

Extra Support Copying Masters

Grade 6

 Harcourt School Publishers

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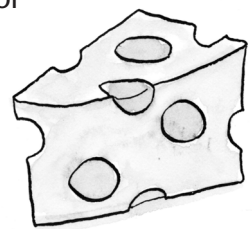
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Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. Our car was *incapacitated*, so Mom _____.
A took it to a car wash C put a new coat of paint on it
B called a mechanic D turned up the radio
2. The students *lamented* when they _____.
A tried out for a talent show C got interesting new books
B learned how to make a pie D realized they hadn't studied enough
3. The young girl became *hysterical* when she _____.
A ate a delicious lunch C lost her favorite doll
B got ready for bed D petted her dog
4. The basketball *ricocheted* when _____.
A the head coach held it C the referee picked it up
B it hit the wall D someone put a big hole in it
5. Lisa was *ecstatic* because she _____.
A did poorly on a test C hated the taste of oatmeal
B was disappointed in her sister D was going to the theme park
6. I will be *crestfallen* if _____.
A my team loses the big game C my friend buys me a present
B my parents give me a treat D my aunt and uncle visit
7. Charlie howled with *mirth* after he _____.
A heard a terrific joke C hit his thumb with a hammer
B argued with his best friend D watched a suspenseful movie
8. That cheese is *perishable*, so we should _____.
A buy a kind that tastes better C keep it in the refrigerator
B cook it well before we eat it D throw it in the garbage

**School-Home Connection**

With your child, make up new sentences using the Vocabulary Words.

Name _____

**Skill Reminder**

Plot includes the events in a story. It contains a **conflict**, or problem, that the main character has. The way the conflict is solved is the **resolution**. The **setting** of a story is where and when it takes place.

- Read the story. Then fill in the blanks with the correct answers. The first one has been filled in for you.

It was a beautiful Friday morning, and Diana was very excited about the big race. She was sure she was going to win because she was definitely the fastest kid in her class. She smiled as she jogged from her classroom to the school's track. Then—suddenly—Diana fell to the ground. She had tripped on a large crack in the sidewalk. Blood was streaming from her knee, and her ankle hurt. "Oh, no!" she thought. "What if I can't run today?"



- This story takes place on the way from a classroom to the school's track.
- This story takes place on a beautiful _____.
- The main character's name is _____.
- The main character's conflict is that she wants to _____
_____.
- The main character's conflict started when she _____
_____.

**School-Home Connection**

With your child, try to think of a satisfying resolution for this story. Have your child write the resolution on a separate sheet of paper.

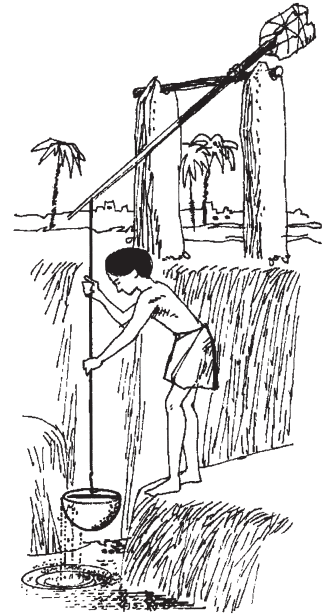
Name _____

**Skill Reminder**

There are many different forms, or kinds, of fiction.

Some of their definitions are below:

- **Realistic fiction** is about characters and events that seem like those in real life.
- **Historical fiction** has realistic characters in the past.
- A **fable** teaches a lesson about right and wrong. Its characters are often talking animals.
- A **myth** tells about how something began. It often has gods or talking animals as characters.
- **Science fiction** is usually set in the future. It often includes amazing inventions.



► Read the following sentences, and fill in the blanks.

The first one has been completed for you.

1. A story about a realistic teenager who lived in ancient Egypt is historical fiction.
2. A story about a bear that learns not to tease others is _____.
3. A story about a man and a woman who zoom around space in the year 3333 is _____.
4. A true-to-life story about a young boy who plays basketball for a losing team is _____.

► Read each of the following items, and decide what kind of fiction it most likely comes from. Then underline the correct choice. The first one has been done for you.

5. The boy stepped into the travel beamer and returned to his home planet of Mars. Is this science fiction or a fable?
6. The Greek god said, "Now I will create thunder!" Is this a myth or historical fiction?
7. The old man called to George Washington, "Good luck against the British!" Is this realistic fiction or historical fiction?
8. The spider said, "I have learned how important it is to think about things before I act." Is this historical fiction or a fable?

**School-Home Connection**

With your child, discuss the different forms of fiction. Work together to think of stories you know in some of these forms.

Name _____

▶ Complete the sentences. Circle the letter of the ending that makes the most sense.

- The most *subtle* sound I've ever heard is _____.
A booming thunder C heavy footsteps
B softly falling rain D noisy drumming
- I think my parents might be *tormented* by my _____.
A excellent grades C loud snoring
B politeness D good health
- Maude watched as the tourists *frolicked* in the _____.
A school hallway C library
B hospital D ocean
- Three small children *emerged* from _____.
A a nest on a high branch C the space shuttle
B the television D the back seat of the car
- I went to the dentist to *inquire* about _____.
A the pain in my tooth C my history homework
B my puppy's diet D the game's score
- While I was *meandering* home from school, I _____.
A ran straight to my house C raced to the grocery store
B happened to meet my friend D hurried to the playground
- When I was little, I would lie in my bed and *survey* _____.
A the entire world C the ceiling
B a huge toy store D a movie theater
- When the hawk *hovered* in the air, it seemed to _____.
A float above the trees C jump on the sun
B rush over the rainbow D bounce off the mountain

**School-Home Connection**

With your child, think of other sensible endings for each sentence.

Name _____



Skill Reminder

Setting is where and when a story takes place. **Plot** is the series of events in a story. The main character usually has a problem, or **conflict**. The **resolution** is the solution to the character's conflict.

► Read the paragraph. Then write the correct answers by filling in the blanks.

Danny's allergies seemed to act up every spring. However, this year the sixth-grader felt great, even though it was already April 5. That was a good thing, because he was going to be singing two solos in his class's performance, which would be at eight o'clock that night. It was only two minutes before he had to walk onto the stage of the school auditorium—when suddenly Danny's nose seemed to explode. Poor Danny couldn't stop sneezing. His friend Rosie heard him and rushed over to his side. "Are you OK?" she asked. Through his sneezes, Danny said, "I feel like a volcano!" Rosie had a perfect solution. Instead of performing two solos, Danny was joined on stage by four of his classmates. They sang loud enough that Danny's sneezing went almost unnoticed by the packed auditorium.

1. This paragraph takes place at night, during the month of _____.
2. This paragraph describes an event that happened _____
_____.
3. The main character's name is _____.
4. Another character is _____.
5. The main character's conflict is that he is supposed to sing two solos but _____
_____.
6. The resolution to the main character's conflict is that _____
_____.



School-Home Connection

With your child, list the plot events of the story. Have your child use the list to retell the story.

Name _____

**Skill Reminder**

There are many different poetic devices.

- **Rhythm** is the feel or beat of a poem.
- **Word choice** is the use of vivid sensory words.
- **Rhyme** is the repetition of the same sound.
- **Repetition** is the use of the same word more than once.

► Fill in the blank with the name of the correct poetic device. The first one has been done for you.

1. A poet ends one line with the word *fun* and another line with the word *sun*.

This is an example of rhyme.

2. A person's hair is described as *wiry*.

This is an example of _____.

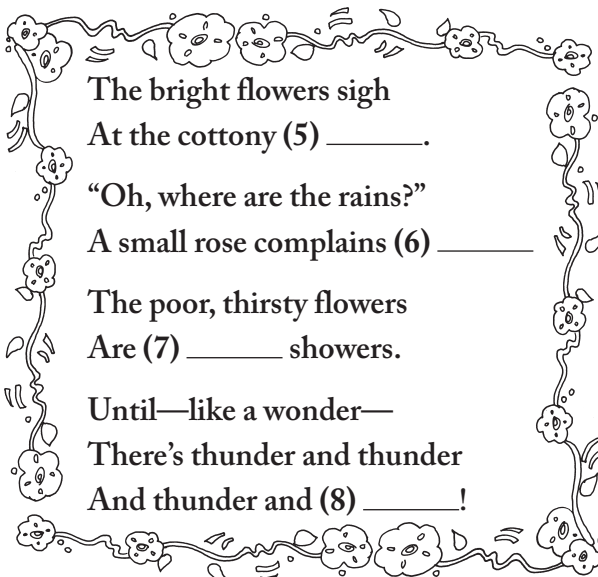
3. A poem contains the line: "Oh, why, why, why."

This is an example of _____.

4. The poem sounds like a fast-paced song.

This is an example of _____.

► Read the poem. Then circle the correct response.

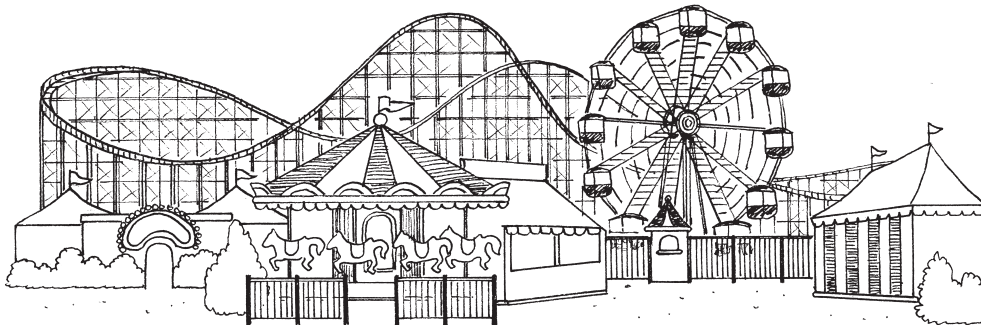


- To rhyme with *sigh*, would you use *sky* or *clouds*?
- For correct punctuation would you use *a comma* or *a period*?
- Is the matching rhythm *waiting for* or *looking forward to many*?
- To use repetition, would you write the word *thunder* or *rain*?

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. When my money-making *scheme* did not work, I came up with a new _____.
A plan
B excuse
C story
D outfit
2. Steve *exerted* himself too much while _____.
A sleeping soundly
B watching TV
C playing basketball
D daydreaming
3. His story was so *astounding* that I had trouble _____.
A holding back my tears
B believing it
C keeping my temper
D writing it down
4. On a rainy day, my twin brother and I *rigged* up _____.
A a sporting goods store
B a babysitting business
C new houses on our block
D working models of planes
5. I *stabilized* the wobbly chair by _____.
A painting it red and yellow
B trading it for a better one
C putting a magazine under one leg
D letting my best friend sit in it
6. When the team *disbanded*, its members _____.
A went to play for other teams
B celebrated their championship
C hoped it would win next time
D practiced for their next game
7. At the theme park, Elisa was most interested in riding the *replica* of _____.
A a cartoon character
B an ancient civilization
C a scary TV show
D an old-time roller coaster

**School-Home Connection**

Ask your child to pick one wrong answer for each question and explain why it isn't correct.

Name _____

**Skill Reminder**

A text that is organized in **chronological order** tells about events in time order. Watch for clue words such as *first*, *next*, and *finally*. Watch also for dates and other information about time.

► Read the paragraph. Then write the correct answers in the blanks.

Thomas Edison may have invented more things than anyone else who ever lived. He received his first patent in 1869. That was for an electric voting machine. In 1876, he set up the country's first private research lab, in Menlo Park, New Jersey. The following year he invented the phonograph. In 1879 he invented the lightbulb. Ten years later, he invented the first movie camera. By the time Edison died in 1931, he held more than a thousand patents!

1. Thomas Edison patented his electric voting machine in _____.
2. Thomas Edison invented the phonograph in _____.
3. Two years after Edison invented the phonograph, he invented the _____.
4. After Edison invented the lightbulb, he invented the _____.
5. Thomas Edison died in _____.

**School-Home Connection**

Help your child think of five events in his or her own life. Have your child list these events in chronological order.

Name _____



Skill Reminder

- An **almanac** contains facts about events, places, entertainment, sports, and weather.
- An **atlas** contains maps.
- A **dictionary** tells what words mean and how to pronounce them.
- An **encyclopedia** contains short articles about many topics.
- A **thesaurus** gives synonyms and antonyms for words.

► Read each item below. Circle the correct choice.

1. You want to find the location of North Carolina.
Do you look in a dictionary or an atlas?
2. You want to find a word that is similar in meaning to *cloudy*.
Do you look in a thesaurus or an encyclopedia?
3. You want to find a chart showing the average temperature in different cities.
Do you look in an atlas or an almanac?
4. You want to find the meaning of the word *fluid*.
Do you look in an almanac or a dictionary?
5. You want to learn about how birds fly.
Do you look in an encyclopedia or a thesaurus?

► Imagine that you are using an encyclopedia. What letter would you look under to find each piece of information?

6. How do helicopters fly? _____
7. Who originally settled the colony of North Carolina? _____
8. When was the bicycle invented? _____
9. Where were the Wright brothers born? _____
10. What did Octave Chanute accomplish? _____



School-Home Connection

Pick other topics of interest, and have your child explain which reference source he or she would use to find information about each topic.

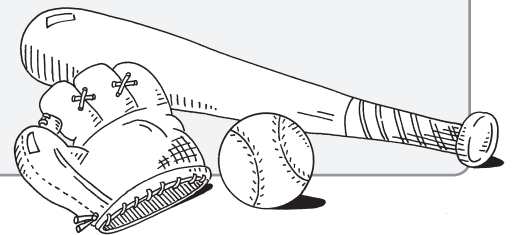
Name _____

**Skill Reminder**

A text that is organized in **chronological order** tells about events in time order. Clue words such as *first*, *next*, and *finally* help you know the order of events. Dates and other information about time are also clues.

- Read the paragraph. Then write the correct answers by filling in the blanks. The first one has been done for you.

Babe Ruth was one of America's most admired baseball players. He was born in Baltimore, Maryland, in 1895. Babe was sent by his parents to a special school for troubled youth when he was seven years old. There Babe learned how to swing a bat and pitch a ball. When he left the school twelve years later, Babe joined the Baltimore Orioles baseball team. The next year he was playing for the Boston Red Sox. His baseball career spanned 22 years. Babe set a record for home runs in 1927 that was not broken until 1961. He died a hero at age 53.



1. Babe Ruth was born in 1895 in Baltimore, Maryland.
2. When Babe Ruth was seven, he was sent to _____.
3. Babe Ruth was at the school for _____ years.
4. After he left school, Babe Ruth played for the Baltimore Orioles. One year later he played for the _____.
5. In 1927, Babe _____.
6. Babe Ruth died when he was _____.

**School-Home Connection**

Ask your child to interview you about events in your life. Have your child list these events in chronological order.

Name _____

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

1. This wall is a *hindrance* because I _____.
A can climb over it C can go no farther
B can knock it down D will plant a garden near it
2. The coach remained *steadfast* even though _____.
A we had lost C we had won
B the game had started D the game hadn't started
3. That man is *sage* because _____.
A he lost his job C he is the youngest
B he gives good advice D he dresses better than anyone else
4. I was in a *quandary* because I _____.
A had a good night's sleep C like my new shoes
B found my lucky penny D couldn't decide the answer
5. You can be quite *intimidating* with your _____.
A booming voice C friendly manner
B bright smile D nice attitude
6. I felt a *calamity* was coming when _____.
A the sun finally peeked out C a gentle breeze rustled the leaves
B the sky suddenly clouded over D a robin chirped
7. I felt a sense of *trepidation* as we _____.
A ate ice cream C walked through the dark forest
B laughed at the movie D sat and talked
8. Your contribution was *invaluable* because it _____.
A had no impact C was worthless
B didn't tell us anything new D gave us a solution
9. The girl kept her *composure* even though _____.
A her artwork was ruined C she opened the door
B the movie ended D she got a good night's sleep
10. I *surpassed* my own expectations when I _____.
A went to bed C played with my friends
B worked so quickly D zipped my coat

**School-Home Connection**

Have your child use each Vocabulary Word in a sentence of his or her own.

Name _____



Skill Reminder

The **plot** is the sequence of events that happen in a story. It contains a **conflict**, or a problem that the main character faces. The **setting** is where and when the story happens.

► Read the story. Circle the letter of the best ending for each item.

Deena woke up to a cool Saturday morning. As she lay in bed, she thought, *Today is the big day.* The cooking contest would take place at ten o'clock. Deena felt confident. The night before, she had prepared all the ingredients for her famous spinach-and-chicken pizza. She had taken most of them to the school gym where the cooking contest would take place—everything except her secret ingredient.

Later that morning, Deena arrived at the gym. There were 15 other contestants who would also be preparing their favorite dishes. The gym had been outfitted with special microwave ovens and mini refrigerators. Deena arrived at her work station to find a big mess. Someone had opened her ingredients and spilled them all over the counter and the floor! Who would do such a thing?

- Where does the first part of this story take place?
A in a gym
B in Deena's bedroom
C in Deena's kitchen
D at the park
- Where is Deena in the second paragraph of the story?
A at the store
B in her bedroom
C in her car
D in the gym
- What is Deena trying to do?
A win a cooking contest
B eat pizza
C make a cake
D make new friends
- What problem does Deena encounter?
A The microwaves are broken.
B No one came to the contest.
C The ingredients have been destroyed.
D The judges ate her pizza.



School-Home Connection

Your child is reviewing plot and setting. Have your child tell you the plot and setting of a favorite story he or she has read recently.

Name _____

**Skill Reminder**

Chronological order is the order in which events happen. It is also called the sequence of events.

► Read the story. Then circle the letter of the phrase that best answers each question.

I was glad it was a Saturday, even though my chores would keep me indoors for a while. Mom said I was in charge of cleaning my own room, top to bottom, but it had to be cleaned to her satisfaction. It was time to “shake off the summer sand,” as she liked to say.

First, I had to strip my bed to wash all of my sheets, pillowcases, and blankets. Then it was on to dusting and sweeping. Dusting required a lot of time. I had to dust off not only all the surfaces, but also the things on those surfaces. That took at least forty minutes, and I ended up throwing some things away. Next came sweeping, and not just the floor that I could see. I had to sweep under the bed and behind dressers and chairs and my desk. Once that was done, I had to put my room back together. That meant fresh sheets and pillowcases for the bed, as well as a clean blanket. Then my room looked and smelled fresh as new. At least I didn't have to clean out my dresser drawers. That could wait until another day.

1. What does the writer do first?

- A dusts the surfaces
- B strips the bed

- C sweeps the floor
- D makes the bed

2. What else does the writer dust besides the surfaces?

- A things on the surfaces
- B the bed

- C the floor
- D the sheets

3. What does the writer do after dusting?

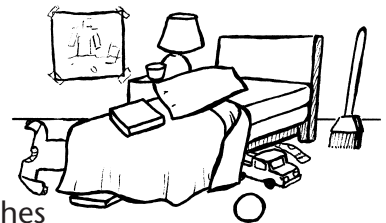
- A makes the bed
- B strips the bed

- C washes dishes
- D sweeps the floor

4. What is the last thing the writer does?

- A cleans out the dresser drawers
- B calls Mom

- C sweeps the floor
- D puts the room back together

**School-Home Connection**

This week, your child is reviewing chronological order. Have your child tell what he or she did today in chronological order.

Name _____



Skill Reminder

- **Realistic fiction** has characters and events that seem real.
- **Historical fiction** is set in a specific time in history and has realistic characters and events.
- **Fables, myths, legends, fairy tales, tall tales, and folktales** are not realistic. The action could not really happen.
- **Science fiction** is not realistic in the world we know today, but could be real in the future.

► Read the book titles. Then write the form of fiction the story most likely would be.

| Book Title | Form of Fiction |
|--|------------------------|
| <i>Snow White and the Seven Dwarfs</i> | 1. _____ |
| <i>The Legend of John Henry</i> | 2. _____ |
| <i>Paul Bunyan and Babe, His Blue Ox</i> | 3. _____ |
| <i>It Came from Planet Xeno</i> | 4. _____ |
| <i>A Day in the Life of a Farmer</i> | 5. _____ |
| <i>Hercules: Ancient Greek Hero</i> | 6. _____ |
| <i>When George Washington Was a Boy</i> | 7. _____ |
| <i>Why Fox Has a Bushy Tale</i> | 8. _____ |
| <i>John Jakes: Basketball Player</i> | 9. _____ |
| <i>The Legend of Tarzan</i> | 10. _____ |



School-Home Connection

Your child is reviewing forms of fiction. Discuss the answers your child gave above. Then have your child look for several forms of fiction at the library or in reading materials at home.

Name _____



Skill Reminder

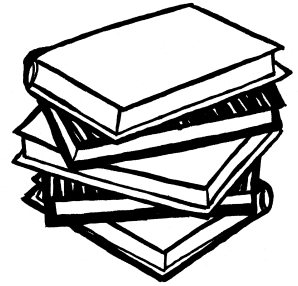
An **atlas** is a book of maps.

An **almanac** is a yearly reference that contains charts, tables, calendars, weather forecasts, and dates of holidays.

A **dictionary** gives spellings, pronunciations, definitions, syllabifications, inflected forms, parts of speech, and origins of words.

An **encyclopedia** is a factual book that covers a range of topics in alphabetical order. It contains photographs and other visuals.

A **thesaurus** is a book of synonyms and antonyms.



► In the first column below, read the information needed. In the second column, write the reference source you would look in to find the information.

| Information Needed | Reference Source |
|--|------------------|
| a history of the Grand Canyon | 1. _____ |
| the weather predictions for winter | 2. _____ |
| the location of Death Valley | 3. _____ |
| a synonym for <i>persistent</i> | 4. _____ |
| the pronunciation of <i>onomatopoeia</i> | 5. _____ |
| a good time to plant winter wheat | 6. _____ |
| a road map for Los Angeles | 7. _____ |
| information on dogs | 8. _____ |
| the origin of the word <i>calamity</i> | 9. _____ |
| an antonym for <i>trepidation</i> | 10. _____ |



School-Home Connection

Your child is reviewing types of reference sources. Play a guessing game with your child. Suggest a word or phrase, and have your child tell you where the information can be found and why it would be found there.

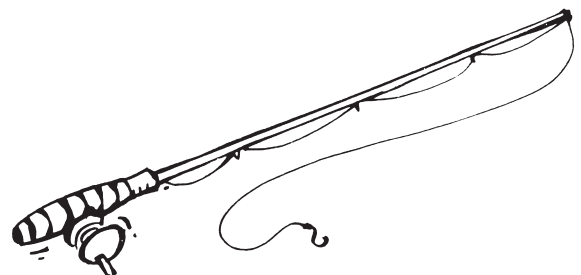
Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- When the radio went *haywire*, it _____.
A had a lot of static
B sounded perfect
C received signals well
D stopped playing
- The heat had *fused* the pieces of hard candy so that they were _____.
A very soft
B discolored
C stuck together
D very slippery
- Things that are said in *jest* are intended to be _____.
A helpful
B serious
C insulting
D funny
- The *intonation* of a professional musician would most likely be _____.
A hard to listen to
B flat and dull
C in perfect tune
D unpleasant to hear
- A path that is *sinuous* would be _____.
A rocky
B straight
C slanted sharply uphill
D full of bends and curves
- A big monument or statue is *immobile* because it _____.
A impresses people
B stays in one place
C honors an important person or event
D is valuable to the public
- The fishing pole was *supple*, so it _____.
A bent easily
B did not rust
C broke
D was rigid and straight

**School-Home Connection**

Work with your child to write sentences using each Vocabulary Word. Encourage your child to act out the meaning of the Vocabulary Words that relate to movement.



Name _____



Skill Reminder

A **character's qualities**, or traits, affect how he or she reacts to the **conflict** in a story. These reactions, in turn, affect how the conflict is resolved.



► Read the story and fill in the correct answers.

“Let’s get moving!” Pam called impatiently. Pam and her friend Candice were finally going on the 25-mile bike ride they had been planning. Pam hoped Candice wouldn’t slow her down. Pam was a strong rider and she loved the thrill of riding fast on rough ground. The nature trail would have hills and some off-road opportunities. Pam pedaled along as fast as she could go. When she saw a steep hill to one side of the trail, Pam stopped suddenly. She thought the hill looked like fun, but she knew Candice would not want to go down it.

Just then, Candice pointed to another way down, and called out, “You go down the hill. I’m going to take this trail. I’ll meet you at the bottom.” Pam made sure her helmet was secure and zoomed down the hill.

1. The main characters of this story are _____.
2. Two words to describe Pam are _____.
3. The conflict in this story is that _____
_____.
4. The characters’ personalities create this conflict because _____
_____.
5. The conflict is resolved when _____
_____.



School-Home Connection

With your child, discuss what might have happened in the story if both characters were adventurous. Work together to write an alternate resolution to the story.

Name _____



Skill Reminder

When you come across a word that has more than one meaning, use **context** to figure out how the word is being used.

► Read each sentence in column 1. Match it with the letter of the definition in column 2 that tells how the word is used in the sentence.

| | | |
|-------|---|------------------------------------|
| _____ | 1. Bill has a <i>stiff</i> neck today. | A. not easy to bend; rigid |
| _____ | 2. The speaker had a <i>stiff</i> manner. | B. hard to move because of pain |
| _____ | 3. My new shoes were <i>stiff</i> . | C. formal, not graceful or natural |
| _____ | 4. <i>Mind</i> your manners. | D. opinions, ideas, or plans |
| _____ | 5. She changed her <i>mind</i> . | E. pay attention to |

► Read the sentences. Circle the letter of the meaning of the italicized word.

6. The band began to *march* in place.

A the third month of the year

B to advance steadily

C to step evenly, like a soldier

D a musical composition with a strong, steady beat

7. The jack-in-the-box bobbed up and down on a *spring*.

A a source of water

B to leap or jump

C a coiled device

D a season of the year

8. Because he was curious, he asked if he could *watch* the lesson.

A observe

B a timepiece

C be careful of

D take care of



School-Home Connection

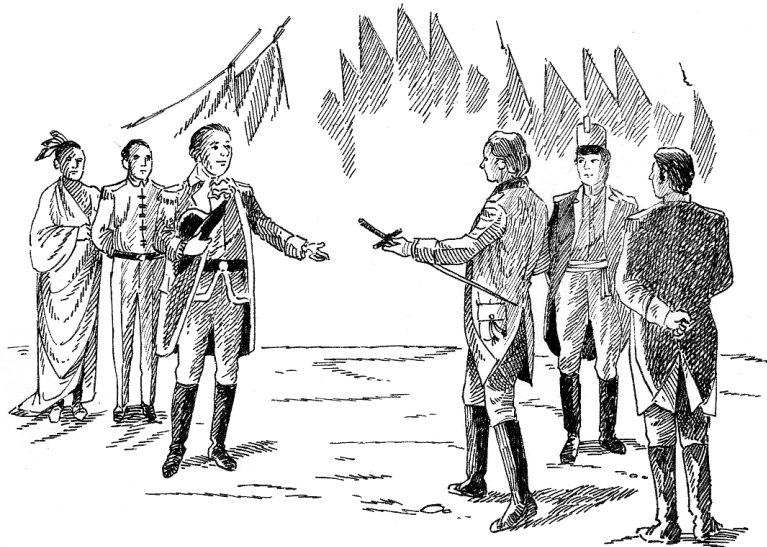
With your child, make up sentences using the different meanings of each italicized word.

Name _____

- Read each definition sentence below. Write the Vocabulary Word that completes the sentence. The first one has been done for you.

ordinary suit treason convince
rejected disown defeatist

1. If a person betrays his or her country, it is considered treason.
2. If you _____ something, you break your connection to it.
3. To be turned down or not accepted is to be _____.
4. For something to _____ you, it must be right for you.
5. If you want to persuade people, you must _____ them.
6. Something not special or different is _____.
7. To be _____ is to accept failure.



School-Home Connection

Keep the Vocabulary Words in a visible place at home. Have your child practice using one or two words each day in conversation.

Name _____



Skill Reminder

Conflict is a struggle or problem that characters face in a story. **Characters' qualities** help determine how characters react to conflict.

► Read the passage and then complete the story map. Think about how the characters' qualities affect the resolution.

Chris was so afraid of contact sports that he didn't even like watching them on television. His new friend, Jimmy, loved contact sports. Jimmy had been trying to get Chris to join a fun game of soft-tackle football, but Chris's fear always seemed to overcome his desire to be part of the game. Finally, though, he gave in to Jimmy. Today he had let down his guard and played.

Chris smiled as he left the field and slowly headed home. He was glad he had decided to play. He looked down at his dirty hands, torn shirt, and muddy pants. The smile on his face deepened. Thanks to Jimmy, he had overcome his fear and had more fun than he'd thought was possible.



Characters' Qualities

Chris is fearful, thoughtful, and brave. Jimmy is persistent.

Setting



Conflict



Plot Events



Resolution



School-Home Connection

Discuss with your child how Chris's qualities affected the resolution of the story.

Name _____



Skill Reminder

Words that are closely related in meaning have subtle **shades of meaning**. Their meanings are slightly different.

► Circle the letter of the answer that best completes each sentence.
The first one has been done for you.

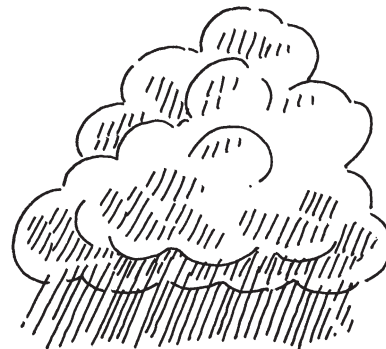
1. I will _____ to the invitation tonight.
 - A answer
 - B react
 - C call
 - D respond

2. Tonight Dad will _____ his scraggly beard.
 - A carve
 - B slice
 - C shave
 - D chop

3. Rain will _____ our vacation.
 - A ruin
 - B destroy
 - C demolish
 - D kill

4. The play was so funny I let out a hearty _____.
 - A screech
 - B giggle
 - C snicker
 - D laugh

5. It is impolite to _____.
 - A glance
 - B stare
 - C gaze
 - D view



School-Home Connection

Discuss with your child the meaning of each word listed under the possible choices. Use the words in oral sentences to show the meaning of each one.

Name _____

- Complete the sentences. Circle the letter of the ending that makes the most sense.



- Mom said our front steps were *lethal* because they were _____.
A easy to go up and down C covered with ice
B made of wood D newly painted
- We *devoured* the pancakes because _____.
A Dad was away for the day C they tasted terrible
B we had milk and flour D we were so hungry
- I would make a *plea* only if _____.
A I needed something badly C it was raining
B there was nothing good to eat D I couldn't buy one
- Mara forgot about our *rendezvous*, so we _____.
A nearly had an accident C. used my car instead
B borrowed Claire's D never met that day
- The first three doctors failed to *diagnose* _____.
A Sal's illness C at medical school
B their appointments D in the same place
- When water *seeps* into the basement, _____.
A we have to leave the house C I use my canoe
B Dad soaks it up with towels D Mom calls the fire department
- You must *intercept* Juan _____.
A because he can't hear very well C before he delivers that rude letter
B because he's a heavy sleeper D when he is eating

**School-Home Connection**

With your child, discuss why the incorrect endings are not right.

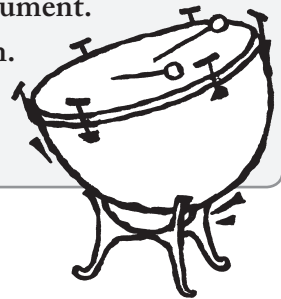
Name _____

**Skill Reminder**

The **main idea** is the one idea most of the sentences in a paragraph or a passage tell about. **Details** give more information about the main idea.

► Read the paragraph. Then circle the letter that best answers each question.

(1) Most instruments in an orchestra belong to the string family. (2) String instruments include violins, violas, cellos, and the big double bass. (3) The shiny trumpets, horns, and trombones are near the back of the orchestra. (4) They are in the brass family. (5) In the middle are the woodwind instruments. (6) These include the flute, oboe, clarinet, and bassoon. (7) The flute is a very popular instrument. (8) And no orchestra would be complete without a percussion section. (9) You play a percussion instrument by hitting parts of it. (10) Drums, bells, gongs, and chimes are all percussion instruments.



- What would be a good title for this paragraph?

| | |
|----------------------|---------------------|
| A The String Section | C The Orchestra |
| B Beautiful Music | D Playing the Drums |
- Which sentence best states the main idea of this paragraph?

| | |
|--|--|
| A I love listening to an orchestra. | C Instruments all look different. |
| B String instruments are the most important. | D Many instruments make up an orchestra. |
- What best describes sentence 9?

| | |
|-----------------------------------|---|
| A It should be the last sentence. | C It is not necessary to the main idea. |
| B It is not a true statement. | D It should be the first sentence. |
- Which sentence could you delete because it does not support the main idea?

| | |
|--------------|---------------|
| A sentence 1 | C sentence 7 |
| B sentence 2 | D sentence 10 |

**School-Home Connection**

With your child, read the paragraph aloud. Encourage your child to explain why each answer is correct.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- When we bought the tent, it came *equipped* _____.
A with mosquitoes C with poles
B with the price D with a hole
- In case of an emergency, he had a *reserve* _____.
A flashlight C ticket
B seat D friend
- For the surprise party, you can *rely* on us to _____.
A forget to come C be on time
B have an accident D lose the gift
- The air at a high *altitude* is _____.
A darker C thinner
B sweeter D lower
- After the storm, they checked the *extent* of the _____.
A climate C garage
B development D damage
- The dancer's long skirt *hampered* her _____.
A arms C eyes
B feet D hands
- His pleasure was *overshadowed* by the _____.
A pretty clouds C fine temperature
B bad weather D gentle breeze

**School-Home Connection**

Ask your child to explain why he or she chose each answer.

Name _____

**Skill Reminder**

The **main idea** is the most important idea in a paragraph or selection. **Details** support the main idea.

- **Read the paragraph. Then circle the letter that best answers each question. The first one has been done for you.**

(1) Lake Erie is the shallowest of the five Great Lakes and usually the first to freeze in cold weather. (2) By late November, people living on islands in the lake are surrounded by ice. (3) The tourist season is over. (4) For many islanders, that's when the fun begins. (5) Some families race all-terrain vehicles across the ice. (6) Other people race iceboats, which look like sailboats on skates. (7) Still others enjoy ice fishing and sledding. (8) Of course, islanders are aware of the dangers of thin ice and avoid areas where these patches occur.

1. What would be a good title for this paragraph?
A Shallow Lake Erie
 B Fun on the Ice
C Dangers of Ice Fishing
D Freezing Cold Weather
2. Which sentence tells the main idea of the paragraph?
A People enjoy frozen Lake Erie.
B Ice fishing is popular on Lake Erie.
C The ice is nice.
D Islanders are surrounded by ice.
3. Which of the following details helps support the main idea?
A People wear warm clothes.
B Thin ice is dangerous.
C People race iceboats.
D People live on islands.
4. Which sentence could you delete because it does not support the main idea?
A Sentence 7
B Sentence 3
C Sentence 5
D Sentence 6
5. What best describes Sentence 8?
A It states the main idea.
B It should be the first sentence.
C It is not a true statement.
D It is interesting but not necessary to the main idea.

**School-Home Connection**

Work with your child to identify the main idea of a short magazine or news article. Have your child identify some supporting details as well.

Name _____



Skill Reminder

A **cause** is why something happens. An **effect** is what happens as a result. Look for clue words that show cause-and-effect relationships: *because, since, so, therefore, then*.

► Read each of the sentences below. Circle the clue word that shows the cause-and-effect relationship. Then underline the effect.

1. Fire is dangerous, so safety-conscious people take steps to protect their homes.
2. Charcoal burns long after a barbecue is over; therefore, cautious cooks use water to soak the coals after grilling.
3. Safe homes have at least two different exits because fires can trap people inside.
4. Because gasoline can easily explode in a fire, careful people keep it away from occupied buildings.
5. Smart homeowners keep their roofs and gutters free of pine needles and leaves, since these materials are flammable.
6. Sensible people keep tree branches away from chimneys, since stray sparks might ignite them.



School-Home Connection

Work with your child to make up other sentences that contain cause-and-effect relationships.

Name _____

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

- When you *concede* a point, you _____.
A share with someone C admit you are wrong
B give in without trying D argue strongly for it
- When someone gives you *confidential* information, you should _____.
A keep it a secret C write it down quickly
B tell your friends D study it for a test
- A good *justification* for being late to school is _____.
A playing around C having a flat tire
B forgetting your watch D oversleeping
- Scientists *unearthed* many facts about cells by _____.
A reading ancient myths and stories C digging in the dirt
B studying them under microscopes D arguing with each other
- An *alibi* proves that a suspect was _____.
A guilty of a crime C not involved in a crime at all
B not at the crime scene D someone who should be watched
- When there is a crime, the *culprit* is the person who _____.
A gets away with it C sees that justice is done
B is not a suspect D should be punished
- You would *confront* a friend who had _____.
A told a lie about you C lost his pet dog
B helped you win a race D moved to another town
- When involved in a *scandal*, people usually feel _____.
A satisfied C embarrassed
B pleased D positive
- Someone who reacted *sheepishly* would most likely _____.
A smile happily C blush and look down
B yell at you D stand up and cheer
- If you are *vying* for a bicycle-racing trophy, you should _____.
A eat a lot C swim a lot
B stay up late D ride every day

**School-Home Connection**

Page through a newspaper with your child.
Talk about several news stories, using as many
of the Vocabulary Words as possible.

Name _____



Skill Reminder

A story **character** has **qualities** or personality traits.
A story involves characters in **conflict** that must be resolved.
Characters' qualities affect the way the conflict is resolved.

▶ Read the passage and then complete each statement about it.

Kinney County Spelling Bee

Brittany wanted more than anything to win the Kinney County Spelling Bee. She worked hard for two hours every day, learning the words on the list. She knew them well and felt confident she could spell any word on the list.

However, Brittany was terrified of speaking before a group. At her school, the audience had been small and her parents had been front and center. At the regional competition, there would be several hundred people in the audience. She would look out at them and everything she knew would fly right out of her head.

At last the day was here. She stood before the crowd shaking and dry-mouthed. The pronouncer said, "*anaphylactic*." "I can't do it!" Brittany thought. Then she remembered her father's words. "It's all still in there, Brit," her father told her. "I know you can do it. Take a deep breath, find a friendly face, and do what you know how to do!"

She searched the crowd and saw her mother and father's smiling, hopeful faces. She took a deep breath. "I know this!" she thought. Then she said in a clear voice: "anaphylactic, a-n-a-p-h-y-l-a-c-t-i-c, anaphylactic!"

1. Brittany's qualities include _____

2. Brittany's conflict is _____

3. To resolve the conflict, Brittany _____



School-Home Connection

With your child, talk about a favorite story or television program. Identify important traits of characters and ways the traits affect how the characters react to trouble.

Name _____

**Skill Reminder**

The **main idea** of a piece of writing is its most important point.

The main idea may be **stated** or **implied**.

Details support the main idea by telling more about it.

- Read the passage with numbered sentences. Then circle the letter of the answer that makes the most sense.

(1) Tropical leaf-cutter ants run their huge colonies by dividing the labor. (2) There can be as many as 8 million ants, all ruled by a single queen. (3) Most of the ants are females. (4) The larger females, called soldier ants, have the job of guarding the queen and the colony. (5) Among worker ants, the larger ones hunt for leaves. (6) They collect them by cutting them into pieces with their jaws and carrying the pieces home. (7) Smaller worker ants remain in the colony, where they tend to thousands of eggs. (8) The tiniest worker ants tend to the food. (9) “Compost” is made by chewing up the leaf bits. (10) The piles of “compost” are then used to grow fungus that the ants eat.

1. What would be the best title for this paragraph?
A Leaf-Cutter Ants
B The Life of a Queen
C Incredible Soldier Ants
D Jobs in the Leaf-Cutter Ant Colony
2. What is the main idea of this paragraph?
A Division of labor makes a huge ant colony run efficiently.
B There is only one queen in a leaf-cutter colony, no matter how large.
C Their way of food gathering gives leaf-cutter ants their name.
D The bigger the ant, the bigger the job it has.
3. Which of the following details supports the main idea?
A Leaf-cutter ants eat a lot of food.
B Ant colonies live underground.
C Tiny gardener ants tend the fungus gardens.
D Leaf-cutter ants are amazing animals.
4. Which group of sentences gives details about the job of large worker ants?
A Sentences 1–3
B Sentences 5–6
C Sentences 7–8
D Sentences 9–10

**School-Home Connection**

With your child, choose a topic of interest and find a short encyclopedia article about it. Work together to identify and state the main idea of the article or a section of the article.

Name _____



Skill Reminder

Words that are closely related have **slight differences in meaning**. Because of this, changing one word can **change the meaning** of a sentence or passage. Choose the word that best suits the **context**.

► **Circle the letter of the answer that best completes each sentence.**

1. The teacher was upset when Carlos _____ into class late and interrupted the discussion.
A came
B walked
C barged
D stumbled
2. The principal made a(n) _____ to all the classes.
A broadcast
B advertisement
C announcement
D declaration
3. The winner of the science award would be decided by a _____.
A competition
B conflict
C war
D rivalry
4. Mr. Cutter was _____ by the news that two students had failed his test.
A overcome
B sickened
C mixed up
D upset
5. The detectives _____ down the stairs so the culprit would not hear them.
A stepped
B tiptoed
C ran
D wriggled
6. Layla _____ admitted that she had broken the vase by accident.
A awkwardly
B embarrassedly
C sheepishly
D shamefully
7. James had to _____ his own sister about the scrape on his car.
A challenge
B confront
C tackle
D threaten



School-Home Connection

Have your child identify how the incorrect answers to the statements above differ in meaning from the correct answers.

Name _____



Skill Reminder

Multiple-meaning words have more than one meaning. **Context clues**, or other words near the word, help you determine which meaning is being used.

► Read each sentence in column 1. In column 2, find the correct meaning of the italicized word as it is used in that sentence. Write the letter of the correct meaning on the line.

| Sentence | Meaning |
|--|------------------------------------|
| _____ 1. They <i>count</i> birds in the colony. | A. total; amount found by counting |
| _____ 2. The final <i>count</i> was 369. | B. be taken into account |
| _____ 3. Will this <i>count</i> toward my grade? | C. add up |

| | |
|--|-------------------------------------|
| _____ 4. We drank from the cold <i>spring</i> . | D. season between winter and summer |
| _____ 5. A cat will <i>spring</i> high in the air. | E. leap |
| _____ 6. The babies are born in <i>spring</i> . | F. water source |

► Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.

7. The infected baby swallows had a *hard* time.

A solid and firm

C with effort

B difficult

D without sympathy

8. The parent bird made a successful hunting *trip*.

A journey

C to cause a mistake

B stumble

D to move nimbly and quickly



School-Home Connection

For each italicized word in items 7–8, have your child make up a sentence for one of the unused meanings.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. A puppy will *thrive* with _____.
A no sleep
B nowhere to live
C plenty of food and exercise
D regular haircuts
2. With the flick of a switch my mom *illuminates* _____.
A a whole load of laundry
B my soccer team
C a batch of cookies
D our basement
3. The cold becomes more *bearable* if you _____.
A forget to wear gloves
B live in Alaska
C eat ice-cream
D dress warmly
4. I know fish are *abundant* here because _____.
A I have never caught one
B I can always catch one
C they are used to people
D they are hard to see
5. I am always stunned by the *phenomenon* known as _____.
A the chocolate-chip cookie
B the rainbow
C taking a nap
D education
6. You might look for *refuge* _____.
A if you're in a rainstorm
B if you're late for school
C when you're hungry
D if you're stuck in traffic

**School-Home Connection**

Ask your child to pronounce all the Vocabulary Words. Have him or her read the items above as they are completed with their correct answers.

Name _____

**Skill Reminder**

A **simile** compares two unlike things using the word *like* or the word *as*. A **metaphor** also compares two unlike things but doesn't use *like* or *as*. **Personification** gives human characteristics to something that is not human.

► Each of the sentences below contains an example of figurative language. Circle the term that describes the type of language used. The first one has been done for you.

1. I stood like a statue watching the wildlife.
 A simile B metaphor C personification
2. The seal's fur coat was as smooth as silk.
A simile B metaphor C personification
3. The ice was a protective shield covering the Arctic waters.
A simile B metaphor C personification
4. Penguins tottered by like little wind-up toys.
A simile B metaphor C personification
5. The thin ice complained as we walked across it.
A simile B metaphor C personification
6. An iceberg invited us to take a closer look.
A simile B metaphor C personification
7. Antarctica is an enormous refrigerator.
A simile B metaphor C personification
8. The great continent challenges people to explore it.
A simile B metaphor C personification

**School-Home Connection**

Ask your child to explain what two things are being compared in each statement above.

Name _____

**Skill Reminder**

- A **root** or **root word** is a basic word part that gives a word its meaning.
- A **prefix** is a word part added to the beginning of a word.
- A **suffix** is a word part added to the end of a word.

► **Circle the letter of the item that answers the question.**
The first one has been done for you.

1. What is the root word of *wonderful*?

- A won **B** wonder C der D ful

2. What is the suffix in *lovely*?

- A lo B love C ly D vely

3. What is the prefix in *misreading*?

- A read B misread C mis D ing

4. What does the suffix *pre-* in the word *preschool* mean?

- A young B before C against D under

5. What would you add to the verb *teach* in order to describe someone who teaches?

- A the suffix *-er* B the suffix *-ing*
C the prefix *un-* D the prefix *re-*

6. What would you add to the word *attractive* to make it mean the opposite?

- A the suffix *-able* B the prefix *dis-*
C the root *ugly* D the prefix *un-*

7. Which of the following does the root *mar* in the word *submarine* mean?

- A under B warship
C navy D sea

8. What does the prefix *dis-*, as in *disagree* or *dislike*, mean?

- A again B two
C not D in favor of

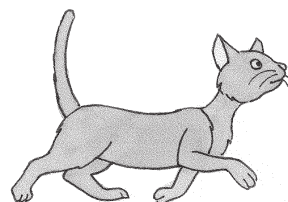
**School-Home Connection**

Ask your child to choose a prefix or suffix from one of the italicized words on this page and to think of other words that can be formed with it.

Name _____

► Complete the sentences. Circle the letter of the phrase that makes the most sense.

- The ball was *wedged* _____.
A in the open meadow
B between the basket and the backboard
C on the surface of the pool
D on the empty beach
- A _____ would be *ideal*.
A big test
B frightening thunderstorm
C traffic jam
D picnic in the park
- Adam *slunk* into class because he _____.
A hadn't done his homework
B knew he would get an A on his report
C was excited about his speech
D couldn't wait for the class trip
- We _____ and then we were *stranded*.
A found the right house
B missed our train
C followed the map exactly
D came home
- The *pelting* rain _____.
A was easy to walk through
B came down slowly
C soaked through my clothing
D made no sound
- The cat *perched* on the windowsill to _____.
A run away
B play with a ball of yarn
C chase the mouse
D watch the bird outside
- When he _____, the boy *blurted* out a warning to the birds.
A saw the bread
B built a birdfeeder
C found the birdseed
D saw the cat

**School-Home Connection**

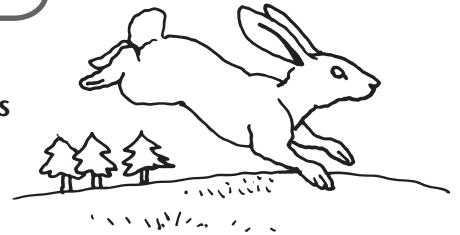
Have your child use each Vocabulary Word in an oral sentence to demonstrate its meaning.

Name _____



Skill Reminder

A **simile** compares two unlike things by using the word *like* or the word *as*. A **metaphor** compares two unlike things without using *like* or *as*. **Personification** gives human characteristics to animals, objects, or ideas.



► Read each sentence. Label the underlined word groups as *simile*, *metaphor*, or *personification*.

1. Night was a cat creeping slowly through the forest.

2. The moon smiled down on the forest animals just awakening.

3. The forest may be sleeping to some, but it is full of life.

4. The rabbit stopped when it heard a twig snap like a warning shot.

5. The rabbit was a race car darting through the hedges and to safety.

6. The coyote was a statue standing still and watching its prey flee.

7. The coyote shrugged and sighed and then slunk away.

8. It would learn to be as quiet as a mouse when it hunted again.



School-Home Connection

Have your child create an illustration for one of the sentences above. Discuss how your child's picture shows the image in the sentence.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. When the tide *receded*, it _____.
A came on the shore
B went out to sea
C dried up
D overflowed
2. The severe weather *disturbances* in the south _____.
A made the stores stay open
B caused major flooding
C kept people outside
D helped the trees grow
3. Our teacher was *optimistic* about the test after we had _____.
A done well on the quiz
B forgotten to study
C stayed up late
D sung loudly
4. I had a *premonition* that I was going to _____.
A brush my teeth
B make the winning basket
C eat dinner
D read a book
5. Marcie threw her clothes on the floor *haphazardly* because _____.
A she wanted a neat room
B she needed to wash them
C they were brand-new
D she was in a big hurry
6. The driver became *disoriented* because _____.
A the road signs were clear
B he made a wrong turn
C the directions were accurate
D the buildings were as he remembered them
7. The soccer team felt *remorse* over _____.
A buying new uniforms
B being the champions
C losing the last game
D trying their hardest

**School-Home Connection**

Work with your child to use at least four of the Vocabulary Words in a conversation.

Name _____

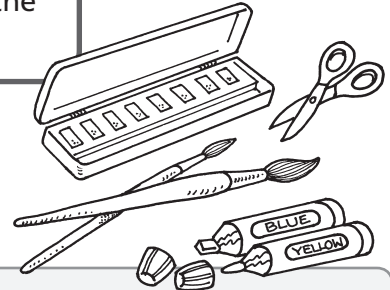
Theme

.....
Lesson 13



Skill Reminder

The **theme** of a story is the author's main message. Paying attention to characters' qualities, characters' actions, and the setting can help the reader identify the theme.



- Read the story. Then fill in the blanks with the correct answers. The first one has been done for you.

Tamara's older sister, Leia, was good at everything. She was the star soccer player and the best gymnast, and she had the lead in the school play. Leia was even asked to design the sign for the school's Talent Show. Sometimes Tamara couldn't imagine that they were related!

Tamara knew the Talent Show sign would be beautiful. Whenever she asked to see it, though, Leia made up an excuse. Finally, the night before it was due, Leia came into Tamara's bedroom. "I just can't do it," Leia said. "I don't even know where to start."

Tamara took out her paint set and markers. "I'll see what I can do," she said. Then she leaned over the poster board and started drawing. When she looked up, Leia was standing behind her. "That's perfect!" Leia said. "You're always there for me when I need help!"

Tamara and Leia

1. The characters in this story are Tamara and Leia.
2. The setting of the story is _____.
3. Tamara is upset because she _____
_____.
4. A quality that helps Tamara solve her problem is her _____
_____.
5. The theme of the story is _____.



School-Home Connection

With your child, make a story map for a story based on the theme *the early bird gets the worm*.

Name _____



Skill Reminder

The **author's purpose** is his or her main reason for writing. The three main purposes for writing are to entertain, to inform, and to persuade. Identifying the purpose will help the reader understand the author's perspective, or viewpoint.

► The items below are the beginning of a story or article. Read each one, and decide what the author's purpose was. Write your answer on the line.

1. Once upon a time, there was a beautiful castle in the middle of a forest. The princess who lived in the castle had everything she wanted, except one thing—she did not have a friend.

2. Maplewood has a beautiful lake on one side of town and a lovely forest on the other side. I believe we would have a better city if we built a bike path connecting these two natural attractions.

3. The Empire State Building was built in just 13 months. The support beams arrived still warm from the steel factory in New Jersey. These support beams were used to build what was then the world's tallest building.

► Read each of the following questions. Then write your answer on the line.

1. Is a story about a boy's search for a hidden treasure written *to inform* or *to entertain*? _____
2. Is a speech written by a political candidate during elections written *to entertain* or *to persuade*? _____
3. Is a nonfiction article about bird migration written *to inform* or *to persuade*? _____



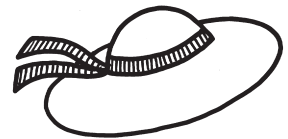
School-Home Connection

Work with your child to list some books or articles he or she has read recently. Then work together to identify the purpose of each text.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. After winning for the fifth time, the wrestler became *cocky* and _____.
A stopped wrestling C stopped practicing
B lost on purpose D worked hard
2. Jasmine *gingerly* touched her _____.
A bruised shin C shining hair
B old dress D soft new shoes
3. Paul *wincing* when he stepped down on _____.
A the slippery floor C the dance floor
B the cool sand D his injured foot
4. I had a *terminal* case of the blues after _____.
A we stopped for food C Dad said we could go to the movies
B Mom forgot my birthday D Pat asked me to play after school
5. When you first make the *acquaintance* of someone, you should _____.
A leave quickly C smile and show an interest
B ask personal questions D borrow money
6. I was completely *stymied* by the _____.
A nice gift you gave me C beauty of the sunset
B crossword puzzle D sad ending of the movie
7. Anna had to *retrieve* her hat when it _____.
A became too dirty C blew into the water
B went on sale D was too small
8. The sandwich in my locker smelled *rank* because I _____.
A was really hungry C had frozen it
B had squashed it under books D had left it there for two weeks

**School-Home Connection**

With your child, list words that mean the same as each Vocabulary Word.

Name _____

Theme

.....
Lesson 14



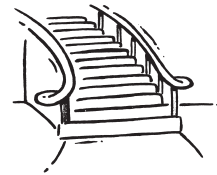
Skill Reminder

The **theme** is the main message of a story. Paying attention to characters' qualities, characters' actions, and the setting can help the reader identify the theme.

- Read the paragraph. Then fill in the blanks with the correct answers.
The first one has been done for you.

Barney hurried down the stairs carrying his science fair project. He had been up late last night finishing up the paint job on the planets. "You are always cutting it close, Barney," his mom had said. "That makes it stressful for you and me, too." But this morning, the solar system model looked good, Barney thought. He had overslept, though, so now he had to hurry so he wouldn't be late for school. With his arms full, Barney didn't see the tennis shoe on the last step and tripped over it. His project went flying. When he got up, he saw that Jupiter's plastic-foam core had been smashed.

1. This paragraph takes place on a messy stairway.
2. The main character's name is _____.
3. The character's qualities include _____
_____.
4. The character is in a rush because he overslept after _____
_____.
5. As a result, the character winds up _____
_____.
6. The main idea I think the author wants to get across in this paragraph is that when you rush, _____.



School-Home Connection

With your child, think of another way to state the theme of this story, such as *haste makes waste*.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. It is *prudent* for you to wear a raincoat today because _____.
A you don't have to go outside C it's snowing out
B the sun is shining D it looks like rain
2. It is hard to stay *stationary* when _____.
A everyone is dancing C you are asleep
B you are engrossed in a book D watching a play
3. The lawyer was *dissatisfied* with the _____.
A coffee served C judge's decision
B delicious soup D good report he got
4. The *demands* of the job were too much for me because _____.
A I had worked there all summer C I really liked the work
B I wasn't strong enough D I got praised a lot
5. Painting a fence can be *arduous* when _____.
A it is a mile long C the weather is nice
B my friend is painting with me D it's a little garden fence
6. It was *bliss* to _____.
A empty the garbage C get caught in the rain
B meet my favorite singer D hand in the paper late
7. The warm sun made it *apparent* that _____.
A our hair would curl C we would need to find water
B we should cancel the picnic D the beach day would be ruined
8. The man felt *indebted* to the officer for _____.
A giving him a ticket C giving him a good haircut
B driving too fast D saving his dog
9. We decided to have a *communal* picnic because _____.
A we had room for only a few people C we had very little food
B we wanted to meet new people D we like ants
10. The two plants became so *entwined* that _____.
A they grew on different sides of the fence C they could not be separated
B they changed color D they grew separately

**School-Home Connection**

Your child is learning new Vocabulary Words this week. Have him or her keep a list of the words on the refrigerator and look for them every day in newspapers, magazines, and books.

Name _____



Skill Reminder

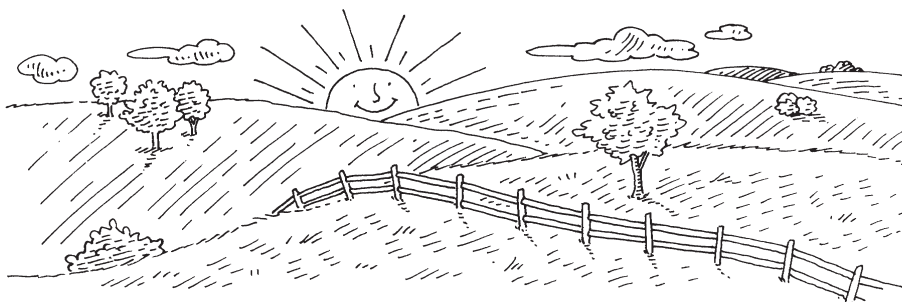
A **simile** is a comparison between unlike things that uses the word *like* or *as*. A **metaphor** is a comparison between unlike things that does not use *like* or *as*.

Personification gives human characteristics to something nonhuman.

► Read each sentence. Then identify each sentence as a simile, a metaphor, or personification.

1. The fog was as thick as pudding. _____
2. My eagle eyes peered through the dim light. _____
3. The fog faded and crept past me. _____
4. The wind was a wolf howling. _____
5. A smiling sun rose slowly. _____
6. The sun kissed the sky as it rose higher. _____
7. The air was as cold as an icicle. _____
8. Autumn leaves covered the ground like a colorful quilt.

9. My breath came like radiator steam. _____
10. Nature was a beast today. _____



School-Home Connection

Your child is reviewing figurative language this week. With your child, read the sentences on this page. Then have him or her find examples of figurative language in stories.

Name _____

Theme

.....
Lesson 15



Skill Reminder

The theme of a story is the author's main message. In **fables**, the theme is often the moral of the story.

- Read each fable and the two sentences below it. Then circle the letter of the sentence that best describes the theme.

The Horse's Groomer

A groomer stole his horse's oats and sold them for his own profit. He spent his days brushing the horse and making it beautiful, thinking that it would not notice the missing food. The horse was hungry but was afraid to say anything to its groomer. One day, the horse grew so desperate that he ran away to find his own food, leaving the groomer without a job.

1. **A** A horse looks good no matter what.
B Honesty is the best policy.

The Four Sons

A father had four sons who argued constantly. He wanted to teach them how to work together better. He gave a bundle of sticks to each son and asked him to break it. None of the sons could do it. Then the father gave each son one stick and told him to break it. All of the sons were able to break one stick easily.

2. **A** Like sticks, people are stronger when they work together.
B A bundle of sticks is hard to break, but one stick is easy to break.

Fox and Crow

Fox saw Crow with a piece of cheese in her beak. Fox wanted the cheese, and he knew Crow was very proud. He told Crow how much he admired her feathers. He told her she could fly higher than an eagle. Finally, Fox told Crow what a beautiful voice she had and said he'd be very happy if she would delight him with a song. Flattered, Crow opened her mouth to sing and dropped the cheese. Fox scooped up the cheese and ran off.

3. **A** Crows should know they can't sing.
B Beware of false flattery.



School-Home Connection

This week, your child is reviewing theme. Have your child read the above fables to you and explain how he or she chose an appropriate theme for each.

Name _____

► Read each word. Circle the prefix and underline the suffix.
Then write the root word on the line.

| Common Prefixes | Common Suffixes |
|---|--|
| <i>un-, re-, mis-, in-, im-, dis-, pre-</i> | <i>-ful, -less, -ment, -ness, -ly, -ive, -tion, -ant</i> |

1. unnaturally _____
2. refreshment _____
3. prearrangement _____
4. disgraceful _____
5. indirectly _____
6. imperfection _____
7. unhealthful _____
8. inexpensive _____
9. reproduction _____
10. mismanagement _____



► Write each word below in a sentence that shows what it means.

11. imperfection _____

12. unnaturally _____



School-Home Connection

Your child is reviewing common prefixes, suffixes, and roots. Have your child find words with prefixes or suffixes in a magazine or newspaper. Then have him or her identify the root or root word.

Name _____

**Skill Reminder****Repetition** is the use of the same word more than once.**Alliteration** is repetition of the same initial consonant sound.**Rhyme** is the repetition of the same sound.**Onomatopoeia** uses words that imitate the sounds they describe.**► Read each line from a poem. Circle the poetic device that it depicts.**

- I was so scared that I ran, ran, ran all the way home.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- The bird chirped as I lifted it out of the incubator.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- The smell of freshly baked bread drifted through the building.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- Lou wanted a puppy and so Amanda wanted a puppy.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- April wanted to have fun, but she found none.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- The air conditioner buzzed and hummed through the hot summer night.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- Leaves fell to the sun-baked ground without a sound.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |
- The sea shimmered in the sunlight under the noon sun.

| | |
|----------------|----------------|
| A alliteration | C rhyme |
| B repetition | D onomatopoeia |

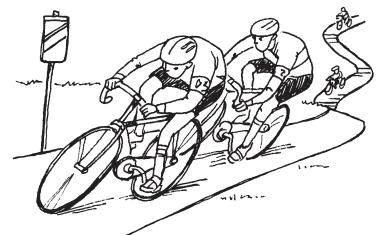
**School-Home Connection**

Your child is reviewing poetic devices this week. Have your child write a line from a poem for each poetic device.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- The scales were so *precise* that they could weigh _____.
A a German shepherd C a semi truck
B a computer D a feather
- A dam *regulates* _____.
A animal populations C water level
B bird migration D water temperature
- A runner with short legs might *compensate* by _____.
A taking more steps C eating well
B lifting weights D doing push-ups
- A *trial* run of the ship proved that it _____.
A had a nice dining room C was not fast enough
B had a good captain D was the largest in the world
- If a baker is a *perfectionist*, his breads and cakes probably _____.
A cannot be eaten C go on sale often
B taste delicious D taste bad
- Brenda *counteracted* the effect of the wind on her kite by _____.
A pulling it in C changing its color
B going home D giving it to her brother
- A painter who paints *meticulously* is likely to _____.
A have dirty brushes C put down a drop cloth
B buy the wrong paint D leave drips and messes
- Cyclists might *petition* the city council to _____.
A build more schools C put up a war monument
B help the poor D build a bike path

**School-Home Connection**

With your child, review the sentences using this week's Vocabulary Words. Help your child name a synonym to substitute for the Vocabulary Word in each sentence.

Name _____



Skill Reminder

- A text is told from the **first-person point of view** if the narrator uses the pronouns *I*, *me*, and *we*. Autobiographies are written in the first-person point of view.
- A text is told from the **third-person point of view** if the narrator uses the pronouns *he*, *she*, and *they*. Biographies are written in the third-person point of view.

► Read each passage and think about its point of view. Then fill in the blanks to complete the sentences that follow each passage.

Passage A

I knew this clockmaker could not solve the problem. The moment I saw his glorified pocket watch, I was sure it was too simple to permit the measurement of longitude. For this, we would have to look to the heavens. Astronomy would be the answer.

1. The passage is told from the _____ point of view.
2. The pronouns that show this point of view are _____.
3. This passage is an example of _____.

Passage B

When William entered the King's chambers, his pulse was racing and his knees knocked. However, he was sure his father's cause was just. William was also sure that Hs could pass every test. It could keep time perfectly. He took a deep breath and spoke firmly.

4. The passage is told from the _____ point of view.
5. The pronouns that show this point of view are _____.
6. This passage is an example of _____.



School-Home Connection

With your child, read aloud a short biography or biographical article. Have your child point out pronouns that show that the point of view is third-person.

Name _____

- Read each foreign word or phrase and its meaning. Then write a word or phrase from the Word Bank to complete each sentence.

Word Bank

faux pas a French phrase for a social blunder

la dolce vita an Italian phrase meaning “the sweet life”

pro bono a Latin phrase for doing something free of charge for the public good

résumé a French word for a document that contains a person’s work history

à la carte a French phrase meaning “from the menu”

1. We donated our time and worked _____ for the animal shelter.
2. I submitted my _____ with the job application.
- 3 After winning the lottery, the couple was living _____.
4. Sally committed a real _____ when she wore jeans to the wedding.
5. In most restaurants, customers must order all the food _____.



Name _____

- Choose the Vocabulary Word that best completes the rhyme.
Write the appropriate word from the box on the line.

publicize contortions grimy testimony
faint foresight distraction

1. I think we ought to _____
That people need more exercise.
2. Your daily workout can turn out right
If you just use a little _____.
3. You can believe my _____
Because it's real, in no way phony.
4. You don't have to get into odd _____
Or take exercise to strange proportions.
5. Beware of gyms that are sooty and _____,
Or those with walls that are dirty and slimy.
6. And remember, don't be _____ of heart—
Even walking a block can be a start!
7. Your form of exercise can be any action
As long as you keep it up and avoid _____.

**School-Home Connection**

Have your child read the rhyme to you and explain the meaning of each Vocabulary Word. Then ask your child to select one word and use it in a sentence that shows its meaning.

Name _____

**Skill Reminder**

- A story is told from the **first-person point of view** if the narrator is a character who uses the pronouns *I*, *me*, and *we*.
- A story is told from the **third-person point of view** if the narrator is an outside observer who uses the pronouns *he*, *she*, and *they*. It is **third-person limited** if it tells the views and experiences of only one character. It is **third-person omniscient** if it tells the views of multiple characters in the story.

► Read each passage and think about its point of view. On the blank, identify the point of view as first-person, third-person limited, or third-person omniscient.

Jeremy watched the experiment carefully. Each team had to count the number of drops it took for their ice cube to melt. He glanced around at his classmates and wondered if they were as bored as he was. Everyone seemed to be concentrating very hard, he noticed. He also noticed a few eyes closing. Jeremy smiled as he went on counting drops.

1. _____

I can't believe all that happened today. I kept messing up! I dropped my books as I entered the school. The experiment I was working on got knocked over by my lab partner. I fell in gym class, and I accidentally dropped my lunch tray on the floor!

2. _____

After the game, some grumbled and some applauded, but all had had a good time. The basketball game was thrilling all the way through the last second. Fans on each side held their breaths as the player on the home team launched the final shot with the clock winding down. The ball went into the basket as if the home crowd had willed it there.

3. _____

**School-Home Connection**

This week your child is learning how to identify the point of view in a story. Listen as your child reads each of the above passages to you. Have them point out the clues he or she used to identify the point of view in each passage.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- We could follow the *beacon* because it _____.
A sounded like a drumroll C was loud enough
B passed through the fog D was invisible
- The many *disturbances* in the school _____.
A made the principal happy C kept us from getting out on time
B helped the band play better D helped things go smoothly
- The three friends had *coincidentally* _____.
A chosen the same book for the report C listened to the teacher
B decided on different-colored D eaten breakfast
notebooks
- At the talent show, Nell was *enthralled* with the bass guitar player because _____.
A pasta was her favorite food C she preferred sports to music
B she had always wanted to play D she was good at math
bass guitar
- The *clamor* over the proposal to build a new highway _____.
A sounded like soft bells C was deafening
B could not be heard D meant it was easily voted in
- Nick *persisted* at his task until he was satisfied because _____.
A he didn't care what it looked like C he gave up easily
B he needed a good night's sleep D he wanted to do a good job
- When the principal voiced his *objections* to the school dance, the class president _____.
A clapped and cheered C called out for pizza
B listed reasons to have the dance D set a date for the dance
- She was so tiny, it was a *marvel* that she could _____.
A do the high jump C fit through the window
B wear small shoes D learn her spelling words

**School-Home Connection**

Ask your child to make up one sentence for each Vocabulary Word.

Name _____

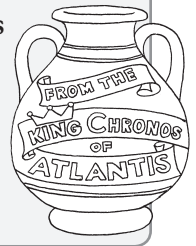


Skill Reminder

A **judgment** is a statement about something based on **evidence**. Readers of nonfiction use evidence found in the text to support a judgment they make about something in the text. Judgments are also called **assertions**.

► Read the paragraph. Then fill in the boxes with the correct answer to each question.

Did the Lost Continent of Atlantis really exist? People have different opinions about whether Atlantis was real or just a story first told by the philosopher Plato. One researcher claims to have found a bronze vase with the words “From the King Chronos of Atlantis” inscribed on it. He also claims that ancient civilizations many miles apart in Crete and Central America decorated their pottery in a nearly identical way. There is evidence of a massive volcanic eruption that happened thousands of years ago in the Greek Isles, which is where many believe Atlantis existed. Did the survivors scatter and take their artistic skills to new lands?



Evidence

What item did a researcher report to have found?

a bronze vase inscribed with the name of the King of Atlantis



Evidence

What items did ancient civilizations, distant from each other, decorate with similar patterns?



Evidence

What happened in the area where some believe Atlantis existed?



Judgment/Assertion

I believe the evidence shows that



School-Home Connection

Ask your child to explain the evidence that supports the idea that Atlantis really existed.

Name _____

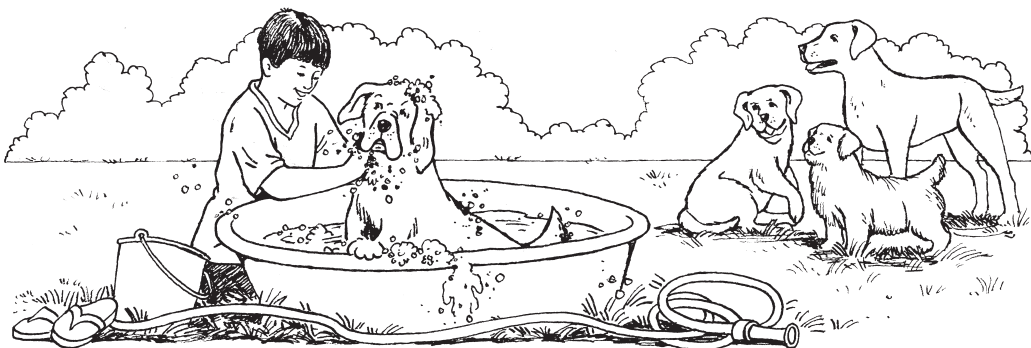
**Skill Reminder**

Multiple-step instructions are instructions that ask someone to follow three or more steps to complete a task. Before starting the task, remember to do the following:

- read all the instructions
- understand all the steps
- gather the necessary materials
- follow the steps in order

► Read the following list of steps that tell someone how to give a dog a bath. Put them in order by writing the numbers 1–8 in the blanks.

- _____ Towel-dry your dog with the old towels.
- _____ Gather dog shampoo, old towels, the dog's brush, and a plastic pitcher or bucket.
- _____ Give your dog a treat for good behavior!
- _____ Brush the snarls and old hair from your dog's fur.
- _____ Put some shampoo on your hand and, starting at your dog's head, rub the shampoo into a lather.
- _____ Brush your dog again, this time to smooth the clean fur.
- _____ Rinse your dog several times, making sure to get all the shampoo out.
- _____ Wet your dog's fur.

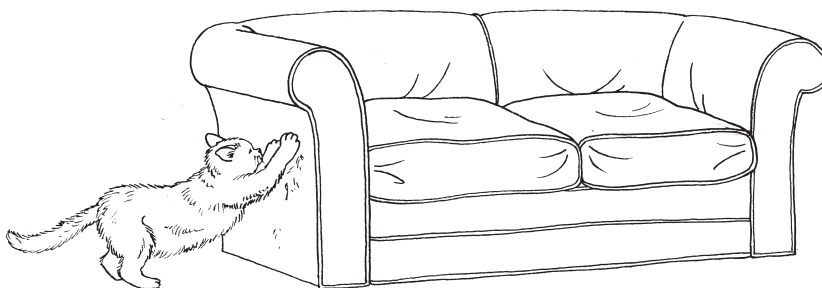
**School-Home Connection**

With your child, create multiple-step instructions he or she might need to follow for washing a car.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- The boy had not yet had a turn, so he was *eager* to _____.
A cry about it
B go away
C play the game
D lose his turn
- Their yard did not look good because they had *neglected* to _____.
A litter the grass
B mow the lawn
C close the gate
D put out the garbage
- The twins stayed home because they both had *severe* _____.
A tests
B meets
C colds
D treats
- Although he scratches the furniture, Toby is much *beloved* by _____.
A his owner
B the mail carrier
C the family dog
D the family goldfish
- After the building was *demolished*, it was _____.
A beautiful
B painted
C new
D gone
- The hill looked *humongous* to the small boy on the bike because it was _____.
A short
B big
C flat
D narrow
- The officer thought the car was *abandoned* because it was _____.
A full
B new
C empty
D running

**School-Home Connection**

Ask your child to explain why he or she chose each answer.

Name _____



Skill Reminder

When you make a **judgment**, you make a claim, or **assertion**, about what a writer is stating. A judgment is based on **evidence**.

► Read the paragraph. Then circle the letter of the best answer for each question.

(1) In the early part of the twentieth century, two events in science and technology led to a new form of architecture. (2) The invention of the elevator and the development of tempered steel made skyscrapers possible. (3) One such building, erected in just 13 months, opened its doors in New York City in May of 1931. (4) It was the Empire State Building. (5) This towering structure, which is topped by a spire, reaches 1,250 feet high. (6) It is one of the city's most famous buildings. (7) One man has called it "the lighthouse of Manhattan." (8) To this day, the Empire State Building's picture appears on glasses, magnets, posters, and other souvenirs of the city. (9) It is on every visitor's list of things to see in New York City. (10) Each year, about four million people enjoy the views from its observatory on the 86th floor.



- Which assertion could you make based on evidence in this passage?

| | |
|--|---|
| A New York City has many old buildings. | C The building is not for tourists. |
| B The Empire State Building took a long time to build. | D The Empire State Building is a symbol of New York City. |
- Which statement is evidence that supports the assertion you made?

| | |
|--|---|
| A The building has a spire on top. | C The building has elevators. |
| B Souvenirs feature the Empire State Building. | D The Empire State Building is 1,250 feet tall. |
- Which sentence doesn't help to support your assertion?

| | |
|--------------|---------------|
| A Sentence 1 | C Sentence 10 |
| B Sentence 9 | D Sentence 6 |
- What best describes Sentence 2?

| | |
|---|-----------------------------------|
| A It is not a true statement. | C It states the main idea. |
| B It is interesting but doesn't support the assertion you made. | D It should be the last sentence. |



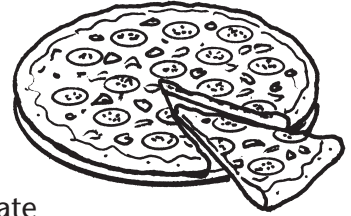
School-Home Connection

Work with your child to make an assertion based on a short magazine article. Have your child identify evidence for the assertion.

Name _____

► Circle the letter of the ending that best completes each sentence.

- Joe and Jamie are _____ when it comes to cooking.
A unison
B aficionados
C brainchild
D wage
- One new kind of pizza was actually Jamie's _____.
A brainchild
B astute
C utilitarian
D commemorate
- She made the _____ observation that our town lacked a fine Italian restaurant.
A traction
B astute
C unison
D wage
- We had plenty of _____ fast food places in town.
A astute
B traction
C commemorate
D conventional
- We wanted a place with décor that was beautiful, not merely _____.
A avid
B wage
C utilitarian
D aficionados
- The pair decided to _____ a campaign for a good place to eat that was attractive.
A wage
B utilitarian
C brainchild
D astute
- They wanted the restaurant to _____ the town's Italian roots.
A traction
B aficionados
C commemorate
D wage
- The pair worked in _____ to learn fine Italian dishes and how to run a restaurant.
A aficionados
B unison
C utilitarian
D astute
- The idea of the restaurant gained _____ in the community, and finally stuck.
A commemorate
B conventional
C brainchild
D traction
- A year later we were all _____ fans of the new Ristorante Italiano!
A utilitarian
B avid
C wage
D brainchild

**School-Home Connection**

Have your child look for the Vocabulary Words in newspapers, magazines, and books throughout the week.

Name _____



Skill Reminder

Point of view is the viewpoint from which a story is told. **First-person, third-person limited, and third-person omniscient** are types of points of view.

► Read each passage. Then identify the point of view and explain how you can tell what it is.

Justin read the note again and again. He couldn't believe what it said. Was he really going to be moved to a new class? Was he really leaving his friends behind? He glanced over at his best friend Carlos. The boy's laughter at some joke he was hearing was almost too much. Justin didn't know what he was going to do.

1. Point of View: _____

2. How you know: _____

I can't believe it's finally come! Mother said to have patience, and before I knew it, the day would be here. Graduation! I'll be leaving grade school and moving onto middle school. Maybe things will be different now. I'll be treated more like a grown-up than like a little kid. I can't wait!

3. Point of View: _____

4. How you know: _____



School-Home Connection

Your child is reviewing point of view. Have your child read over the passages above and explain the answers. Then look at what your child is currently reading and have him or her tell you about the point of view being used.

Name _____



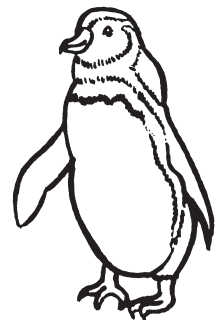
Skill Reminder

If you **make judgments**, you use information in a text to make claims or assertions. To be reasonable, a judgment must be supported by evidence.

- Read the passage below with numbered sentences. Then circle the letter of the best answer to each question that follows.

(1) Antarctica is a land of contrasts. (2) It has mountains and valleys. (3) There is no spring or fall, but there are six months of daylight and six months of darkness. (4) It is larger than the continental United States, and it can triple its size when the surrounding sea turns to ice. (5) The South Pole is ever-changing. (6) It's colder than the North Pole because it warms up faster and cools down quicker. (7) Though Antarctica is seemingly uninhabitable, many countries have stations there. (8) It is a land of penguins, seals, whales, sharks, arctic tern, ice fish, and ice worms. (9) Only the ice worm, the arctic tern, and the penguin live in Antarctica year round. (10) Antarctica may seem like a cold, desolate place, but it is teeming with life.

1. What judgment, or assertion, can you make about Antarctica?
A It is a land of little life. C It is a land no one occupies.
B It is a land busy with life. D It is a land with lots of insects.
2. Which evidence supports your assertion?
A Countries have stations there. C Penguins and other animals live there.
B It has six months of darkness. D It is colder than the North Pole.
3. Which sentence could you delete because it does not support your assertion?
A Sentence 9 C Sentence 6
B Sentence 8 D Sentence 10
4. Which sentence could you cite as support of your assertion?
A Sentence 1 C Sentence 3
B Sentence 2 D Sentence 8
5. What would be a good title for this passage?
A Land Down Below C Last Cold Place on Earth
B Antarctica: Land of Life D Antarctica: Bird Haven



School-Home Connection

Your child is reviewing how to make judgments. With your child, review the passage and the answers he or she chose.

Name _____

► Read the clues below. Then choose the word from the box that best matches each clue, and write it on the line. Use a dictionary if you need help.

igloo kangaroo kindergarten moccasin
molasses spaghetti ski sky tortilla

| Word | Clue |
|----------|---|
| 1. _____ | an Australian word for an animal with a pouch |
| 2. _____ | a German word for a class of five-year-old students |
| 3. _____ | a Norwegian word for gliding over snow |
| 4. _____ | an Algonquin word for shoes |
| 5. _____ | a Scandinavian word for where clouds are |
| 6. _____ | an Inuit word for a hut built from blocks of snow |
| 7. _____ | a Portuguese word for sweet, sticky syrup |
| 8. _____ | a Spanish word for cornmeal bread |
| 9. _____ | an Italian word for pasta |



School-Home Connection

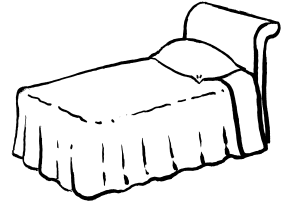
Your child is learning words from other languages that have become common in English. With your child, find other words in store flyers or restaurant menus that have their origins in other languages.

Name _____

- Read the two sets of instructions below. Then number each set of steps from 1–5 to show the correct order.

How to Make a Bed

- _____ Finally, tuck the cover under the pillow.
- _____ Then, spread the cover over the sheets and pillow.
- _____ First, straighten the bottom sheet and fluff the pillow.
- _____ Second, straighten the top sheet and tuck the bottom under the mattress.
- _____ Next, add the pillow.



How to Make a Puppet Face

- _____ Sew the felt features on the front of the head, using thread that is the same color as each feature.
- _____ Arrange the newspaper features on the face of the puppet until you are happy with the layout.
- _____ To begin, choose felt pieces that are a different color from the body.
- _____ Cut patterns for features—eyes, nose, and mouth—from newspaper.
- _____ Use the newspaper patterns as a guide in cutting out the felt features.



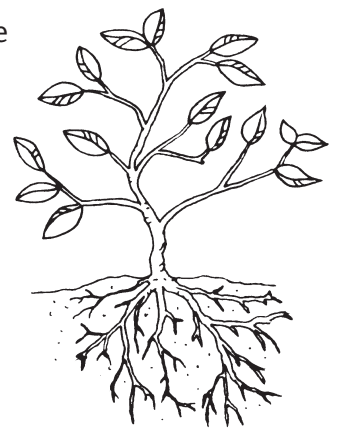
School-Home Connection

Your child is reviewing following multiple-step instructions. Have your child follow the instructions above for making a bed. Make sure he or she completes each step in order.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- If a friend *urges* you to listen to her new CD, you should _____.
A ask her to borrow the CD C stop listening to the CD
B return the CD to her D listen to another CD
- Modern* methods of transport include _____.
A horse-drawn carts C canoes
B cars and planes D steam trains
- Logic* could help you _____.
A comfort your little sister C keep warm in the winter
B score the winning goal D win a chess game
- I wondered about his *ethics* because _____.
A he had been in jail for theft C everyone liked him
B he didn't speak English well D he was very smart
- Someone who *influenced* you might _____.
A not be known to you C live in the future
B give you advice about school D ignore you
- In *pursuit* of education, a person might _____.
A demand a shorter school year C skip school
B be happy with low grades D study hard
- One way to *promote* the growth of a plant is to _____.
A ignore it C walk on it
B give it plenty of light and water D learn its scientific name
- My sister *banned* me from her bedroom because _____.
A she thought I was snooping C she needed my help
B my bedroom is smaller D I am older than she is

**School-Home Connection**

Ask your child to pronounce all of the Vocabulary Words. Have him or her read the sentences above as they are completed with their correct answers.

Name _____



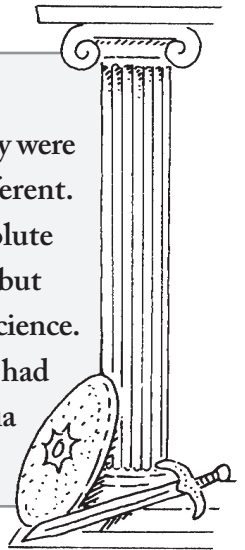
Skill Reminder

To **compare** is to tell how two or more things are similar.
To **contrast** is to tell how two or more things are different.

► Each of the numbered sections of the paragraph below compares or contrasts two or more things. Identify each section as *compare* or *contrast* on the blanks below the paragraph. Then write the clue word or phrase that helped you figure out the answer.

Important Greek City-States

(1) Athens and Sparta were both great city-states in ancient Greece. (2) They were similar in power and influence. (3) Their governments, however, were very different. (4) Athens was a democracy, unlike Sparta, which was ruled by kings with absolute power. (5) The citizens of Athens were free to vote and express their opinions, but Spartans had few such rights. (6) Athens excelled in literature, architecture, and science. Sparta, on the other hand, concentrated on building up its army. (7) Athens also had a powerful army, and it frequently went to war. (8) When a huge army from Persia attacked Greece, both Athens and Sparta fought against the invader.



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



School-Home Connection

Work with your child to compare and contrast two similar objects. Then ask your child to use one or more of the clue words and phrases above in sentences about the objects.

Name _____

**Skill Reminder**

SQ3R: a study technique for surveying, asking questions, and reading, reciting, and reviewing

K-W-L: a chart that helps set a purpose for reading

Outline: helps a reader organize main idea and details of text

► **Circle the letter of the ending that best completes each sentence.**
The first one has been done for you.

- The 3 Rs in the SQ3R study technique stand for _____.
 A review, recite, read C recite, review, read
 B read, review, recite **D** read, recite, review
- The *survey* step in SQ3R means that you _____.
 A review material you have read C carefully study the text
 B preview material before reading D answer questions after reading
- The purpose of SQ3R is to _____.
 A make you an expert on a subject C help you understand what you read
 B increase your reading speed D improve your writing skills
- K-W-L charts consist of _____.
 A three columns C a circle divided into triangles like a pie
 B a web of interconnected ideas D four boxes connected by arrows
- You fill in a K-W-L chart _____.
 A after reading C before reading
 B during and after reading D before, during, and after reading
- Using a K-W-L chart _____.
 A proves what you don't know C helps you understand difficult words
 B sets a purpose for reading D requires access to the Internet
- In an outline, Roman numerals such as *I*, *II*, and *III* indicate _____.
 A details C selection titles
 B main topics D subtopics
- Outlining helps a reader remember a selection's _____.
 A main ideas and details C headings, photographs, and captions
 B difficult words D inaccurate information

**School-Home Connection**

Ask your child to show you what a K-W-L chart and an outline look like.

Name _____

▶ Read each sentence below. Circle the letter of the word or phrase that best completes the sentence.

1. You *trespass* when you enter a place with a sign that says _____.
A "Welcome" C "Do Not Enter"
B "Open" D "Beware of the Dog"
2. You must have an even *temperament* when _____.
A babysitting twins C taking a walk
B sleeping D watching a movie
3. The *lustrous* leaves on the trees in the tropical forests of Central America _____.
A look like mud C remind me of an old carpet
B shine in the sunlight D are rough and scaly
4. A *strategically* placed treat may bring out _____.
A the hiding kitten C the school band
B one's musical talent D the garbage
5. You *prolong* your worry if you _____.
A never put things off C delay taking a test
B return phone calls immediately D study before you go out to play
6. Lightning may *precede* a _____.
A sunny day C call to dinner
B telephone call D clap of thunder
7. After John *restored* the furniture, it looked _____.
A the same as new C old and chipped
B better than new D worse than before
8. The tired family was *resigned* to _____.
A comfortable beds C a warm welcome at Grandma's
B the long trip home D the stop for lunch and a nap

**School-Home Connection**

Your child is learning new Vocabulary Words this week. Have your child reread the sentences above, substituting the ending he or she chose for the blank in the sentence.

Name _____



Skill Reminder

To **compare** is to explain how two things are similar. To **contrast** is to explain how two things are different.

- Read each sentence, and decide if it compares or contrasts. Write *compares* or *contrasts* on the line. Then underline the clue word or phrase in each sentence.

Clue Words

Compare: *similar, like, alike, both, also, too, as well as, same as*

Contrast: *different, but, on the other hand, however, although, unlike, yet*

1. The Inca kings and Qin Shihuang were similar in how they ruled the people.

2. The discovery of both the pottery soldiers and Machu Picchu brought about an interest in ancient history. _____
3. Both rulers tried to protect themselves and their people. _____
4. Just like the Incas built walled cities, Qin Shihuang began building the Great Wall of China. _____
5. Unlike the Incas, Qin Shihuang made a tomb that looked just like his city.

6. The descendants of the Incas knew where Machu Picchu could be found, but modern-day Chinese people did not know where the pottery soldiers were.

7. People from all over the world visit Machu Picchu as well as the tomb of Qin Shihuang. _____
8. Although these are great discoveries, we do not know everything about these ancient cultures. _____



School-Home Connection

Review the sentences above with your child. Then have your child read an article in a magazine or newspaper to find other comparisons and contrasts.

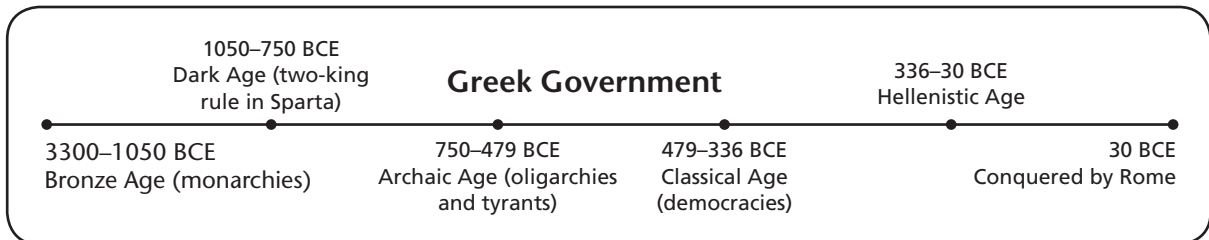
Name _____



Skill Reminder

Graphic aids show information in a visual format. They include diagrams, maps, charts, tables, time lines, and graphs.

- ▶ Study the time line and use the information to complete the statements below. Circle the letter of the item that best completes each sentence.



- This city-state of _____ had a two-king rule.
A Sparta
B Marathon
C Athens
D Argos
- The _____ was the age of oligarchies and tyrants.
A Classical Age
B Dark Age
C Archaic Age
D Hellenistic Age
- The _____ lasted from 479 to 336 BCE.
A Bronze Age
B Dark Age
C Hellenistic Age
D Classical Age
- Greece was conquered by Rome in _____.
A 336 BCE
B 30 BCE
C 3300 BCE
D 750 BCE
- Democracies can be found beginning in the _____.
A Bronze Age
B Hellenistic Age
C Classical Age
D Archaic Age
- The Hellenistic Age lasted from _____.
A 3300–1050 BCE
B 750–479 BCE
C 336–30 BCE
D 1050–750 BCE



School-Home Connection

You child is learning how to use graphic aids when reading nonfiction. In this lesson, he or she practiced using a time line. Help your child make a time line of what he or she did today.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

1. It was *unsettling* to listen to _____.
A the sisters fight
B the baby laugh
C the birds chirping
D my favorite song
2. Winning a spelling bee is *befitting* a _____.
A good athlete
B person who likes cookies
C person who studies hard
D good cook
3. The three friends *tolerated* _____.
A a refreshing sip of water
B the bumpy school-bus ride
C the surprise birthday party
D the trip to the amusement park
4. At the talent show, the judges *disputed* _____.
A the color of the sky
B what time it was
C the color of their socks
D who would be the winner
5. Raymond didn't often eat *savory* foods because he _____.
A was a vegetarian
B only ate soups
C was allergic to many spices
D was a good runner
6. The detective *vigilantly* worked at his task until _____.
A he didn't care anymore
B he finished his dinner
C he went home to bed
D he identified the fingerprints
7. She was a *revered* person in her community because she _____.
A walked her dog every day
B raised money to build a library
C kept to herself
D had two children
8. Selma is known for her pleasant *disposition* because _____.
A she rarely gets angry
B she wears small shoes
C she never says "good morning"
D she travels often

**School-Home Connection**

With your child, discuss the Vocabulary Words. Ask your child to make up one sentence for each Vocabulary Word.

Name _____

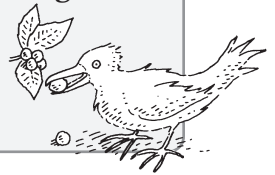


Skill Reminder

A **literary device** is a tool authors use to make their writing unique or to convey a mood. Literary devices include dialogue, symbols, irony, and words that express an overall mood or tone for the story.

► Read the story. Then fill in each box with the correct answer to the question written in it. Use complete sentences.

Long ago and far away, a mother lived with her sons. They were poor and had to search the forest for food. One day, a bird joined them. It was thin and its feathers were ragged. The mother and her sons gave the bird the few berries they had collected. The bird's feathers immediately glistened in the sun. It chirped so happily that the family put down their baskets and followed its song through the forest. They soon came to a grand castle. There stood a prince, cradling the bird in his hands. "Your generosity has allowed my lost and hungry bird to find its way home. Now come inside and share our food."



Dialogue: The prince reveals the moral of the story. What is it?

Symbol: What do the bird's feathers symbolize?

Literary Devices

Mood: What is the mood of the story? How does it change?

Irony: What is ironic about what happens to the mother and her sons?



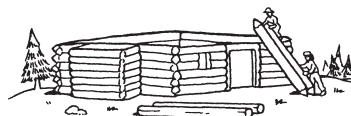
School-Home Connection

Read a simple folktale with your child. Then work together to fill in a graphic organizer like the one shown above.

Name _____

▶ Complete the sentences. Circle the letter of the ending that makes the most sense.

- Jane was very interested in learning how *primitive* people built _____.
A cars
B computers
C homes
D office buildings
- We looked for *fertile* soil to _____.
A plant our crops
B build a factory
C find gold
D go sledding
- Because David's new business was *flourishing*, he _____.
A gave his workers a raise
B felt like a failure
C closed down the business
D liked to eat pasta
- Jose and Maria hoped their *descendants* would _____.
A not break
B be in a very tall building
C live in a clean, safe world
D change their name
- Learning about a culture's *rituals* can _____.
A help you find the closest river
B help you understand its ceremonies
C explain its technology
D teach you very little about history
- We wanted the package to arrive *intact* so we _____.
A threw it against the wall
B sang a special song
C put a lot of stamps on it
D wrapped it carefully
- We *immortalized* the hero by _____.
A baking a cake
B displaying a statue of him
C forgetting his name
D having a dance party
- The builder *reinforces* the structure to make sure _____.
A it will not be very expensive
B other people will find it colorful
C it has enough room for many people
D it will stay standing for years

**School-Home Connection**

With your child, make up new sentences using the Vocabulary Words.

Name _____



Skill Reminder

Imagery is a literary device that uses descriptive words and phrases that appeal to the senses. Imagery helps readers imagine how things look, sound, smell, taste, and feel.

► Read the paragraph. Then fill in the blanks with a word or phrase from the paragraph that appeals to each of the senses.

We bought pink cotton candy from the man on the boardwalk. We stuffed great handfuls of the candy into our mouths and felt its sticky sweetness melt on our tongues. Then we headed down to the beach. The air smelled salty and clean. There had been a big storm earlier that day, and the beach was still wet. The damp sand stuck to our toes as we walked down to the water's edge. But other than wet sand, there were no traces left of the storm. The ocean was calm and quiet. The only sound we could hear was the gentle lapping of waves licking the shore.



- 1. Sight _____

- 2. Smell _____

- 3. Sound _____

- 4. Taste _____

- 5. Touch _____



School-Home Connection

Help your child use imagery to describe something that happened to him or her today.

Name _____

► Read each sentence. Circle the correct ending.

1. It was *overwhelming* to see the _____.
A toast for breakfast C stoplight turning red
B beautiful view D cat purring
2. Someone who is *ornery* would probably _____.
A not get many invitations C be very popular
B know how to bake cookies D laugh often
3. I become *aggravated* when my brother _____.
A offers to wash the dishes C is always late
B writes poetry D reads good books
4. I feel *sophisticated* when I _____.
A dust under my bed C laugh at a funny movie
B wear my old clothes D go to a symphony concert
5. The statue was *imposing* because it was _____.
A so big and beautiful C something we saw every day
B hardly noticeable D made of wood
6. I like to have dinner with *notable* people because _____.
A they probably like pasta C I don't like to talk when I eat
B I like interesting stories D they have good singing voices
7. Sam felt *prosperous* when his parents _____.
A told him he could stay up late C increased his allowance
B asked him to watch his sister D told him to fix his shoes
8. We thought the new student was *unassuming* until she _____.
A cleaned her locker C did all of her homework
B signed up for the book club D sang at the talent show
9. If you didn't want to be *conspicuous*, you would probably _____.
A dye your hair purple C read quietly on the train
B go hang gliding D tap dance to school
10. The thieves *pillaged* the vault to get _____.
A valuable jewels C a new pet
B loaves of bread D cleaning supplies

**School-Home Connection**

Have your child explain why he or she chose each ending above.

Name _____



Skill Reminder

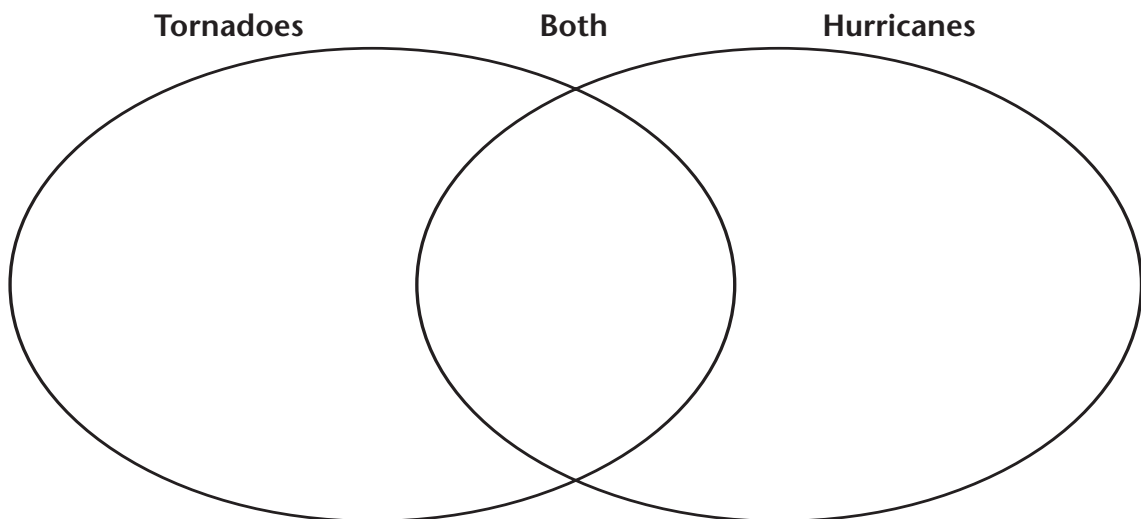
To **compare** is to identify how things are similar. Words such as *both, like, also, too, and as well as* signal a comparison. To **contrast** is to identify how things are different. A contrast is signaled by words such as *different, but, however, and in contrast*.

► Read the passage. Then use the Venn diagram to compare and contrast tornadoes and hurricanes.

Extreme Weather

Tornadoes are rotating funnel clouds that form over land. They can strike with winds of up to 300 miles per hour in areas that are a mile wide and 50 miles long before they lose force. When an area is under a tornado watch, conditions are right for a tornado to form. In a tornado warning, a funnel cloud has been sighted in the area.

Hurricanes are also a type of extreme weather. Unlike tornadoes, hurricanes form over water. They rotate counter-clockwise at 74 miles per hour or more. If they hit land, watch out! The wind and water can damage buildings and cars and can even uproot trees. Some hurricanes can spread over hundreds or even thousands of miles! Areas with hurricanes also have watch and warning systems. A hurricane watch means that hurricane conditions are possible within 36 hours. A warning means that hurricane conditions are expected within 24 hours.



School-Home Connection

With your child, find out more information about tornadoes and hurricanes. Add to the Venn diagram, and have your child write a news report about a tornado or hurricane.

Name _____

**Skill Reminder**

Literary devices are used to bring writing to life. Common literary devices are **dialogue, symbolism, imagery, tone, and mood.**

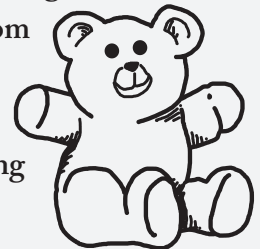
► Read the passage. Then answer the questions.

Karin walked into her family's new house. It smelled like fresh paint and lemon soap. The floors glistened like a lake in moonlight. Maybe this place would be OK, but she felt sad about Anna, her best friend. All she could remember was the catch in Anna's voice when Anna said good-bye. The day had been exhausting.

Karin's feet were as heavy as bricks as she slowly walked upstairs. There on the hall table sat Sugar, the teddy bear she loved as a child. Like a sentinel, he was guarding the door to her bedroom. Despite her sadness, Karin laughed out loud at the guardian bear.

"I hear that laughing sound, like silver bells," called her father from the living room. "Sleep tight, Sweetie."

As Karin slid between the sheets, she smelled the old-home smell of sheets fresh from the dryer. She smiled and fell asleep, thinking about the letter she would write to Anna tomorrow.



1. What does Karin first notice about her new home? _____

2. Are the floors rough or shiny? How do you know? _____

3. What is "the catch in Anna's voice"? _____

4. What are the "silver bells"? _____

► Find at least one more example of imagery or symbolism and write it below.

**School-Home Connection**

Have your child write a short passage using imagery to tell how things look, sound, smell, taste, and feel.

Name _____



Skill Reminder

SQ3R is a study technique for surveying, asking questions, reading, reciting, and reviewing.

A **K-W-L chart** helps you identify your prior **knowledge**, decide what you **want** to learn before reading, and figure out what you actually **learn** during reading.

An **outline** helps you organize the main idea and details of a text.

► For each of the following situations, choose the study technique from above that would be most helpful. Write your answer on the line.

1. Leda is a new student from Argentina. In science class, she is reading about the rain forests of South America. Leda visited the Amazon rain forest last year.

2. Michael just completed a chapter on the ancient civilization of Kush. He is now going to write a report about what he has read.

3. The class has been divided into teams. Each team will read about a natural event, such as an earthquake, a volcanic eruption, a hurricane, a tornado, or a tsunami.

4. All semester the class studied ancient China. Now students are to work in teams, choose a dynastic period, and give a brief report to the rest of the class.

5. Nelson and his family are going to Europe for a vacation this summer. They will visit France and study the cave paintings. Nelson studied prehistoric people in social studies this year. He wants to read more about prehistoric cave paintings before his trip.



School-Home Connection

Your child is reviewing different methods of studying. Have your child explain the answers he or she gave for the situations above.

Name _____

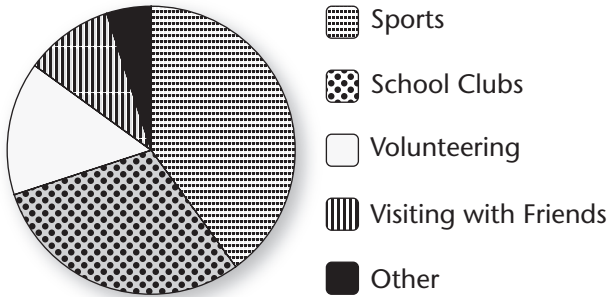


Skill Reminder

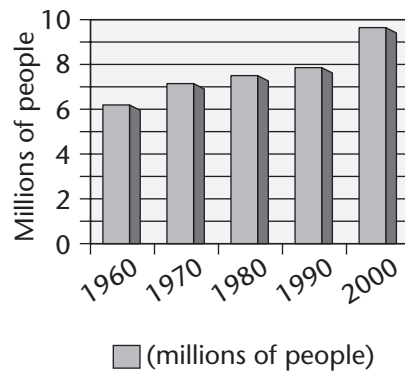
Graphic aids can help you understand what a text is about. Some common graphic aids include **diagrams, maps, charts, tables, time lines, and graphs.**

► Look at the graphs below. Then circle the letter of the phrase that best completes each sentence about the graphs.

A. After-School Activities for a Sixth-Grade Class



B. Los Angeles Population Growth 1960–2000



- Graph A is a _____.
A circle graph
B bar graph
C line graph
D picture graph
- Graph B is a _____.
A circle graph
B bar graph
C line graph
D picture graph
- Graph B shows _____.
A the history of Los Angeles
B Los Angeles population growth
C people who live in Los Angeles
D how tall people are in Los Angeles
- According to graph A, the most students like to _____ after school.
A visit with friends
B volunteer
C play sports
D participate in school clubs
- Los Angeles grew the most from _____.
A 1960 to 1970
B 1970 to 1980
C 1980 to 1990
D 1990 to 2000

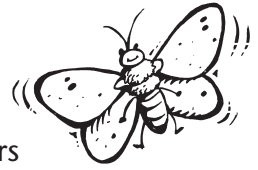


School-Home Connection

Your child reviewed how to read and use graphic aids. Help your child look for graphic aids in other reading material, such as magazine stories, websites, or newspapers.

Name _____

- Complete each sentence. Circle the letter of the ending that makes the most sense.



- The moth's wings were *mottled* by _____.
A a harmful chemical
B cuts and tears
C spots of many colors
D a number of holes
- The desert no longer looked *barren* after _____.
A the dust storm
B the sun went down
C the sun came up
D the road was built
- My bike hit the curb, and the *impact* _____.
A stopped me safely
B ruined my sneakers
C increased my speed
D threw me into the air
- A logical *scale* for a map of our town would be _____.
A made of paper
B 1 inch per mile
C a one-to-one measurement
D a square or rectangle
- A *prominent* landmark in a prairie could be _____.
A a stream
B a huge old oak tree
C some grass
D a bush
- A famous example of a *chasm* is _____.
A the Grand Canyon
B the Statue of Liberty
C Mount Rushmore
D the Mississippi River
- Reflections in a funhouse appear *warped* because _____.
A everyone is laughing
B it is dark
C the mirrors are not flat
D all people look the same
- If your bike has a *distinctive* paint job, it is _____.
A easily found in a crowd
B able to go faster
C likely to rust quickly
D hard to see

**School-Home Connection**

With your child, review the sentences using Vocabulary Words. Play a game in which you take turns thinking of synonyms for the words.

Name _____



Skill Reminder

A **conclusion** is a statement based on logical **evidence**.
Evaluate an author's conclusions by deciding if the evidence
he or she offers is reasonable.



- Read each passage. Circle the letter of the conclusion
that makes sense based on the facts.

Passage 1

Mercury, the smallest planet, is also the planet closest to the sun. It has no atmosphere, and during the long “daytime” on Mercury, the temperature is hotter than an oven. During the long “nighttime” it is colder than a freezer.

1. These facts show that
 - A Mercury has a strange way of orbiting.
 - B conditions on Mercury are too extreme to support life.
 - C Mercury is small because it is close to the sun.

Passage 2

The moon is a satellite of Earth. Its diameter is about one-fourth the diameter of our planet. The moon also has much less mass than Earth; Earth has a mass 81 times greater than that of the moon. The force of gravity on the moon is less than it is on Earth. If you weigh 120 pounds on Earth, you would weigh only 20 pounds on the moon.

2. These facts suggest that
 - A Earth has a strong gravitational pull on the moon.
 - B the moon is moving away from Earth.
 - C the force of gravity increases with the mass of an object.



School-Home Connection

With your child, read aloud an article about space or one of the planets. Have your child point out conclusions that the writer has made and the facts he or she used as evidence.

Name _____



Skill Reminder

A **fact** is a statement that is true and can be proved. An **opinion** cannot be proved true or false. Words like *believe*, *probably*, *usually*, *best*, *worst*, and *most* may signal an opinion.



► Read each sentence and identify it as fact or opinion.

1. Neptune is the eighth planet from the sun.

2. Galileo did not deserve credit for discovering Neptune.

3. Neptune has a vivid blue color.

4. Galileo observed the object on December 28, 1612.

5. The body was not understood to be a planet until 1846.

6. I believe scientists were correct to name it for a mythological character.

7. To me, Saturn is the most mysterious planet.

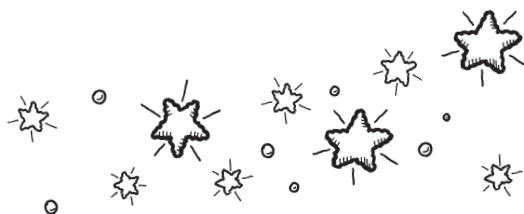
8. However, Neptune has the strongest winds, with hurricanes up to 2,000 km/h.

9. It doesn't make sense for a planet so far from the sun to have such high winds.

10. There are probably many solar systems in the universe.

11. With billions of stars, our universe certainly could have other planetary systems.

12. We will probably find life forms in other solar systems.



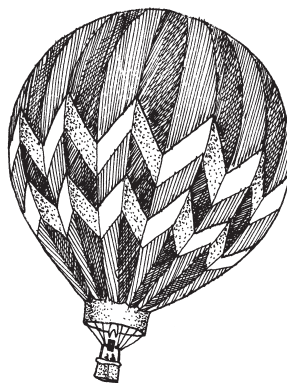
School-Home Connection

Read a newspaper column with your child. Have your child highlight statements of fact and opinion in two different colors and explain his or her choices.

Name _____

► Complete each sentence. Circle the letter of the ending that makes the most sense.

1. Our *lavish* breakfast consisted of _____.
A doughnuts
B fast food
C pancakes, eggs, and fruit
D cold cereal
2. We knew the house was *doomed* when it _____.
A caught fire
B needed painting
C received several visitors
D weathered the hurricane
3. The *dreaded* day had arrived when we had to _____.
A go on a class picnic
B receive an award
C attend a friend's party
D clean our rooms
4. The water looked *murky* after _____.
A it was filtered
B we washed dirty dishes in it
C it froze during the storm
D the sun dried it up
5. During our *ascent* in the hot-air balloon, objects on the ground _____.
A moved from place to place
B seemed to grow smaller
C seemed to grow larger
D were damaged
6. We put the *remains* of our picnic _____.
A back into the basket
B out on a clean cloth
C on the bulletin board
D into the washing machine

**School-Home Connection**

With your child, write each Vocabulary Word on a card. Find a picture or an object that each word can label. Have your child use the word in a sentence about the picture or object.

Name _____



Skill Reminder

A **conclusion** is a statement based on logical **evidence**.
Evaluate an author's conclusions by deciding if the evidence
he or she offers is reasonable.

▶ Read each passage. Underline the conclusion that the author has drawn. Then identify the conclusion as reasonable or not reasonable. Explain your answer.

Passage 1

Although designed to carry 42 lifeboats, *Titanic* had only 20 on board. This was four more than the British ship was required by law to carry. Twenty lifeboats should have been able to hold 1,178 people. But *Titanic* carried 2,228 passengers and crew on its first voyage. Clearly, the owners of the luxury liner did not care about the lives of their passengers.

1. Is the conclusion reasonable? _____

Passage 2

In 1913, an international convention for safety at sea met in London. Members of the convention created rules. Every ship would be required to have lifeboat space for every person on board. During every sea voyage, lifeboat drills must be held. All ships must keep a trained radio operator on duty at all times. The members were determined that the tragedy of *Titanic* would not be repeated.

2. Is the conclusion reasonable? _____



School-Home Connection

With your child, read aloud a letter to the editor. Identify the evidence the writer gives. Together, decide if there is strong enough evidence to support the writer's conclusion.

Name _____



Skill Reminder

- A word's **denotation** is its dictionary meaning.
- A word's **connotation** is the feelings it creates in readers. Connotations may be positive or negative.



► Read each sentence. Underline the word or words in parentheses that have the most positive, or favorable, connotation.

1. My friends and I (discussed, argued about) a movie we had seen.
2. I thought that the plot seemed (silly, light hearted).
3. After the movie, we all walked to Ramon's (cozy, small) home.
4. The house was neat, but Ramon's room was (an eyesore, a mess).
5. Ramon's main (job, chore) is to pick up his things.
6. He knows he has been too (careless, relaxed) about this responsibility.
7. Despite his (shortcomings, faults), I like spending time with Ramon.
8. He is honest and has a (unique, weird) way of looking at the world.

► Read the following sentences. In the blank, identify the word in bold type as having either a positive or negative connotation.

9. The boys made the **adventurous** decision to dive off the pier. _____
10. The boys made the **reckless** decision to dive off the pier. _____



School-Home Connection

Talk with your child about the differences between the synonyms in parentheses in items 1–8. Explain why the words evoke different emotions.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- We had *qualms* after listening to the weather report because _____.
A a storm was coming C the tornado had passed us over
B the drought was ending D a rainbow appeared in the sky
- Marty *contentedly* snuggled down to _____.
A struggle with his homework C finish reading his book
B clean under his bed D change his bicycle's flat tire
- The *intolerable* situation at the picnic was caused by _____.
A pleasant weather C a warm breeze
B a swarm of bees D lots of good food
- Because of the *officious* tour guide, we _____.
A were able to help plan our museum visit C wanted our tour to last longer
B enjoyed our visit D were afraid to ask questions
- The *torrent* of rain kept us from _____.
A trying out our new weather gear C staying inside and eating popcorn
B going on our hike D brushing our teeth
- George was a *contrary* person because he _____.
A was able to cooperate C loved to read poetry
B was always laughing D never agreed with anyone
- The storm did not *endanger* the children because they _____.
A got lost in the woods C forgot their raincoats
B stayed in the shelter D forgot to close the windows
- When I *contemplate* something hard enough, I _____.
A can almost see it happening C forget all about it
B react quickly without thinking D can fall asleep

**School-Home Connection**

With your child, discuss the Vocabulary Words. Ask your child to make up four sentences, using two or more Vocabulary Words in each sentence.

Name _____



Skill Reminder

Characterization is the way in which an author helps readers get to know the characters in a story. A **character's traits** are revealed through clues that include how the character looks, talks, and acts; what the character thinks and feels; and what others say, think, or feel about the character.

► Read the paragraph. Then read the character traits in the chart below. Write the clue from the paragraph that reveals each character trait. The first box is filled in for you.

Mrs. Ramaz was a plump woman who always wore her hair in a tight bun on the top of her head. "I just don't have the time," she would flutter, "to worry about fixing my hair. I'd rather be working with my music students." Then promptly, at the top of each hour, she would ring the bell she kept on her piano and her next student would enter her music room. "One, two, time's a fleeting. Three, four, keep on beating," she would sing as she clapped her hands to the rhythm of the piece being played. Sometimes she would get out her duster and fly it over the piano cabinet and legs, always to the rhythm of the song.

| Character Trait | Clue from Story |
|--|---|
| Mrs. Ramaz doesn't like to waste time. | "I just don't have the time," she would flutter, "to worry about fixing my hair." |
| Mrs. Ramaz likes people to be on time. | |
| Mrs. Ramaz is a happy person. | |
| Mrs. Ramaz is an efficient person. | |



School-Home Connection

With your child, find an additional character trait for Mrs. Ramaz. Look for clues in the paragraph that reveal the trait.

Name _____

► Complete the sentences. Circle the letter of the ending that makes the most sense.

- The girl sighed *dejectedly* because she _____.
A was feeling unhappy C was eating a delicious cookie
B had just heard some good news D was enjoying the party
- You might find yourself in the *doldrums* when _____.
A you've been invited to a movie C you've had a good night sleep
B you discover a secret path in
the woods D you have nothing to do
- It is not a good idea to *linger* _____.
A when you have a lot of time C when your mom asks you to wait
B while you eat your favorite food D near a crocodile's nest
- You should not do any *strenuous* activity _____.
A if you are feeling happy C when you are swimming
B if you are sick D after dark
- When you *abide* by the rules, you _____.
A usually are breaking the law C usually are not breaking the law
B will get lost at sea D usually will get in a lot of trouble
- The queen was *banished* from her kingdom and was told to _____.
A wear her best crown C go live in the woods all alone
B bring back a cake D come back the next day
- There was *misapprehension* of the directions, so _____.
A we arrived right on schedule C we found the place easily
B we got very lost D we bought a new car
- We were sure the substitute teacher was an *imposter* because _____.
A he didn't know any geography C we were singing loudly
B he found the teacher's lesson plan D our homework was late

**School-Home Connection**

With your child, make up new sentences using the Vocabulary Words. Encourage your child to discuss the meaning of the Vocabulary Word in each sentence.

Name _____

**Skill Reminder**

To help readers get to know a character, authors provide clues about the character's traits. This is called **characterization**. When reading, pay attention to what the characters say, think, and do.

▶ **Circle the trait description that makes the most sense for the underlined character name in each paragraph.**

1. Everyone was happy that Raymond had decided to come to the party. Raymond always told such good jokes and made a lot of people laugh.

| | |
|----------|------------|
| A honest | C funny |
| B shy | D generous |

2. "Are we almost there?" Star asked her father. They were on their way to visit Star's cousin, who lived an hour away. Star's father sighed. They had been driving for only fifteen minutes, and this was the third time Star had asked that question.

| | |
|-------------|-----------|
| A funny | C patient |
| B impatient | D brave |

3. Martin looked around his room. It was a mess. It would take way too much time to put everything away. Martin would much rather just plunk himself down in front of the TV and watch his favorite show.

| | |
|------------|--------------|
| A lazy | C cheap |
| B trusting | D thoughtful |

4. Rose stood at the edge of the high-dive board. Secretly she was afraid of diving from so high up. But if she wanted to be part of the swim team, she had to overcome her fear and just do it. Rose waved to her coach and took a deep breath. Then she got into position, gave a bounce, and dove toward the cold, blue water.

| | |
|---------|-------------|
| A shy | C dishonest |
| B brave | D lazy |

**School-Home Connection**

Talk with your child about a favorite character from a book, play, or movie. Discuss the traits of the character.

Name _____

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

- When Keri went on vacation, she *entrusted* her diary to _____.

| | |
|------------------|-------------------|
| A her dog Fluffy | C a stranger |
| B her brother | D her best friend |
- If I was missing a *critical* ingredient in a recipe, I would probably _____.

| | |
|----------------------------------|------------------------------|
| A run to the store and get it | C stop cooking |
| B make it without the ingredient | D add more of something else |
- It was an *understatement* to say we were pleased when we _____.

| | |
|--------------------------------------|---------------------------------------|
| A were not late for school | C finally won the soccer championship |
| B returned the library books on time | D ate a banana for breakfast |
- When Lei *emanates* cheerfulness, I _____.

| | |
|-------------------------|-----------------|
| A try to avoid her | C ignore her |
| B like being around her | D recite a poem |
- The weather was so *erratic* we _____.

| | |
|----------------------------|------------------|
| A cancelled our picnic | C washed the dog |
| B ate spaghetti for dinner | D wrote a letter |
- My really good idea was so *elusive* that I _____.

| | |
|-----------------------|-----------------------------|
| A emptied the garbage | C thought about it all day |
| B forgot what it was | D rode my bicycle to school |
- Our debating championship was *unprecedented* because _____.

| | |
|--------------------------------|------------------------------------|
| A we had won it many times | C we had never participated before |
| B we didn't know how to debate | D we lost in the last round |
- The *cacophony* coming from the field was probably caused by _____.

| | |
|---------------------------|--------------------------|
| A a cloud passing over | C a wildflower blooming |
| B the grasses in the wind | D a flock of angry birds |
- Sam thought he would *implode* if he couldn't _____.

| | |
|---------------------------|----------------------|
| A brush his hair | C say "good morning" |
| B tell someone his secret | D find his pencil |
- Because of the *acute* shortage of water, _____.

| | |
|-------------------------|----------------------------------|
| A there was a full moon | C people were told not to shower |
| B the river flooded | D the plants flourished |

**School-Home Connection**

Your child is learning new Vocabulary Words this week. Ask him or her to write simple definitions for each word.

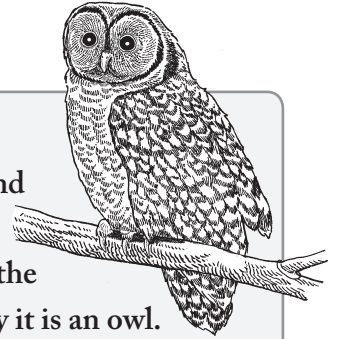
Name _____



Skill Reminder

A **conclusion** states something that is assumed to be true because of logical **evidence**. Readers **evaluate** an author's conclusion by deciding if the evidence the author offers is reasonable.

▶ Read the following passage. Then fill in the chart below.



Whooo's an Owl?

Owls are large birds that hunt prey such as mice, snakes, bats, and other small animals. Owls are hard to see because most owls hunt at night. It can be spooky to walk down a path or through a forest in the evening and hear a "whooo" coming from a tree. If you do, most likely it is an owl.

Owls are good hunters because they have very good vision. In fact, biologists say that owls see better than any other bird. They can also rotate their heads so that they can see directly behind them. They have excellent hearing, too. When they see or hear something in the grass, they swoop down and pick it up with their sharp talons.

One common species of owl is the barn owl. An Italian naturalist, Giovanni Scopoli, first described the barn owl in 1769. Barn owls are about 15 inches long, weigh under two pounds, and have wing spans of up to 43 inches. They can eat twice their body weight every night!

| Conclusion | Evidence | Evaluation/Remarks |
|-------------------------|----------|--------------------|
| owls have good eyesight | | |
| owls are good hunters | | |
| owls are spooky | | |



School-Home Connection

Your child is reviewing how to draw and evaluate conclusions. With your child, read a nonfiction magazine article. Then discuss the conclusions and evidence in the article.

Name _____



Skill Reminder

Characterization is how an author helps readers get to know the characters in a story.

▶ Read the passage below and answer the questions on the lines provided.

Our Grand Plan

Scarlet and I have been friends since we were four. She is always thinking up schemes for us. This is her latest—she wants us to start a detective agency! “OK,” I said. “Meet me at the Amazing Adventure Store to check out the detective equipment.”

The next day my mom and I met Scarlet at the store. “This is SO what we need,” she said, dragging me down an aisle. It was a box labeled AUTHENTIC TOOL KIT FOR SUPER SPIES. I read the cover. There was a spy camera, a spy listener, and a motion alarm.

Now I was excited. I checked to see if anyone was watching. I ripped the tape off the box and opened it up. Cool! But then I heard a voice.

“Megan Murphy, did you open that box? I can’t believe it.”

“I *had* to see how it worked,” I said.

Mom folded her arms across her chest and gave me that look.

1. What does the main character think about Scarlet? What does this tell you about the main character? _____

2. What did the main character do when she saw the spy tool kit? What quality does this action reveal? _____

3. What do the mother’s actions and words reveal about the main character? _____



School-Home Connection

Discuss with your child a favorite character in a book you have read together. Find examples of what other characters say or think about that character.

Name _____



Skill Reminder

A **fact** can be checked and proved true or false.

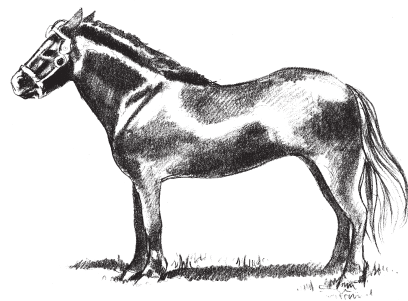
An **opinion** is a personal belief and cannot be proven true or false.

Clue words such as *in my opinion* and *should* indicate opinions.

► Read the sentences below. Write *fact* or *opinion* on the line next to each sentence.

1. George Washington was the first president of the United States. _____
2. George Washington looks distinguished in his portraits. _____
3. Many rivers turn a muddy brown in the spring. _____
4. Rivers should look blue, not brown. _____
5. In my opinion, Sarah is a great dancer. _____
6. Sarah won the city dance contest last night. _____
7. Sharks are always dangerous because they can never be trusted. _____
8. In the past, sharks have attacked many swimmers in shallow water. _____
9. Most children go through important developmental stages when they are two.

10. All children experience the "terrible twos." _____
11. Daffodils are so lovely, they should be our national flower. _____
12. Daffodils are often the first flower to bloom in the spring. _____
13. Horses have been important to many civilizations. _____
14. Horses make great pets! _____



School-Home Connection

Your child is reviewing fact and opinion. Read a newspaper article with your child. Find sentences that state facts and other sentences that state opinions. Discuss how to tell facts from opinions.

Name _____



Skill Reminder

Denotation is a word's exact dictionary definition.

Connotation is the emotions and associations a word suggests that aren't part of its literal meaning.

► Read the sentences below. Choose the best word from each set of words in parentheses and write it in the blank. Use a dictionary if you need help.

1. Marie's outstanding dance performance ended with _____.
(applause, jeering)
2. The outlook for the missing person was _____.
(hopeful, glorious)
3. With all the relatives coming and going, my house had turned into a(n) _____.
(hotel, hut)
4. After the loss, my spirits were _____.
(merry, downcast)
5. The soup needed a _____ of flavoring.
(dash, handful)
6. After they had walked a few miles, the hikers _____ the water.
(gulped, sipped)
7. We watched in awe as the bird _____ through the air.
(soared, struggled)
8. The _____ movements of the skater were fun to watch.
(graceful, awkward)



School-Home Connection

Your child is learning about connotation and denotation. Have your child use a thesaurus to write sentences using words that have similar denotations but different connotations. Discuss how the sentences' meanings differ.

Answer Key

Page 1

1. B
2. D
3. C
4. B
5. D
6. A
7. A
8. C

Page 3

1. the school's track
2. Friday morning
3. Diana
4. run in the big race but has been injured
5. tripped on a crack in the sidewalk

Page 4

1. historical fiction
2. a fable
3. science fiction
4. realistic fiction
5. science fiction
6. myth
7. historical fiction
8. fable

Page 7

1. B
2. C
3. D
4. D
5. A
6. B
7. C
8. A

Page 9

1. April
2. backstage in a school auditorium
3. Danny
4. Rosie
5. he can't stop sneezing

6. his classmates sing with him to cover up the sneezing noises

Page 10

1. rhyme
2. word choice
3. repetition
4. rhythm
5. sky
6. a period
7. waiting for
8. thunder

Page 13

1. A
2. C
3. B
4. D
5. C
6. A
7. D

Page 15

1. 1869
2. 1877
3. light bulb
4. movie camera
5. 1931

Page 16

1. atlas
2. thesaurus
3. almanac
4. dictionary
5. encyclopedia
6. H
7. N
8. B
9. W
10. C

Page 19

1. B
2. A
3. D
4. D
5. C

6. A
7. B
8. D

Page 21

1. Baltimore, Maryland
2. a special school
3. twelve
4. Boston Red Sox
5. set a home run record
6. 53 years old

Page 24

1. C
2. A
3. B
4. D
5. A
6. B
7. C
8. D
9. A
10. B

Page 25

1. B
2. D
3. A
4. C

Page 26

1. B
2. A
3. D
4. D

Page 27

1. fairytale
2. legend
3. tall tale
4. science fiction
5. realistic fiction
6. myth
7. historical fiction
8. fable
9. realistic fiction
10. legend

Page 28

1. encyclopedia
2. almanac
3. atlas or encyclopedia
4. thesaurus
5. dictionary
6. almanac or encyclopedia
7. atlas
8. encyclopedia
9. dictionary
10. thesaurus

Page 32

1. A
2. C
3. D
4. C
5. D
6. B
7. A

Page 34

1. Pam and Candice
2. athletic and thrill-seeking
3. Pam sees a steep hill and knows Candice will not want to try it.
4. Pam is adventurous and Candice is cautious.
5. Candice sees another way down and they take different paths.

Page 35

1. B
2. C
3. A
4. E
5. D
6. C
7. C
8. A

Page 38

1. treason
2. disown
3. rejected
4. suit
5. convince

6. ordinary

7. defeatist

Page 40

Character's

Qualities Students may add other traits.

Setting on Chris's way home

Conflict Chris is afraid to play contact sports, but he wants to be a part of the game and to play with Jimmy.

Plot Events

- Chris decides to play football with Jimmy.
- Chris enjoys the game.

Resolution Chris overcomes his fear of contact sports.

Page 41

1. D
2. C
3. A
4. D
5. B

Page 44

1. C
2. D
3. A
4. D
5. A
6. B
7. C

Page 46

1. C
2. D
3. C
4. C

Page 49

1. C
2. A

3. C

4. C

5. D

6. B

7. B

Page 51

1. B

2. A

3. C

4. B

5. D

Page 52

1. so safety-conscious people take steps to protect their homes
2. *therefore* cautious cooks use water to soak the coals after grilling
3. safe homes have at least two different exits *because*
4. *Because* careful people keep it away from occupied buildings
5. smart homeowners keep their roofs and gutters free of pine needles and leaves *since*
6. Sensible people keep tree branches away from chimneys *since*

Page 55

1. C
2. A
3. C
4. B
5. B
6. D
7. A
8. C
9. C
10. D

Page 56

1. intelligence, willingness to work hard for what she wants, and courage

2. overcoming her fear of speaking before a big audience
3. breathes deeply and focuses on her parents' friendly faces

Page 57

1. D
2. A
3. C
4. B

Page 58

1. C
2. C
3. A
4. D
5. B
6. C
7. B

Page 59

1. C
2. A
3. B
4. F
5. E
6. D
7. B
8. A

Page 63

1. C
2. D
3. D
4. B
5. B
6. A

Page 65

1. A
2. A
3. B
4. A
5. C
6. C
7. B
8. C

Page 66

1. B

2. C
3. C
4. B
5. A
6. D
7. D
8. C

Page 69

1. B
2. D
3. A
4. B
5. C
6. D
7. D

Page 71

1. metaphor
2. personification
3. personification
4. simile
5. metaphor
6. metaphor
7. personification
8. simile

Page 74

1. B
2. B
3. A
4. B
5. D
6. B
7. C

Page 76

1. Tamara and Leia
2. Tamara's bedroom
3. feels that her sister does everything better than she does
4. willingness to help other people
5. that everyone is good at something

Page 77

1. to entertain
2. to persuade
3. to inform

1. to entertain
2. to persuade
3. to inform

Page 80

1. C
2. A
3. D
4. B
5. C
6. B
7. C
8. D

Page 82

1. stairway
2. Barney
3. putting things off until the last minute and hurrying to get them done
4. staying up late to finish his project
5. tripping on the stairs and ruining part of his project
6. things might not turn out well

Page 85

1. D
2. A
3. C
4. B
5. A
6. B
7. C
8. D
9. B
10. C

Page 86

1. simile
2. metaphor
3. personification
4. metaphor
5. personification
6. personification
7. simile
8. simile

9. simile
10. metaphor

Page 87

1. B
2. A
3. B

Page 88

1. un-, -ly, natural
2. re-, -ment, fresh
3. pre-, -ment, arrange
4. dis-, -ful, grace
5. in-, -ly, direct
6. im-, -tion, perfect
7. un-, -ful, health
8. in-, -sive, expense
9. re-, -tion, produce
10. mis-, -ment, manage
11. The shirt I bought was discounted because it had an imperfection.
12. The house with five children was unnaturally silent.

Page 89

1. B
2. D
3. A
4. B
5. C
6. D
7. C
8. A

Page 93

1. D
2. C
3. A
4. C
5. B
6. A
7. C
8. D

Page 95

1. first-person
2. *I* and *we*
3. an autobiography

4. third-person
5. *his* and *he*
6. a biography

Page 96

1. pro bono
2. résumé
3. la dolce vita
4. faux pas
5. á la carte

Page 99

1. publicize
2. foresight
3. testimony
4. contortions
5. grimy
6. faint
7. distraction

Page 101

1. third-person limited point of view
2. first-person point of view
3. third-person omniscient point of view

Page 104

1. B
2. C
3. A
4. B
5. C
6. D
7. B
8. A

Page 106

Evidence a bronze vase inscribed with the name of the King of Atlantis

Evidence their pottery

Evidence a massive volcanic eruption

Judgment/

Assertion Atlantis did exist.

Page 107

2. 6
3. 1

- 8
- 2
- 4
- 7
- 5
- 3

Page 110

1. C
2. B
3. C
4. A
5. D
6. B
7. C

Page 112

1. D
2. B
3. A
4. B

Page 115

1. B
2. A
3. B
4. D
5. C
6. A
7. C
8. B
9. D
10. B

Page 116

1. third-person limited
2. Justin is not the narrator, so it is third-person. However, we only know what he is thinking, not what his friends are thinking, so it is limited.
3. first-person
4. The author uses the words *I* and *me*, so I know it is first-person.

Page 117

1. B
2. C

3. C

4. D

5. B

Page 118

1. kangaroo
2. kindergarten
3. ski
4. moccasins
5. sky
6. igloo
7. molasses
8. tortilla
9. spaghetti

Page 119

- 5
- 4
- 1
- 2
- 3
- 5
- 3
- 1
- 2
- 4

Page 123

1. A
2. B
3. D
4. A
5. B
6. D
7. B
8. A

Page 125

1. compare; both
2. compare; similar
3. contrast; however and different
4. contrast; unlike
5. contrast; but
6. contrast; on the other hand
7. compare; also
8. compare; both

Page 126

1. D
2. B
3. C
4. A
5. D
6. B
7. B
8. A

Page 129

1. C
2. A
3. B
4. A
5. C
6. D
7. A
8. B

Page 131

1. compares
2. compares
3. compares
4. compares
5. contrasts
6. contrasts
7. compares
8. contrasts

Page 132

1. A
2. C
3. D
4. B
5. C
6. C

Page 135

1. A
2. C
3. B
4. D
5. C
6. D
7. B
8. A

Page 137

- Dialogue** Generosity towards others will bring its own reward.
- Symbol** The feathers symbolize the bird's health.
- Mood** The mood at the start of the passage is gloomy, but ends on a cheerful note.
- Irony** They help the bird, so the prince helps them.

Page 140

1. C
2. A
3. A
4. C
5. B
6. D
7. B
8. D

Page 142

1. pink cotton candy; headed down to the beach; waves licking the shore
2. air smelled salty and clean
3. calm and quiet; gentle lapping of waves licking the shore
4. sticky sweetness
5. beach was still wet; damp sand stuck to our toes

Page 145

1. B
2. A
3. C
4. D
5. A
6. B

7. C
8. D
9. C
10. A

Page 146

Tornadoes form over land,
winds up to 300
mph

Both extreme weather,
watches and
warnings

Hurricanes form over water,
winds at least 74
mph

Page 147

1. It smelled like fresh paint and lemon soap.
2. They are shiny because they “glisten like a lake in moonlight.”
3. Anna was sad and it was hard for her to talk without crying.
4. Karin’s laughter

Accept reasonable responses.

Page 148

1. K-W-L chart
2. outline
3. SQ3R or outline
4. SQ3R or outline
5. K-W-L chart

Page 149

1. A
2. B
3. B
4. C
5. D

Page 153

1. C
2. D
3. D
4. B
5. B
6. A

7. C
8. A

Page 155

1. B
2. C

Page 156

1. fact
2. opinion
3. fact
4. fact
5. fact
6. opinion
7. opinion
8. fact
9. opinion
10. opinion
11. opinion
12. opinion

Page 159

1. C
2. A
3. D
4. B
5. B
6. A

Page 161

1. No. The ship had as many lifeboats as was required by law. There is no evidence in the paragraph that supports the statement.
2. Yes. The members’ new rules show their determination. Having more lifeboats and lifeboat drills will help assure that the tragedy will not be repeated.

Page 162

1. discussed
2. light hearted
3. cozy
4. a mess
5. job

6. relaxed
7. shortcomings
8. unique
9. positive
10. negative

Page 165

1. A
2. C
3. B
4. D
5. B
6. D
7. B
8. A

Page 167

Clue from Story

“I just don’t have the time,” she would flutter, “to worry about fixing my hair.”

Clue from Story

Then promptly, at the top of each hour, she would ring the bell she kept on her piano...

Clue from Story

... she would sing as she clapped her hands to the rhythm of the piece being played.

Clue from Story

Sometimes she would get out her duster and fly it over the piano cabinet and legs, always to the rhythm of the song.

Page 170

- 1. A
- 2. D
- 3. D
- 4. B
- 5. C
- 6. C
- 7. B
- 8. A

Page 172

- 1. C
- 2. B
- 3. A
- 4. B

Page 175

- 1. D
- 2. A
- 3. C
- 4. B
- 5. A
- 6. B
- 7. C
- 8. D
- 9. B
- 10. C

Page 176

Evidence "biologists say that owls see better than any other bird"

Evaluation/Remarks they hunt successfully at night

Evidence good hearing and sharp talons

Evaluation/Remarks they can catch and eat twice their body weight in a night

Evidence they hunt at night, when it is difficult to see them

Evaluation/

Remarks they make a "whooo" sound

- 12. fact
- 13. fact
- 14. opinion

Page 177

1. The main character says that Scarlet is the leader of the two—she is "always thinking up schemes." This could mean the character is willing to be the follower.
2. She looked around to see if anyone was watching and then ripped open the box. This might show that she is impulsive and also a little sneaky.
3. They reveal that the mother knows she has to comment on her child's behavior in order to teach her a lesson.

Page 179

1. applause
2. hopeful
3. hotel
4. downcast
5. dash
6. gulped
7. soared
8. graceful

Page 188

1. fact
2. opinion
3. fact
4. opinion
5. opinion
6. fact
7. opinion
8. fact
9. fact
10. opinion
11. opinion