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<td>Index</td>
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</tbody>
</table>
Which example is better? Underline the sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. expectations</td>
<td>Julio sees a movie he knows nothing about.</td>
<td>Ian thinks a movie will have a happy ending.</td>
</tr>
<tr>
<td>2. fringes</td>
<td>Gary sits by the back door of the restaurant.</td>
<td>Jasmine stands in the center of the room.</td>
</tr>
<tr>
<td>3. hesitating</td>
<td>Alma wonders if it is too late at night to call a friend.</td>
<td>Leo is the first one in line to sign up for soccer.</td>
</tr>
<tr>
<td>4. humiliation</td>
<td>An actor accidentally trips and falls while he is on stage.</td>
<td>A clown waves to the audience.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Words to answer the questions below.

5. Is someone sincere if he really means it when he tells his sister he is proud of her? Explain.

6. Is being coaxed into doing something the same as being told to do it? Explain.

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversations with your child.
Read each section of “Rope Burn.” Then fill in the parts of the story map for each section. Include the page numbers on which you found the story elements.

**Section 1** pages 28–30
- Setting
  - gym (pages 28–29)
  - lockers (page 30)
- Characters
  - Richard (page 30)
- Conflict

**Section 2** pages 32–37
- Setting
- Plot Events

**Section 3** pages 38–39
- Setting
- Resolution

On a separate sheet of paper, write a summary of “Rope Burn.” Use the story map to help you.
Christy wanted to join her school’s cheerleading squad. She knew, though, that several others trying out could do a back handspring, which she could not.

Christy went to Mrs. Michaels, the squad’s advisor, for help. Mrs. Michaels explained how to do a back handspring. “Bend your knees. Then jump backward very hard, swinging your arms up. Kick your legs over your head. When your hands touch the ground, push off to return to a standing position.” Christy tried the move with Mrs. Michaels spotting her. She was able to do the first parts, but not the landing. She didn’t give up, though. Every afternoon she practiced, with her cousin spotting her.

On the day of the tryouts, Christy was well prepared. She performed two perfect back handsprings! Shortly after, she learned that she had been chosen for the squad.

Now fill in the missing information in the graphic organizer.

**Conflict**

**Plot Events**

**Resolution**

**School: Home Connection**

Discuss with your child the conflict and resolution in another story your child has read.
Name ________________________________

Read each story description. Circle the letter of the correct genre.

1. A story about a girl who meets President Abraham Lincoln
   A legend          C folktale
   B historical fiction    D myth

2. A story about a fox and a bear who learn to help each other
   A tall tale            C play
   B realistic fiction    D fable

3. A story about a boy who learns how to tie knots
   A folktale          C realistic fiction
   B legend             D tall tale

Read the following sentences and answer the questions.

Brady was a fifth-grade student who lived in Colorado Springs with his family. His hobby was taking pictures of birds.

4. Do the sentences describe a character who could appear in a realistic fiction story? Explain your answer.
   ________________________________

There is an island in the Pacific Ocean that is invisible to most people. Ships sail past it and do not know that it is there.

5. Do the sentences describe a place that could be the setting of a historical fiction story? Explain your answer.
   ________________________________

School-Home Connection
Ask your child to describe the characteristics of narrative text. Then discuss stories family members have read or heard that are examples of the different genres.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
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17. __________________________
18. __________________________
19. __________________________
20. __________________________

Spelling Words
1. bandage
2. chest
3. drift
4. dull
5. dusk
6. stretch
7. flock
8. fond
9. measure
10. does
11. scrap
12. shift
13. smash
14. switch
15. swept
16. threat
17. timid
18. plaid
19. trust
20. twist

School-Home Connection
Have your child write the Spelling Words and underline the letter or letters that stand for the short vowel sound in each word.
Declarative and Interrogative Sentences
Lesson 1

Circle the interrogative sentences. Underline the declarative sentences.

1. How does Jay like his new school?
2. What does Karen enjoy most about her school?
3. Sara takes piano lessons.
5. Jay helps Lisa with the math homework.
6. How does Susan prepare for the physical education test?

If the sentence is correct, write correct. Rewrite the incorrect sentences correctly.

7. What is the name of the coach.
   ________________________________

8. John and Roberto play basketball every Saturday.
   ________________________________

9. what does Lisa discover about her new neighborhood?
   ________________________________

10. Gale tries out for the volleyball team.
     ________________________________

11. Why is Tim waiting to see the teacher.
     ________________________________

12. I will look in my desk for the calculator?
     ________________________________

School–Home Connection
Work with your child to write a letter about your community. Have your child use two declarative sentences to describe your community and two interrogative sentences to ask about the recipient’s community.

Practice Book
© Harcourt • Grade 5
Use what you know about the Vocabulary Words to answer the following questions.

1. If a person is *exhilarated*, is he completely bored or wildly excited?

2. If an area is *designated* for swimming, can you swim there or must you stay away?

3. If someone is a chess *maven*, is she a beginner or an expert?

4. If a person is *conceited*, does he mostly praise himself or praise others?

5. If you see a woman with a *smirk* on her face, is she likely to be kind or unkind?

6. If a girl felt *mortified*, would she more likely dance or hide in a corner?

7. If a boy *reigned* on a baseball diamond, was he the best player or the worst player?

Discuss the Vocabulary Words with your child. Work with your child to make up a story using some of the words.
Read each section of “Line Drive.” Then fill in the different parts of the story map for each section.

**Section 1**
pages 58–61

- **Setting**
- **Characters**

**Conflict**

**Section 2**
pages 63–67

- **Plot Events**

**Section 3**
page 67

- **Resolution**
Van and Lucas were busy wrestling instead of completing the passing drill. Nate really wanted to make the soccer team, but his brothers didn’t seem to care.

“Pay attention!” Nate said. “You’re making me look bad.”

Van and Lucas looked at each other and smiled. Then they jumped on Nate, pushed him to the ground, and started to wrestle again.


Van and Lucas shrugged and headed off to the gym. Nate got up off the ground.

“Oh okay,” he said to himself. “Maybe now I can show my soccer skills.”

**Plot: Conflict and Resolution**

<table>
<thead>
<tr>
<th>Conflict</th>
</tr>
</thead>
</table>

| Plot Events |
| 1. |
| 2. |
| 3. |

<table>
<thead>
<tr>
<th>Resolution</th>
</tr>
</thead>
</table>
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
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16. __________________________
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18. __________________________
19. __________________________
20. __________________________

Spelling Words
1. needle
2. speech
3. reason
4. crease
5. thief
6. fade
7. obtain
8. faint
9. steep
10. rayon
11. eager
12. shadow
13. kneeling
14. mild
15. coach
16. smoke
17. twice
18. human
19. teenage
20. niece

School–Home Connection
Work with your child to write a sentence for each Spelling Word. Have your child circle the vowels in each Spelling Word that spell the long vowel sound.
Name

Rewrite the following as imperative sentences.

1. The batter hits the ball into the outfield.

2. The outfielder throws the ball to third base.

3. The hitter bunts the ball.

4. He tags the runner out.

5. She steals a base.

Label each of the following as an exlamatory sentence or an interjection. Add a related exlamatory sentence after each interjection.

6. Oh, no!

7. The mayor came to the game!

8. Wow!

9. We won the championship for the third season in a row!

10. No way!

School–Home Connection

Work with your child to write two imperative and two exclamatory sentences about a sport other than baseball. Then ask him or her to add an interjection to one of the sentences.
Which example is better? Underline the sentence.

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<thead>
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<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pried</td>
<td>Penelope pried open the heavy door.</td>
<td>Penelope pried open an envelope.</td>
</tr>
<tr>
<td>2. desperately</td>
<td>Carla searched desperately for her lost car keys.</td>
<td>Carla desperately watched the parade.</td>
</tr>
<tr>
<td>3. sneered</td>
<td>Mom kissed me, sneered, and said “Good-night, dear.”</td>
<td>The bully sneered and said, “Tough luck!”</td>
</tr>
<tr>
<td>4. indignantly</td>
<td>Jeremy indignantly told his boss he was tired of working late.</td>
<td>Jeremy indignantly told his boss he was happy to accept a promotion.</td>
</tr>
<tr>
<td>5. urgently</td>
<td>Bea urgently strolled through the park.</td>
<td>Bea urgently called her sister to say that there was an emergency.</td>
</tr>
<tr>
<td>6. grudgingly</td>
<td>Sebastian grudgingly agreed to do his chores.</td>
<td>Sebastian grudgingly agreed to eat his favorite dish.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Words to answer the questions below.

7. If someone desperately wants to travel to India, does that person have a strong desire to visit India? Explain. ________________________________

8. If you sneered at someone, did you act in a friendly, respectful way? Explain. ________________________________

School-Home Connection
Discuss the Vocabulary Words and their meanings with your child. Over the next few days, use some of the words in conversations. Encourage your child to use them, too.
As you read each section of “Chang and the Bamboo Flute,” think about what Chang’s actions and thoughts tell you about him. After reading each section, answer the questions below.

**Section 1 pages 82–83**

**Character’s Traits**

What does Chang do when Mei Mei’s father asks him to play the flute?

**Character’s Motives**

Why does Chang respond this way?

What does this tell you about Chang?

**Section 2 pages 84–89**

**Character’s Traits**

What does Chang do when his mother’s wok is lost?

**Character’s Motives**

Why does Chang do this?

What does this tell you about Chang?

**Section 3 pages 90–92**

**Character’s Traits**

What does Chang do for the first time when Bo urges him to play the flute?

**Character’s Motives**

Why does Chang do this?

What does this tell you about Chang?

On a separate sheet of paper, write a summary of “Chang and the Bamboo Flute.” Use the graphic organizer to help you.
Brandon loved to play the harmonica, but he didn’t feel comfortable playing if other people were listening. So every day after school, he went to his room and played. What he didn’t know was that his younger sister, Ginger, hid outside his window and listened to him play. Ginger lay on the grass, closed her eyes, and daydreamed while Brandon played.

One day Ginger heard Brandon become frustrated with his playing. She peeked in the window just in time to see Brandon throw his harmonica into his wastebasket. Ginger thought Brandon would later regret throwing it away. That night while Brandon washed his hands before dinner, she took the harmonica out of the trash and placed it on his dresser.

<table>
<thead>
<tr>
<th>Ginger’s Traits, Thoughts, Words, and Actions</th>
<th>Ginger’s Motives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traits:</td>
<td></td>
</tr>
<tr>
<td>Thoughts:</td>
<td></td>
</tr>
<tr>
<td>Actions:</td>
<td></td>
</tr>
</tbody>
</table>

Discuss with your child the motives of the main character in another story your child has read recently.
Read the paragraphs below. Use context clues to identify the meanings of the underlined words.

My brother Alfonzo tried to dissuade our family from going to Aunt Lindy’s picnic. He listed several reasons why we shouldn’t go. I knew the real reason he didn’t want to go. Alfonzo had been learning to play the ukulele, a small guitar with four strings. If we went, my cousins would make him play, and Alfonzo has always been modest. He is the shiest person in our family.

I was glad that our dad decided we would go anyway. We had so much fun! Uncle Enrique took me out in the lake in his rowboat, and we even saw a wading egret. It had white feathers and a long, curved neck. After lunch, my cousins asked Alfonzo for some music, and he played two songs. Everyone was very impressed.

Circle the letter of the sentence ending that makes the most sense.

1. If someone tries to dissuade you, that person tries to _______.
   A persuade you not to do something
   B convince you to do something
   C teach you how to do something
   D make you happy

2. A ukulele is a _______.
   A part of a boat
   B type of food
   C lively song
   D musical instrument

3. If someone is bashful, he or she is _______.
   A bold
   B shy
   C a musician
   D very young

4. An egret is a _______.
   A rare type of fish
   B kind of motorboat
   C white bird with a long neck
   D small guitar with four strings
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. counter
2. fraud
3. oyster
4. appoint
5. drawn
6. awning
7. laundry
8. feud
9. shawl
10. jewel
11. royalty
12. powder
13. annoying
14. cashew
15. scoop
16. bamboo
17. browse
18. ointment
19. rooster
20. rescue

School–Home Connection
Work with your child to write the Spelling Words in alphabetical order. Then have them write the words in reverse alphabetical order.
Circle the subject and underline the predicate in each sentence.

1. The hurricane did not do much damage to the house.
2. The windows were shattered.
3. My friends helped us.
4. I lost my flute in the storm.
5. Angela rushed to the house.
6. My father fixed the roof.

Write a subject or predicate to complete each sentence. Label the sentence part that you added.

7. The school
8. ___________________________ were broken.
9. Claire ___________________________
10. ___________________________ raised money to help homeless people.
11. The orchestra ___________________________
12. ___________________________ donated clothes and food.
13. Many businesses ___________________________
14. ___________________________ started to clean up the mess.
15. Her parents ___________________________

Help your child write three sentences about a community service he or she might participate in. Ask your child to identify the subject and predicate of each sentence.
Which example is better? Underline the sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crusaded</td>
<td>Someone worked hard to help the homeless.</td>
<td>Someone drove long distances without stopping.</td>
</tr>
<tr>
<td>2. faze</td>
<td>A news story you read upsets you.</td>
<td>A news story you read makes you happy.</td>
</tr>
<tr>
<td>3. eccentric</td>
<td>The crossing guard always wears a yellow vest.</td>
<td>The crossing guard always wears purple socks and green shorts.</td>
</tr>
<tr>
<td>4. relented</td>
<td>A girl agreed to join the team after first saying no.</td>
<td>A girl would not agree to join the team.</td>
</tr>
<tr>
<td>5. impassable</td>
<td>A roadway goes through a mountain pass.</td>
<td>A roadway is blocked by snow.</td>
</tr>
<tr>
<td>6. infuriated</td>
<td>A man became very angry about what happened.</td>
<td>A man left the room after the event was over.</td>
</tr>
<tr>
<td>7. disheartened</td>
<td>People are hopeful that they will reach a goal.</td>
<td>People have lost hope that they will reach a goal.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Words to answer the questions below.

8. What is something you would be willing to crusade for? Why?

9. What is something that infuriates you? Why?
As you read “The Daring Nellie Bly: America’s Star Reporter,” think about what Nellie Bly’s actions and thoughts tell you about her. After reading each section, answer the questions below.

**Section 1** page 110

**Character’s Actions and Thoughts**
How does Nellie Bly respond to her editor’s doubts?

**Character’s Motives**
Why does Nellie Bly do this?
What does this tell you about her?

**Section 2** pages 111–115

**Character’s Actions and Thoughts**
What does Nellie Bly do when faced with numerous delays and competition from another reporter?

**Character’s Motives**
Why does Nellie Bly do this?
What does this tell you about her?

**Section 3** pages 116–117

**Character’s Actions and Thoughts**
What does Nellie Bly do after achieving fame for her success?

**Character’s Motives**
Why does Nellie Bly do this?
What does this tell you about her?

On a separate sheet of paper, write a summary of “Nellie Bly: America’s Star Reporter.” Use the graphic organizer to help you.
Read the paragraphs. Then fill in the missing information in the chart.

Ethel L. Payne (1911–1991) was a well-known African American journalist. Her career as a reporter began in the 1950s and lasted until the 1980s. An important part of her work focused on the Civil Rights movement.

Ethel Payne is widely remembered for a question she asked at a White House press conference with President Dwight Eisenhower. She asked the President about segregation, or the intentional separation of people of different races. The question shocked President Eisenhower and the other reporters in the room. The President was surprised and seemed upset by the question. The interaction was discussed around the country. It gave special attention to the Civil Rights debate.

Ethel Payne dedicated her career to raising questions about important issues of her time. At one point, while looking back on her career, she said “I fought all of my life to bring about change.”

<table>
<thead>
<tr>
<th>Ethel Payne’s Actions, Words, and Traits</th>
<th>Ethel Payne’s Motives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Words:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Traits:</strong></td>
<td></td>
</tr>
</tbody>
</table>

School-Home Connection

With your child, read a newspaper article about an important person in your community or state. Use the person’s words and actions to discuss his or her traits and motives.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ____________________  
2. ____________________  
3. ____________________  
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16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

Spelling Words

1. talked
2. hurried
3. smiling
4. dropped
5. clapping
6. stepped
7. worried
8. worrying
9. changing
10. stayed
11. buying
12. dried
13. picnicking
14. scared
15. driving
16. obeyed
17. playing
18. tried
19. carried
20. hurrying

School-Home Connection
Work with your child to write the base word for each Spelling Word. For example, the base word for carried is carry.
Add a subject or a predicate to complete each sentence. Label the part you added.

1. Joseph ____________________________.
2. ____________________________ broke down three blocks from the hotel.
3. The airplane ____________________________.
4. ____________________________ were at the theater.
5. The taxi ____________________________.

Write a sentence using the simple subject and the simple predicate given.

6. I, lost ____________________________
7. The alarm clock, was ____________________________
8. Jessie, telephoned ____________________________
9. We, walked ____________________________
10. Talisha, saw ____________________________

School-Home Connection

Have your child write three sentences using subjects and predicates that you select.
Use what you know about the Vocabulary Words to answer the following questions.

1. If a person is genial, is he rude or friendly?

2. Is prognostication telling what is past, or predicting what could happen?

3. If someone were stricken with an illness, would she be very ill or slightly ill?

4. Would a person behaving dramatically show strong feeling or no feeling?

5. Which might someone need to restrain, an angry dog or a sleeping kitten?

6. If you act in protest about something, do you disagree or agree with it?

7. Which would a person do feverishly, fall asleep while reading or work to meet a deadline?

8. If a person is overcome with a feeling, is the feeling strong or mild?

9. If you saw a movie that was a flop, would you be sad or glad that you saw it?

10. If you saw a spectacular movie, would you be sad or glad that you saw it?

Discuss the Vocabulary Words with your child. Work with your child to make up a story using some of the words.
There was one chore Jared hated more than anything—making his bed. However, his mother would not take him to school until it was done.

One morning, Jared and his younger brother, Caleb, were eating breakfast. “I hate making my bed!” said Jared. “I’d do anything to avoid it.”

Caleb made a face as he took a bite of his cold, rubbery oatmeal. “Really?” he said. “I like to make beds. I guess that’s because I like to have everything neat.”

Jared looked at Caleb’s cereal. “Are you sure you made that oatmeal right?” Jared asked.

“I don’t think so,” Caleb said. “I hate making breakfast.”

Jared looked thoughtful. “I have an idea!” he said.

The next day, Jared made two hot breakfasts—one for himself and one for Caleb. At the same time, Caleb made two beds—his and Jared’s. As they happily ate together, Jared thought, “I’ll never have to make another bed!”

Read the story. Circle the paragraph that explains the conflict. Underline the sentences that tell the resolution.

Now fill in the missing information in the chart.

Conflict

Plot Events

Resolution

With your child, discuss some of the problems of daily life, such as getting ready for school on time or dividing up chores fairly. Discuss the real-life solutions you have come up with.
Read the story. Then fill in the missing information in the chart.

Dana stood on a tiny platform high up in the treetops. “What am I doing here?” she thought wildly. “I'm afraid of heights!” She touched her “Tree Adventures” badge for good luck. “Come on, Dana, you signed up for this!” she told herself sternly.

Dana looked across the forest clearing. On the other side of it, in another treetop, was the platform she would be jumping to. A wire stretched across the gap, high above the forest floor. Dana knew that she needed to grab the rope that dangled from the wire and swing across the gap to the other platform. She knew that her harness would keep her safe if she lost her grip. Still, her feet felt as if they were nailed to the platform.

Dana took a deep breath. “Ready or not, here I come!” she shouted as loudly as she could. Then she grabbed the rope and leaped into space.

**Dana’s Thoughts, Words, Actions, and Traits**

Thoughts:

Words:

Actions:

Traits:

**Dana’s Motives**

Discuss with your child something he or she is motivated to do, and discuss his or her words, actions, and traits that reveal the motive.
Read each story description. Circle the letter of the answer to tell what kind of narrative text the story is.

1. a story about a boy who wants to form his own band
   A a tall tale
   B historical fiction
   C realistic fiction
   D a folktale

2. a story about a cowboy who uses a live rattlesnake for a rope and drains an entire river to water his ranch
   A realistic fiction
   B a tall tale
   C historical fiction
   D a myth

3. a story about a pioneer girl who crosses America in the 1800s
   A a folktale
   B realistic fiction
   C a fable
   D historical fiction

Read the following passage, and then answer the question.

Pele is the Hawaiian goddess of the volcano. She uses Pa'oa, her special stick, to dig craters and cause fiery lava to erupt and flow.

4. Does the passage describe a realistic fiction story? Explain your answer.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Read the passage below. Use context clues to figure out the meanings of the underlined words.

Amelia Earhart was born in 1897. When she was ten years old, she observed her first airplane, at a state fair. At the time, the “thing of rusty wire and wood” did not interest her. Another decade passed. That ten years made a difference. When a stunt plane swooped down at her while she was standing in a clearing, she was suddenly fascinated by flying. Soon afterwards, she took her first flying lesson. This was the beginning of her flying career.

Amelia Earhart set many aviation, or flying, records. She was the first woman to fly solo across the Atlantic Ocean. She set many other solo flying records. She was the first person to fly alone across the country and over the Pacific Ocean. Sadly, she disappeared in 1937 while trying to be the first woman to fly a plane around the world. Amelia Earhart will always be remembered for her courage and her achievements.

Circle the letter of the ending that makes the most sense.

1. When Amelia Earhart observed an airplane at the state fair, she ______.
   A flew in it
   B won a prize for building it
   C noticed things about it
   D took lessons in it

2. The word aviation has to do with ______.
   A ancient reptiles
   B flying
   C long-distance trucking
   D women in industry

3. Something that is done solo is done ______.
   A alone
   B with a copilot
   C with a group of people
   D at a party

With your child, create new sentences using each of the underlined words.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stretch</td>
<td></td>
</tr>
<tr>
<td>2. does</td>
<td></td>
</tr>
<tr>
<td>3. measure</td>
<td></td>
</tr>
<tr>
<td>4. reason</td>
<td></td>
</tr>
<tr>
<td>5. coach</td>
<td></td>
</tr>
<tr>
<td>6. kneeling</td>
<td></td>
</tr>
<tr>
<td>7. twice</td>
<td></td>
</tr>
<tr>
<td>8. rayon</td>
<td></td>
</tr>
<tr>
<td>9. appoint</td>
<td></td>
</tr>
<tr>
<td>10. scoop</td>
<td></td>
</tr>
<tr>
<td>11. drawn</td>
<td></td>
</tr>
<tr>
<td>12. feud</td>
<td></td>
</tr>
<tr>
<td>13. jewel</td>
<td></td>
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<tr>
<td>14. fraud</td>
<td></td>
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<tr>
<td>15. royalty</td>
<td></td>
</tr>
<tr>
<td>16. hurried</td>
<td></td>
</tr>
<tr>
<td>17. scared</td>
<td></td>
</tr>
<tr>
<td>18. changing</td>
<td></td>
</tr>
<tr>
<td>19. buying</td>
<td></td>
</tr>
<tr>
<td>20. obeyed</td>
<td></td>
</tr>
</tbody>
</table>
Read this part of a student’s rough draft. Then answer the questions below.

(1) Why does our school have a talent show every year. (2) Our students have some very unusual talents. (3) Javier performs some amazing tricks. (4) Rianna trained her dog to balance a ball on its nose! (5) Make sure to go to the talent show. (6) It is a lot of fun and full of surprises!

1. Which is a correct declarative sentence?
   A  Sentence 1  
   B  Sentence 2  
   C  Sentence 5  
   D  Sentence 6  

2. Which is an imperative sentence?
   A  Sentence 2  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5  

3. Which sentence has an incorrect end mark?
   A  Sentence 1  
   B  Sentence 2  
   C  Sentence 3  
   D  Sentence 5  

4. Which type of sentence is Sentence 1?
   A  declarative  
   B  exclamatory  
   C  interrogative  
   D  imperative  

5. Which is an exclamatory sentence?
   A  Sentence 1  
   B  Sentence 2  
   C  Sentence 4  
   D  Sentence 5  

6. Which type of sentence is Sentence 6?
   A  declarative  
   B  exclamatory  
   C  interrogative  
   D  imperative  

Read this part of a student’s rough draft. Then answer the questions that follow.

(1) I think that Ashley will be a famous violinist someday. (2) Ashley often plays solos in the school concerts. (3) and wins some big competitions. (4) Her teacher has introduced her to some well-known musicians. (5) Ashley practices at least three hours a day. (6) I don’t know how she does it!

1. Which is the simple predicate in Sentence 2?
   A Ashley  
   B often  
   C plays  
   D solos

2. Which is the error in Sentence 3?
   A It lacks a subject.  
   B It lacks a predicate.  
   C It should be interrogative.  
   D It should be imperative.

3. Which is the simple subject in Sentence 4?
   A Her  
   B teacher  
   C introduced  
   D musicians

4. Which is the complete predicate in Sentence 4?
   A Her teacher  
   B has introduced  
   C has introduced her to some well-known musicians  
   D well-known musicians

5. Which is the simple predicate in Sentence 5?
   A Ashley  
   B practices at least three hours a day  
   C at least three hours a day  
   D practices

6. Which is the complete subject in Sentence 2?
   A Ashley  
   B plays  
   C solos  
   D concerts
Use what you know about the Vocabulary Words to answer the following questions.

1. Does a wistful person feel happy or sad?

2. Is a person who feels grateful about something you have done likely to thank you or ignore you?

3. Is a person with a grim expression likely to tell you good news or bad news?

4. Does a raspy voice sound rough or smooth?

5. Would you want to climb a tree if bees swarmed near it?

6. Would you expect revelers to dance happily or sit quietly?

7. What type of fruit do you consider irresistible?

School/Home Connection

Work with your child to invent a story in which you include as many of the Vocabulary Words as you can.
Read each section of “The Night of San Juan.” Complete the sentences in the diagram. Then write the theme of the story.

Section 1  pages 153

Character’s Qualities | Character’s Actions | Character’s Motives
--- | --- | ---
José Manuel’s grandma | José Manuel’s grandma forbids him from playing on the streets. | José Manuel’s grandma thinks the streets are too dangerous.

Section 2  pages 154–159

Character’s Qualities | Character’s Actions | Character’s Motives
--- | --- | ---
Amalia is | The sisters come up with a plan to | The sisters want to
Evelyn is | | |
Aitza is | | |

Section 3  pages 160–161

Character’s Qualities | Character’s Actions | Character’s Motives
--- | --- | ---
José Manuel’s grandma is willing to | José Manuel joins the girls | José Manuel’s grandma thinks

Theme:

On a separate sheet of paper, write a summary of “The Night of San Juan.” Use the diagram to help you.
Read the story. Then fill in the graphic organizer below.

“That new kid sure looks mean,” said Max, nodding in Javier’s direction. “He scares me,” said Adra.

I had to admit that I was afraid of Javier as well. He is at least 4 inches taller than anyone else in our class. No one had ever seen him talk or smile.

When lunch was over, we all headed back to class. Adra was showing me her new four-color pen when she bumped into Javier, who was facing the other way in front of his locker. He looked surprised when he turned and found Adra sprawled on the floor.

“Oh, sorry,” said Javier. “I guess I was in the way.” His voice was soft and kind. He helped Adra to her feet. “Are you okay?” he asked, a look of concern on his face.

<table>
<thead>
<tr>
<th>Javier’s Qualities</th>
<th>Javier’s Actions</th>
<th>Javier’s Motives</th>
</tr>
</thead>
</table>

Theme:

Discuss with your child the theme in another story your child has read.
Use what you know about genre and about the plot of “The Night of San Juan” to answer the questions below.

1. What is the genre of “The Night of San Juan”?

2. What would you expect the setting, characters, and plot of a story of this genre to be like?

3. Does the conflict in “The Night of San Juan” fit the characteristics of realistic fiction? Why or why not?

4. Does the resolution in “The Night of San Juan” seem realistic? Why or why not?

5. Based on your answers to the questions above, do you think the author has written a good realistic fiction story? Explain your answer.

School/Home Connection
Ask your child to describe the characteristics of fiction stories. Then talk about the stories you and your child like best, and why you like them.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
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18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. drizzle
2. gobble
3. meddle
4. shuffle
5. bundle
6. pickle
7. hobble
8. topple
9. hurdle
10. vehicle
11. struggle
12. wiggle
13. spindle
14. speckle
15. griddle
16. ripple
17. article
18. triple
19. jingle
20. bugle

School–Home Connection
Work with your child to sort the Spelling Words into categories, such as Words with Double Letters or Words with the Same Vowel Sound.
Underline the compound subject in the sentence. Circle the conjunction that joins the subjects.

1. Jan and Kate make a presentation about our favorite things.
2. Soccer and baseball are the two most popular sports.
3. Chicken, hamburgers, and corn on the cob are my three favorite foods.
4. Milk and juice are two drinks Luis likes.
5. Oatmeal and broccoli are the two foods I like the least.

Write a sentence with a compound predicate that answers the question. Underline the compound predicate. Circle the conjunction that joins the predicates.

6. What do you do on a rainy Saturday?

7. What are three things that you do after school?

8. What are three things you do with your friends?

9. What do you do at the beach?

10. What are two things you do in the morning before you go to school?

School-Home Connection
Work with your child to write two sentences that use compound subjects and two sentences that use compound predicates.
Complete the sentences.

1. An actress might fret about an upcoming performance because

2. If your teacher assured you that you were ready for the test, you would probably feel

3. She nudged the cat curled up in the chair because she

4. A pink dress with big green dots might be described as outlandish because

5. A ruckus might make a baby cry because

6. A chef proclaimed that his food is the best in town because

School Home Connection
With your child, take turns using the Vocabulary Words in new sentences.
Read each section of “When the Circus Came to Town.” Complete each sentence in the diagram. Then write the theme of the story.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>pages 180–181</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character’s Qualities</strong></td>
<td><strong>Character’s Actions</strong></td>
</tr>
<tr>
<td>Ursula</td>
<td>Ursula refuses to go outside and keeps a scarf wrapped around her face.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th>page 182</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character’s Qualities</strong></td>
<td><strong>Character’s Actions</strong></td>
</tr>
<tr>
<td>Ursula is</td>
<td>Ursula agrees to play the harmonica after Ah Sam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3</th>
<th>pages 188–191</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character’s Qualities</strong></td>
<td><strong>Character’s Actions</strong></td>
</tr>
<tr>
<td>Ursula feels</td>
<td>Ursula stays to play even after</td>
</tr>
</tbody>
</table>

**Theme:**

On a separate sheet of paper, write a summary for “When the Circus Came to Town.” Use the diagram to help you.
Craig’s week started with two big tests at school. It ended with a basketball game that went into overtime.

By Friday afternoon, Craig was exhausted. He wanted to spend the evening reading his favorite comic book and catching up on sleep. However, he had promised his grandmother that he would help her carry boxes into her attic.

Craig considered calling his grandmother to cancel. He knew she would be disappointed, but he really wanted to relax. However, the thought of his grandmother’s sad voice convinced Craig that he should go.

His grandmother was delighted to see him. She made spaghetti and meatballs, his favorite dinner. When he was leaving, his grandmother gave him a huge hug. Craig was glad he had decided to go.

1. Why does Craig decide to go to his grandmother’s house?

2. What does this say about Craig?

3. What is the theme of the story?
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____________________________
2. _____________________________
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18. ______________________________
19. ______________________________
20. ______________________________

School–Home Connection
Choose ten words and scramble the letters. Have your child unscramble the letters and write the Spelling Words.
Label the sentence as simple sentence, simple sentence with compound subject, simple sentence with compound predicate, compound sentence, compound sentence with compound subject, or compound sentence with compound predicate.

1. The clowns make us laugh. ________________________________

2. My favorite performer is not in this show, but I think it will be good anyway. ________________________________

3. Noah and I wanted to have our faces painted, but there wasn’t enough time before the show. ________________________________

4. The clowns and the mimes competed for attention from the audience. ________________________________

5. The tigers looked scary, but they obeyed their trainer’s commands and behaved very well. ________________________________

Rewrite the sentence correctly. Add a conjunction in the correct place.

6. Alex had better be on time, I will go into the tent without him! ________________________________

7. The balloon artists worked before the show, later, they watched the circus with us. ________________________________

8. We live far from the theater, we arrived on time. ________________________________

9. The jugglers struggled, they had too much to handle. ________________________________

10. My favorite show is the circus, I go every year! ________________________________

School–Home Connection

Work with your child to write four sentences about the circus. Include one simple sentence with a compound subject and one compound sentence with a compound predicate.
Name

Use what you know about the Vocabulary Words to answer the following questions.

1. If you need *persuading* to see a movie, how do you feel about seeing it?

2. If something is *crucial* for your health, is it very important or not very important?

3. If soccer players *maneuvered* into position on the field, did they move quickly without thought or skillfully with careful planning?

4. If a person *encountered* traffic, did the person avoid traffic or come upon traffic?

5. How might a big storm cause a *crisis*?

6. If a girl *appealed* to her classmates, did she ask them to do something or tell them to do something?

7. If a boy showed *perseverance* in learning the piano, was it easy or hard for him?

8. If a singer thought it was her *destiny* to become famous, did she expect to become famous or hope to become famous?
As you read each section of “When Washington Crossed the Delaware,” fill in the sequence chart below.

**Section 1** pages 206–209

First Event

**Section 2** pages 210–213

Next Event

**Section 3** pages 214–216

Next Event

**Section 4** page 217

Last Event
Read the paragraph. Then fill in the graphic organizer to show the order of events.

On the evening of December 16, 1773, a group of men called the “Sons of Liberty” dressed up as Mohawk Indians. They went to Boston Harbor, where three British ships were docked. The ships belonged to a British trading company, and each one held a large shipment of tea. The disguised men quietly climbed on board each ship and then dumped crates of tea into Boston Harbor—45 tons in all. Once the men completed their mission, they fled, removed their costumes, and disappeared into the night. This event, known as the Boston Tea Party, was one of the earliest actions the colonists took against the British. Three years later, the Revolutionary War would begin.
Reference sources can help you find important information. Read each question below. Then choose from the box the reference source you would use to answer each question.

1. What is the correct pronunciation of the word regiment?
   
2. Where was Thomas Paine born?
   
3. What is a synonym for revolution?
   
4. What states border the Delaware River today?
   
5. What museums are located in Washington, D.C.?

Imagine you are doing research on the city of Philadelphia. Next to each reference source, write an example of one thing you might learn about Philadelphia there.

6. almanac
   
7. newspaper
   
8. atlas
   
9. encyclopedia
   
10. the Internet

School-Home Connection

Talk with your child about other sources of information, such as telephone books. Work together to make a list of telephone numbers for families or offices your family calls often.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
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8. __________________________
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17. __________________________
18. __________________________
19. __________________________
20. __________________________

**Spelling Words**

1. entire
2. hospital
3. public
4. combine
5. golden
6. chimney
7. pretzel
8. survive
9. absorb
10. turmoil
11. wisdom
12. journey
13. condition
14. whisper
15. identify
16. establish
17. furnace
18. capture
19. marvelous
20. nursery

**School–Home Connection**

Choose ten Spelling Words. Have your child write each word and a word that means the opposite, for example whisper and shout.
Underline the prepositional phrase. Write on the line the preposition and its object.

1. They sat under a tree.

2. They fought the battle in the daylight.

3. The soldiers were stationed around the enemy.

4. The general watched the cold, wet soldiers step onto land.

5. The soldiers rose above the challenges and achieved victory.

Rewrite the sentence, adding a preposition to fill in the blank.

6. They carried guns _______________ the river.

7. They hid _______________ the bushes.

8. The soldiers fought _______________ freedom.

9. Another attack _______________ dawn was a surprise.

10. The soldiers were triumphant _______________ the end.

School–Home Connection
Work with your child to write four sentences about American history that include prepositional phrases.
Use what you know about the Vocabulary Words to answer the following questions.

1. Would scholars of American history know a little or a lot about the history of this country?

2. If you specialized in playing a sport, would you play many different sports or just one?

3. Which is a gesture of friendship: inviting someone to your house or checking out a book at the library?

4. If you envisioned your friend's face, did you see it clearly, or did you have trouble imagining what your friend looked like?

5. Does a drawing that is in proportion look strange and awkward, or does it look natural and realistic?

6. If a jar of jam resisted your efforts to open it, was the jar easy or difficult to open?

School-Home Connection

Work with your child to write a story in which you include as many of the Vocabulary Words as you can.
Read each section of “Leonardo’s Horse.” Fill in the sequence chart below.

**Section 1** pages 231–233

First Event

**Section 2** page 234

Next Event

**Section 3** pages 235–237

Next Event

**Section 4** pages 238–242

Last Event

On a separate sheet of paper, write a summary of “Leonardo’s Horse.” Use the sequence chart to help you.
Read the passage. Think about the way the author organized the information. Then fill in the graphic organizer.

In 1503, Leonardo da Vinci began a painting of a woman. About three years later, he completed it. The picture showed a woman with dark hair and a soft, mysterious smile. Leonardo da Vinci never sold this painting. He kept it for himself. He even took it with him when he moved to France in 1516. In 1518, just one year before his death, Leonardo da Vinci presented his masterpiece to the French king. Today this painting, called Mona Lisa, is displayed in the Louvre Museum in France. Every year, thousands of people go there to see Mona Lisa and her mysterious smile. Many people consider Mona Lisa the most beautiful painting in the world.

First Event:

Next Event:

Next Event:

Next Event:

Final Event:

School/Home Connection

Reread the paragraph with your child, and discuss the words and phrases that give clues about time or the order in which events occurred.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Add an independent clause or a dependent clause as shown in the parentheses to complete the sentence. Punctuate sentences correctly.

1. When the student artist showed his work to the teacher (independent) ________________________________

2. Justin painted standing up (dependent) ________________________________

3. Although the class was nearly over (independent) ________________________________

4. ___________________________________________________________________________ Diane bought some more colored pencils. (dependent)

5. Before Tisha started to paint (independent) ________________________________

Rewrite the pair of sentences to form a complex sentence. Use the subordinating conjunctions in the parentheses to join the parts of the complex sentence.

6. The students sketched pictures. Then they painted the mural. (before)

7. The students completed the mural. They cleaned up. (after)

8. Jen finished her drawing. She found a place to display it. (when)

9. It was getting dark. The studio’s lights were turned on. (because) ________________________________

10. The artist chose bright colors for the painting. The painting showed the countryside on a rainy day. (although) ________________________________

School–Home Connection
Work with your child to write four complex sentences. Ask him or her to circle the subordinating conjunction that joins the parts of each complex sentence.
Name __________________________________________

Use what you know about the Vocabulary Words to answer the following questions.

1. You might see an eminent musician play on TV or _______________________________________

2. Someone who wanted to do an act of charity for a community that experienced a terrible hurricane could _______________________________________

3. A modest person would probably never say _______________________________________

4. A synonym for the word disgruntled is _______________________________________

5. A teacup is an inadequate home for aquarium fish because _______________________________________

6. You would be aghast at the way your favorite hat looked if it _______________________________________

7. If you were cooking, you would be dismayed if _______________________________________

8. You might need to amend a piece of writing you have done if _______________________________________

9. An absentminded thing to do with your house key would be to _______________________________________

10. An example of a very spicy concoction would be _______________________________________

School–Home Connection
With your child, make up oral sentences that use each Vocabulary Word.
Discuss with your child the theme in another story your child has read.

As Alden cooked dinner for his family, he thought about how far he had come. He had always been an enthusiastic cook, but he had not always been a good cook.

There was the time when he had mistaken cucumbers for zucchini and baked a really disgusting cucumber casserole. Then there was the time when he had tried to make spaghetti. No one had told him that you have to boil the noodles before you add the sauce. His family had crunched the spaghetti politely, but Alden knew they weren’t enjoying it.

Alden smiled to himself, thinking of all the mistakes he had made. Luckily, Alden was a person who never made the same mistake twice. Because of this, and because he had kept on trying, he had finally reached his goal: cooking dinners his family actually enjoyed.

<table>
<thead>
<tr>
<th>Alden’s Qualities</th>
<th>Alden’s Motives</th>
<th>Alden’s Actions</th>
</tr>
</thead>
</table>

Theme
Read the passage. Think about the way the author organized the information. Then fill in the graphic organizer.

Lemonade can be a refreshing drink on a hot day. Here’s how to make it. First, squeeze the juice from five fresh lemons into a bowl. Then, dissolve one cup of sugar into one cup of warm water. After the sugar is dissolved, pour the mixture into a large pitcher and stir in four cups of cold water. As a variation, you can use carbonated water to make fizzy lemonade. Finally, pour in the fresh lemon juice and stir the liquid well with a spoon. Now your lemonade is ready to enjoy!

- First Event
- Next Event
- Next Event
- Last Event
Use what you know about genre and about the events in “When Washington Crossed the Delaware” to answer the questions below.

1. What is the genre of “When Washington Crossed the Delaware”?

2. What is a characteristic of this genre?
   A. tells the story of a real person or event  
   B. has made-up characters and events  
   C. exaggerates people and events  
   D. uses rhyming words

3. What event does this selection tell about?

4. How is this selection organized?

5. Is this an appropriate text structure for this genre?

6. What was the author’s purpose in writing “When Washington Crossed the Delaware”?

7. Based on your answers to the questions above, do you think the author has done a good job? Explain your answer.
Read each question below. Then choose the reference source from the box that could best answer the question. You may choose more than one source.

<table>
<thead>
<tr>
<th>dictionary</th>
<th>encyclopedia</th>
<th>almanac</th>
</tr>
</thead>
<tbody>
<tr>
<td>atlas</td>
<td>the Internet</td>
<td>thesaurus</td>
</tr>
</tbody>
</table>

1. What is the correct pronunciation of the word *sauté*?

2. Where were tomatoes first grown?

3. What is the root of the word *popular*?

4. What countries border Italy?

5. Where is the nearest cooking school located?

Imagine you are doing a report about Italy. Next to each reference source, write an example of one thing you might learn about Italy from that source.

6. almanac

7. newspaper

8. atlas

9. encyclopedia

10. the Internet

**School-Home Connection**

Talk with your child about other sources of information, such as telephone books. Work together to make a list of telephone numbers for families or offices your family calls often.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
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14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words

1. bundle
2. vehicle
3. struggle
4. hurdle
5. triple
6. hurricane
7. golden
8. journey
9. hospital
10. excellent
11. message
12. arrange
13. whisper
14. terrific
15. expression
16. conclude
17. merchandise
18. technique
19. accomplish
20. orchestra
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) My friends and I were part of a live audience for a televised cooking show.
(2) We watched the preparation of lentil soup, and we saw what happens behind the scenes, too. (3) The chef chopped onion, sliced celery, and diced carrots.
(4) He added the vegetables to an oiled pot. (5) He filled the pot with vegetable stock, added the lentils, and brought the mixture to a boil.

1. Which sentence contains a compound subject?
   A  Sentence 1
   B  Sentence 3
   C  Sentence 4
   D  Sentence 5

2. Which is a simple sentence with a compound predicate?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 3
   D  Sentence 4

3. Which is the subject of Sentence 1?
   A  My friends and I
   B  audience
   C  I
   D  cooking show

4. Which is the predicate in Sentence 4?
   A  He
   B  added the vegetables to an oiled pot
   C  the vegetables to an oiled pot
   D  an oiled pot

5. Which is the compound predicate in Sentence 5?
   A  He filled
   B  filled the pot with vegetable stock
   C  filled the pot with vegetable stock, added the lentils, and brought the mixture to a boil
   D  the mixture to a boil

6. Which of these is a compound sentence?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 3
   D  Sentence 4
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Our class prepared an international buffet lunch, and it was delicious! (2) Carlos brought tacos which had meat, beans, corn, and peppers in them. (3) Peter brought pasta because he is Italian. (4) Nicholas brought a Greek pastry called baklava. (5) When I arrived home, I told my mother that I had no room for dinner!

1. Which is NOT a complex sentence?
   A Sentence 2
   B Sentence 3
   C Sentence 4
   D Sentence 5

2. Which is the dependent clause in Sentence 2?
   A Carlos brought tacos
   B meat, beans, corn, and peppers
   C which had meat, beans, corn, and peppers in them
   D tacos, which had meat, beans, corn, and peppers

3. Which is the prepositional phrase in Sentence 2?
   A Carlos
   B brought tacos
   C meat, beans, corn, and peppers
   D in them

4. Which is the prepositional phrase in Sentence 5?
   A When I arrived home
   B I told my mother
   C no room
   D for dinner

5. Which is the subordinating conjunction in Sentence 5?
   A When
   B I
   C arrived
   D home

6. Which is the independent clause in Sentence 3?
   A Peter brought
   B Peter brought pasta
   C because he is Italian
   D because
Which example is better? Underline the best example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. inflammbale</td>
<td>a pile of branches</td>
<td>a stack of bricks</td>
</tr>
<tr>
<td>2. dignified</td>
<td>a person who always tells silly jokes</td>
<td>a person who always speaks with a calm voice</td>
</tr>
<tr>
<td>3. rowdy</td>
<td>a group of children at a birthday celebration</td>
<td>a group of children in a library</td>
</tr>
<tr>
<td>4. seldom</td>
<td>human travel on highways</td>
<td>human travel in space</td>
</tr>
<tr>
<td>5. conducted</td>
<td>a person who led a class of students</td>
<td>a person who played an instrument</td>
</tr>
<tr>
<td>6. shatter</td>
<td>a drinking glass dropped on the floor</td>
<td>a drinking glass washed with soap</td>
</tr>
<tr>
<td>7. broached</td>
<td>a sailboat cutting through a big wave</td>
<td>a sailboat tipped on its side by a big wave</td>
</tr>
</tbody>
</table>

Answer the questions below.

8. What is something that *seldom* happens at your school?

____________________________________________________________________

9. Would you be more likely to see *rowdy* behavior at a soccer match or at a graduation ceremony?

____________________________________________________________________
Read each section of “Sailing Home: A Story of a Childhood at Sea.” Then respond to each item to complete the page.

**Section 1** pages 278–283

Characters:

Setting:

**Section 2** pages 284–287

Conflict:

Plot Events:

Resolution:

Think about the information above. Then, on a separate sheet of paper, write a summary of “Sailing Home: A Story of a Childhood at Sea.”
Read the paragraph. Then fill in the graphic organizer below.

The carpenter and the sailmaker were the children’s two favorite crew members. Both were from Scotland and had known the captain for many years. The carpenter had spent his early years sailing the Atlantic Ocean, unlike the sailmaker, who’d spent his youth exploring the Pacific. The carpenter made wooden toys for the children, everything from model sailboats to dollhouses. He also liked to share stories of his own sea adventures as a young man. The sailmaker made sails for the toy boats, but spent most of his time teaching the children how to tie knots. Both men always kept careful watch over the children when they were on deck. Although the two sailors were different in many ways, they shared a fondness for the children.

**Carpenter**
- sailed the Atlantic Ocean in his youth
- from Scotland

**Sailmaker**
- sailed the Pacific Ocean in his youth

**Both**
Read the paragraph. Then read each question and circle the letter of the correct answer.

Life aboard a ship is always hard for children. Ships do not have wide-open grassy areas for running and playing. Children have fewer opportunities to make new friends. The options for food on a sailing ship are limited. Worst of all, ships can broach in stormy seas with huge waves.

1. Which of the following statements is a generalization?
   A  Life aboard a ship is always hard for children.
   B  Ships do not have wide-open grassy areas for running and playing.
   C  Children have fewer opportunities to make new friends.

2. Reread the last sentence of the paragraph. Which generalization makes the most sense, based on that sentence?
   A  Ships are safest when there are huge waves.
   B  Stormy seas with huge waves are dangerous for ships.
   C  Experienced sailors enjoy sailing in stormy seas.

Read each sentence. Write a generalization about sailing that you could make from it.

3. The Gulf of Mexico has dozens of powerful storms each year.

4. When the radio failed after the storm, the sailors used signal flags to communicate with a nearby ship.

5. In a storm, this ship’s deck and rigging get wet and slippery.

School-Home Connection
Ask your child to make generalizations based on the information in an article or story that he or she has recently read.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
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13. ______________
14. ______________
15. ______________
16. ______________
17. ______________
18. ______________
19. ______________
20. ______________

School–Home Connection
Have your child write the Spelling Words, underlining the words with a short vowel sound and circling the words with a long vowel sound.

Spelling Words
1. enemy
2. balance
3. basis
4. closet
5. decent
6. define
7. eleven
8. fanatic
9. honest
10. humor
11. minute
12. model
13. novel
14. ocean
15. pretend
16. private
17. radar
18. second
19. slogan
20. editor
Name

Underline the common nouns. Circle the proper nouns.

1. The ship traveled to Alaska.
2. Mr. and Mrs. Pearson were passengers.
3. The crew worked hard to maintain the ship.
4. Spencer and Isabelle played on the deck.
5. Michael went sailing on Lake Garfield.
6. The dishes slid off the tables during the storm.

Rewrite each sentence with correct capitalization and punctuation. Then underline the proper nouns.

7. Mr. Miller greeted the guests on the boat.
8. The boat docked at the marina in Monterey, California.
9. We left the port at St. Augustine, Florida, on Monday.
10. Mrs. Jenson gazed at the stars.
11. The name of the military ship was the Intrepid.
12. My mother and I went rowing on Cayuga Lake.

School-Home Connection
Work with your child to write four sentences about a trip. Use both common and proper nouns in the sentences, including titles of people and other abbreviations.
Use what you know about the Vocabulary Words to answer the following questions.

1. How might you *adjust* your behavior if you walked into a room where a baby was sleeping?

2. What are some animals you would not want to have as *residents* in your attic?

3. What type of *specimens* might a scientist collect from a beehive?

4. Would you *recoil* if a rattlesnake was on the path in front of you? Explain.

5. Would you describe mosquitoes as *pesky*? Explain.

6. What is one *internal* part of a car? Explain.

7. What might you expect to find if you went to a beach littered with *debris* from a storm?
Read each section of “Ultimate Field Trip 3: Wading into Marine Biology.” Fill in the blanks to complete the different parts of the chart.

**Section 1** pages 306–309

What makes the tidal zone a difficult place to live?

Details that support this idea:

- 
- 

**Section 2** pages 310–313

What is one of the best ways to learn about the tidal zone?

Details about different specimens:

<table>
<thead>
<tr>
<th>Name of Animal</th>
<th>Unique Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>mussel</td>
<td>uses byssal thread to tie to rock and seaweed</td>
</tr>
<tr>
<td></td>
<td>uses tongue to drill holes in clam shells</td>
</tr>
<tr>
<td>sea star</td>
<td></td>
</tr>
</tbody>
</table>

**Section 3** pages 314–319

Why is life in the tidal zone “no vacation for the creatures living there”?

Details that support this idea:

- 
- 

On a separate sheet of paper, write a summary of “Ultimate Field Trip 3: Wading into Marine Biology.” Use the diagram to help you.
Squid and octopuses are alike in many ways. They both have soft, boneless bodies and eight arms. Both squid and octopuses are preyed on by some larger ocean animals. When squid and octopuses sense danger, they both have the ability to release a dark fluid, called an ink cloud, to protect themselves. To blend into their surroundings, both creatures have the ability to quickly change the colors and patterns on their bodies.

Because they are so similar, people often think that squid and octopuses are the same. However, a squid has two tentacles in addition to its arms, while an octopus does not. Squid have long bodies and short, compact heads. Octopuses’ heads are round and flat. An octopus is able to regrow an arm if it loses one. It is easy to confuse the two animals, but knowing the differences can help you distinguish between them.

**School-Home Connection**

Discuss with your child the comparisons and contrasts in a news article he or she has read.
Name ____________________________________________

Read each question. Then circle the letter of the best answer.

1. Which of the following might be the purpose of an expository text?
   A to entertain people with a story about a talking seagull
   B to give information about an unusual ecosystem
   C to describe a make-believe underwater robot
   D to tell the story of a girl who is scared of the ocean

2. Which of the following is most likely to be an expository text?
   A text that tells a legend
   B text that rhymes
   C text that has stage directions
   D text that explains a process

3. Which of the following features would you NOT find in an expository text?
   A a chart that records the temperatures of the Adriatic Sea
   B photographs of lighthouses with captions telling when they were built
   C dialogue between a sea star and a sea urchin
   D a diagram illustrating the tide cycles

The following sentences are from the beginnings of expository passages. Read the sentences. Then use what you know about expository text to explain why the passage might be expository.

4. People often think that seals and sea otters look the same, but there are many differences between them.

5. AQUARIUM CAREERS
   Working in an aquarium can be exciting and rewarding. Whether you are a marine life researcher, an exhibit designer, or a ticket seller, you are helping people learn about marine life.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ________________  
2. ________________  
3. ________________  
4. ________________  
5. ________________  
6. ________________  
7. ________________  
8. ________________  
9. ________________  
10. ________________  
11. ________________  
12. ________________  
13. ________________  
14. ________________  
15. ________________  
16. ________________  
17. ________________  
18. ________________  
19. ________________  
20. ________________  

School-Home Connection

Have your child write the prefix and base word for each Spelling Word on separate slips of paper. Use the slips to play a matching game.
Write the singular form of the plural noun in each sentence.

1. We wore scarves to go out on deck. _________
2. We caught many fish on the last trip. _________
3. The spies hid in the submarine. _________
4. The sailor made knots along the length of the rope. _________
5. My father wore blue ties when he was in the Navy. _________
6. The crab pot had latches on its side. _________
7. The dolphin navigated by listening for echoes. _________
8. Were the knives kept in a safe place? _________

Replace all singular common nouns with plurals and rewrite the sentences.

9. The seagull ate Carl’s snack!

10. Be sure to wear rubber boots if you hike through the marsh.

11. The bus traveled daily to the harbor in Boston.

12. He clutched the starfish in his bare hand.
Discuss the Vocabulary Words with your child.
Have your child write sentences using two Vocabulary Words in each sentence.

Which example is better? Underline the best example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bellowing</td>
<td>shouting from a rooftop</td>
<td>whispering into a phone</td>
</tr>
<tr>
<td>2. betrayed</td>
<td>a person who was lied to</td>
<td>a person who was congratulated</td>
</tr>
<tr>
<td>3. escapades</td>
<td>climbing trees and rafting on rivers in the jungle</td>
<td>skipping to the store and whistling</td>
</tr>
<tr>
<td>4. outcast</td>
<td>a person who travels in a group</td>
<td>a person who wanders alone</td>
</tr>
<tr>
<td>5. reputation</td>
<td>a person who is known for leading his team to victory</td>
<td>a person who is not known for anything</td>
</tr>
<tr>
<td>6. unfathomable</td>
<td>visiting the sun</td>
<td>visiting an island</td>
</tr>
</tbody>
</table>

Answer the questions below.

7. Which might be described as withered—dead roses in a vase or blooming roses on a bush? Explain.

8. Why might a basketball player with a broken hand be yearning for his or her hand to heal quickly?
Read each section of “Stormalong.” Then fill in the story map for each section.

**Section 1** pages 334–335

The villagers find a baby alone on a beach.

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

**Section 2** pages 336–339

Stormy moves to Boston when he grows too big for Cape Cod.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 3** pages 340–347

Stormy walks to Kansas and becomes a great farmer, but misses the sea and returns to Boston.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think about the information above. Then, on a separate sheet of paper, write a summary of “Stormalong.”
Read the passage. Then fill in the graphic organizers to show the relationships between events.

The Boccelli family had just begun their voyage to Hawaii when they were caught in a violent storm. Strong winds pushed up big waves that made the boat sway from side to side. As the winds grew even stronger, Alex put away his fishing pole and dropped the anchor. Carlo and Laela lowered the sails. The family gathered below deck to ride out the storm.

Less than an hour later, just as suddenly as it had begun, the storm ended. The sea grew calm and the sky cleared. The sun came out and a light but steady breeze began to blow. So Alex, Laela, and Carlo raised the sails again and resumed their trip to Hawaii.

**Cause(s)**

A violent storm with strong winds hits the Boccelli family’s sailboat as they begin a voyage.

**Effect(s)**

The storm ends. The sea grows calm.

School-Home Connection

Read aloud to your child a story from a newspaper or a book. Then discuss with your child the causes and effects of the events in the story.
A week earlier, it seemed impossible that we would get a chance to go on *The Wave Rider*. Who would ever let us on the huge sailing ship? I was speechless when we heard the unbelievable news that we had the winning raffle ticket. And now we were being transported to the ship in a small rowboat. As I walked up the ladder, I was filled with happiness. This was an amazing ship—more than 100 feet long, with four stout masts. We spent the rest of the afternoon joyfully wandering the decks. Our time on the ship was absolutely wonderful. My only regret was that we had to disembark before I got to turn the pilot’s wheel.

1. Which word does NOT have a prefix?
   A. amazing
   B. impossible
   C. disembark
   D. unbelievable

2. What does the word *speechless* mean?
   A. the act of speaking
   B. speaking again
   C. able to speak
   D. not able to speak

3. What does the word *wonderful* mean?
   A. without wonder
   B. full of wonder
   C. the act of wondering
   D. able to wonder

4. What is the root word of the word *disembark*?
   A. dis
   B. ember
   C. embark
   D. bar

**School–Home Connection**

Ask your child to share with you several word parts—prefixes, roots, and suffixes—that he or she has learned. Together, begin a list of words with these word parts and discuss their meanings. Use a dictionary to confirm the meanings.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

School-Home Connection

Have your child write a story using at least ten of the Spelling Words. Read the story together.
Circle the possessive nouns and label each as singular or plural.

1. This country’s history is very interesting. ________________
2. After many days at sea, the settlers’ journey ended. ________________
3. The people’s supplies did not last the entire winter. ________________
4. The first colony’s population included many children. ________________
5. Up until age eight, boys’ clothing was the same as girls’ clothing. ________________

Rewrite the sentences. Replace the underlined words with a possessive noun and the word or words that tell what the noun possesses.

6. The streets of Boston were quiet.

7. Alisha visited the historical sites of the city.

8. I read about the lives of women during colonial times.

9. Rebecca thought the stars and stripes of the flag were a good design.

10. He answered the questions the children had about the Mayflower voyage.

School–Home Connection
List five kinds of animals along with a feature specific to each—for example, cat and whiskers. Then ask your child to connect the animals with their features, using possessive nouns.
Underline the sentence that expresses the meaning of each Vocabulary Word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. elongates</td>
<td>That machine stretches out bread dough.</td>
<td>That old song brings back memories.</td>
</tr>
<tr>
<td>2. replenishing</td>
<td>Mom is stirring sugar and milk into her tea.</td>
<td>Mom is refilling the sugar bowl.</td>
</tr>
<tr>
<td>3. intricate</td>
<td>Molly helped Mia get a magnet out from under the fridge.</td>
<td>Don put together a model that had lots of small parts.</td>
</tr>
<tr>
<td>4. rigid</td>
<td>Dry, uncooked noodles don’t bend at all.</td>
<td>The slopes of a roof meet to make an edge on top.</td>
</tr>
<tr>
<td>5. accumulate</td>
<td>The fluffy clouds floated by on a breeze.</td>
<td>It snowed so much that it covered the car.</td>
</tr>
<tr>
<td>6. elastic</td>
<td>Vera uses a stretchy band to tie her hair back.</td>
<td>Kenny exploded into laughter after Jen told him the story.</td>
</tr>
<tr>
<td>7. vanish</td>
<td>My glasses were right here, but now they’re gone!</td>
<td>It’s taking me forever to paint this wooden cabinet!</td>
</tr>
<tr>
<td>8. underlying</td>
<td>Rob told me that petting a lizard makes your hand turn purple.</td>
<td>The basic shape of this flower is a five-sided star.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Words to complete each sentence below.

9. If a pile of laundry was growing larger and larger, you could say that you were __________ dirty clothes.

10. If you were playing in a small pool and splashed out most of the water, adding water with a garden hose would be one way of __________ it.

School–Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use them, too.
Read “A Drop of Water.” As you read, answer each question by filling in the cause-effect chain.

**Section 1** pages 362–363
What causes a water drop to form a sphere as it falls?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect/ Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The surface of the drop shrinks.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2** pages 364–365
What causes color to spread throughout a jar of water?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect/ Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warmed water molecules in the jar move.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 3** pages 366–369
What causes water vapor to condense into liquid form?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect/ Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water vapor molecules in the air move and bump into things in their path.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think about the information above, along with other important ideas you remember from the selection. Then, on a separate sheet of paper, write a summary of “A Drop of Water.”
Read the paragraph below. Think about the way the author organized the information. Then complete the cause-effect diagrams.

The water cycle is the transfer of water from the earth to the atmosphere and back again. When high temperature, low humidity, or wind makes water molecules leave a surface such as the ocean, the water evaporates and enters the atmosphere as water vapor. When enough water vapor is in the air, the air becomes humid. Certain conditions, such as a change in temperature, then make water condense out of the humid air, form clouds, and fall to the ground as rain or snow. Once the water reaches the ground, gravity causes it to make its way as runoff to streams and rivers, which then feed back into the ocean.

   Effect:

2. Cause: The air is humid and the temperature changes.
   Effect: The water falls to the ground as rain or snow.

3. Cause: The water eventually reaches the ocean.
   Effect:
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words

1. barrel
2. cannon
3. capitol
4. civil
5. clever
6. discover
7. frozen
8. general
9. hidden
10. inventor
11. mayor
12. pepper
13. polar
14. proper
15. sandal
16. saucer
17. original
18. theater
19. tutor
20. musical

Write each of the Spelling Words backwards, and have your child write the words correctly.
Circle the antecedent for each underlined pronoun. Write whether the word is singular or plural.

1. I can’t use my bathtub. Water won’t go down its drain. ______________________
2. I telephoned my brothers to ask for help, but they were busy. ______________________
3. Dinah offered me her tools, but they didn’t work. ______________________
4. The plumber said he can come in the morning. ______________________
5. Until then, Gina said, I can use the bathtub in her house. ______________________
6. I asked my landlord if she would pay for the repairs. ______________________
7. Our lease says that she is responsible. It is in the filing cabinet. ______________________

Rewrite the sentences, replacing underlined words with pronouns.

8. Every winter, my friends call me when my friends know the lake is frozen.

______________________________

9. Jason said that Jason would go ice-skating, and I want to go with Jason.

______________________________

10. I am meeting Sarah at the lake. Sarah will help me practice skating.

______________________________

11. Jenna left Jenna’s skates at Jenna’s friend’s house.

______________________________

12. Whenever my mother goes ice-skating, my mother has a good time.

______________________________

School–Home Connection

Describe someone or something to your child using pronouns (he, she, him, her, they, it, etc.). Then ask your child to guess who or what you are describing. (Example: She likes to play catch. You give her treats for being good. Answer: the dog)
Use what you know about the Vocabulary Words to answer the following questions.

1. Who would recount a story, a baby or a mother? Explain.

2. What could make a planet uninhabitable, plenty of water or extreme temperatures?

3. Which is necessary to sustain life in an aquarium, pure water or a goldfish?

4. What type of landscape do you think is monotonous?

5. Which two words describe an endeavor—challenging, fluffy, demanding, or spacious?

6. Where would you like to dwell?

7. Is a brimming cup of water filled to the top or halfway full?

8. What might a pond be teeming with?

9. When might your throat become parched?

10. When might a person be sorrowful?
Alfred Bulltop Stormalong and Paul Bunyan are both tall tale heroes. These characters have many similarities. To begin with, they both came into the world in unusual ways. Stormalong was carried onshore by a tidal wave, and Paul Bunyan was dropped to Earth by 17 storks. As these giant babies grew up, both of them became huge and powerful. They used their strength to do different jobs, though. Stormalong became a famous sailor, whereas Paul Bunyan became a great lumberjack. They both changed Earth’s landscape, too. Stormalong had sailors coat a ship with soap so it could slide between the Cliffs of Dover and Calais. The soap made the cliffs white. In contrast, Paul Bunyan actually formed the cliffs: he dragged his axe behind him and created the Grand Canyon.
Plastic products are very convenient. When people dump plastic waste into the ocean, though, they cause problems. Marine animals become entangled in everyday items like six-pack rings. Fish mistake plastic bags for food and eat them, becoming ill or even dying. Some plastic products are carried to shore by waves, making our beaches and waterfronts messy and unattractive.

Some people are working to improve the situation. Many governments have passed laws against the dumping of plastics at sea. A number of organizations work to educate the public. People are recycling and reusing more plastic items, too. People do all these things so that marine life can become healthier and coastal areas can stay cleaner.

Read the passage. Think about how the author organized the ideas in the text. Then fill in the graphic organizers to show the relationships between the causes and the effects.

**Text Structure:**

**Cause and Effect**

**Lesson 15**

**Practice Book**

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Name

Read each question. Then circle the letter of the best answer.

1. Which of the following might be the purpose of an expository text?
   A to explain to readers how ocean currents carry nutrients
   B to tell about an imaginary boat lost at sea in the 1800s
   C to entertain readers with a humorous story
   D to retell a traditional tale of bravery at sea

2. Which of the following could NOT be expository text?
   A text that has main ideas and details
   B text that is told in sequence
   C text that is organized by cause and effect
   D text that has made-up characters, a plot, and a setting

3. Which of the following is more likely to be found in expository text than in other kinds of text?
   A rhyming lines with descriptive adjectives
   B an illustration of a misty forest scene
   C a labeled diagram showing a cross-section of a wave
   D dialogue between the characters Thunder and Earthquake

Read the sentences. Then use what you know about expository text to explain why the sentences are from expository passages.

4. An *upwelling* is a current that brings deep ocean water to the surface. This cold water is usually very rich in nutrients.

5. THE OCEAN FLOOR The ocean floor has mountains and valleys, just as land does. The Mariana Trench is a very deep valley on the floor of the Pacific Ocean.

School-Home Connection
Ask your child to describe the characteristics of expository text. Then identify examples of expository text in a newspaper or magazine and identify the purpose of each one.
Read the passage. Then circle the letter of the best answer to each question.

Seals are famous for their playfulness. You often see them bobbing in and out of ocean waves. One second they are on top of a wave, and the next second they are gone. They disappear and reappear over and over again. Because they are so likable and fun-loving, seals have been called “aquatic puppies.” They even play games, such as chasing and popping the bubbles that scuba divers make!

1. What is the root word in the word playfulness?
   A play
   B fulness
   C ful
   D ness

2. Which word does NOT have the same prefix as the word disappear?
   A disbelief
   B disembark
   C disrepair
   D dishwasher

3. What does the word reappear mean?
   A not appear
   B appear again
   C able to appear
   D not willing to appear

4. What does the word likable mean?
   A the act of liking
   B full of liking
   C worthy of being liked
   D not able to be liked

School–Home Connection
With your child, begin a list of words containing prefixes and suffixes that you use in everyday conversation. Add to the list as you use new words.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
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6. ______________________
7. ______________________
8. ______________________
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13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. enemy
2. fanatic
3. honest
4. ocean
5. slogan
6. reclaim
7. reconsider
8. uninformed
9. unwise
10. nonexistent
11. digestible
12. capable
13. admissible
14. argument
15. amazement
16. priceless
17. capitol
18. general
19. mayor
20. theater
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) I went traveling with my Family over summer vacation. (2) We drove to canada to see the moose. (3) We stopped at niagara Falls and rode a boat called the Maid of the Mist. (4) The spray from the falls soaked my pants, but my brother theo had an extra pair for me. (5) The souvenirs we bought had maple leaf on them, because there is a maple leaf on Canada’s flag.

1. Which sentence incorrectly spells a common noun with a capital letter?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 4

2. Which is the correct spelling of the underlined word in Sentence 2?
   A moosies
   B mice
   C mooses
   D correct as is

3. Which word in Sentence 4 should begin with a capital letter?
   A spray
   B pants
   C theo
   D extra

4. Which is an incorrectly capitalized proper noun in Sentence 3?
   A stopped
   B niagara Falls
   C boat
   D Maid of the Mist

5. Which word in Sentence 2 should be written with a capital letter?
   A drove
   B see
   C canada
   D moose

6. Which is the correct plural of the underlined word in Sentence 5?
   A leafs
   B leafes
   C leaves
   D leavs
Read this part of a student’s rough draft. Then answer the questions that follow.

1. Jason was a hero in Greek mythology, and he sailed a ship called the Argo. (2) The Argos crew members were known as the Argonauts. (3) The Argonauts had many adventures with Jason. (4) One of the missions of the Argonauts was to sail through the Clashing Islands. (5) These two giant cliffs closed in on anything that traveled between __________. (6) Jason’s ship was the first one to pass through the cliffs safely.

1. Which is the antecedent for the pronoun in Sentence 1?
   A) Jason
   B) Greek mythology
   C) ship
   D) Argo

2. Which is the correct punctuation for the underlined words in Sentence 2?
   A) The Argos crew member’s
   B) The Argos crew members’
   C) The Argo’s crew members
   D) The Argos’ crew members

3. Which pronoun can be used to replace the underlined words in Sentence 3?
   A) They
   B) It
   C) She
   D) Its

4. Which is the correct possessive phrase for the underlined words in Sentence 4?
   A) mission’s Argonauts
   B) missions’ Argonauts
   C) Argonaut’s missions
   D) Argonauts’ missions

5. Which pronoun should go in the blank in Sentence 5?
   A) they
   B) them
   C) her
   D) he

6. Which word in Sentence 6 is a possessive noun?
   A) Jason’s
   B) ship
   C) one
   D) cliffs
Complete the sentences.

1. When the children noticed the tray of fruit in the dining room, they were *tempted* to ____________________________

2. A doctor might offer *insights* about ____________________________

3. The *essence* of a good friendship might be ____________________________

4. One *indication* of an approaching storm might be ____________________________

5. The mayor wished to honor a local hero, so she *proposed* ____________________________

6. If you tripped on a rock and began to fall, your *instinct* might be to ____________________________

7. If a traveler was *baffled* about which road to take, he might ____________________________

Ask your child to explain to you the meaning of each Vocabulary Word. Then have your child use the word in a sentence to show its meaning.
Read each section of “The School Story.” Then fill in the part of the story map for that section.

**Section 1** pages 404–405

**Setting**
- Natalie’s school

**Characters**
- Natalie

**Conflict**

**Section 2** pages 406–418

**Plot Events**

**Section 3** pages 419–423

**Resolution**

On a separate sheet of paper, write a summary of “The School Story.” Use the completed story map to help you.
### Make Inferences

#### Lesson 16

**Read the story. Use story clues and what you already know to complete the chart below.**

Mariah paced slowly in front of her editor's office, glancing inside. Julia was at her desk, staring intently at the news story on the computer screen. Julia didn't look up, so Mariah went back to her desk. She played with her hair and then began flipping through her reporter's notebook. Minutes went by, but to Mariah it felt like forever. Then Julia was there, standing at her side.

“It’s a good story, Mariah. It reads well,” said Julia. “But you really need to call the mayor’s office and get his reaction. I mean, we can't print a story about the messy yard at the mayor’s house without giving him the chance to defend himself.”

Mariah grimaced, but she knew Julia was right. “I'll make the call,” she said. As Julia headed back down the hallway, Mariah looked at her phone and frowned.

<table>
<thead>
<tr>
<th>What the Author Says</th>
<th>What I Already Know</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mariah is nervously waiting to hear her editor's comments about a news story she's written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Julia says that Mariah needs to give the mayor the chance to defend his messy yard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mariah grimaces when Julia tells her she needs to talk to the mayor. Mariah frowns when she looks at the phone.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School-Home Connection**

As you and your child read together or watch shows on TV, pause periodically to make inferences about story events. Encourage your child to explain his or her inferences.
Read the two story summaries below. Then answer each question.

Wind and Sun, an Aesop’s fable from ancient Greece

One day Wind and Sun were arguing about who was stronger. They decided to settle the argument by having a contest to see who could make a man on the earth down below remove his coat. Wind went first, blowing strongly. The man wrapped his coat tightly around himself. Then Sun took a turn. It shone brightly and the man felt warm, then hot. Finally, the man removed his coat and sat in the shade.

MESSAGE: Strength is not always defined by who has the greatest force.

Rattlesnake Flies, a folktale from Mexico

Rattlesnake was king of the desert. He was unhappy because he could see his kingdom only from the ground. One day Rattlesnake came upon two crows and asked them if they could help him to fly, so he could see his kingdom from above. The crows found a branch to hold between them. Rattlesnake bit the branch with his sharp fangs. As the crows flew up, they took Rattlesnake with them. Rattlesnake was enjoying the view from high up when Dove landed on the branch next to him. Dove joked that Rattlesnake looked funny flying with a branch in his mouth. Rattlesnake forgot where he was and opened his mouth to strike out at Dove. Immediately, he fell down, down, down, and landed with a thud on the dusty ground. That was the last time Rattlesnake wished to fly.

MESSAGE: Do not try to be something you are not.

1. How are the two stories alike? ________________________________

2. How are the two stories different? ________________________________

3. Which of these stories has greater meaning for you? Why? ____________________

School-Home Connection

Share with your child traditional stories from your own culture or stories you know from other cultures. Together discuss the characteristics of each story.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Spelling Words

1. inactive
2. inaccurate
3. irregular
4. irrelevant
5. ineffective
6. imbalance
7. immature
8. impatient
9. imperfect
10. impossible
11. illegal
12. illiterate
13. illegible
14. inaction
15. independent
16. invalid
17. indefinite
18. injustice
19. irreplaceable
20. impolite

School–Home Connection

Choose ten Spelling Words and have your child write an antonym, or a word that means the opposite for each word.
Fill in the blank in each sentence with a pronoun.

1. Mom, Dad, and ____ will visit the home of Laura Ingalls Wilder.
2. The museum director has arranged a special tour for Mom, Dad, and ____.
3. “Dad and ____ will pack the car,” I said.
4. We are taking some of Wilder’s books with ____.
5. ____ plan to have a week of fun.

Write a sentence using each pronoun below. Then write whether the pronoun is used in the **subjective** or **objective** case.

6. we

   ____________________________________________________________________

7. it

   ____________________________________________________________________

8. him

   ____________________________________________________________________

9. you

   ____________________________________________________________________

10. me

    ____________________________________________________________________

---

**School-Home Connection**

Work with your child to make a list of six singular and six plural nouns. Have your child replace each noun with the correct pronoun and use the pronoun in a sentence.
Which example makes sense? Underline the answer.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. extravagant</td>
<td>an hour-long bath</td>
<td>a five-minute shower</td>
</tr>
<tr>
<td>2. unimaginable</td>
<td>a pig that plays in the mud</td>
<td>a pig that plays the piano</td>
</tr>
<tr>
<td>3. gourmet</td>
<td>a fancy meal served on fine china</td>
<td>a plain meal served on paper plates</td>
</tr>
<tr>
<td>4. throng</td>
<td>two people listening to a radio</td>
<td>a large group of people listening to a concert</td>
</tr>
<tr>
<td>5. embarked</td>
<td>began a trip across Alaska</td>
<td>returned from a trip to the library</td>
</tr>
<tr>
<td>6. precarious</td>
<td>a glass of water on the edge of a table</td>
<td>a glass of water in the middle of a table</td>
</tr>
<tr>
<td>7. hiatus</td>
<td>taking several classes during the summer</td>
<td>resting for three weeks during the summer</td>
</tr>
</tbody>
</table>

Answer the questions below.

8. What is something extravagant you have seen?

__________________________________________________________________________________

9. Describe a gourmet meal you would like to eat.

__________________________________________________________________________________
Read each section of “Nothing Ever Happens on 90th Street.” Then fill in the parts of the story map for each section. Record new characters as you encounter them.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>page 445</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th>pages 445–454</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Events</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3</th>
<th>page 455</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution</td>
<td></td>
</tr>
</tbody>
</table>

On a separate sheet of paper, write a summary of “Nothing Ever Happens on 90th Street.” Use the story map to help you.
Read the passage. Then complete the chart below. Combine what the author says with what you know to make inferences.

It was the opening night of Sal's Soup Shop. Sal stood at the door of his restaurant with a stack of menus in his hand. Then he went back into the kitchen. The cooks were leaning on the spotless counter and watching a soccer game on television. Three pots of hot soup simmered untouched on the stovetop.

People in Sal's neighborhood had complained for years that there wasn't a decent neighborhood café. Now, where was everyone? Sal sighed.

One of the cooks came out of the kitchen. His face was shiny with sweat. “Sal, it sure is hot tonight! I bet it is still 90 degrees outside.”

Sal had an idea. He wrote on a piece of paper, “Tonight’s Special—Cool, Fresh Salad.” He taped the sign on the door and ran to the kitchen to tell the cooks to get ready.

<table>
<thead>
<tr>
<th>What the Author Says</th>
<th>What I Already Know</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No one is eating at Sal’s Soup Shop on this night.</td>
<td>+</td>
<td>No one is eating at Sal’s Soup Shop on this night.</td>
</tr>
<tr>
<td>2. People in Sal’s neighborhood complained about not having a good café.</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>3. Sal thinks offering salads will bring people to his restaurant.</td>
<td>+</td>
<td>Sal thinks offering salads will bring people to his restaurant.</td>
</tr>
</tbody>
</table>

School/Home Connection
As you read together, encourage your child to make inferences and explain them.
Name ____________________________________________

Read each sentence pair. Then complete the sentence.

1. The bandit ran from the bank with a bag of money. Another robber was waiting for him in the car.
   A bandit is ____________________________________________.

2. The just supervisor listened carefully to both sides of the argument. She had a reputation for being honest and fair.
   If someone is just, he or she is ____________________________________________.

3. The news reporter was overcome by the exuberance of the fans. He had never seen people so happy and excited before.
   When people show exuberance, they are ____________________________________________.

4. Madeline is wary about trying new foods. Serena, in contrast, is willing to taste just about anything.
   When people are wary, they are ____________________________________________.

5. When I read, I have to concentrate on the story. If something distracts me, I have difficulty paying attention to what I am reading.
   When people concentrate, ____________________________________________.

6. Henry is a professional baseball player, and we like to watch him on television. His brother is an amateur who plays baseball with his friends on weekends.
   When someone is an amateur in a particular sport or activity, he or she ____________________________________________.

School-Home Connection

Read a book with your child. Use synonyms and antonyms as context clues to figure out the meanings of new words.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
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18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. accountant
2. applicant
3. attendant
4. defiant
5. volunteer
6. expectant
7. hesitant
8. quadrant
9. resistant
10. servant
11. dependent
12. indulgent
13. insistent
14. urgent
15. auctioneer
16. accompanist
17. artist
18. cellist
19. technician
20. pioneer

School–Home Connection
Have your child write the Spelling Words. Then have them write the shorter words they find in each word.
Name ____________________________

Circle the correct pronoun in each sentence.

1. The students will perform a play on (theirs, their) assembly day.
2. Margo has convinced (yourselves, herself) that she should audition for the lead.
3. (Your, Yours) lines are underlined.
4. Please return (my, mine) script after you read it.
5. The scene she is reading is (her, hers) favorite.
6. The stage needs to have (its, their) boards replaced.
7. Chris, you need to read your lines by (yourself, yours).
8. The students asked (themselves, their) if anyone would come.
9. We need to get (us, ourselves) to the auditorium for the play.
10. On opening night, my father drove (ourselves, himself) to the school.

Use each pronoun correctly in a sentence.

11. your ____________________________
12. themselves ____________________________
13. yourself ____________________________
14. its ____________________________
15. hers ____________________________

School–Home Connection

Ask your child to write a story about a class field trip, using pronouns such as, my, mine, your, yours, myself, ourselves, and themselves in the sentences.
Which example is better? Underline the answer.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. compartments</td>
<td>sharp tools for working with wood</td>
<td>small sections to store things in</td>
</tr>
<tr>
<td>2. swayed</td>
<td>tall buildings moving in an earthquake</td>
<td>angry bees flying toward a bear near their hive</td>
</tr>
<tr>
<td>3. phobia</td>
<td>a love of puppies</td>
<td>a fear of large dogs</td>
</tr>
<tr>
<td>4. invasion</td>
<td>six soldiers camping in a forest</td>
<td>1,000 soldiers entering an enemy nation</td>
</tr>
<tr>
<td>5. vetoed</td>
<td>accepted an idea for a birthday celebration</td>
<td>rejected an idea for a birthday celebration</td>
</tr>
<tr>
<td>6. wispy</td>
<td>a plant with a long, thin stem, skinny branches, and a few leaves</td>
<td>a tree with a short trunk, thick branches, and many leaves</td>
</tr>
</tbody>
</table>

Answer the questions below.

7. How could a tray with *compartments* help you keep your school supplies organized?

________________________________________________________________________

8. Someone who avoids gardens and anthills might have a *phobia* about __________

________________________________________________________________________
Read each section of “Project Mulberry.” Then fill in the story map for each section.

**Section 1** page 470

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
</table>

**Section 2** pages 471–477

Conflict:

Plot Events:

**Section 3** page 478

Resolution:

On a separate sheet of paper, write a summary of “Project Mulberry.” Use the story map to help you.
Read the paragraph below. Look for the main idea and the details that support it.

For a summer project, Lily and her twin sister, Claire, decided they were ready for a huge challenge: constructing a family tree. Lily began by interviewing their grandparents, aunts, and uncles. Claire visited genealogy websites to collect more information. Both girls looked through old family photo albums, peeling away photographs to check the names and dates on the backs. When they were done with their research, the twins faced a huge pile of notes. Then they began to make a family tree that traced their family history back to the 1800s. They were shocked to find out that there were six sets of twins in their family history!

Complete the main idea and details web.

Main Idea
Lily and Claire construct a family tree.

Detail

Detail

Detail

School-Home Connection
Ask your child to tell you what he or she learned about silkworms from reading “Project Mulberry.” Encourage your child to include both main ideas and details.
Read the paragraphs below. Then answer the questions.

A. Sofia and I just couldn’t agree on a topic for our science project. I suggested making a duck skeleton out of cardboard. As usual, that gave Sofia an idea. She wanted to hatch duck eggs and raise the ducklings. I vetoed that idea, since we didn’t want to be left with the ducks afterwards. We had to find some way to agree on a topic, or our project would never get started!

B. Alex sat with her head in her hands. Suddenly she had an idea—what if she and Sofia built a duck skeleton out of cardboard for their science project? Then Sofia said she had a better idea—raising ducklings from eggs. At first Alex thought it might work, but then she realized that they’d have to find a home for the ducks afterward. “This process isn’t working,” thought Alex. “We should just make a list of possible topics and pick one.”

C. Alex and Sofia still couldn’t agree on a science project. One of them would come up with an idea, such as building a duck skeleton out of cardboard, and that would give the other one another idea, such as hatching live ducklings. Sofia thought Alex’s projects were too boring, and Alex thought Sofia’s ideas were too difficult. Now they were both starting to think they would never agree.

1. From what point of view is paragraph A written, and how can you tell?

2. From what point of view is paragraph B written, and how can you tell?

3. From what point of view is paragraph C written, and how can you tell?

School-Home Connection
Ask your child to share what he or she has learned about point of view. Then work with your child to rewrite a paragraph from a story from another point of view.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

School-Home Connection

Have your child write two Spelling Words that have a common letter so that they criss-cross. Have them repeat until they write each word.
Rewrite each underlined adjective. Then write whether it is an article or whether it tells which one, what kind, or how many.

1. The **big** book fair starts **next** week at Ring Middle School.

   ________________________________   ________________________________

2. Each student will get **one** free book with the money raised.

   ________________________________   ________________________________

3. We will donate to the **local** library all the books that are not sold.

   ________________________________   ________________________________

4. On the **third** weekend of March, **many** students will help out.

   ________________________________   ________________________________

5. Few students at the school are not involved.

   ________________________________   ________________________________

Circle the correct form of the adjective.

6. You are the (most funniest, funniest) person I know!

7. Of all my friends, you tell the (better, best) jokes.

8. Between you and your sister, you are the (cleverer, cleverest) comedian.

9. If you have a day that is (worse, worser) than mine, I’ll make you laugh, too!

10. Today is the (greater, greatest) day of my life.

11. We told my sister the (more hilarious, most hilarious) joke of all.

12. I have never seen her (happy, happier) than she was today.

School–Home Connection

Help your child practice using comparative adjectives by comparing things you see around your home. Ask which items are tallest or shortest, the more or most beautiful.
<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. device</td>
<td>The firefighter wore fireproof boots.</td>
<td>The electrician used a special tool to check the wires.</td>
</tr>
<tr>
<td>2. industry</td>
<td>1,000 factories worldwide make that product.</td>
<td>This TV is older than that one.</td>
</tr>
<tr>
<td>3. feat</td>
<td>“I can’t believe you taught yourself Morse code in one afternoon!”</td>
<td>“I wonder how often Morse code is used these days.”</td>
</tr>
<tr>
<td>4. irrepressible</td>
<td>Ryka made banana bread for the school party.</td>
<td>Paul can’t help dancing when he hears lively music.</td>
</tr>
<tr>
<td>5. tendency</td>
<td>Bill speaks in a loud voice when he gets angry.</td>
<td>I paid the shopkeeper and she gave me the correct change.</td>
</tr>
<tr>
<td>6. prestigious</td>
<td>Dr. Jackson builds model airplanes as a hobby.</td>
<td>Professor Tennen’s research earned her an important award.</td>
</tr>
</tbody>
</table>

Which example is better? Underline the sentence.

7. What is one **industry** you might like to work in someday?

8. What **device** would you like to learn how to use?

Use what you know about the Vocabulary Words to answer each question below.

7. What is one **industry** you might like to work in someday?

8. What **device** would you like to learn how to use?

---

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, encourage your child to use the words in daily conversation.
Read each section of “Inventing the Future: A Photobiography of Thomas Alva Edison.” Then complete the main idea and details charts.

1. Detail

Main Idea
Thomas Edison was a curious child, which led to his always looking for solutions to problems.

2. Detail

Main Idea
Thomas Edison never stopped doing, and became an important inventor.

On a separate sheet of paper, write a summary of “Inventing the Future: A Photobiography of Thomas Alva Edison.” Use the main idea and details charts and other major events from each section in your summary.
Read the paragraph. Then respond to the items below.

Have you ever wondered how images find their way onto a television screen? Some TV shows are delivered to homes through over-the-air broadcasting. This method sends electromagnetic waves from a transmitter at a TV station to the antennas in people’s homes. Cable TV uses a different method: it delivers signals directly to a TV set through a cable. This direct physical connection usually means that viewers get a better image and better sound. Satellite TV beams television shows all over the world from satellites that orbit the earth. A satellite dish receives the signals. Direct-broadcast satellites can transmit shows over a very wide area, but they cannot deliver local programs.

1. What is the unstated main idea in this paragraph?

2. Find and write the most important details that support the main idea.
   A
   
   B
   
   C

3. What graphic organizer would you use to record the main idea and details in this paragraph? Draw it in the space below.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________

Spelling Words
1. steal
2. steel
3. waste
4. waist
5. weak
6. week
7. base
8. bass
9. pain
10. pane
11. flare
12. flair
13. dual
14. duel
15. stationary
16. stationery
17. flower
18. flour
19. sight
20. site

School-Home Connection
Have your child choose five homophone pairs. Then draw pictures to show their meanings and label each picture with the correct spelling of the homophone.
Circle the main verb in each sentence. Underline the helping verb or verbs.

1. None of the players has missed a single class.
2. Derek will probably get the prize for best science project.
3. Ben is winning the Most Improved certificate this year.
4. Our class has placed first in the science trivia competition.
5. The principal will distribute the awards at the school banquet.
6. We would have liked a larger audience for our play about Thomas Edison.
7. Next month the teacher will have auditions for the next play.
8. She would like that as many students as possible take part.

Fill in the blank to complete each sentence. Include a verb phrase.

9. The laboratory repairs ____________________________.
10. The inventor ____________________________ for volunteers.
11. Six workers ____________________________ to help with the new work.
12. There ____________________________ many opportunities to share your ideas.
13. I ____________________________ the team for this project.
14. Kara ____________________________ to make her experiment work.
15. Gloria ____________________________ about inventing something also.

School-Home Connection
Ask your child to write several sentences about a recent event at school. Ask him or her to include helping verbs and to underline the verb phrases.
With your child, make up and say sentences that use each Vocabulary Word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. scour</td>
<td>admiring a new ring</td>
<td>searching for a lost ring</td>
</tr>
<tr>
<td>2. appropriate</td>
<td>wearing sandals in the snow</td>
<td>wearing boots in the snow</td>
</tr>
<tr>
<td>3. practical</td>
<td>buying a toolbox full of tools</td>
<td>buying a twelve-foot inflatable poodle</td>
</tr>
<tr>
<td>4. portable</td>
<td>a refrigerator</td>
<td>a cooler</td>
</tr>
<tr>
<td>5. circulate</td>
<td>searching for a seat in a crowded cafeteria</td>
<td>circling the answers on a test</td>
</tr>
<tr>
<td>6. protrude</td>
<td>a triceratops’s middle horn</td>
<td>a triceratops’s appetite</td>
</tr>
<tr>
<td>7. boisterous</td>
<td>a sleepy old dog</td>
<td>a yapping, squirming puppy</td>
</tr>
<tr>
<td>8. deduction</td>
<td>I figured it out!</td>
<td>I am really confused!</td>
</tr>
<tr>
<td>9. fickle</td>
<td>my friend for life</td>
<td>my new best friend</td>
</tr>
<tr>
<td>10. measly</td>
<td>six noodles for dinner</td>
<td>a plate of spaghetti for dinner</td>
</tr>
</tbody>
</table>
Read the passage. Look at the clues in the passage. Then complete the chart below.

Byron looked at the pile of letters on his desk and sighed. Each letter said the same thing: *Not interested.* “I guess no one needs an automatic spaghetti-twirling musical fork,” Byron thought sadly.

TurboFork was Byron’s most brilliant invention. With the push of a button, the end of TurboFork twirled around and around, wrapping spaghetti noodles into a perfect, neat circle. While TurboFork twirled, it played an Italian opera. “Who wouldn’t want one?” Byron wondered. Yet not one company had agreed to manufacture TurboFork.

Byron heard the familiar clank of the mail slot cover, followed by the sound of letters hitting the floor. “Maybe today,” he thought hopefully.

### What the Author Says

<table>
<thead>
<tr>
<th>What the Author Says</th>
<th>What I Already Know</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No company has agreed to manufacture TurboFork, Byron’s most brilliant invention yet.</td>
<td></td>
<td>Why is Byron sad?</td>
</tr>
<tr>
<td>2. If a company liked an invention, it would probably want to manufacture it.</td>
<td></td>
<td>What do companies seem to think about TurboFork?</td>
</tr>
<tr>
<td>3. When you write a lot of letters, you don’t get all the responses at once.</td>
<td></td>
<td>What is Byron hoping?</td>
</tr>
</tbody>
</table>

### School-Home Connection

As you and your child read together or watch shows or movies on TV, pause periodically to make inferences about story events. Encourage your child to explain his or her inferences.
Read the passage below. Look for the main idea and the details that tell more about it.

A patent is a document that the government gives to an inventor. A patent gives the inventor the rights to his or her invention for a period of time. This means that no one else can copy, make, or sell the invention without the inventor’s permission. A patent also gives an inventor official credit for the idea. Patents are important because they protect inventors.

Obtaining a patent takes about a year. Until the patent is issued, an inventor can protect an idea in another way. The inventor can write a description and draw a sketch of the idea, date and sign the document, and seal it in an envelope. Doing this ensures that the idea is protected until a patent is given.

Complete the main idea and details chart.

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

Main Idea

A patent protects an inventor’s idea.

School-Home Connection

Ask your child to share with you some things he or she has learned about inventions and inventors. Encourage him or her to include both main ideas and details.
Vocabulary Strategies:
Synonyms and Antonyms
Lesson 20

Read each sentence pair. Then complete the sentence below it.

1. The movie wasn’t over, but Sid was _____. Andy decided to let him keep sleeping.

   Someone who is dozing is _____________________________________________.

2. Anabelle relished the idea of a big, juicy hamburger. At that moment, there was no food she wanted more.

   To relish something is to _____________________________________________.


   To be perturbed is to be _____________________________________________.

4. Sometimes I am faced with a dilemma. Whenever this happens, I think about both sides of the situation.

   A dilemma is a kind of _____________________________________________.

5. Workers at the plant always reject rotten peaches. Only the good peaches are accepted.

   The opposite of reject is _____________________________________________.

6. Worms are subterranean creatures. They spend their entire lives under the ground.

   Subterranean means _________________________________________________.

School-Home Connection
Read a book with your child. Use synonyms and antonyms as context clues to help figure out the meanings of new words.
Read the three paragraphs below. Then answer the questions.

1. Jenna hung up the phone and let out a huge cheer. She couldn't believe it—her project had won first prize at the county science fair! A contest judge had just called to tell her the news. Jenna smiled smugly. “Just wait until my know-it-all brother hears,” she thought, “and all my classmates, too.” Everyone had told her that soybeans were boring. Jenna knew better.

2. On the day of the science fair, Malik and I entered the auditorium glumly. There was no way our model of the human skeletal system would win. We'd made all 206 bones out of clay. When we had baked the bones in the oven to harden them, some had shrunk. Now the skeleton's legs were shorter than its arms. “We should have built a solar system model,” Malik muttered as we placed our ridiculous-looking skeleton on the display table.

3. Professor DuPont had read all the students’ science essays. Now the winner would be announced. Eva shuffled her feet nervously. She was worried that her topic, “Apes of the Ages,” was too broad. Next to her, Adley was worried, too. “An Earthworm’s Busy Day” had seemed like a good topic, but he’d found so little information that he’d had to keep repeating the same facts. In the front row, Bart was grinning to himself. He was certain that his essay, “X-Ray—Fact and Fiction,” would win.

1. What point of view is the first paragraph written in, and how can you tell?

2. What point of view is the second paragraph written in, and how can you tell?

3. What point of view is the third paragraph written in, and how can you tell?

School-Home Connection

Ask your child to share with you what he or she has learned about point of view. Then work with your child to rewrite a paragraph from a story in another point of view.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
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12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) I clean my room each week. (2) Today I ask ________ how I can get the chore done more quickly. (3) I decide to invent a room-cleaning machine! (4) I think that ________ machine will be very successful. (5) I ask my friends if ________ will help me with this plan. (6) We talk among ourselves about how exciting this is!

1. Which pronoun completes Sentence 2?
   A yourselves
   B myself
   C yourself
   D me

2. Which is a subjective case pronoun?
   A I (Sentence 1)
   B the (Sentence 2)
   C my (Sentence 5)
   D ourselves (Sentence 6)

3. Which kind of pronoun is We in Sentence 6?
   A subjective
   B objective
   C possessive
   D reflexive

4. Which pronoun completes Sentence 4?
   A him
   B theirs
   C my
   D mine

5. Which pronoun completes Sentence 5?
   A they
   B their
   C themselves
   D your

6. Which kind of pronoun is ourselves in Sentence 6?
   A subjective
   B objective
   C possessive
   D reflexive
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Peter pulled the sleeping bag tightly around his shoulders. (2) This was the miserable night of Peter’s life. (3) Jeremy and Brad ______ shivering just as he was. (4) The wind was slapping the loose tent flap back and forth. (5) Someone should invent a heated sleeping bag, thought Jeremy. (6) Eventually, the three campers fell asleep, and Peter dreamed that he invented the ______ sleeping bag ever!

1. Which helping verb completes Sentence 3?
   A is
   B was
   C were
   D will

2. Which describes the word loose in Sentence 4?
   A It is an adjective.
   B It is a pronoun.
   C It is the main verb.
   D It is a helping verb.

3. How should the underlined adjective in Sentence 2 be written?
   A more miserable
   B most miserable
   C less miserable
   D correct as is

4. Which does the adjective three in Sentence 6 tell?
   A which one of the campers
   B what kind of campers
   C how many campers
   D the actions of the campers

5. Which adjective completes Sentence 6?
   A good
   B better
   C most good
   D best

6. Which describes the underlined words in Sentence 5?
   A They make up a verb phrase.
   B They are both main verbs.
   C They are both helping verbs.
   D They are adjectives.
Use what you know about the Vocabulary Words to complete the following sentences.

1. Someone who has been *basking* in the sun for a few hours might feel ____________________________.

2. Jet planes are made to be *sleek* because ____________________________.

3. Somebody who loves animals might believe that a *vital* cause is ____________________________.

4. Something that would cause *damage* to a forest would be ____________________________.

5. Someone who enjoys *analyzing* world events might grow up to be a ____________________________.

6. If you *detect* smoke, you should ____________________________.
Read each section of “Interrupted Journey.” Then fill in the charts.

Section 1 pages 544–547

Detail
Turtles can die when they get too cold.

Main Idea

Section 2 pages 548–549

Detail

Detail

Detail

Main Idea
Stranded turtles are given expert care to help them stay alive.

Section 3 pages 550–553

Detail

Detail

Detail

Main Idea

On a separate sheet of paper, write a summary of “Interrupted Journey.” Use the graphic organizers to help you.
Read the paragraph. Use evidence from the paragraph to determine the author’s purpose and perspective. Then complete the graphic organizer.

The rhinoceros is one of the largest and most magnificent of all land creatures. There are five species of rhinos—three in Asia and two in Africa. Sadly, all five species face extinction. Although many efforts have been made to save the rhino, the situation remains desperate. Much of the land that has been home to wild rhino populations has been turned into farmland. People also continue to hunt rhinos, even though they are considered endangered. Some African nations have chosen to move wild rhinos to protected areas. All people who love wildlife should immediately do whatever they can to help save the rhino.

Author’s Purpose:

Author’s Perspective:

Read a magazine article with your child, and discuss the author’s purpose and perspective.
The blue whale is the largest animal on Earth. Blue whales are found in all of the world’s oceans. Sadly, the blue whale is an endangered animal. Beginning around the 1920s, people started using harpoon guns to hunt blue whales. After about forty years of being hunted, the blue whale was near extinction. The nations of the world then acted to put an end to the hunting. Shockingly, the blue whale is still illegally hunted. Humans are the main cause of the decline in the blue whale population, so only we can save them. It is important that we work to keep the oceans clean, because scientists have shown how dangerous polluted oceans are to the blue whale. Fishermen must obey laws that protect the blue whale. We need to do all we can to save the gentle blue whale, the most majestic of all ocean creatures.

<table>
<thead>
<tr>
<th>Persuasive Technique</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal to Emotions</td>
<td>“Sadly, the blue whale is an endangered animal.”</td>
</tr>
<tr>
<td></td>
<td>“Blue whales are found in all the world’s oceans.”</td>
</tr>
<tr>
<td>Appeal to Logic</td>
<td>“Humans are the main cause of the decline in the blue whale population, so only we can save them.”</td>
</tr>
<tr>
<td></td>
<td>“Shockingly, the blue whale is still illegally hunted.”</td>
</tr>
<tr>
<td>Appeal to Ethics</td>
<td>“Fishermen must obey laws that protect the blue whale.”</td>
</tr>
<tr>
<td></td>
<td>“Beginning around the 1920s, people started using harpoon guns to hunt blue whales.”</td>
</tr>
<tr>
<td>Appeal to Authority</td>
<td>“It is important that we work to keep the oceans clean, because scientists have shown how dangerous polluted oceans are to the blue whale.”</td>
</tr>
<tr>
<td></td>
<td>“We need to do all we can to save the gentle blue whale, the most majestic of all ocean creatures.”</td>
</tr>
<tr>
<td>Word Choice</td>
<td>The blue whale is the largest animal on Earth.”</td>
</tr>
<tr>
<td></td>
<td>“We need to do all we can to save the gentle blue whale, the most majestic of all ocean creatures.”</td>
</tr>
</tbody>
</table>

**School-Home Connection**

Over the next week, work with your child to find examples of persuasive techniques used in magazine and newspaper articles. Listen for uses of persuasive techniques on television news programs.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
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8. ______________________
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13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words

1. incompetent
2. uphold
3. inconsiderate
4. indecisive
5. outrank
6. inhumane
7. inorganic
8. income
9. invertebrate
10. outgoing
11. outpatient
12. outspoken
13. outwit
14. downbeat
15. downgrade
16. downplay
17. downtown
18. uplift
19. upstage
20. uptight

Have your child write the Spelling Words two times and cut the words apart. Turn the words face down and play a matching game together.
Draw one line under each action verb and two lines under each linking verb. Draw a circle around the direct object if there is one.

1. I wrote emails to my friend in New England.
2. She became important to me this year.
3. Dora has a house on the ocean.
4. She sent photographs of sea turtles to me.
5. They looked amazing.
6. I am surprised at their size.
7. Sea turtles lay eggs in the sand.
8. The turtles need a safe beach.
9. Are you certain of that?
10. We became interested in conservation.
11. We felt excited.

Write two sentences that have action verbs and two sentences that have linking verbs. Underline the verbs and write action or linking to describe each one.

12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

School-Home Connection
Ask your child to write a list of linking verbs. Then ask your child to write a short paragraph about your family, that uses all the verbs on the list.
Which example is better? Underline the answer.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. somberly</td>
<td>telling about a sea turtle that did not survive</td>
<td>announcing the winner of a contest</td>
</tr>
<tr>
<td>2. stammers</td>
<td>a professional salesperson</td>
<td>a person speaking in public for the first time</td>
</tr>
<tr>
<td>3. monopolize</td>
<td>going to the library and checking out all the books about dogs</td>
<td>going to the library and selecting one book that has information on dogs</td>
</tr>
<tr>
<td>4. deflated</td>
<td>a good friend calls to plan a picnic</td>
<td>a good friend cancels a visit</td>
</tr>
<tr>
<td>5. enraptured</td>
<td>watching a beautiful sunset</td>
<td>watching traffic go by</td>
</tr>
<tr>
<td>6. enterprising</td>
<td>organizing a monthly sidewalk sale</td>
<td>napping on the couch</td>
</tr>
<tr>
<td>7. cumbersome</td>
<td>a small backpack with wheels</td>
<td>a heavy backpack with a broken strap</td>
</tr>
</tbody>
</table>

Complete the items below.

8. Write a description of something that has _enraptured_ you.

9. Describe a time you gave advice to someone who felt _deflated_.
Read each section of “The Power of W.O.W!” Then fill in the parts of the story map for each section. Include the page numbers where you found the story elements.

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

**Section 1** pages 572–573

**Conflict**

**Section 2** pages 574–580

**Plot Events**

**Section 3** page 581

**Resolution**

On a separate sheet of paper, write a summary of “The Power of W.O.W!” Use the story map to help you.
Read the passage. Look for evidence that can help you figure out the author’s purpose and perspective. Use that information to fill in the graphic organizer.

At school, Tyrone noticed that the trash cans were full of two kinds of trash—the kind that can be recycled, like paper and cans, and the kind that can’t, like pencil stubs and food scraps. Tyrone’s older sister had taught him how important it is for people to recycle. He brought up the subject with his best friend, Marilyn. “Recycling would take so much work!” Marilyn groaned. “We would have to pick through our trash. Eww!”

Tyrone was persistent. He didn’t think it would take a lot of work, and he thought it would be worth it. With the help of his sister, he researched the topic on the Internet. Then he approached the school’s principal with a plan. The principal praised Tyrone and agreed that the school needed to recycle. Soon everyone, even Marilyn, took pride in separating trash from recyclable materials. They were glad to do their part to protect the environment.
Read the passage. Then complete the chart.

As a volunteer at Oakwood Hospital, Veronica’s task is to read aloud to the patients. One day Veronica asked Mr. Levitz what he would like her to read. He sighed. “I really appreciate your visits, but you’ve already read everything to me—two or three times!”

On her way home, Veronica thought about what Mr. Levitz said. He had a good point. Hearing the same books read over and over is boring. It would be great if she could bring the patients some new books. As she passed the public library, Veronica suddenly stopped in the middle of the sidewalk. She pressed her hand to her forehead and smiled. She had a library card and, for her birthday, she had been given a suitcase on wheels. Veronica formed a simple but brilliant plan.

<table>
<thead>
<tr>
<th>Story Details</th>
<th>What I Know</th>
<th>Conclusion</th>
</tr>
</thead>
</table>

School-Home Connection

Read a story with your child. Use story details and what you know to help your child draw conclusions about story events.
Name ________________________________

> Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
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17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

**Spelling Words**

1. acceleration
2. accumulation
3. activation
4. alteration
5. authorization
6. calculation
7. cancellation
8. dedication
9. organization
10. demolition
11. repetition
12. mansion
13. pension
14. passion
15. tension
16. champion
17. confusion
18. permission
19. population
20. companion

**School-Home Connection**

Assign each letter of the alphabet a number from 1 to 26. Then have your child write the number code for each Spelling Word.
Circle the correct form of the verb in parentheses ( ) to complete each sentence.

1. The balloons (rise, raise) in the air.
2. The party (celebrate, celebrates) the opening of a new building.
3. Can you (raise, rise) the flag?
4. Our club (present, presents) the money to the director of the hospital.
5. The doctors and hospital staff (sit, set) in the first row.
6. Several kids (lie, lay) on the grass.
7. Other children (play, plays) nearby.
8. The director (thanks, thank) the community for its contribution.
9. I (set, sit) the microphone down on the podium.
10. I (lie, lay) down on the grass, too.

Rewrite each sentence correctly. Replace the incorrect verbs.

11. Jeff lays on the sofa and fall asleep.

12. Katie and Jim lie their books on the counter.

13. Paul sits his camera on the shelf.

14. Mia and Kyle watches the sun raising.

15. I cannot rises my sore arm very high.

School-Home Connection
Ask your child to write a paragraph about flying a kite. Encourage him or her to use the verbs rise and raise, lie and lay, and sit and set in the paragraph.
Which example makes sense? Underline it.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gouges</td>
<td>Mike gouges a hole in the ice.</td>
<td>Pete gouges into the phone in a deep voice.</td>
</tr>
<tr>
<td>2. desolate</td>
<td>Lani was desolate when she was chosen as a cheerleader.</td>
<td>Parker was desolate when she lost her favorite jacket.</td>
</tr>
<tr>
<td>3. bustles</td>
<td>Tran bustles into the hammock for a nap.</td>
<td>Les bustles around his room picking up his belongings.</td>
</tr>
<tr>
<td>4. fervor</td>
<td>Sophie talked with fervor about her trip to New York City.</td>
<td>Julia talked with fervor about doing the dishes.</td>
</tr>
<tr>
<td>5. immaculate</td>
<td>The car was so immaculate I was afraid I’d sit on something sticky.</td>
<td>After we all pitched in to clean the house, it was immaculate.</td>
</tr>
<tr>
<td>6. assuage</td>
<td>To assuage my guilt over a bad grade, I promised to study extra hard.</td>
<td>A good assuage can relax tight muscles.</td>
</tr>
</tbody>
</table>

Answer the questions below.

7. Do you want to laugh or cry when you feel desolate?

8. What is an activity that you do with fervor?
Read each section of “Any Small Goodness.” Then fill in the parts of the story map for each section. Include the page numbers where you found each story element.

**Section 1** pages 595–597

- **Setting**
  - the Rodriguez home in Los Angeles (p. 596)

- **Characters**
  - Arturo (p. 596)

**Section 2** pages 598–604

**Plot Events**

**Section 3** page 605

- **Resolution**

On a separate sheet of paper, write a summary of “Any Small Goodness.” Use the story map to help you.
Banjo was lost! Just a few minutes ago, Ned and Banjo had been playing near the creek. Ned threw a ball, and Banjo raced to catch it. Then, just like that, he was gone! Yelling Banjo’s name, Ned ran along the creekbed and through the park above it, crunching the red, gold, and purple leaves under his feet. He called Banjo’s name again and again, but all he heard was the gurgling of the creek. It was cold—Ned’s fingers felt like ice—it was getting dark and Ned trudged home, his heart as heavy as a stone. Even the familiar aroma of stew and the thought of his dad’s delicious biscuits couldn’t lift his spirits. He took a deep breath and told his parents the horrible news.

Write touch, sight, taste, smell, or hearing next to each example of imagery from the paragraph.

<table>
<thead>
<tr>
<th>Example of Imagery</th>
<th>Sense It Appeals To</th>
</tr>
</thead>
<tbody>
<tr>
<td>red, gold, and purple leaves</td>
<td></td>
</tr>
<tr>
<td>the gurgling of the creek</td>
<td></td>
</tr>
<tr>
<td>fingers felt like ice</td>
<td></td>
</tr>
<tr>
<td>familiar aroma of stew</td>
<td></td>
</tr>
<tr>
<td>dad’s delicious biscuits</td>
<td></td>
</tr>
</tbody>
</table>

Write an answer to each question.

- During what season does the story take place? How do you know? ________________
  ____________________________________________
  ____________________________________________

- The author says that Ned’s heart was “as heavy as a stone.” What emotion does this image suggest? _______________________________
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ________________
2. ________________
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18. ________________
19. ________________
20. ________________

Spelling Words
1. assign
2. autumn
3. column
4. crumb
5. debris
6. delight
7. design
8. glisten
9. hasten
10. knead
11. knowledge
12. lightning
13. resign
14. rhyme
15. solemn
16. thorough
17. scenery
18. whirl
19. wreath
20. wrestled

School-Home Connection
Have your child write the Spelling Words and draw a line through the silent letter in each word.
Rewrite each sentence. Change each verb to its past-tense form.

1. Jayla will take her kitten to the veterinarian on Saturday.
   
2. Mr. Vargas smiles at her when she walks past his house.
   
3. The doctor weighs the cat and checks her for fleas.
   
4. She announces that the cat’s health is excellent.
   
5. Jayla will give the kitten a treat after the examination.
   
Underline the verb in each sentence. Then label each verb as present tense, past tense, or future tense.

6. Molly lives in the city of Los Angeles. _______________________

7. Molly and Kim planned a day trip to a hiking trail. _______________________

8. They will ask Milo, too. _______________________

9. He will arrive after lunch. _______________________

10. The trail needs better markers. _______________________

11. The heat made them tired. _______________________

12. They lose interest in the hiking trail. _______________________

13. The friends will ride bikes to the beach instead. _______________________

14. Molly, Kim, and Milo swim in the cool ocean water. _______________________

School–Home Connection

Ask your child to write four sentences, two about something he or she did last week and two about something he or she plans to do. Ask your child to identify the tense of each verb used.
Discuss the Vocabulary Words with your child. Describe something that is precious to you and something that makes you gleeful.
Read each section of “Chester Cricket’s Pigeon Ride.” Then fill in the part of the story map for each section. Include the page numbers where you found the story elements.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>page 619</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>• Times Square (p. 619)</td>
<td></td>
</tr>
<tr>
<td>• Central Park (p. 621)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th>pages 620–629</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3</th>
<th>page 629</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Events</td>
<td></td>
</tr>
</tbody>
</table>

| Resolution | |

On a separate sheet of paper, write a summary of “Chester Cricket’s Pigeon Ride.” Use the story map to help you.
Read the passage. Then answer the questions. Use the underlined phrases in your answer.

Once there was a little black cat who lived in a meadow. Every day, she crept like a shadow through the sea of tall grass, hunting mice and lizards. One day she met a rabbit in the meadow. “What are you doing here?” the cat demanded.

“It’s a big meadow. Can’t we share it?” the rabbit squeaked.

The cat flicked her tail back and forth as she considered the rabbit’s suggestion. He sat as still as a post and watched her with eyes as shiny as big black seeds.

Just then the meadow shook as the animals felt the thunder of footsteps pounding toward them. The biggest bull they had ever seen slid to a stop beside them. The living locomotive pawed the ground and snorted. “This is my meadow now!” the bull roared.

The rabbit and the cat scampered away in opposite directions. It was clear that from now on, the meadow would not welcome either of them.

1. *Crept like a shadow* is one example of a simile in this passage. What is another?

2. *The sea of tall grass* is one example of a metaphor in this passage. What is another?

3. The animals’ ability to talk is an example of personification. What is another example from the passage?

2. Choose two of the literary devices from the passage. Explain the meaning of each.

School-Home Connection
Work with your child to identify examples of figurative language in a favorite story. Encourage your child to tell what kind of figurative language each example represents.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
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18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. addresses
2. armies
3. calves
4. countries
5. leaves
6. buses
7. videos
8. echoes
9. shelves
10. studios
11. radios
12. halves
13. hooves
14. knives
15. taxes
16. tomatoes
17. opportunities
18. volcanoes
19. stitches
20. wolves

School–Home Connection
Have your child write ten sentences using all the Spelling Words. Ask your child to circle the plural ending in each Spelling Word.
Name ________________________________

Underline the verb phrase in each sentence. Then identify the tense of each one as present perfect, past perfect, or future perfect.

1. The class has gone on a field trip to the science museum. __________________________

2. When they return, they will have learned about city habitats. __________________________

3. Jenny had decided to write her science paper on birds that live in cities. __________________________

4. The library will have closed long before she arrives. __________________________

5. Who has borrowed my science book? __________________________

6. Yvonne had said Jenny could use her book. __________________________

Write a sentence using each verb. Use the verb tense shown in parentheses ( ).

7. draw (present perfect) __________________________

8. choose (past perfect) __________________________

9. paint (future perfect) __________________________

10. help (present perfect) __________________________

11. make (past perfect) __________________________

12. improve (present perfect) __________________________

School–Home Connection
Ask your child to write a list of three verbs. Then ask him or her to write the present-perfect, past-perfect, and future-perfect form of each one.
Which example is better? Underline the phrase or sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. loathe</td>
<td>“I hate that!”</td>
<td>“I love that!”</td>
</tr>
<tr>
<td>2. bland</td>
<td>a hot tamale</td>
<td>a bowl of rice</td>
</tr>
<tr>
<td>3. mentor</td>
<td>a breath mint</td>
<td>a role model</td>
</tr>
<tr>
<td>4. dilapidated</td>
<td>a building missing its windows or doors</td>
<td>a new airplane</td>
</tr>
<tr>
<td>5. coordination</td>
<td>a missed train</td>
<td>a perfect football play</td>
</tr>
<tr>
<td>6. altruism</td>
<td>work that benefits others</td>
<td>work that benefits yourself</td>
</tr>
<tr>
<td>7. sensibility</td>
<td>an allergic reaction</td>
<td>a natural talent or ability for something</td>
</tr>
<tr>
<td>8. advocacy</td>
<td>standing up for the rights of others</td>
<td>making sure you get your way</td>
</tr>
<tr>
<td>9. mistreated</td>
<td>“Here, have an apple.”</td>
<td>“No food or water for you!”</td>
</tr>
<tr>
<td>10. compassionate</td>
<td>“I’m sorry you are feeling bad. Can I help?”</td>
<td>“Too bad, you lose.”</td>
</tr>
</tbody>
</table>

School-Home Connection

Ask your child to explain to you the meaning of each Vocabulary Word. Then take turns using the words in sentences that show their meaning.
Read the passage. Then think about the author’s purpose and perspective. Use your ideas and evidence from the passage to fill in the graphic organizer.

As soon as the postal carrier left, Zeke grabbed the package and tore off the brown paper wrapping. “It’s here!” he yelled. “My bat box is here!” Zeke gleefully held up a wooden box that looked like a cross between a birdhouse and a mailbox.

“We keep our bats in the closet,” said Martin, “with the balls and mitts.” He glanced at the wooden box and added, “I think you got the wrong size.”

“It’s not for that kind of bat,” Zeke replied. “This is a house for live bats. If I’m lucky, bats will see the house and make a nest inside it. Pretty soon I’ll have my own personal bat colony.”

Martin shivered and made a face. “Creepy!” he said. “Why would you want to attract a bunch of flying reptiles?”

“They’re flying mammals,” Zeke said. “And it’s not creepy—it’s smart. Did you know that bats eat thousands of mosquitoes and other pests every night? They help pollinate flowers, and they can distribute the seeds they eat. Plus, they are gentle and totally fun to watch.” Zeke lifted the lid of his bat box and peered inside. “Perfect for a big bat family!” he said.

Evidence Evidence Evidence

Author’s Purpose:

Author’s Perspective:

School Home Connection
Read a magazine with your child, and discuss the author’s purpose and perspective.
Name ________________________________

Read the passage. Then follow the instructions below the passage.

Carlos wiped away another tear and kept chopping. He was halfway through his second onion, and he had three more onions to chop. “I can’t believe how much these onions sting my eyes!” he complained.

Medina, the head chef, was busy dropping chunks of spicy ground beef into a big red frying pan. Each chunk sizzled as it landed, filling the air with a rich aroma. “I know,” she said with compassion. “Unfortunately, that is the price we pay for good spaghetti sauce.”

Carlos sighed and reached for onion number three. He loved the rich, tangy flavor of homemade spaghetti sauce. He also knew that the crowd of volunteers would be as hungry as locusts after their day of beach cleaning. They would definitely appreciate his and Medina’s efforts.

Write **touch**, **sight**, **taste**, **smell**, or **hearing** next to each example of imagery from the passage.

<table>
<thead>
<tr>
<th>Example of Imagery</th>
<th>Sense It Appeals To</th>
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<tbody>
<tr>
<td>big red frying pan</td>
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<tr>
<td>each chunk sizzled</td>
<td></td>
</tr>
<tr>
<td>these onions sting my eyes</td>
<td></td>
</tr>
<tr>
<td>filling the air with a rich aroma</td>
<td></td>
</tr>
<tr>
<td>the rich, tangy flavor of homemade spaghetti sauce</td>
<td></td>
</tr>
</tbody>
</table>

Write an answer to each question.

- Where are Carlos and Medina? How do you know? ________________________________
  ________________________________

- How hungry will their guests be? How do you know? ________________________________
  ________________________________

School/Home Connection

Ask your child to describe his or her favorite food, using details that appeal to the five senses.
Read the stories below. Then answer the questions.

Rattlesnake Tells the Truth, a Native American folktale

One day a man found an injured rattlesnake lying on a rock. The poor snake was nearly dead. The man took pity on the creature and brought it home. Every day he fed it, and little by little the snake regained its health. One morning the man opened the snake’s cage to feed it, and the snake bit his hand. Shocked, the man leaped back and gasped, “Why did you do that? I saved your life!”

The creature replied, “Foolish human. I am a snake, and that is what snakes do.”

MESSAGE: Everything acts according to its nature.

The Dog and His Reflection, a fable from Greece

A dog was lucky enough to find a large piece of meat. Pleased with himself, the dog picked up the meat in his mouth and started trotting toward home. On the way, the dog crossed a bridge over a small stream. He looked down and was surprised to see another dog with an even bigger piece of meat in its mouth. The dog on the bridge was determined to take the larger piece for himself. When he opened his mouth to snatch the meat, his own piece of meat fell into the stream and sank out of sight.

MESSAGE: If you are too greedy, you may lose everything.

1. How are the two stories alike?

2. How are the two stories different?
Read the passage. Then complete the chart.

As Samantha named off each item on their list, James confirmed the information and checked it off the list. “Fifty garbage bags . . . check! Twenty-five pairs of rubber gloves . . . check! Recycling bins . . . ten for glass and ten for metal . . . check!”

Samantha asked, “Did you remember to call the recycling center and make sure that it will be open?” James nodded. “How about Mr. Larson and his big truck? Did you arrange for him to bring it when we finish?” James nodded again.

Within 15 minutes they were all done with the inventory. Samantha declared that they were ready to start loading supplies into the car.

<table>
<thead>
<tr>
<th>Story Details</th>
<th>What I Know</th>
<th>Conclusion</th>
</tr>
</thead>
</table>

**School-Home Connection**

Read a story with your child. Use a Draw Conclusions chart like the one on this page to help your child draw conclusions about story events.
Name _____________________________

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
6. _____________________________
7. _____________________________
8. _____________________________
9. _____________________________
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11. _____________________________
12. _____________________________
13. _____________________________
14. _____________________________
15. _____________________________
16. _____________________________
17. _____________________________
18. _____________________________
19. _____________________________
20. _____________________________

**Spelling Words**

1. indecisive
2. outpatient
3. downgrade
4. uptight
5. acceleration
6. demolition
7. pension
8. champion
9. authorization
10. cancellation
11. autumn
12. knowledge
13. rhyme
14. scenery
15. wrestled
16. armies
17. shelves
18. radios
19. tomatoes
20. videos
Read this part of a student’s rough draft. Then answer the questions below.

(1) It is the day of the big charity soccer match, and Jenna feel nervous. (2) She ________ on her bed and pulls on her new soccer shoes. (3) Jenna's mom is excited as she starts the car and drives Jenna to the match. (4) Jenna play her best soccer ever during today’s match! (5) All of her friends cheers her on. (6) After the match, she ________ the trophy high above her head!

1. Which sentence has an action verb that does NOT agree with its singular subject?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5

2. Which is a linking verb in Sentence 3?
   A  is  
   B  as  
   C  starts  
   D  drives

3. Which verb could complete Sentence 2?
   A  sets  
   B  set  
   C  sits  
   D  sit

4. Which sentence has an action verb that does NOT agree with its plural subject?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5

5. Which verb could complete Sentence 6?
   A  raises  
   B  raise  
   C  rises  
   D  rise

6. Which sentence has a linking verb that does NOT agree with its subject?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5
(1) Ms. Luiz will _have given_ the order to start digging. (2) She had _asked_ everyone to join in the hard work. (3) “I told the mayor that we _had completed_ this garden by 5:00 PM today!” said Ms. Luiz. (4) “Julio, what _had you done_ with your shovel?” she asked. (5) After many hours, the crew of workers finished all of the planting and watering. (6) By the time she leaves, Ms. Luiz _will have thanked_ every volunteer.

1. Which verb form should replace the underlined words in Sentence 1?
   A. have given  
   B. had given  
   C. giving  
   D. give

2. Which form of the verb _ask_ is used in Sentence 2?
   A. past-perfect tense  
   B. present-perfect tense  
   C. present tense  
   D. future tense

3. In Sentence 3, how could the verb _complete_ be changed to present-perfect tense?
   A. complete  
   B. will have completed  
   C. had completed  
   D. have completed

4. Which verb form should replace the underlined words in Sentence 4?
   A. have done  
   B. were done  
   C. are done  
   D. correct as is

5. Which sentence correctly uses verbs in the past tense?
   A. Sentence 1  
   B. Sentence 3  
   C. Sentence 5  
   D. Sentence 6

6. Which is the verb tense of the underlined verb phrase in Sentence 6?
   A. present-perfect tense  
   B. future-perfect tense  
   C. past-perfect tense  
   D. future tense
Use what you know about the Vocabulary Words to answer the following questions.

1. Is an asset something that helps you or something that hurts you?

2. Which action should be done intently, driving a car or humming a tune?

3. Would you thank someone profusely for picking up your pencil or for rescuing your dog?

4. Which task would be an ordeal, folding a napkin or moving a piano?

5. Which is an example of terrain, a rocky mountain trail or a thunderstorm?

6. Would a dismal sight fill you with pleasure or make you feel sad?

7. Should people avoid peril, or should they seek it out?

8. If you esteem something, do you admire it or look down on it?

School-Home Connection

Work with your child to write a story in which you use at least four Vocabulary Words.
Name

As you read each section of “Lewis and Clark,” fill in the sequence chart below.

Section 1 pages 666–667

Section 2 pages 668–671

Section 3 pages 672–673

Write a summary of “Lewis and Clark.”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Read the passage. Then follow the directions.

Before Meriwether Lewis led the famous Corps of Discovery expedition, he was President Thomas Jefferson’s private secretary. Lewis had discussed the idea of an expedition to the Pacific many times with the President. However, the Louisiana Territory belonged to France, and Americans would need the permission of the French government to explore it. The purchase of the Louisiana Territory in 1803 removed this obstacle. The American government was free to explore its newest territory, and Lewis was able to fulfill his dream of discovery.

1. On the lines below, write a summary of the paragraph.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Paraphrase the first sentence of the passage above.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Read the passage below. Then answer the questions.

Lewis and Clark returned to St. Louis with a boatload of treasures. These treasures were not worth a lot of money. They were valuable because of what they contributed to scientific knowledge.

The explorers brought back 39 dried, pressed plants. Nineteen of them were completely new to scientists. They brought back two live animals—a rodent called a prairie dog and a bird called a magpie. They also brought the skins and skeletons of several animals no scientists had ever seen. These included a badger, an antelope, a bighorn sheep, a coyote, and an elk.

The Corps of Discovery brought back valuable knowledge about Native Americans, as well. They recorded the location and number of more than 50 Native American groups.

1. What judgment does the writer make in the first paragraph?

2. Do you think that the plants and animals brought to St. Louis should be considered treasures? Use details from the text to support your answers.

3. Do you think it was right for the explorers to bring back the prairie dog and the magpie? Why or why not?

School–Home Connection
With your child, watch a TV news report or read a newspaper article. Talk about what you think of the event being described, and give reasons for your judgments.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. unsuccessful
2. undoubtedly
3. impossibly
4. disloyalty
5. deactivation
6. unlikable
7. replacement
8. unsafely
9. uncollectible
10. immeasurable
11. impassible
12. encouragement
13. unbelievable
14. unselfishly
15. rearrangement
16. discoverable
17. dishonestly
18. unbreakable
19. reappearance
20. reassurance

School–Home Connection
Have your child write the Spelling Words in alphabetical order and then in reverse alphabetical order.
Complete each sentence with a verb form from the box. Then label each verb form as present participle, past tense, or past participle.

blew  rode  saw  were biting  had ridden

1. When traveling over land, the men ______________________ on ponies.
   ______________________

2. Lewis ____________________ many miles. ____________________

3. The explorers __________________ storm clouds gathering.
   ____________________

4. The wind __________________ most of the clouds away.
   ____________________

5. However, insects __________________ them all night.
   ____________________

Complete each sentence, using the verb and the verb form shown in parentheses ( ).

6. (rest, present participle)
   The group ______________________ after a long day of walking.

7. (drink, past participle)
   Someone ______________________ the last of the water.

8. (hear, past)
   The men ______________________ the sound of running water.

9. (run, present participle)
   Someone ______________________ ahead to find the source.

10. (come, past participle)
    At last, they ______________________ to the Columbia River!
Write each Vocabulary Word next to its meaning.

remote  laden  appalled  invest
grueling  isolated  floundered

1. ______________ weighed down
2. ______________ far away from cities, roads, and stores
3. ______________ spend money with the hope of making money
4. ______________ shocked or extremely surprised in a negative way
5. ______________ moved or behaved awkwardly
6. ______________ exhausting and difficult
7. ______________ all by itself

Use what you know about the Vocabulary Words to answer each question.

8. If you lived in a very hot place, what might be a good business to invest in?

____________________________________________________________________

9. If you saw a family laden with suitcases, what might you conclude?

____________________________________________________________________
Name ________________________________

As you read each section of “Klondike Kate,” fill in the sequence chart below.

Section 1 pages 698–702

Section 2 pages 703–707

Section 3 pages 708–711

Write a summary of “Klondike Kate.”

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Read the paragraph below. Then answer the questions.

In early 1848, a team of workers led by James Marshall was camped on the American River near Sacramento, California. They were building a saw mill for John Sutter. On January 24, 1848, Marshall found a few small gold nuggets along the river. Just a few months after Marshall’s discovery, gold was found in other rivers in California. General John Bidwell found gold in the Feather River, and Major Pearson Reading discovered gold in the Trinity River. These discoveries led to the California gold rush. Approximately 500,000 people traveled to California to seek their fortunes.

1. On the lines below, write a summary of the paragraph.

2. Now paraphrase the first sentence of the passage.

School-Home Connection
Read the paragraph above with your child. Then take turns restating the sentences in your own words.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

**Spelling Words**

1. astronomy
2. disaster
3. asterisk
4. astronaut
5. asteroid
6. chronic
7. chronicle
8. chronology
9. chronological
10. synchronize
11. cyclical
12. bicyclist
13. cyclone
14. encyclopedia
15. hydrogen
16. hydrant
17. hydrate
18. optic
19. optician
20. optical

**School-Home Connection**

Have your child write the Spelling Words on slips of paper. Play Go Fish and try to collect sets of words that share the same root.
Write the contraction for the underlined words in each sentence.

1. She is a daring explorer.

2. They are thinking about returning to California.

3. They are not finding gold here anymore.

4. We are out of food.

5. You have got two days to make a decision.

6. She could not make up her mind.

7. I have not had time to decide.

8. “I am too tired to plan anything,” said the woman.

9. “It is time to stop dreaming and go home,” he said.

10. It should not take very long to pack.

11. You will not have to travel so far this time.

12. He has found a new trail.

13. They still had not decided on a plan.

Underline the word that correctly completes each sentence.

14. (Its, It’s) cold and windy today.

15. (Their, They’re) leaving in an hour.

16. (Your, You’re) horses are prepared for travel.

17. (Their, They’re) saddles are clean and ready.

18. (Your, You’re) going to be late.
Word | Example 1 | Example 2
--- | --- | ---
1. summit | Nick added two numbers to find the answer. | Jan climbed to the top of the hill and grinned.
2. accustomed | Laura was used to the summer rainstorms. | Terry had never seen it rain in July.
3. secure | Strong bolts held the hammock in place. | “Whoa!” Martin yelled as he stepped onto the creaky deck.
4. essential | Rhonda took a water bottle on her hike. | Rita put a battery-powered TV in her backpack.
5. streamlined | A bullet train sped through the countryside. | An old car sputtered and lurched down the road.
6. acclimate | Richard observed a monkey in the pet shop window. | Ron learned to live with the constant chatter of chimps.

Which example is better? Underline the answer.

Discuss the Vocabulary Words with your child. Then work together to make up an adventure story that uses some of the words.

Answer the questions below.

7. How could you help a new student become accustomed to your school?

8. Which is essential to bring when you travel, a book, a fishing rod, or a toothbrush?
Read each section of “The Top of the World: Climbing Mount Everest.” Then fill in the parts of the K-W-L chart.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pages 727–729</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 730–734</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 735–739</td>
</tr>
</tbody>
</table>

Read the passage. Then fill in the chart.

Mount McKinley is North America’s tallest mountain. It is also the hardest mountain in the world to climb. Mount McKinley is part of the Alaska Range. It is located in Denali National Park. The first climber who claimed to reach the summit was Frederick Cook in 1906. Since then, many people of different ages and abilities have climbed Mount McKinley. In 1993, Joan Phelps became the first blind person to climb Mount McKinley. In 1995, Merrick Johnston became the youngest girl to climb the mountain. She was 12-years-old. These are the most amazing ascents by mountain climbers so far.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>These are the most amazing ascents by mountain climbers so far.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at the graphs. Then answer the questions below.

1. How are the two graphs different?

2. How are the two graphs alike?

3. If you want to climb a European mountain that is between 14,500 and 15,000 feet high, which one would you choose?

4. Do the graphs make information easy to understand? Why or why not?
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Spelling Words
1. tractor
2. distract
3. traction
4. contract
5. attract
6. subtract
7. erupt
8. bankrupt
9. interrupt
10. abrupt
11. rupture
12. audio
13. audible
14. audience
15. auditorium
16. audition
17. verdict
18. diction
19. dictate
20. predict

School–Home Connection
Hold a mini Spelling Bee. Call out the words and have your child spell them aloud. Ask him or her to write any misspelled words.

Practice Book
© Harcourt • Grade 5
Underline the word or words that correctly complete each sentence.

1. The group sits (quiet, quietly) in the plane.
2. Daeshaun prepares (more eagerly, most eagerly) than Tom.
3. This jump is (easy, easily) for him.
4. Corrine (slowly, slow) fastens her belt.
5. Hal puts on his parachute (fast, faster) than Sue.
6. He (soon, soonest) gets ready.
7. I fly a plane (well, better) than my sister.
8. Rae skydives (well, better).

If the sentence is correct, write correct. If it is incorrect, rewrite it correctly.

9. I don’t know nothing about trapeze artists.

10. He hasn’t never seen the circus.

11. Marcy does not have no time to learn the routine.

12. She has not had none all week.

13. I would do anything to fly high like that!

14. They don’t never manage to finish the show on time.
Use what you know about the Vocabulary Words to answer the following questions.

1. Would it be safe to hold an *ignited* piece of paper? Explain.

2. What could *potentially* ruin an outdoor volleyball game?

3. Why would it be hard to travel in a *cramped* car?

4. What kind of objects might the crew of a sinking ship have *jettisoned*?

5. Describe what a person’s eyes look like when he is *squinting*.

6. How might a person feel if she was in a place of *tranquility*?

---

**School-Home Connection**

Work with your child to write a story using all the Vocabulary Words.
Before you read, fill in the first two columns of the chart. Then, as you read each section of "The Man Who Went to the Far Side of the Moon," fill in the third column to show what you learned.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Learn</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Astronaut (pages 752–753)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blast Off! (pages 754–755)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Round-Trip to the Moon (pages 756–759)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On the Moon (pages 760–762)</td>
<td></td>
</tr>
</tbody>
</table>
Black holes are one of the greatest mysteries of our time. A conversation about black holes will always engage both scientists and students. Scientists say that a black hole is a part of space which has such a powerful gravitational force that nothing can escape from it—not even light. There are probably millions of black holes in our galaxy. So far, no one has positively identified a black hole. Astronomers did make an intriguing discovery in 1994, though. Using the Hubble Space Telescope, they found evidence that a black hole exists at the center of M87, another galaxy.

Read the following paragraph. Then fill in the chart.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
<th>Clue Words and Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black holes are one of the greatest mysteries of our time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A conversation about black holes will always engage both scientists and students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A black hole is a part of space which has such a powerful gravitational force that nothing can escape from it—not even light.</td>
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<td></td>
</tr>
<tr>
<td>Using the Hubble Space Telescope, they found evidence that a black hole exists at the center of M87, another galaxy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 

Spelling Words

1. banana
2. chimpanzee
3. yogurt
4. almanac
5. syrup
6. cousin
7. stomach
8. language
9. foyer
10. acronym
11. chlorine
12. kayak
13. parka
14. balcony
15. replica
16. anchor
17. urban
18. coyote
19. chocolate
20. vanilla

Have your child choose ten Spelling Words to illustrate. Ask them to label each picture with the Spelling Word it shows.
Name ________________________________

Rewrite the parts of a letter. Use capital letters and correct punctuation.

1. dear monty ________________________________

2. your friend ________________________________

3. dear sir or madam ____________________________

4. sincerely yours ______________________________

5. write soon ________________________________

6. dear mrs barnes ______________________________

7. yours truly _________________________________

8. 847 north waterview drive ____________________

9. chicago il 60613 ______________________________

10. april 17, 2008 ________________________________

Rewrite each sentence. Use correct punctuation. Underline words that should be italic.

11. maybe we can write a report about neil armstrong suggested anne
    ________________________________

12. that’s a good idea said diane let’s get started
    ________________________________

13. Mai read the chapter laika to her sister
    ________________________________

14. our universe is a popular book
    ________________________________

School-Home Connection

Ask your child to write down his or her favorite book title, chapter title, and song title, making sure to use correct punctuation. Your child should underline words that should be italic.

Practice Book
© Harcourt • Grade 5
Which example is better? Underline the word or phrase.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. poised</td>
<td>crouched at the starting line</td>
<td>napping on a couch</td>
</tr>
<tr>
<td>2. earnestly</td>
<td>jokingly</td>
<td>truthfully</td>
</tr>
<tr>
<td>3. insufficient</td>
<td>too much</td>
<td>not enough</td>
</tr>
<tr>
<td>4. exceptional</td>
<td>outstanding movie</td>
<td>dull movie</td>
</tr>
<tr>
<td>5. achievement</td>
<td>eating lunch</td>
<td>building a robot</td>
</tr>
<tr>
<td>6. bickering</td>
<td>arguing</td>
<td>agreeing</td>
</tr>
<tr>
<td>7. equivalent</td>
<td>ten pennies and a dollar</td>
<td>ten pennies and a dime</td>
</tr>
<tr>
<td>8. regal</td>
<td>proud poodle</td>
<td>cheese sandwich</td>
</tr>
<tr>
<td>9. customary</td>
<td>breakfast at night</td>
<td>breakfast in the morning</td>
</tr>
<tr>
<td>10. provoke</td>
<td>tease a zoo animal</td>
<td>watch a zoo animal</td>
</tr>
</tbody>
</table>
The manatee is a large, peaceful creature that lives in warm coastal waters from Louisiana to Virginia. Sadly, the manatee is in danger. Manatees like to rest just below the surface of the water. Many manatees have been hit by speeding boaters who do not see them. It is common to find wild manatees with scars on their skin from boating accidents. Places like Florida's Everglades National Park are trying to protect the manatee. In the park, boaters must travel at a very slow speed. Strict boating rules make areas safe for manatees.

1. On the lines below, write a summary of the paragraph.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

2. Now paraphrase the last sentence of the passage above.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
The leatherback sea turtle is the fourth-largest reptile in the world. One turtle can weigh as much as 2,000 pounds. Despite their large size, leatherbacks are at risk of injury both in the ocean and on land. Pollution in the ocean, such as oil, rubber, plastic, and tar, endangers the turtles. Also, turtles can get caught in fishing nets. For this reason, fishing boats should not be allowed in the places where turtles swim. Leatherbacks lay their eggs on beaches. Birds, dogs, and human activity can destroy turtle eggs on the beach. We should construct fences on all beaches where leatherbacks lay eggs.

<table>
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</tr>
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<tr>
<td>We should construct fences on all beaches where leatherbacks lay eggs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School-Home Connection

Read a magazine article or watch a TV news report with your child. Work together to identify one fact and one opinion.
Read the passage below. Then answer the questions.

The nature magazine David and Melissa worked for had asked them to take photographs of a wild river that runs deep in the rain forest in Nicaragua. The photographers had been hiking for nine hours, and they hadn't found the river.

“Melissa, we need to head back to camp. It will be dark soon,” David insisted.

“No way,” Melissa shot back. “I’m not leaving until we find the river and take the photographs. This is the most important assignment we’ve ever had!”

David considered returning to camp without Melissa, but he was scared to be by himself. Returning alone could put Melissa in danger, too.

“Come on,” Melissa demanded. “Let’s go!” David sighed and continued behind her. They climbed to a top of a small hill and looked down. There was the river.

“See, I told you!” Melissa smiled as she gave him a high five.

1. Why does David want to head back to camp?

________________________________________________________________________

2. Do you think it is right that Melissa demanded that David continue with her? Explain.

________________________________________________________________________

________________________________________________________________________

3. Do you think David should have returned to camp without Melissa? Why or why not?

________________________________________________________________________

________________________________________________________________________
Look at the graph. Then answer the questions below.

Florida Gulf Lighthouses

1. What information does the graph show?

2. How does the key help you read the graph?

3. In what order would the lighthouses be listed if they were shown from shortest to tallest?

4. Does the graph make information easy to understand? Why or why not?
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Spelling Words
1. impossibly
2. deactivation
3. immeasurable
4. unbreakable
5. reappearance
6. asteroid
7. chronology
8. cyclone
9. hydrate
10. optical
11. contract
12. bankrupt
13. audible
14. diction
15. almanac
16. language
17. balcony
18. chlorine
19. cousin
20. urban
Read this part of a student’s rough draft. Then answer the questions below.

(1) My friend Ava has lived on Florida’s Gulf Coast for two years. (2) ________ really fun to visit her. (3) We are both serious bird–watchers. (4) We like to use binoculars to watch the birds fly around and build _________ nests. (5) The birds haven’t never disappointed us. (6) We are thinking about taking photographs of them next time!

1. Which names the form of the verb live used in Sentence 1?
   A past participle  
   B present participle  
   C past tense  
   D infinitive

2. Which word could complete Sentence 2?
   A it’d  
   B it’ll  
   C it’s  
   D its

3. Which contraction could replace the underlined words in Sentence 3?
   A we’ll  
   B we’re  
   C we’ve  
   D we’d

4. Which pronoun best completes Sentence 4?
   A their  
   B they’re  
   C it’s  
   D its

5. How should the underlined words in Sentence 5 be written?
   A haven’t ever  
   B have not never  
   C hadn’t never  
   D have ‘nt ever

6. Which names the form of the verb think used in Sentence 6?
   A past tense  
   B past participle  
   C present participle  
   D infinitive
Read this part of a student’s rough draft. Then answer the questions below.

(1) Can Neil be persuaded to help us with the play? asked Marla. (2) “If you ask me,” said Keisha, “I think Neil will be the easy convinced of all.” (3) “Let’s find a way to get more students to join the drama club,” said Mandy enthusiastically. (4) “I’ll ask Mr. Jennings to speak to the class” suggested Kate. (5) “I don’t think the students have read macbeth,” said Mr. Jennings. (6) “I think the show will go on!” exclaimed Marla.

1. Where should quotation marks be inserted in Sentence 1?
   A after play?
   B before help and after play?
   C before Can
   D before Can and after play?

2. Which form of the underlined adverb in Sentence 2 should be used?
   A most easily
   B more easily
   C easier
   D easiest

3. Which word in Sentence 3 is described by the adverb enthusiastically?
   A find
   B get
   C join
   D said

4. Which is missing from Sentence 4?
   A period
   B quotation marks
   C comma
   D capitalization

5. Which is the correct way to write the underlined title of the play in Sentence 5?
   A “macbeth”
   B “Macbeth”
   C Macbeth
   D “Macbeth”

6. Which is wrong in Sentence 6?
   A period
   B quotation marks
   C comma
   D capitalization
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