underwater life into people's homes and inspired the world.

How does SCUBA work?

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. The main idea of the first paragraph is that people didn't know much about deep-sea life before Jacques Cousteau's inventions. Write one key detail from the paragraph that supports that main idea.

Details include: Free divers had no way to carry air with them and could swim only near the surface; Cousteau invented a way to carry air below the surface; Cousteau invented an underwater camera.

2. Two key details of paragraph 2 on the second page of the passage are that *Calypso* was strong and not too big and that it could go over shallow coral reefs. What is the main idea of this paragraph?

***Calypso* was perfect for exploring and filming underwater adventures.**

3. Look at paragraph 3 on the second page of the passage. What main idea is supported by the key details that *Calypso*'s workspace carried underwater cameras and that an underwater observation room was added to *Calypso*?

- a. Cousteau fixed *Calypso* up as a laboratory.
- b. A shark cage was strapped to *Calypso*'s deck.
- c. Cousteau wanted to share what he and his crew observed.

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 _____

Jane Goodall: Chimpanzee Expert

Jane Goodall was interested in animals from a young age. In 1960 she left England 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. For example, she discovered that they are omnivores. That means that they eat meat and plants. In 1986 Goodall came out with her book *Chimpanzees of Gombe: Patterns of Behavior*. Today, Goodall travels 300 days a year. She teaches people about wildlife conservation.

GOODALL'S DISCOVERIES

Observes male chimp eating a baby bush pig.



Sees chimps hunting monkeys and other small mammals.



Discovers male chimps making and using tools.

Answer the questions about the text.

Possible responses provided.

1. Expository text provides factual information about a topic. Provide two facts from the text.

Goodall discovered that chimpanzees eat both plants and animals. Goodall travels 300 days a year teaching people how to protect wildlife.

2. What does the text's heading tell you about the topic?

The heading tells me that Jane Goodall is an expert on chimpanzees.

3. What new information do you learn about chimpanzees from the flow chart?

The flow chart says that chimpanzees eat bush pigs and make and use tools.

Name _____

When you read an unfamiliar word, **context clues**, or surrounding words and phrases, may help you figure out the unfamiliar word's meaning. Look at the example below. The underlined words give you context clues to help explain what *conservation* means.

Cousteau also brought attention to ocean **conservation**. He wanted to protect the sea life he loved.

Read each passage. Then, using context clues, decide whether the statement under the passage is true or false. Place an "X" in the correct box.

1. **Goggles** were not common diving gear in the 1930s. Free-swimming divers usually did not have anything to cover their eyes.

Goggles fit over the eyes.

True

False

2. In 1943 Cousteau and Emile Gagnan invented an underwater breathing system. They called the **device** the Aqua-Lung.

A **device** grows in nature.

True

False

3. Next, Cousteau needed a **vessel**, a boat of just the right size from which he could dive. In 1950 Cousteau found the perfect ship.

A diving board is a **vessel**.

True

False

4. Cousteau fixed *Calypso* up as a **laboratory**. *Calypso*'s workspace carried cameras and diving gear.

A **laboratory** is a place where work happens.

True

False

Name _____

A suffix is a word part that comes at the end of the word and changes the meaning of the word. Many suffixes come from Greek. Recognizing Greek suffixes and knowing their meanings can help you read words and determine their meanings.

- The suffix *-ician* means “a specialist in.”
- The suffix *-phobia* means “an abnormal fear.”
- The suffixes *-logy* and *-ologist* mean “science of” and “scientist.”

A. Draw a line from the Greek suffix to the word that has the suffix. Underline the suffix in the word. The first one has been done for you.

- | | | |
|--------------------|-------|------------|
| 1. <i>-ician</i> | _____ | aquaphobia |
| 2. <i>-phobia</i> | _____ | politician |
| 3. <i>-ologist</i> | _____ | astrology |
| 4. <i>-logy</i> | _____ | ecologist |

B. Read the first word in each row. Then circle the word that has the same suffix. The first one has been done for you.

- | | | |
|-------------------|-------------|-----------|
| 5. musician | magician | pianist |
| 6. claustrophobia | agoraphobia | cluttered |
| 7. technology | democrat | sociology |
| 8. zoologist | geologist | heroism |

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 the author used key details to develop the main idea.

Topic sentence →	<p>In "Researching the Ocean's Secrets," the author uses key details to develop the main idea that Jacques Cousteau changed how people thought about underwater life. One key detail explains that Cousteau invented an underwater camera so people could see what he saw. Cousteau also co-invented Scuba equipment so divers did not need an air connection from the surface. Finally, the author describes how Cousteau's television program showed people his underwater discoveries. These details develop the idea that Jacques Cousteau changed people's understanding of ocean life.</p>
Evidence →	
Concluding statement →	

Write a paragraph about the text you have chosen. Show how the author used key details to develop the main idea. Cite evidence from the text. Remember to use transitions to clarify the relationships among ideas and concepts and to correctly use negatives.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one-word answers.****Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.**

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words; identify English/Spanish cognates: *tank/tanque, purified/purificar, gravel/grava*; or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

Name _____

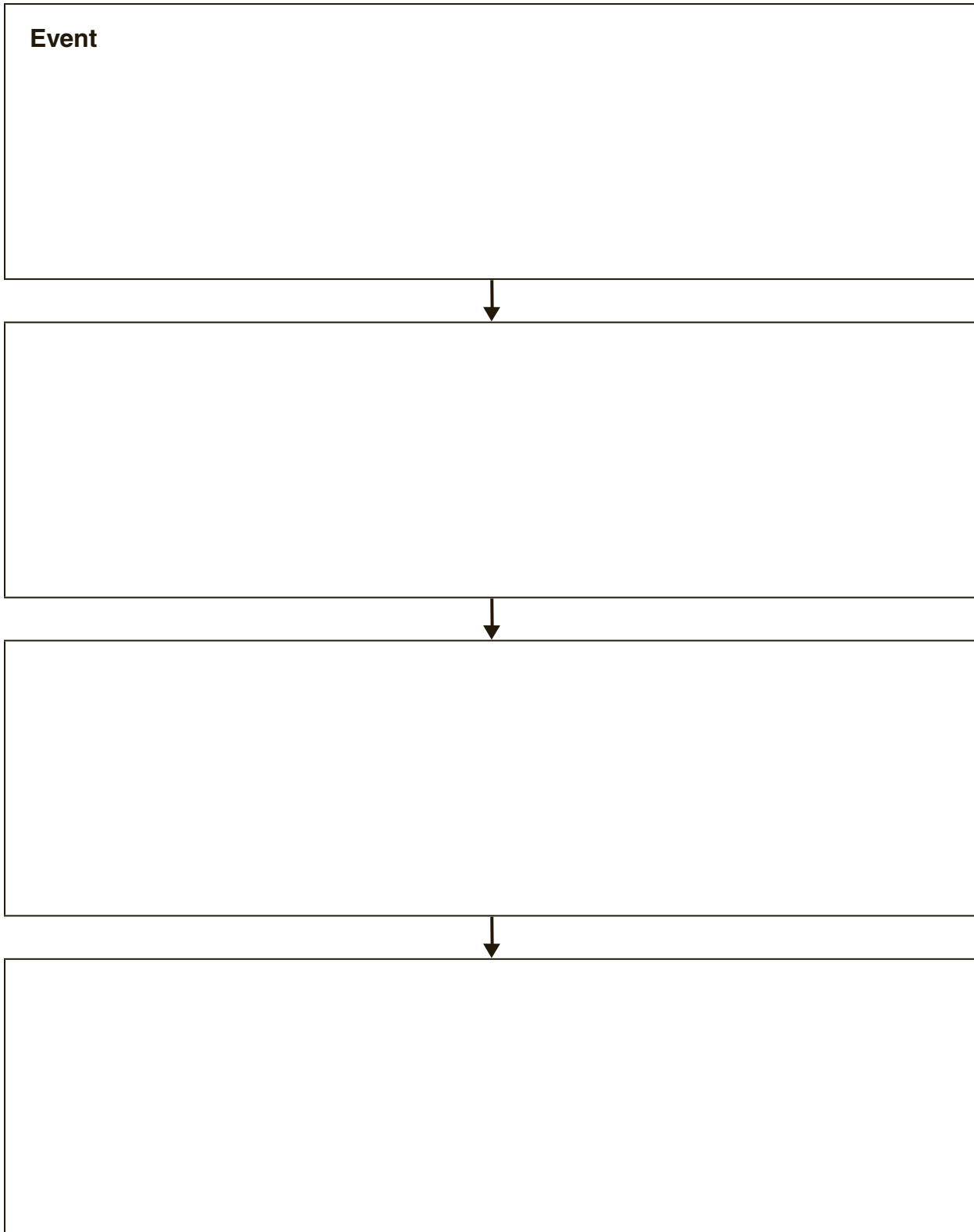
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p>embark</p>	<p>They were ready to <u>embark</u> on their journey.</p>	
<p>bedrock</p>	<p>The miners dug until they reached <u>bedrock</u>.</p>	
<p>meticulously</p>	<p>The scientist <u>meticulously</u> wrote down everything she found.</p>	
<p>intriguing</p>	<p>The ancient drawings in the cave were <u>intriguing</u>.</p>	
<p>intrinsic</p>	<p>Kindness is an <u>intrinsic</u> part of her nature.</p>	
<p>exquisite</p>	<p>My grandmother's ring is <u>exquisite</u>.</p>	

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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 restate the most important points.

Ancient Threads Reveal Early Weavers

13 Bits of cloth found in a South American cave have given scientists a
27 look into an ancient culture. A new way of discovering an object's age has
proven the cloth is 12,000 years old.

34 A New Kind of Test

39 For many years, archaeologists did not have a good way to tell the age
53 of their artifacts. Then in 1947 a scientist named Willard Libby was doing
66 a fossil study in paleontology. Libby came up with a theory based on a
80 fact. All living plants take in a small amount of carbon-14. The amount of
94 carbon-14 gets smaller as time passes. Libby
101 used logic. He knew that the less carbon-14
109 found, the older the object was. He called this
118 process "carbon dating." This method helps
124 scientists know the age of the artifacts they
132 discover.

133 In the 1980s, archaeologists first found
139 signs of human activity inside a cave in the
148 mountains of Peru. They used carbon dating
155 to learn the age of bone and charcoal pieces
164 found there. Those artifacts all proved to be
172 around 12,000 years old. They learned that
179 humans had gone into that region not long
187 after the last glacier period ended about
194 12,500 years ago.



Aaron Roeth Photography

An archaeologist handles artifacts with care.

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. There were also bundles of plant material that people used for weaving. Archaeologists could tell that an advanced people had been there. They did not know how old the samples were, however. Scientists knew humans had visited the cave. No one knew when. Were the bits of cloth 100 years old or 12,000 years old?

The small pieces of cloth had not been tested with the other cave samples for a reason. The first method of carbon testing had not been useful with small fragments. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This technique can determine the age of even one hair. Scientists finally learned that the bits of fabric were also 12,000 years old. They were now certain that prehistoric people had made the cloth.

At last, scientists were able to learn more about who visited the cave. Early researchers thought that humans had gone to the mountains to find food. Hunters would probably have been men. Scientists believe that women were probably the ones to weave, as in other cultures. This suggests that women must also have gone into the mountains with the men. They must have stayed there long enough to weave fabric.

Scientists have fresh insights about ancient times because of carbon dating. They now have a way to look back in history—like using a telescope on the past. Scientists can comprehend more about the time before history was written.



Guitarero 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.**Possible responses provided.**

1. Look at paragraph 2 on the first page of the passage. In what year did Willard Libby discover a way to date fossils?

Libby discovered carbon dating in 1947.

2. Look at paragraph 3 on the first page of the passage. What happened in the 1980s?

In the 1980s, archaeologists first found signs of humans in a cave in the mountains of Peru.

3. The section called “More Advanced Dating” describes how scientists learned about the humans who once lived inside a cave in Peru. In this section, which of these events happened first?

a. Archaeologists found signs that humans had drawn on the cave walls.

b. Archaeologists found bits of rope and thread in the cave.

c. A more advanced method of carbon dating was used on the bits of fabric.

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 _____

Niaux Cave: Gallery of Prehistoric Art

The Niaux Cave is located in the Pyrenees Mountains in southern France. It is famous for its very old wall paintings. The cave entrance is set high on the side of a mountain. Scientists think that this land formation created a warm climate. Therefore, the caves sheltered both animals and people at the end of the last Ice Age. In 1906 wall drawings of three bison, a horse, and a weasel were found in the main hall of the Niaux Cave. In 1971 scientists studied the paintings. A process called radiocarbon dating tested the charcoal used to create the wall art. The purpose was to identify how old the art was. The tests confirmed that the paintings were at least 14,000 years old.



CAPOLUS/Pixtal/agefotostock

A prehistoric wall painting from the Niaux Cave in France

Answer the questions about the text. **Possible responses provided.**

1. Expository text provides factual details about a topic. List one fact from the text about the Niaux Cave.

The Niaux Cave is located in the Pyrenees Mountains in southern France.

2. What details does the photograph show?

The photograph shows an actual cave painting of a bison. It appears that the bison has arrows or spears in its side.

3. How does the caption, the text below the photograph, help you to better understand the topic?

The caption explains that the photograph is one of the wall paintings found in the Niaux Cave.

Name _____

Knowing the meaning of Greek roots can help you figure out the meanings of unfamiliar words, such as *archaeologists* in the following sentence.

For many years, **archaeologists** did not have a good way to tell the age of their artifacts.

Look at the chart of Greek roots. Then read each passage and decide whether the statement below the passage is true or false.

Greek Root	Meaning
<i>archaeo</i>	ancient
<i>ology</i>	study or science of
<i>paleo</i>	prehistoric past
<i>tech</i>	skill

1. For many years, **archaeologists** did not have a good way to tell the age of their artifacts.

Archaeologists are people who build buildings.

True

False

2. Then in 1947 a scientist named Willard Libby was doing a fossil study in **paleontology**.

Paleontology is the study of the prehistoric past.

True

False

3. Finally, in 2011 a more advanced method of carbon dating was used on the bits of fabric. This **technique** can determine the age of even one hair.

A **technique** is a piece of electrical equipment.

True

False

Name _____

Sometimes when a prefix is added to word, the last letter of the prefix gets “absorbed” by the base word or root. This means the last letter of the prefix changes to match the first letter of the base word or root.

- The prefix *ad-* means “to” or “toward.”
accompany (*ad* + *company*) means “to go with someone”
arrange (*ad* + *range*) means “to put into order”
attain (*ad* + *tain*) means “to reach to or arrive at”
- The prefix *in-* usually means “not” or “the opposite of” (*indirect*).
Add *im-* to words that begin with *m* (*immaterial*) or *p* (*impossible*).
Add *ir-* to words that begin with *r* (*irrelevant*).
Add *il-* to words that begin with *l* (*illegible*).

Read the words below. Identify the absorbed prefix by underlining it. Then write the meaning of the prefix. The first one has been done for you.

- | | | |
|--------------------------|-------|--------------------|
| 1. <u>im</u> perfect | _____ | not or opposite of |
| 2. <u>ac</u> custom | _____ | to or toward |
| 3. <u>ir</u> regular | _____ | not or opposite of |
| 4. <u>im</u> mature | _____ | not or opposite of |
| 5. <u>il</u> legal | _____ | not or opposite of |
| 7. <u>ar</u> rest | _____ | to or toward |
| 8. <u>ir</u> responsible | _____ | not or opposite of |

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 the author used text structure to convey the main idea and key details.

Topic sentence	→	In “Ancient Threads Reveal Early Weavers,” the author uses time-order sequence to show how archaeologists learned about an early human settlement in Peru. First , the author describes, in time order, the steps in the development of carbon dating of ancient objects. Then, the author explains the process archaeologists used to identify when humans lived in the settlement. This included carbon dating bones and charcoal first, and later, bits of cloth. The author’s use of sequence helps readers follow these events.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author used text structure to convey the main idea and key details. Cite evidence from the text. Remember to develop the topic with relevant facts or examples and to use prepositions and prepositional phrases correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____

Beginning students may draw and label or give one-word answers. _____

Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary. _____

End with a concluding statement: _____

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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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language. Intermediate students may write short simple sentences using the present tense and high-frequency vocabulary.

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Name _____

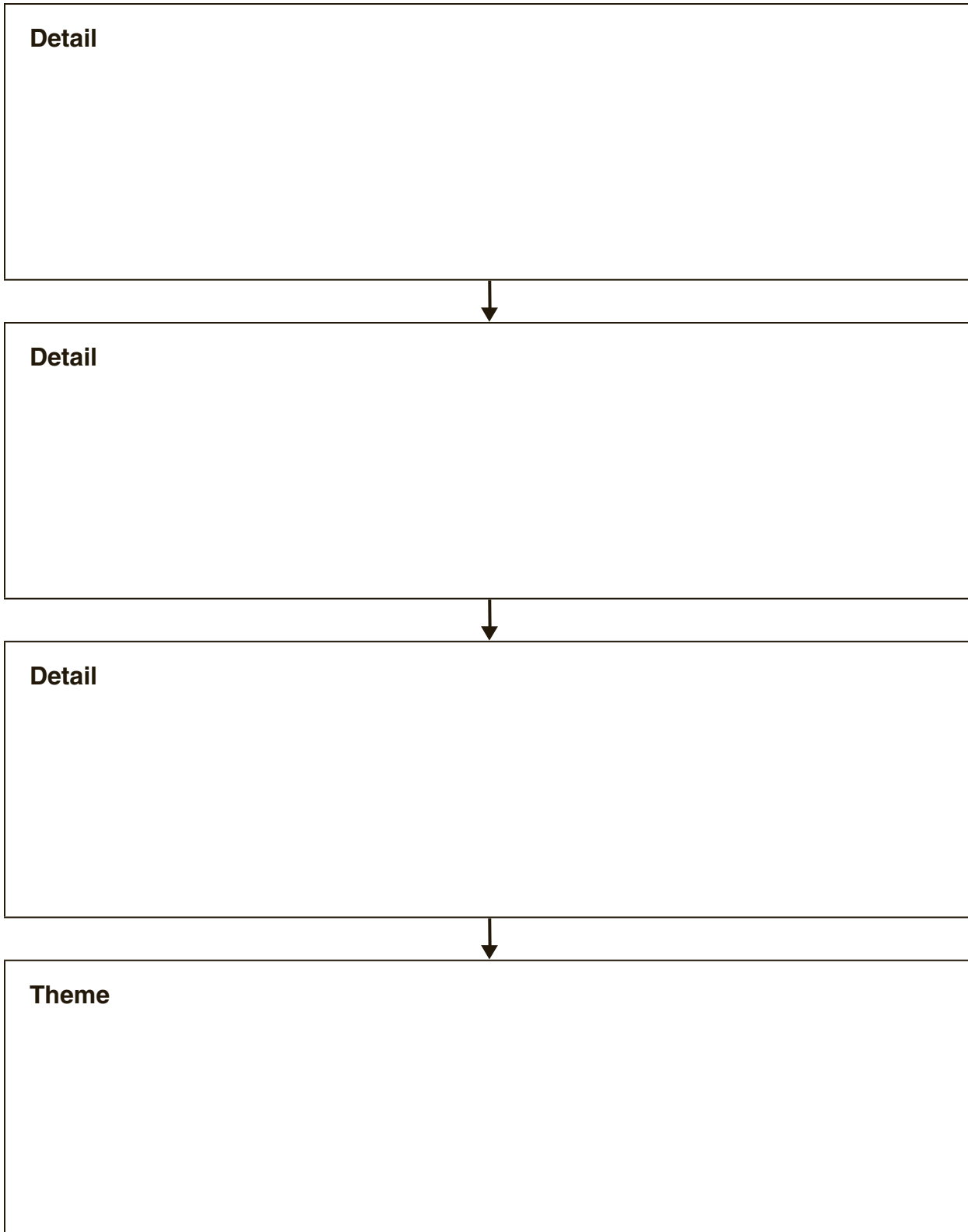
Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
incentive	My mother will take me to the movies as an <u>incentive</u> to clean my room.	
horizons	Science camp helped us expand our <u>horizons</u> .	
recreation	Camping is my family's favorite form of <u>recreation</u> .	
unfettered	<u>Unfettered</u> by the cage, the bird flew out the window.	

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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.



Photodisc/Punchstock

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

1. Look at the title of the poem. Who is the speaker talking to?

President Abraham Lincoln

2. In the second stanza, the speaker says, “You saw to it that people were free, No matter their color or race or creed.” Does the speaker think this is a good thing? Explain.

Yes, the speaker thinks what Lincoln did was good because he tried to make sure people were free.

3. What words from the poem show that the speaker thinks Lincoln was a good man?

The speaker describes Lincoln as solid, firm, and says he had many worries.

4. Which statement best describes the theme, or message, of this poem? Circle the letter of your answer.

a. Although Lincoln is now dead, his accomplishments have lasted a long time.

b. Lincoln knew that people should be free.

c. The burdens that Lincoln faced caused him to live a short life.

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. Lyric poetry expresses the speaker's thoughts and feelings. In this text, what thought or feeling does the speaker express?

The speaker expresses how noisy and busy the city is, and how people can pass something beautiful and not take the time to notice it.

2. Repetition is the repeating of the same words, phrases, or lines. What repetition can you find in this text?

The speaker repeats the words "On they go."

3. Imagery is the use of words that appeal to the senses to describe. What is one example of imagery in this text?

Possible response: The painter is quiet and observant.

Name _____

Repetition is the repeating of a word or phrase.

Example: *Sing, sing. Sing* your song.

Imagery is the use of words to create a picture in the reader's mind.

Example: Like dark lace, the bare branches of winter's trees spread across the sky.

Read the lines of the ode below. Then answer the questions.

Possible responses provided.

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. What line is repeated in the poem?

I think to myself those hands once held

2. Find two other words that are repeated in the poem. Circle those words.

3. What images, or pictures, come to mind as you read? Describe two of these images.

I think about a big statue of Abraham Lincoln in a chair and a battlefield with soldiers lying on it.

4. Write a short poem about morning. Include repetition and imagery.

Answers will vary but should include imagery and repetition, such as:

Every morning I see the sun. The sun greets me. The sun is warm.

Name _____

Poets use **figurative language**, such as similes and metaphors, to engage readers by creating images through comparison. One type of figurative language is **hyperbole**, or exaggeration, as in the bold phrase in this passage. Authors use hyperbole to emphasize a point.

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.

Read each passage. Pay special attention to the words in bold. Then read each statement below the passage and write an X to show if it is true or false.

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.

The poet says that the marble arms and hands of Lincoln's statue are more solid than the earth itself.

True

False

2. You followed the path you chose for yourself

As surely as the stars follow their paths across the sky.

The poet compares the way Lincoln followed his path through life to the way a star follows its path across the sky.

True

False

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,

The poet compares Lincoln's worries to mountains of stone.

True

False

Name _____

Many English words contain Greek or Latin word parts. Some of these word parts come from Greek and Roman myths. Understanding the relationship between English words and their origins in mythology can help you determine the meaning of unfamiliar words.

A. Read each clue about mythology on the left. Draw a line to the English word on the right that is based on the Greek or Roman name. The first one has been done for you.

- | | |
|--|----------|
| 1. Cupid, Roman god of love | echo |
| 2. Echo, Greek character who could only repeat the words of others | January |
| 3. Flora, Roman goddess of flowers | museum |
| 4. Janus, Roman god of beginnings | Olympics |
| 5. Olympus, mountain home of the gods | titanic |
| 6. Muses, Greek goddesses of arts and sciences | cupid |
| 7. Ceres, the Roman goddess of grain | floral |
| 8. Titans, Greek giants with enormous strength | cereal |
-

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her argument about how the author develops the theme of the poem.

Topic sentence	→	I think that in "Ode to Mr. Lincoln," the poet does a good job presenting the theme that Abraham Lincoln's achievements have lived beyond his actual life.
Evidence	→	For example, the poet describes the hands of Abraham Lincoln's statue holding "the future of democracy." The poet also tells how Lincoln believed in freedom for all, something we still care about today.
Concluding statement	→	In my opinion, the theme of the poem is well-developed and meaningful.

Write a paragraph about the text you have chosen. Show how the theme is developed in the text. Cite evidence from the text. Remember to support your claims with clear reasons and relevant evidence. Also, make sure to combine sentences well.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary depending on language ability:** _____**Beginning students may draw and label or give one word answers.****Intermediate: May write short simple sentences using the present tense and high frequency vocabulary.**

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.

Answers will vary depending on language ability: Beginning students may draw and label relevant words or write in their native language.

Intermediate: May write short simple sentences using the present tense and high frequency vocabulary

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