

NEW Keystone

WORKBOOK

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Workbook

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What is light?

Reading 1: “Grandmother Spider Brings the Sun”

Vocabulary

Literary Words Use with Student Edition page 5.

REMEMBER Storytellers use **onomatopoeia** and **repetition** to appeal to your sense of hearing. **Onomatopoeia** is the use of words such as *buzz* which imitate sounds. **Repetition** is using words more than once for effect, such as *long, long, long ago*. **Irony** is the difference between what happens and what is expected to happen in a story.

Decide if the sentences use onomatopoeia, repetition, or irony. Circle the correct choices.

1. She jingled the change in her pocket and asked for a soda.

onomatopoeia
repetition
irony
2. While we were talking, we heard the ding dong of the doorbell.

onomatopoeia
repetition
irony
3. We knew each other many, many, many years ago.

onomatopoeia
repetition
irony
4. In the fable “The Lion and the Mouse,” the big, strong lion needs the little mouse’s help.

onomatopoeia
repetition
irony

Read the poem. Circle examples of onomatopoeia and underline examples of repetition.

Music Everyday

Oh what a rainy, rainy, rainy night.

Listen to the howl of the wind.

Or the noise of nearby thunderclaps: krakathoom!

The sound when our windowpanes rattle and shatter

Bang and clang and sometimes kaboom,

Listen, listen, listen to the pitter-pat of rain,

The everyday music is playing, playing, playing again.

Vocabulary**Academic Words** *Use with Student Edition page 6.*

Read the paragraph below. Pay attention to the underlined Academic Words.

In ancient Native American culture, myths helped explain mysteries of the natural world. We don't know the original author of most Native American myths. Until recently, these stories didn't exist as text. They were told from memory and passed down from one generation to the next. Storytelling was and is an important tradition for Native Americans.

Write the Academic Words from the paragraph above next to their definitions.

1. culture: the art, literature, music, beliefs, and practices of a particular group of people
2. _____: the words in a printed piece of writing
3. _____: a belief, custom, or way of doing something that has existed for a long time
4. _____: someone who writes a book, story, article, or play

Use the Academic Words from the exercise above to complete the sentences.

1. The _____ of this story has many difficult words.
2. My favorite holiday _____ is the big meal my family enjoys on New Year's Day.
3. In Cherokee _____, it's important to respect the natural world.
4. I am the _____ of a book of short stories.

Complete the sentences with your own ideas.

1. The article is informative and interesting.
2. One tradition in my family is _____.
3. My favorite author _____ wrote _____.
4. The thing I like best about studying a certain culture is _____.

Word Study**Compound Words** Use with Student Edition page 7.

REMEMBER A compound word is made up of two or more words. Compound words can be written as one word, as in *notebook*. They can be written as two separate words, as in *school bus*. They can be hyphenated, as in *sister-in-law*. Check the compound word in a dictionary if you are not sure how it is formed.

Read the compound words in the box below. Then write each compound word in the correct column of the chart.

dragonfly	health care	able-bodied	voice mail	anybody
waiting room	far-flung	time saver	outlaw	school day
word-of-mouth	blueberry	weekday	red-hot	one-sided

One-Word Compound	Hyphenated Compound	Two-Word Compound
dragonfly		

Use the words given in a compound word. Check in a dictionary to see if the compound word is written as one word, separate words, or a hyphenated word.

day	depth	egg	end	in	law	shell	week	work
-----	-------	-----	-----	----	-----	-------	------	------

1. egg + shell = eggshell
2. _____
3. _____
4. _____
5. _____
6. _____

Use with Student Edition page 7.

REMEMBER When you read a story, try to predict by asking “What will happen next?” When you predict, look for clues in the title, story, and illustrations. Also think about what you already know about the topic.

Read the paragraphs. Underline the clues used to make predictions. Then answer the questions.

1. Lola and Brian were lost. “We have to find a way out of the park so we can get home,” Brian said. “But how?” asked Lola. They looked for signs to help them, but couldn’t find any. Then they saw a police officer walk by.

What do you think will happen next?

2. It was the morning of the big math test. Jaime was nervous. He had studied all week long. Sally was even more nervous. She hadn’t studied at all. The teacher said, “I hope everyone studied hard. This is the hardest test I’ve ever given.”

What do you think will happen next?

3. A group of settlers set out for California. They heard that there was gold in the ground there. When they reached California, they bought shovels.

What do you think will happen next?

4. In the morning I made some paintings in Art class. At lunch, I took the paintings outside to the picnic tables to show to my friends. When the bell rang, I ran inside and left them on the table. Later, I looked out the window and saw lightning and heard thunder.

What do you think will happen next?

5. Tomas had to give a presentation about his family’s cultural traditions for a class assignment. He asked his family for help. Tim’s grandfather said that passing down stories to family and friends was an important part of their culture.

What do you think will happen next?

Comprehension*Use with Student Edition pages 14–15.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. All the animals lived on the side of the world that was always _____.
a. dark b. light c. rainy
2. Possum tried to steal some sun but it _____.
a. burned his claws b. burned his tail c. escaped from him
3. Buzzard lost his _____ when he tried to steal some sun.
a. voice b. beak c. feathers
4. Grandmother Spider put the sun in a _____.
a. clay bowl b. spiderweb c. black bag
5. One thing the story does *not* explain is _____.
a. why the animals want sun b. how the sun got in the sky c. why the coyote is called the trickster

Response to Literature*Use with Student Edition page 15.*

Myths such as “Grandmother Spider Brings the Sun” were used by people long ago to explain how nature works. Reread pages 12 and 13 of “Grandmother Spider Brings the Sun.” Then write a new ending to the story.

Grammar**Order of Adjectives** *Use with Student Edition page 16.*

REMEMBER Adjectives are words that describe nouns. When you use more than one adjective before a noun, you must put the adjectives in this order: opinion, size, age, color, and material.

Complete the lists with words from the box.

purple	wood	yellow	huge	metal
tiny	wonderful	weird	young	middle-aged

Opinion

strange

kind

Size

little

large

Age

new

old

Color

blue

green

Material

clay

cotton

Complete the sentences with the adjectives in parentheses. Write the adjectives in the correct order.

- (little, unusual) The dancing man wore a(n) _____
_____ hat.
- (white, big) The sailors waved a _____ flag.
- (brown, old, angry) Inside the cave a(n) _____
_____ bear was resting.
- (gray, metal, scary, enormous) They were being chased by a(n) _____
_____ robot!
- (silk, red, beautiful, new) She put on her _____
_____ shoes.

Grammar**Italics, Repetition, and Other Devices Used for****Emphasis or Effect** *Use with Student Edition page 17.*

REMEMBER Sometimes writers use italics, repetition, or capital letters to set words in a special way and create an effect, especially in a story that has dialogue.

Identify what device is being used in the sentences below. Choose the correct letter A, B, or C.

A. italics

B. repetition

C. capital letters

1. _____ The teacher said, "Please, please, please! Everyone take their seats!"
2. _____ His father answered, "I'm not giving you a *choice*. I'm giving you an *order*."
3. _____ "I FOUND IT!" she screamed.
4. _____ Through his tears and in a shaking voice, he said, "I'm s-s-s-sorry."
5. _____ They could hear an owl as they walked down the dark path. "*Hoo. Hoo. Hoo.*"
6. _____ "Can you believe there are more than seven BILLION people in the world?" he asked.
7. _____ "I, um, um, um, don't know what to say."
8. _____ "What an incredible painting," she said. "I really, really like it."

Identify the purpose of the device being used in the sentences above. Choose the correct letter A, B, or C.

A. for emphasis

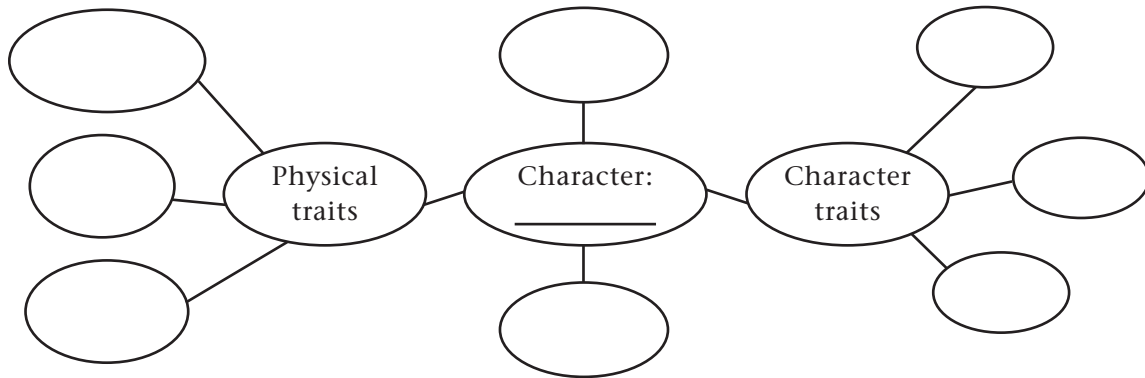
B. to show what something sounds like

C. to show how someone speaks

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

Writing**Describe a Character** *Use with Student Edition pages 18–19.*

Complete your own word web chart about a character you know from a story.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph describe a character clearly?
- ☐ Does it use descriptive details, including adjectives, to reveal the character's physical and personal traits?
- ☐ Is the correct order used when there is more than one adjective?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
1**What is light?****Reading 2: "Light"****Vocabulary****Key Words** *Use with Student Edition page 21.*

Write each Key Word in the box next to its definition.

concave	convex	opaque	translucent	transparent	wavelength
---------	--------	--------	-------------	-------------	------------

1. translucent: clear enough for some light to pass through
2. _____: the distance between two waves of energy
3. _____: curved inward like a bowl
4. _____: clear and easy to see through
5. _____: curved toward the outside
6. _____: not able to have light pass through

Use the Key Words in the box at the top of the page to complete the sentences.

1. A(n) _____ bowl curves inward.
2. No light can pass through a steel door because it is _____.
3. You can see clearly through a(n) _____ window.
4. A(n) _____ lamp shade curves outward.
5. You can partly see through a(n) _____ curtain.
6. Electromagnetic waves have a shorter _____ than radio waves.

Vocabulary**Academic Words** *Use with Student Edition page 22.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Like heat, light is a form of energy. Objects reflect light, which makes them visible to our eyes. Our eyes interpret different wavelengths of light as colors. Light can travel through some objects. For example, clear glass can transmit light. Some objects, such as mirrors, reflect light in a special way so that you see a virtual image.

Match each word with its definition.

- | | |
|----------------------------|---|
| <u> b </u> 1. visible | a. explain or decide what something means |
| <u> </u> 2. virtual | b. able to be seen |
| <u> </u> 3. transmit | c. pass something through |
| <u> </u> 4. interpret | d. able to be seen but not actual |

Use the Academic Words from the exercise above to complete the sentences.

1. Your mind can _____ different wavelengths of light as different colors.
2. Large objects are _____ even from far away.
3. The painting shows a _____ image.
4. You can't _____ light through stone or brick.

Complete the sentences with your own ideas.

1. Your brain interprets wavelengths of light as _____ *colors* _____.
2. A _____ and a _____ are visible from where I'm sitting.
3. You can experience virtual reality in _____.
4. You can transmit light through materials like _____.

Use with Student Edition page 23.

REMEMBER When you skim a text, you get a general understanding of what the text is about. To skim, look at the title, images, and captions. Read paragraphs quickly, and skip over words you don't know.

Skim the article. Then answer the questions that follow.

How Mirrors Work



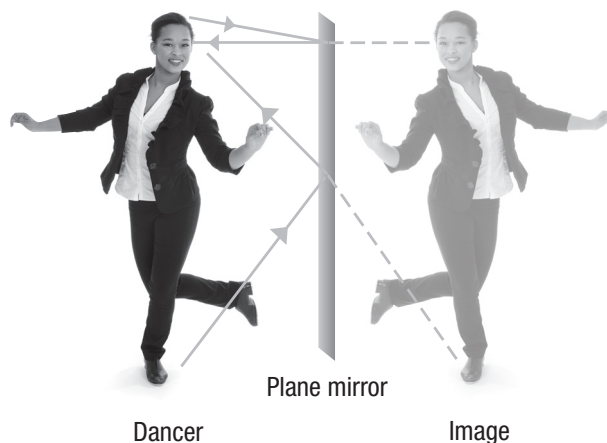
When you look in a mirror, you see a reflection of yourself. How does this happen?

A mirror reflects light rays smoothly and evenly. That is how a mirror produces an image that looks just like the actual thing it is reflecting.

A mirror is a sheet of glass that has a smooth, silver-colored coating on one side. Glass is transparent, so light passes through it. The silver coating reflects the light rays.

Reflection

Look at the picture below. The light rays from the dancer hit the mirror. The mirror reflects the light rays back toward the dancer's eyes. The brain interprets the rays as coming from behind the mirror.



1. Circle the first thing you looked at when you began to skim “How Mirrors Work.”
2. What did you learn from the images, headings, and labels?

3. Skim the first two paragraphs. What is the general topic of the article?

4. Read the last paragraph quickly. Write a sentence explaining what the article is about.

Comprehension
Use with Student Edition page 30.

Choose the *best* answer for each item. Circle the letter of the correct answer.

- The only part of the electromagnetic spectrum that people can see is _____.
a. visible light b. ultraviolet rays c. infrared rays
- Objects can be translucent, opaque, or _____.
a. transmitted b. reflected c. transparent
- Diffuse reflection causes light to be _____.
a. scattered b. opaque c. regular
- When you look into a plane mirror, you see a _____.
a. curved image b. virtual image c. diffuse reflection
- Your image would look bigger in a _____.
a. convex mirror b. concave mirror c. plane mirror

Extension
Use with Student Edition page 31.

Research six different kinds of electromagnetic waves. Write them in the chart below in order from shortest wavelength to longest.

	Electromagnetic Waves
Short  Long	gamma rays

Grammar**Simple Present with *When* Clauses for Facts**

Use with Student Edition page 32.

REMEMBER Adverb clauses of time show when something happens and can be used to express facts. An adverb clause of time begins with a time expression, such as *when*. In scientific writing, time clauses with *when* and the simple present express scientific facts. When an adverb clause begins a sentence, use a comma. When an adverb clause ends the sentence, do not use a comma.

Read the sentences. Underline the adverb clauses.

1. When you travel to another country, you need a passport.
2. She doesn't like to go outside when it's cold and snowy.
3. I drink water when I'm thirsty.
4. When you mix blue and red paint, you get purple paint.
5. When you give plants water and sunlight, they grow.
6. Smoke rises into the air when you burn wood.

Write sentences using the adverb clauses in parentheses. Be sure to add commas after the adverb clauses when they come before the main clauses.

1. (when I play sports) When I play sports, my heart beats faster.
2. (when we speak in English) _____
3. (when we're done with class) _____
4. (when I get up in the morning) _____
5. (when we travel) _____
6. (when I get an email) _____
7. (when it's warm and sunny) _____
8. (when I come home from school) _____
9. (when I see my friends) _____
10. (when I feel tired) _____
11. (when I try hard) _____

Grammar**Present Passive**

Use with Student Edition page 33.

REMEMBER Use the passive form to focus on the receiver, not the performer, of an action. In the present passive, use the verb *be* + the past participle. *Be* must agree with the subject. Regular past participles add *-d* or *-ed* to the base form of the verb. Memorize irregular past participles.

Complete the sentences with the correct present passive forms of the verb in parentheses.

1. That museum is visited (visit) by many tourists.
2. Students' final grades _____ (base) on more than just tests.
3. Rice _____ (grown) in many different Asian countries.
4. Packages _____ (deliver) to the office in the morning.
5. Many news stories _____ (write) every day.
6. Soccer _____ (play) all over the world.
7. The movie _____ (shown) at 5 and 8 PM.
8. The students _____ (question) by the teacher after the video.

Change the sentences below to the present passive. Include a *by* phrase only if it's important.

1. People on bicycles deliver the food. The food is delivered by people on bicycles.
2. Every student writes a personal story. _____.
3. Companies produce many kinds of phones. _____.
4. Farmers in Thailand grow a lot of pineapples. _____.
5. The new owner doesn't allow animals inside of that restaurant. _____.
6. The town's film festival shows different movies every day. _____.

Writing**Describe an Object** *Use with Student Edition pages 34–35.*

Complete your own sensory details chart about an object. Appeal to at least two senses.

Sensory Details	
Sight	
Sound	
Touch	
Smell	
Taste	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer describe the object with sensory details?
- ☐ Does the paragraph describe an object by appealing to at least two senses?
- ☐ Is the simple present with *when* clauses used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?



What is light?

Reading 3: "A Game of Light and Shade"

Vocabulary

Literary Words Use with Student Edition page 37.

REMEMBER **Imagery** is descriptive language that appeals to the senses. Writers use sensory details to help you see, hear, touch, smell, or taste what they are describing. The **setting** is the time and place of the action in a literary work. **Figurative language** is a writer's unique way of creatively using language to give the reader an idea or feeling.

Read the poem. Underline the examples of imagery.

In the dawn,
Creeping across the soft carpet of pine needles
In bare dancing feet,
I hear a pretty song: two blue birds
Carried on warm spring air.
And hiding beneath a huge and ancient tree
I sang along.

Based on the clues in the poem, what do you think the setting is?

Place: _____ Time: _____

Write sentences with imagery to describe the settings in parentheses.

1. (a desert) The sun beat down on the bright white sands.
2. (your classroom) _____
3. (the ocean) _____
4. (the moon) _____
5. (your bedroom) _____
6. (a mountain range) _____

List two examples of figurative language in the poem above.

Vocabulary**Academic Words** *Use with Student Edition page 38.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Last summer I attended a small art show in Mexico. Seeing so many beautiful paintings was a visual treat. My favorite painting was of a beach at sunset. As I approached the painting, I admired the beautiful colors the artist used. The price of the painting in pesos was the equivalent of about 50 U.S. dollars. Despite the fact that I only had 45 dollars, the artist sold it to me anyway.

Write Academic Words from the paragraph above next to their correct definitions.

1. despite: in spite of; regardless of
2. _____: something that has the same value or importance
3. _____: moved closer to
4. _____: relating to seeing or sight

Use Academic Words from the exercise above to complete the sentences.

1. I went to the party _____ being sick.
2. Painting and sculpture are _____ arts.
3. I _____ the teacher to ask a question.
4. One liter is the _____ of one thousand milliliters.

Complete the sentences with your own ideas.

1. One kilometer is the equivalent of one hundred meters.
2. I was able to _____ despite being _____.
3. My favorite visual arts are _____ and _____.
4. I approached _____ in order to _____.

Word Study**Antonyms** Use with Student Edition page 39.

REMEMBER Antonyms are words that have opposite or nearly opposite meanings. For example, *cool* is an antonym for *warm*. Many words have more than one antonym, so check a dictionary to make sure that the antonym you choose has the exact meaning you need.

Look at the chart below. Write an antonym for each word in the chart.

Words	Antonym
1. cold	hot
2. weak	
3. sluggish	
4. tidy	
5. intelligent	
6. gloomy	

Look at the chart below. Write an antonym for each word. Then write a sentence using the antonym you listed.

Word	Antonym	Sentence
1. shiny	dull	The silver was dull, not bright.
2. worthless		
3. heartless		
4. late		
5. comfortable		
6. light		

Reading Strategy Visualize

Use with Student Edition page 39.

REMEMBER To visualize means to picture something in your mind. Making these mental images helps you understand the story more clearly.

Read the paragraphs. Underline details that help you to visualize the scenes.

1. “Perhaps, coming up the stairs, you will have noticed—and yet, not being blind, perhaps you won’t—how not just light but sun pours into the tower through the narrow, slitlike windows here and there, so that one can feel the change—the cool staircase suddenly becomes quite warm, even in winter—and how up here behind the merlons there is shade, but as soon as one goes opposite a crenel one finds the sun. In all of Siena there is no place so good as this for feeling the contrast between light and shade. It isn’t the first time that I’ve come up.”
2. Pu-Yi zipped her jacket up as high as it would go. The cold mountain wind whipped across her cheeks. Her pack was heavy and her feet crunched in the snow each time she took a step. She looked down to the valley below, and then started to walk up the mountain again.

Read the following paragraph. Underline details that help you visualize the scene. Then answer the questions.

1. Philip covered his eyes as he stepped off the bus. He had never been to a desert town like this. A dry dusty wind blew across the street, and the sun bore down on his soft, young face. He saw a bird circling overhead—it looked like a buzzard. The faint smell of dead flowers drifted on the wind to Philip’s nose. He wiped some sweat from his forehead with a handkerchief his mother had given him. Philip kicked dust from his new boots, put a hand through his black hair, and walked into the bank.

2. Which senses do the details you underlined engage?

3. Try to visualize Philip. What details help you to picture about what age he is?

Comprehension*Use with Student Edition page 44.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. The narrator is surprised to find that the man is _____.
a. deaf b. blind c. alone
2. The narrator follows the man because the narrator is _____.
a. annoyed b. curious c. angry
3. The man enjoys feeling the contrast of _____.
a. noise and silence b. happiness and sadness c. sunlight and shade
4. The story is set during the _____.
a. winter b. spring c. summer
5. The narrator leaves the man feeling _____.
a. puzzled b. surprised c. glad

Response to Literature*Use with Student Edition page 45.*

Find a paragraph or scene that you like very much in the story. Use details from the text to help you visualize the scene and draw a picture of it.



Grammar**Prepositions of Time and Place: *by, in, at, from,***

to, on Use with Student Edition page 46.

REMEMBER The prepositions *by, in, at, from, to,* and *on* can be used to indicate place or location. They can also show time.

Complete each sentence with *in, at, by, from, to, or on*.

1. We like to sit by the ocean.
2. More than a billion people live _____ China.
3. I think you left your glasses _____ the table.
4. Let's meet _____ noon.
5. They took the train _____ Paris _____ Berlin.
6. I have to be home _____ seven o'clock.
7. We're going _____ the movies tonight.
8. My mother always cooks a big meal _____ Sunday.
9. It's located _____ 2456 Main Street.
10. The movie is _____ two _____ four this afternoon.
11. The best fruit is available _____ the summer.

Use your own words to complete the sentences.

1. I was born in _____ 2005 _____.
2. Let's meet by _____.
3. I don't have school on _____.
4. The game starts at _____.
5. I usually sleep from _____ to _____.

Grammar**Prepositions Combined with Verbs**

Use with Student Edition page 47.

REMEMBER Certain prepositions often appear with certain verbs. Certain prepositions also combine with *be* + adjective.

about	of	down	at	for	up
-------	----	------	----	-----	----

Use a preposition from the box to complete each sentence. Some sentences have more than one possible answer.

1. He's always looking at himself in the mirror.
2. Be careful when you're going _____ the stairs.
3. She's going shopping to look _____ a new bag.
4. I'm curious _____ the new student.
5. You're always fumbling _____ your keys.
6. The new furniture takes _____ too much space.
7. He's terribly afraid _____ snakes.
8. Who is responsible _____ erasing the board?
9. Honestly, I wasn't aware _____ the rule.
10. Everyone's really excited _____ the party.

Use your own words to answer the questions.

1. What are you curious about? _____.
2. Who is responsible for the cooking at your house? _____.
3. Is there anything you're excited about? If yes, what? _____.
4. What are you afraid of? _____.

Writing**Describe a Place** *Use with Student Edition pages 48–49.*

Complete your own flow chart about a favorite place.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]
```

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph describe a place?
- ☐ Does the writer use sensory details to describe a place?
- ☐ Does the writer organize details using spatial order?
- ☐ Are prepositions of place and time used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
1
What is light?
Reading 4: Providing Light in the Darkness

Vocabulary
Key Words *Use with Student Edition page 51.*

Write each Key Word in the box next to its definition.

device	equipment	industry	investors	patented	tenacity
--------	-----------	----------	-----------	----------	----------

1. patented: having an official document that protects an invention or product
2. _____: items needed for a particular purpose
3. _____: determination to do something, even if very difficult
4. _____: a specific tool or machine for a certain function
5. _____: people who give money in order to earn a profit
6. _____: a group of businesses that provide one type of service or products

Use the words from the word box to complete the sentences.

1. Thousands of people work for the automobile industry.
2. The plumber brought _____ to fix the pipe.
3. Her invention is _____, so no one else can make or sell it.
4. They were unable to find any _____ to fund the new business.
5. It takes a lot of _____ to become a doctor.
6. A charger is a(n) _____ that many people cannot do without.



Vocabulary**Academic Words** *Use with Student Edition page 52.*

Read the paragraph below. Pay attention to the underlined Academic Words.

There have been many significant inventors that have changed the world we live in. Very often, these inventors were initially rejected by the public. Some inventors had to show great tenacity, even after suffering injury or financial ruin. But in the end, if the invention improved people's lives, the inventor was viewed as making a contribution to society.

Match each word with its definition.

- | | |
|------------------------------|---|
| <u> a </u> 1. rejected | a. not chosen |
| <u> </u> 2. contribution | b. some damage caused to a body |
| <u> </u> 3. significant | c. important; meaningful |
| <u> </u> 4. injury | d. something a person gives to the world that helps and is positive |

Use the Academic Words from the exercise above to complete the sentences.

1. Her parents _____ the idea of a big party.
2. The electric light bulb was a _____ invention.
3. What _____ did Marie Curie make to medicine?
4. It was hard to use my computer because of a hand _____.

Complete the sentences with your own ideas.

1. For an inventor experimenting with ways to create a new device, an injury to the _____ hand _____, could be a real setback.
2. I think the _____ was one of the most significant inventions.
3. My idea for _____ was rejected.
4. I believe an important contribution to society would be _____.

Word Study**Suffixes** Use with Student Edition page 53.

REMEMBER A *suffix* is a letter or letters added to the end of a word to make a new word. Words that end in *e* follow special rules. If the suffix begins with a consonant, do not drop the *e*, as in *profuse* + *ly* = *profusely*. There are some exceptions, such as *true* + *ly* = *truly*. If the suffix begins with a vowel or *y*, drop the *e*, as in *like* + *able* = *likable*.

Read the words in the word box. Then write each word in the correct column of the chart.

careful	noticeable	aching	agreeable	excitement
arguing	courageous	fiercely	enclosure	sorely

Suffix Begins with a Consonant	Suffix Begins with a Vowel	Exceptions

Create a new word by adding the suffix to each word below. Check a dictionary if needed. Then write the definition next to the new word.

- disparage + ment = disparagement (belittlement, mocking)
- illustrate + ive = _____
- believe + ing = _____
- nine + th = _____
- use + age = _____
- whole + ly = _____
- expose + ure = _____
- like + ly = _____
- virtue + ous = _____
- improve + ment = _____
- sensible + ly = _____

Reading Strategy Use Visuals

Use with Student Edition page 53.

REMEMBER Visuals include photographs, illustrations, cartoons, maps, and graphic organizers. They support the text and provide more information about the topic.

This photograph is from “Providing Light in the Darkness.” Look at it carefully, and answer the questions.



1. What is the photograph of?

2. When do you think the photograph was taken?

3. What can you tell about the setting of the photograph?

4. What do you think the man is doing? How can you tell?

5. What information does the photograph give that the text probably could not?

Comprehension

Use with Student Edition page 60.

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Inventors wanted to create a light bulb powered by heat, not fire, because it would be _____.
 a. brighter b. less expensive c. safer
2. According to the article, young Edison created a laboratory in _____.
 a. his parent's home b. a train car c. a newspaper office
3. Edison was in his _____ when he began work on a small electric light.
 a. teens b. twenties c. thirties
4. One of Edison's failures was the _____.
 a. kinetophone b. stock ticker c. phonograph
5. Edison secured more than _____ patents in his lifetime.
 a. 300 b. 1,000 c. 10,000

Extension

Use with Student Edition page 61.

Choose an image from the article "Providing Light in the Darkness" that helped you understand more about Edison and his inventions. Describe the image and tell what you learned from it.

Grammar**Restrictive Relative Clauses**

Use with Student Edition page 62.

REMEMBER A relative clause describes a noun. A relative pronoun begins a relative clause. Use the relative pronouns *who* and *that* to describe people. Use the relative pronouns *that* and *which* to describe places and things. A restrictive clause tells which person, place, or thing the sentence refers to and is necessary in order to understand the sentence.

Complete each sentence with a relative pronoun. More than one pronoun is possible. Then underline the rest of the restrictive clause.

1. She is the artist who made this beautiful painting.
2. We believe this is the device _____ will solve the problem.
3. I met the explorer _____ made it all the way to the North Pole.
4. Edison was the inventor _____ is credited with inventing the electric light bulb.
5. Please give me the book _____ is on the table.
6. I don't understand the question _____ the teacher just asked.

Use your own words and the correct relative pronoun to complete each sentence with a restrictive clause.

1. I prefer a phone that has a larger screen.
2. She's the teacher _____.
3. English is the class _____.
4. I know a lot of people _____.
5. In my opinion, Edison is the inventor _____.
6. I come from a place _____.

Grammar**Nonrestrictive Relative Clauses**

Use with Student Edition page 63.

REMEMBER A nonrestrictive relative clause gives extra information about a noun, but the meaning of the sentence is still clear without it. The nonrestrictive relative clause is separated from the rest of the sentence by a comma or commas. A relative pronoun begins the clause. Use the pronoun *who* to describe people. Use the pronoun *which* to describe places and things.

Complete each sentence with a relative pronoun. Then underline the words that complete the nonrestrictive clause.

1. The school I go to, which is close to my house, has about 300 students .
2. My older brother lives in Tokyo, _____ is the capital city of Japan.
3. Marie Curie, _____ was married to Pierre Curie, won two Nobel Prizes.
4. My mother, _____ is curious about everything, is taking a yoga class.
5. He is studying Mandarin, _____ is one of two Chinese dialects.
6. Her new song, _____ she wrote in one day, is already very popular.

Use your own words to complete the sentences. Include a nonrestrictive clause with the correct relative pronoun in each sentence.

1. My best friend, who lives next door, is named Chris _____.
2. I've always wanted to visit Paris, _____.
3. My home, _____.
4. Thomas Alva Edison, _____.
5. She does most of her work on a computer tablet, _____.
6. Our teacher, _____.

Writing**Describe an Experience** *Use with Student Edition pages 64–65.*

Complete your own flow chart about an important event or experience in your life.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]
```

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph give the reader a general impression of the writer's experience?
- ☐ Does the paragraph use an appropriate order to describe the experience?
- ☐ Are restrictive and/or nonrestrictive clauses used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop*Use with Student Edition pages 70–74.*

Read the paragraph carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

I am glad I live at Los Angeles. Our family went on a bike ride on the park this week end. We rode to the park near our house. the park is in the other end of our street. I rode my red new bike who I got for my birthday. I raced my brother who is seventeen years old. He won, but it was Fun anyway. I always like rideing. I saw a friend who's house is nearby. We all had a picnic, when we got to the park. We ate bagles cheese and fresh apples. My friend and I went fishing in the lake. We caught a big fish!

Learning Log

Use after completing Student Edition page 74.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
onomatopoeia repetition irony imagery setting figurative language	concave convex opaque translucent transparent wavelength	author culture text tradition interpret transmit virtual visible
	device equipment industry investors patented tenacity	approached despite equivalent visual contribution rejected injury significant

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can . . .
Word Study	☐ recognize and use compound words. ☐ recognize and spell words with <i>-le</i> and <i>-el</i> . ☐ identify and use antonyms. ☐ recognize and spell words with suffixes.
Reading Strategies	☐ predict. ☐ skim. ☐ visualize. ☐ use visuals.
Grammar	☐ use correct adjective order. ☐ use italics, repetition, and other devices for emphasis or effect. ☐ use the simple present with <i>when</i> clauses for facts. ☐ use the present passive. ☐ use prepositions of time and place: <i>by, in, at, from, to, on</i> . ☐ use prepositions combined with verbs. ☐ use restrictive relative clauses. ☐ use nonrestrictive relative clauses.
Writing	☐ describe a character. ☐ describe an object. ☐ describe a place. ☐ describe an experience. ☐ write a descriptive essay.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

A Pearl in the Mountains of Spain

The Alhambra palace sits perched in the mountains high above the southern Spanish city of Granada. Its distinct Moorish architecture and extensive gardens, full of fragrant roses and orange trees, have made it a United Nations Educational, Scientific, and Cultural Organization (UNESCO) World Heritage Site. It is Spain's most visited attraction, frequented by millions of lucky tourists every year. Throughout its many years of construction and renovation, the theme of the site has always been "paradise on earth."

The palace was completed in the 1300s by Muhammad V, Sultan of Granada. This was at a time when the Muslims, or Moors, ruled southern Spain, so the palace is in the Islamic style, with its colorful mosaics, extensive water features, and fountains. Today the palace is a red color reflecting the red clay from which it was built. Originally, however, the walls were whitewashed and Moorish poets described it as "a pearl set in emeralds" referring to the beautiful white buildings and the surrounding green plants and trees.

There are many wonderful places to visit in our world, but few as special as the Alhambra palace. It is a magical place where you can listen to the sounds of birds and running water and be transported back in time, to a world few of us could imagine.

- 1** What kind of construction is the Alhambra renowned for?
 - A** Spanish
 - B** UNESCO
 - C** Moorish
 - D** Granada
- 2** What has changed about the appearance of the palace?
 - A** The water features have stopped working.
 - B** It's been painted red.
 - C** It is ruled by the Spanish now.
 - D** The whitewash has worn off.

Test 2

DIRECTIONS

Read the selection. Then answer the questions that follow it.

A Difference in Viewpoint

C.J. and Micha had spent their entire day indoors working on a *collaborative* school project with another classmate, Troy. The three had come to an impasse because they could not agree on how the paper should be written. The topic was Benjamin Franklin, and all three had a different way of exploring this statesman who had done so many things in his life. Micha wanted to talk about his inventions and discoveries. C.J. wanted to focus on his work as an ambassador. Troy thought it best to write about his writings and quotations, all still popular today.

After a difficult discussion that had become somewhat *heated*, Troy suggested they step outside. The rain had finally stopped, and a distraction might help them all. As the three stepped out on the porch, they were stunned to see a perfect rainbow in the sky.

"It makes me think of how beautiful the world is, so full of life and mystery," said Troy. "I could write a poem about it."

"It makes me think about the laws of the universe and how simple rain can bend light into colors," said Micha.

"It makes me think about how people everywhere can all feel the same wonder and learn that their differences aren't really that different at all," said C.J.

"That's it!" yelled Micha suddenly. "I have the answer to our paper. What if we introduce Ben Franklin and then each write different parts of the paper, focusing on different aspects of his life and work," she said. "Then, we can write a page together about how each of his strengths made him a singularly great man."

The three loved the idea. They ran into the house and began writing outlines. It amazed them how a single event, like a rainbow or a person's life, could have so many different aspects that made it a single, amazing thing.

1 What does the word *collaborative* in the first paragraph most likely mean?

- A** Not very important
- B** Difficult to complete
- C** Done by a group
- D** Worth extra credit

2 What does the word *heated* in the second paragraph most likely mean?

- A** Warm
- B** Friendly
- C** Academic
- D** Angry

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 76–77.



Learning to Look

Look at *Sun* by Arthur Dove on page 77 in your Student Edition. Place a blank piece of paper over the top half of the painting so you cannot see the sun. Write three observations about what you see in the bottom half of the painting. State facts, not opinions.

Observations for Bottom Half of *Sun*

1. There is a yellow circle with a blue center.
2. _____
3. _____
4. _____

Cover the bottom half of *Sun* with a blank piece of paper. Write three observations about what you see in the top half of the painting.

Observations for Top Half of *Sun*

1. There is a black circle.
2. _____
3. _____
4. _____

Interpretation

Look at *Sun* again and *Plate #753* by Robert Sperry on page 77 in your Student Edition. Both artists use circles to show usually unseen forces such as gravity at work in the universe.

1. Imagine that you had to create a work of art that represents the daytime sky. What shape would you use to represent the sun? Why did you choose that shape?

2. Now select a different shape that could represent the sun. Why did you choose that shape?

5W&H

Look at *Ryder's House* by Edward Hopper on page 76 in your Student Edition. Imagine that you had to knock on the door of that house and interview whoever answers. Write down six questions that you would ask them, using Who, Where, When, What, Why, and How to guide you.

1. Who _____
2. Where _____
3. When _____
4. What _____
5. Why _____
6. How _____

UNIT
2**How are growth and change related?****Reading 1:** “How Seeds and Plants Grow” /
“A Tale of Two Brothers”**Vocabulary****Key Words** *Use with Student Edition page 81.*

Write each word in the box next to its definition.

develop	embryo	germination	inactive	protective	straighten
---------	--------	-------------	----------	------------	------------

1. germination : the process in which a seed starts to grow
2. _____: used to keep something safe from harm
3. _____: become or make straight
4. _____: grow or change into something bigger or more advanced
5. _____: not doing anything; not active
6. _____: a tiny young plant contained within the seed

Use the words in the box at the top of the page to complete the sentences.

1. Many animals and plants have a _____ covering, such as a shell.
2. A plant _____ is the plant in its earliest stage of development.
3. Plants can only _____ when they have the right amount of light, water, and food.
4. Until a seed begins to germinate, we say it is _____.
5. Many plants are curved when they first sprout, but they _____ as they grow.

Vocabulary**Academic Words** *Use with Student Edition page 82.*

Read the paragraph. Pay attention to the underlined Academic Words.

The saguaro cactus is a very tough plant. It is able to survive in the hot, dry environment of deserts in Arizona and Mexico. The saguaro has sharp spines, which function as a form of protection. They keep potential predators from eating the plant. The saguaro cactus can live up to 250 years, but its growth process is very slow.

Write Academic Words from the paragraph next to their correct definitions.

1. environment: the land, water, and air in which plants live
2. _____: a series of actions, developments, or changes that happen in a sequence
3. _____: possible
4. _____: the usual purpose of a thing

Use Academic Words from the exercise to complete the sentences.

1. Plants that grow in a dry _____ must be able to live without much water.
2. The _____ of the seed coat is to protect the plant.
3. All seeds contain _____ plants, but some of them never develop into actual plants.
4. Different kinds of plants follow the exact same _____ for growth.

Complete the sentences with your own ideas.

1. In the process of germination, a seed begins to grow into a plant.
2. The function of the seed coat is _____.
3. The environment a plant grows in can be _____.
4. Each seed has a potential _____ inside it.

Word Study**Related Words** *Use with Student Edition page 83.*

REMEMBER Related words are words that are in the same word family, they share the same base word, and have related meanings. There are similarities and differences between the words. Knowing the meaning of the base word can help you figure out the meaning of other words in that family.

Example: transport (verb) = move or carry goods or people from place to place

transportation (noun) = the process of transporting

transported (adjective) = taken or carried from place to place

Look at the words in the first column of the chart. Write a related noun and adjective for each word.

Verb	Noun	Adjective
1. improve	improvement	improved
2. pollute		
3. develop		
4. relate		
5. correct		
6. combine		
7. amaze		

Look at the words in the chart below. Write a related word. Then write a sentence using the related word.

Word	Related Word	Sentence
1. fascinate	fascination	He had a fascination with plants.
2. inspire		
3. communicate		
4. alternate		
5. conceal		
6. add		
7. compose		
8. refresh		
9. infect		
10. amend		

Reading Strategy Recognize Sequence

Use with Student Edition page 83.

REMEMBER To recognize sequence, look for signal words as you read, such as *first*, *then*, *next*, *finally*, and *after*. Also look for time expressions, such as *every morning*, *yesterday*, *last night*, or *next February*. Keep track of events by listing them in order, or make a chart showing the steps.

Read the paragraph and underline the words that indicate sequence.

The life cycle of a plant begins with a seed. First, the seed coat swells and breaks open. Next, a tiny root grows down into the soil. Then a stem grows up toward the surface of the soil. Later, leaves form on the stem. Finally, the plant forms more seeds, and the life cycle begins again.

Read the passage. Then answer the questions.

After school, the phone rang. It was my friend Julia. She said, "I forgot my house key. Can I come over to your house and wait there till my mom can come for me?"

I said, "Sure." Then the phone rang again. This time, it was my friend Alfred. He said, "My Dad has to go to a meeting. Can I do my homework at your house?"

I said, "No problem." While I was hanging up the phone, the doorbell rang. Both Julia and Alfred were standing there. "That was quick!" I laughed.

Later, my Dad came home. "What are all these kids doing here?" he asked.

Finally, both Julia's mom and Alfred's dad came to pick them up. After they left, I got ready for bed and went to sleep.

1. What was the first thing that happened in the story?

2. What happened while the narrator was hanging up the phone after speaking with Alfred?

3. What happened next?

4. Who picked up Julia and Alfred?

5. What did the narrator do before going to sleep?

Comprehension*Use with Student Edition page 88.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. A seed has three important parts, which are _____.
 - a. the stem, roots, and leaves
 - b. the embryo, stored food, and seed coat
 - c. the plastic wrap, roots, and embryo
2. The time when an embryo first begins to grow is called _____.
 - a. photosynthesis
 - b. germination
 - c. protection
3. Photosynthesis happens when _____.
 - a. a plant has no seed coat
 - b. a plant fails to germinate
 - c. a plant makes its own food
4. The swallow rewarded Heungbu for his help with _____.
 - a. a melon
 - b. a seed
 - c. a good harvest
5. Nolbu was punished for being _____.
 - a. cruel and greedy
 - b. full of pride
 - c. afraid of birds

Extension*Use with Student Edition page 89.*

Some plants go through the whole life cycle in one year, starting as seeds and dying when they have produced new seeds. They are called annual plants. (*Annual* means “yearly.”) Some plants keep growing and getting bigger for years. They may die back at the end of the season, but they sprout up again in the spring. They are called perennial plants. (*Perennial* means “living more than one year.”) Write the names of four kinds of plants in the chart below. Then research the plant in order to find out if it is an annual or a perennial plant. Complete the chart.

Plant	Type
morning glory	annual

Grammar**Sequence Words and Phrases**

Use with Student Edition page 90.

REMEMBER Sequence words and phrases show the order of events. Frequently used sequence words and phrases include *first*, *then*, *next*, *after that*, *afterward*, *following that*, *last*, and *finally*. Use a comma after all sequence words except for *then*.

The following sentences present events in the order in which they happened. Insert a sequence word or phrase from the box to show the order of the events.

Finally,	Next,	Following that,	First,	Then
----------	-------	-----------------	--------	------

1. _____ she awoke.
2. _____ she got dressed.
3. _____ she went to the kitchen.
4. _____ she ate breakfast.
5. _____ she left for school.

The following sentences present a series of events in the wrong order. Write *first*, *next*, *afterwards*, *following that*, and *last* to show the correct order.

1. _____ go to the store and buy the ingredients you do not have.
2. _____ put the mixture in a pan and put it in the oven.
3. _____ decide what kind of cake you want to make.
4. _____ mix the ingredients together.
5. _____ check that you have all the ingredients.

Grammar**Using Dashes to Explain or Clarify**

Use with Student Edition page 91.

REMEMBER Writers use dashes (—) to emphasize certain information on the page so that the reader notices it. The dash can be used for different purposes: to set off information for emphasis, to give more specific information, or to give a definition.

Identify the purpose for using the dash in the sentences below.

- a. to set off information for emphasis
 - b. to give more specific information
 - c. to give a definition
1. a I got the best gift of all—money!
 2. _____ He was described as being petulant—bad tempered in a childish way.
 3. _____ Epiphytic plants don't need soil to grow—they grow attached to other plants.
 4. _____ Some plants and animals are able to tolerate an arid environment—an environment with little or no rain.
 5. _____ You won't believe where we're going on vacation—Hawaii!
 6. _____ An essay has three parts—the introduction, the body, and the conclusion.

Add the missing dash to the sentences below.

1. That animal is a mammal—it is warm-blooded.
2. We all need the same thing love.
3. Those animals are nocturnal they only come out at night.
4. We loved everything about the island the soft sand, the sparkling water, the warm sun.
5. I finally figured out what it was a pineapple plant.
6. The studio apartment has three rooms a tiny kitchen, a living area, and a tiny bathroom.

Writing**Write a Story with a Starter** *Use with Student Edition pages 92–93.*

Complete your own sequence-of-events chart using a story starter.

First,



Next



Finally,

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the story begin with “It was the most incredible thing I’d ever seen in nature”?
- ☐ Does the writer use the story starter to lead into the story events?
- ☐ Does the paragraph describe the incredible thing in nature that the story is about?
- ☐ Are sequence and time words and phrases used to present the events of the story in order?
- ☐ Are present and past progressive used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
2**How are growth and change related?****Reading 2:** The Test**Vocabulary****Literary Words** *Use with Student Edition page 95.*

REMEMBER The **point of view** is the angle a story is told from. In a first-person point of view, the narrator uses the pronoun *I*. In a third-person point of view, the narrator uses the pronouns *he*, *she*. The **plot** is the sequence of connected events that make up the story. They can be presented in a logical order that is linear or in a mixed-up order that is nonlinear. **Suspense** in a story is a feeling of uncertainty about the outcome of events.

Read the paragraph. Then answer the questions.

Alia ran into the room, her eyes shining. She exclaimed, "I won the art competition! They have offered me a scholarship. I will be able to go to art school next year!"

Her parents frowned. They wanted her to go to business school. They wanted her to be a bookkeeper, maybe even an accountant. These were reliable, well-paying jobs.

Before her parents could say a word, Alia continued. "Here, look at the information my art teacher gave me. There are a lot of good jobs for people with an art degree. Studying art does not mean I will never have a steady job."

Alia's parents took the pages she was holding and began to read. After a few minutes, her father looked up and smiled. "Yes, Alia," he said. "I can see that studying art will give you a lot of options. Since you want this so much, I think your mother and I will have to agree."

Alia ran forward and threw her arms around her mother and father. "Thank you!" she cried.

1. Whose point of view is the story written in? _____
2. What is a point of suspense in the story? How does it get resolved?

3. Summarize the plot in one sentence. _____
4. Imagine the story was told from Alia's perspective, in the first-person point of view. Write the first two sentences in the first-person point of view.

Vocabulary**Academic Words** *Use with Student Edition page 96.*

Read the paragraph. Pay attention to the underlined Academic Words.

I saw a movie about a teenage girl who faced discrimination when she tried out for a boys' high school soccer team. Before trying out for the team, she was very excited and filled with anticipation. During the tryout, some of the boys laughed and teased her. She was hurt by their reaction, but she didn't let it affect her playing. She had to work hard, but she finally made it on the team.

Match each word with its definition.

- | | |
|---------------------------------|---|
| <u> b </u> 1. affect | a. a feeling of excitement because something good or fun is going to happen |
| <u> </u> 2. reaction | b. cause a person to feel strong emotions |
| <u> </u> 3. anticipation | c. the practice of treating one group of people differently from another in an unfair way |
| <u> </u> 4. discrimination | d. something you say or do because of what has happened or been said to you |

Use the Academic Words from the exercise above to complete the sentences.

1. The Civil Rights Movement of the 1960s worked to end _____.
2. I was filled with _____ as I waited for my sister at the airport.
3. When everyone yelled "Happy Birthday!" I had a surprised _____.
4. My decision will _____ the whole family.

Complete the sentences with your own ideas.

1. His reaction to the funny movie _____ *made me laugh too* _____.
2. The anticipation of the holidays _____.
3. Discrimination is wrong because _____.
4. I didn't let _____ affect my concentration.

Word Study
Homographs *Use with Student Edition page 97.*

REMEMBER Homographs are two or more words that have the same spelling but different meanings. **Example:** Can we *address* this issue later? *versus* What is your *address*? Homographs are not always pronounced the same. Often homographs are different parts of speech. The context will help you decide which meaning is appropriate.

Read each sentence and circle the meaning of the underlined homograph.

- The famous actor gave his autograph to a fan. ((a follower) / a cooling device)
- It is so hot today, I need to turn on the fan. (a follower / a cooling device)
- I'll just open a can of tuna for dinner tonight. (to be able to / container)
- Please don't tear my shirt. It's all new! (liquid from one's eyes / to break)
- This party is fun. I am having a ball! (sports equipment / great fun)
- The students this year are exceptionally bright. (light / intelligent)

Read the definitions in the box. Choose the two definitions that go with the homographs, and write them in the chart.

secure	child	part of the alphabet	solid
to annoy	to care for	similar	
to offer	container for valuables	written communication	
to joke	gift	insect	

Homograph	1 st definition	2 nd definition
1. bug	insect	to annoy
2. kid		
3. letter		
4. like		
5. present		
6. safe		

Reading Strategy Compare and Contrast

Use with Student Edition page 97.

REMEMBER When you **compare**, you see how things are similar. When you **contrast**, you see how things are different.

Read each paragraph and answer the questions about how the characters feel.

Kevin sat at the end of the dock and dipped his toe into the water. It was freezing. Kevin turned when he heard his sister's voice. Lily was smiling. "Oh, the water looks great," she cried. "I can't wait to jump in and cool off!" Lily dove right in and shouted to Kevin, "Come on in! The water is great!" "It is freezing!" Kevin said. "I think I am going to wait right here." Even though he really wanted to swim, the cold water was just too cold for him.

1. **Compare** the way Kevin and Lily feel. How do they feel alike?

2. **Contrast** the way Kevin and Lily feel. How do they feel different?

Nola and Terry looked at the yard in shock. They had agreed to mow Mrs. Power's lawn, but they hadn't expected this. The grass hadn't been cut in weeks. Terry said, "There's no way we'll ever get it all done. And it's so hot!" "I know how you feel," said Nola, "but Mrs. Powers is counting on us. Until her ankle is better, she really can't do the work herself. She's always been so nice to us. I feel we should do something for her in return."

3. **Compare** the way Nola and Terry feel. How do they feel alike?

4. **Contrast** the way Nola and Terry feel. How do they feel different?

5. How does the skill of comparing and contrasting help you to understand a story better?

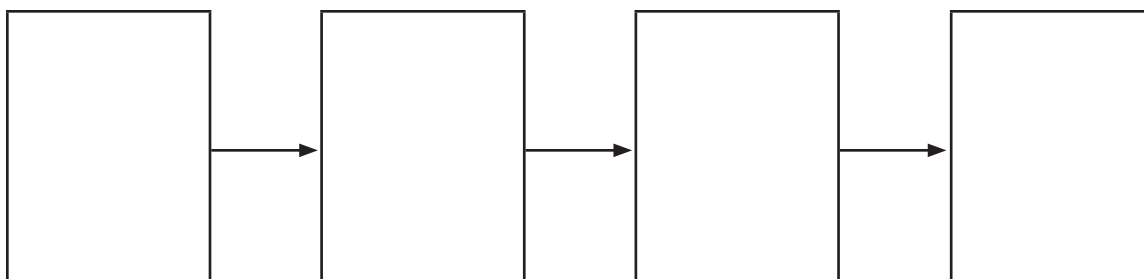
Comprehension*Use with Student Edition pages 102–103.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Gramps wants Lucas to come with him to the test because _____.
 - a. he wants Lucas to help him with the test
 - b. he wants Lucas to register to vote too
 - c. he thinks Lucas will bring him good luck
2. Gramps didn't finish the test because _____.
 - a. he couldn't read the questions
 - b. he thought it was unfair
 - c. he didn't have enough time
3. After Gramps left the building, Lucas _____.
 - a. wanted to take the test
 - b. believed Mama would do something
 - c. wanted to return to the office
4. Gramps wants Mama to _____.
 - a. go back to school
 - b. get a better job
 - c. teach him how to read
5. Gramps plans to _____.
 - a. take the test again soon
 - b. get a job to support the family
 - c. help Mama register to vote

Response to Literature*Use with Student Edition page 103.*

In this excerpt, connected events make up the plot of the story. Fill in the graphic organizer with four of these connected events.



Grammar**Simple Past and Present Perfect**

Use with Student Edition page 104.

REMEMBER Use the simple past to show that an action began and ended at a definite point in the past. Use the present perfect to show that an action began in the past and ended at an unspecified time or continues into the present.

Write *SP* on the line if the sentence is in the simple past. Write *PP* if the sentence is in the present perfect.

- ____ *SP* 1. Scientists believe that modern humans appeared on Earth over 200,000 years ago.
- _____ 2. From 1960 until today, the global population has nearly tripled in size.
- _____ 3. In 2011, the world population exceeded 7 billion.
- _____ 4. In the last thirty years, Europe has seen a decline in its population.
- _____ 5. In the past, diseases and hardship contributed to shorter human lives.

Complete the following sentences with the correct form of the verb in parentheses. Depending on the context of the sentence, use either the simple past or the present perfect.

1. (shrink) The population of Europe has shrunk in recent years.
2. (grow) The population in some African countries _____ by about 3% in the last decade.
3. (be) For many centuries, California _____ a popular destination for immigrants.
4. (move) In recent years, more people _____ to the United States from China and India than from any other countries.
5. (leave) Tim's family _____ France two years ago. They now live in Thailand.
6. (live) People who _____ in another country often report both positive and negative experiences.

Grammar**Past Perfect: Active and Passive**

Use with Student Edition page 105.

REMEMBER The past perfect indicates that something happened (or did not happen) in the past prior to another event. The active form of a verb in the past perfect is *had (+ not / never) + past participle*. The passive form of the past perfect is *had (+ not / never) + been + past participle*.

Write the active and passive past perfect forms of the verbs in the chart.

Verb	Active Past Perfect	Passive Past Perfect
1. give	<i>had given</i>	<i>had been given</i>
2. assign		
3. paint		
4. drink		
5. see		
6. fight		
7. teach		
8. deliver		

Complete the sentences with the active or passive past perfect form of the verb in parentheses.

- All of the free t-shirts had been taken (take) by the time I got there.
- I realized almost immediately that I _____ (see) the movie before.
- Every student _____ (finish) the test before time ran out.
- By the time firefighters arrived, the building _____. (destroy)
- The plane tickets _____ (buy) before the hotel reservations were made.
- She _____ (already / decide) before I even made my argument.

Writing**Rewrite a Familiar Story** *Use with Student Edition pages 106–107.*

Add events from the story in the first column and Mama's reaction in the second column.

Event	Mama's Reaction

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph have a point of view that is different from the original story?
- ☐ Does the writer use a voice that reflects the narrator's point of view?
- ☐ Does the narrator use the correct pronouns to relate the story and use *I* and *me* to refer to themselves?
- ☐ Are the simple past and past perfect used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
2
How are growth and change related?
Reading 3: “Climate Change Puts Nature on the Move”
Vocabulary
Key Words *Use with Student Edition page 109.*

Write each word in the box next to its definition.

colony	decline	migrate	species	stable	ecosystems
--------	---------	---------	---------	--------	------------

1. decline: a decrease in value or amount
2. _____: land and sea areas with their unique plants, animals, water, and air
3. _____: not expected to change; steady
4. _____: move from one place to another
5. _____: a group of similar plants or animals living together
6. _____: a group of similar plants or animals that can produce young

Use the words in the box at the top of the page to complete the sentences.

1. In that one _____ alone, there are more than 100,000 penguins!
2. Not all animals _____. Some stay in the same environment year round.
3. That animal population is _____ now thanks to protection from the government.
4. I’m not sure what _____ of bird they are.
5. The lack of food caused a _____ in the number of animals in the colony.
6. One of the Earth’s most delicate _____ is the coral reef, where animals and plants live in a marine environment.



Vocabulary**Academic Words** *Use with Student Edition page 110.*

Read the paragraph below. Pay attention to the underlined Academic Words.

The distribution of people living in India is very uneven. The population is most dense in coastal areas. While the prediction is for the overall population to continue to expand significantly, not every region of the country is growing at the same rate. When lots of people migrate to a new area, both residents and migrants need to adapt.

Write Academic Words from the paragraph above next to their correct definitions.

1. region: fairly large area of a state or country, usually without exact limits
2. _____: scattering or spreading of something over an area
3. _____: statement that something is going to happen
4. _____: become larger or to make something become larger
5. _____: to gradually change behavior in order to become successful.

Use Academic Words from the exercise above to complete the sentences.

1. The _____ of wealth in the world is very uneven.
2. I'd like everybody to make one _____ for the new year.
3. Does water _____ or contract when it freezes?
4. What _____ of your country has the greatest population?
5. Some animals _____ to a new environment by changing their diet.

Complete the sentences with your own ideas.

1. The distribution of freshwater on the Earth's surface _____ is extremely uneven _____.
2. My prediction for next year is that _____.
3. I think it's important to expand _____.
4. The region of my country that is most heavily populated is _____.
5. It can be difficult to adapt to _____.

Word Study**Long a, i, o Spelling Patterns**

Use with Student Edition page 111.

REMEMBER The long vowel sounds can be spelled several different ways. Long *a* can be spelled *a_e* as in *make*, *ai* as in *maid*, and *ay* as in *day*. Long *i* can be spelled *i_e* as in *mile* and *igh* as in *night*. Long *o* can be spelled *o_e* as in *stone* and *ow* as in *mow*.

Read the words in the box. Then write each word in the correct column in the chart.

shape	flight	below	promote	slime	hay
bow	grape	afraid	mime	might	remote

Long <i>a</i>	Long <i>i</i>	Long <i>o</i>
<i>a_e</i>	<i>i_e</i>	<i>o_e</i>
shape		
Long <i>a</i>	Long <i>i</i>	Long <i>o</i>
<i>ai, ay</i>	<i>igh</i>	<i>ow</i>

Look at each row of words. Circle the word in each row that contains the long vowel sound in parentheses.

- (long *a*) hassle betray clap
- (long *o*) shop mope plot
- (long *i*) life little list
- (long *a*) flat maid battle
- (long *o*) grow lost lobster

Reading Strategy Scan

Use with Student Edition page 111.

REMEMBER When you **scan** something, look for particular things that you want to know. Look at the title, visuals, and move your eyes quickly over the words. Stop scanning and begin reading when you see the words you need.

Scan the paragraphs below. Look for information about what Jacinda has done over her summer break. List three things she did below.

I was really excited to go back to school. I missed all my friends and my favorite teachers. I had a great summer though. We spent July in a cabin near a lake. My family goes there every year. I spent the days swimming, and seeing other kids my age who also spend their summers there. My favorite part was at night because my parents would grill food and we'd eat outdoors at a picnic table and look at the stars.

In August we came back home. I started taking tennis lessons at the nearby club. I'm a good player but I want to be even better. Me and my friend Denise played just about every day.

A week before school started we went to visit my Grandmother in North Carolina. I hadn't seen her since last year so it was great to spend some time with her again. She's a photographer. We hung out in her darkroom and I helped her develop photographs. It was a lot of fun!

1. _____
2. _____
3. _____
4. Scan the above paragraphs. Write what was Jacinda's favorite part about her month at the lake.

5. Scan the above paragraphs. What did Jacinda do with her grandmother? Write your answer below.

Comprehension*Use with Student Edition pages 116–117.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. According to the article, about _____ of animal and plant species are now on the move due to climate change.
a. 40% b. one third c. 50%
2. The biggest problem for the Adélie penguins is that _____.
a. other animals are killing their chicks b. the food they eat has migrated away c. their environment is getting much colder
3. The “tree line” is _____.
a. where the northernmost forests are located b. a region of Alaska in the United States c. the place trees stop growing and thriving
4. The changes in the North Slope’s ecosystem seem to be benefitting _____.
a. the moose b. the caribou c. both moose and caribou
5. Climate change is causing animal and plant species to move _____.
a. away from the poles b. toward the coasts c. away from the equator

Extension*Use with Student Edition page 117.*

The article on climate change describes how several different species are being affected. Research how some other animal and plant species around the world are being affected by climate change. Write the name of the species and the effect of climate change in the chart below.

Species	Effects of Climate Change
polar bear	loss of habitat as Arctic sea ice melts, bears must hunt on land

Grammar**Comparison Structures: Comparative Adjectives**

Use with Student Edition page 118.

REMEMBER A comparative adjective compares one thing to another. To form comparatives, add *-er* to most one-syllable adjectives. Add *-r* to most one-syllable adjectives ending in *-e*. Double the final consonant and add *-er* to most one-syllable adjectives with a consonant-vowel-consonant pattern. Add *more* to adjectives with two or more syllables. Change the *-y* to *-ier* in adjectives ending in *-y*. Memorize irregular adjectives. Phrases with *than* are common with comparative adjectives.

Complete the sentences with the correct comparative form of the adjective in parentheses.

1. My brother is lazier than I am. (lazy)
2. I have a lot of stuff so I prefer the _____ backpack. (big)
3. The Chinese phone is _____ than the American phone. (cheap)
4. The American phone is _____ than the Chinese phone. (expensive)
5. The room is _____ than I thought it would be. (large)
6. The weather today is even _____ than it was yesterday. (bad)
7. My mother was _____ than my father. (angry)

Complete the sentences with the correct comparative form of the adjective in parentheses and the word *than*, when needed.

1. Sea levels around the world are higher than they were a decade ago. (high)
2. I got a _____ phone so I can easily carry it in my pocket. (small)
3. People pay attention because that species is _____ many others. (cute)
4. I'm afraid that the effects of climate change will get even _____ in the future. (bad)
5. Humans are _____ to the planet than any other species. (dangerous)
6. As the population gets _____, more pressure is put on the planet's resources. (big)
7. I really don't know if things can get any _____ this. (crazy)

Grammar**Adjectives with *Too* and *Enough***

Use with Student Edition page 119.

REMEMBER Writers often use *too* and *enough* with adjectives to indicate a degree. Writers use *not* and *enough* with an adjective to mean not as much as needed. In this case, *not* + adjective + *enough* has the opposite meaning from *too* + adjective. Writers sometimes follow expressions with *too* and *not . . . enough* with infinitives to clarify a result.

Circle the correct phrase to complete the sentence.

1. Yes, my friend is *too old* / *old enough* to drive.
2. The poles are *too warm* / *not warm enough* and the ice is melting.
3. I can't finish the room with this paint. There's *too much* / *not enough*.
4. The water was *too rough* / *rough enough* to swim in.
5. There's no way I can buy that. I'm *too rich* / *not rich enough*.
6. She can solve that problem. She's *too smart* / *smart enough*.

Complete the paragraph with *too* or *enough*.

I don't think that we are trying hard (1) enough to solve the problem of climate change. Maybe people think that the problem is just (2) _____ tough to solve. I agree that it can seem overwhelming, but if the whole world works together, there's no problem that's (3) _____ difficult. We are intelligent (4) _____. I mean, if we can walk on the moon, I think we're creative (5) _____ to come up with some solutions to this problem. I just hope that it's not (6) _____ late to stop even more damage to our fragile planet.

Writing**Write a Personal Letter** *Use with Student Edition pages 120–121.*

Complete your own word web for a personal letter to a friend or family member.

Greeting:	Date:
Body:	
Closing: Signature:	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer include all five parts of a friendly letter?
- ☐ Are the ideas and events in the letter clear?
- ☐ Are descriptive words used to help the reader picture the action?
- ☐ Do the sentences flow smoothly, helping the reader move from one action to the next?
- ☐ Are comparative structures used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the letter?

UNIT 2

How are growth and change related?

Reading 4: “Abuela Invents the Zero”

Vocabulary

Literary Words Use with Student Edition page 123.

REMEMBER Writers use **characterization** to show what a character is like by describing what the character thinks and does. One way to show that is through **dialogue**—conversations between characters. Dialogue always appears in quotation marks. **Sarcasm** is a form of speech that expresses criticism or annoyance sometimes with humor. It often means the opposite of what is said.

Label each sentence with the literary word it refers to.

1. I called Jenna and asked, “Do you want to come over and hang out?”
 dialogue
2. This is great weather, it has rained for five days straight. _____
3. I did well on the quiz even though I was very nervous. _____
4. Jeremy and Ida both enjoy going to the movies. _____
5. Ty looked at his friend and said, “I thought we agreed on this.” _____
6. I just love taking tests, it’s my favorite thing to do. _____

Write sentences that use dialogue to show characterization and express each emotion in the chart.

1. anger	"I can't believe you just did that!" she shouted.
2. sadness	
3. happiness	
4. surprise	
5. nervousness	
6. curiosity	

Vocabulary**Academic Words** *Use with Student Edition page 124.*

Read the paragraph. Pay attention to the underlined Academic Words.

I was shopping with my little brother when he saw an expensive toy he wanted. I told him we didn't have enough money for it, and he began crying and screaming. At first, I tried to ignore him. My brother's conduct, though, was making other shoppers turn to look. I tried to firmly instruct him to be quiet. I told him that if he didn't stop crying, we would have to leave. With reluctance, my brother finally quieted down and I was very relieved.

Match each word with its definition.

- | | |
|----------------------------|--|
| <u> c </u> 1. reluctance | a. pay no attention to someone or something |
| <u> </u> 2. ignore | b. officially tell someone what to do or how to do something |
| <u> </u> 3. instruct | c. unwillingness to do something |
| <u> </u> 4. conduct | d. the way someone behaves |

Use the Academic Words from the exercise above to complete the sentences.

1. When she gets angry, she will _____ people until she gets over it, acting as if they are not even there.
2. I cannot do what you _____ me to do.
3. To avoid detention, we promised to have better _____ in the future.
4. With _____, I lent my friend my weekly allowance.

Complete the sentences with your own ideas.

1. Don't ignore signs of the flu or you'll end up feeling worse.
2. My best friend's conduct was _____.
3. People can sometimes overcome their reluctance to _____.
4. Before you start to _____ you should have someone instruct you how to do it.

Word Study**Idioms** Use with Student Edition page 125.

REMEMBER An idiom is a group of words with a special meaning. Sometimes you can figure out the meaning from context. Other times, you may need to use a dictionary.

Read the sentences. Think about the meaning of each underlined idiom. Next to each sentence, write the letter of the correct definition for each idiom from the chart below. Use a dictionary if needed.

1. _____ When her dog ran away, she went to pieces.
2. _____ You should come clean and tell your friend that you lost her sweater.
3. _____ We were at a loss for words and just stood there silently.
4. _____ Something is not right, but I can't put my finger on it.
5. _____ The test was a piece of cake and he got all the answers right.
6. _____ I'd like to help you out, but my hands are tied.

Definitions	
a. be very easy b. know or be able to explain something c. be unable to think of what to say	d. be unable to control one's emotions e. be unable to do something f. tell the truth or admit one was wrong

Write sentences using four different idioms from the exercise above.

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

Reading Strategy Make Inferences

Use with Student Edition page 125.

REMEMBER When you make inferences, you “read between the lines” to figure out what the author is trying to tell you. Think about what the author has hinted at but not said. Think also of your own experiences.

Read the paragraph. Then answer the questions that follow.

Aaron and Jim felt they had been sitting there for hours. They could hear the steady sound of their teacher’s voice as he gave his account. Once or twice they heard the principal interrupt him. Her voice was loud, but they couldn’t make out any words. Aaron tried to catch Jim’s eye, but Jim kept staring at his feet. Only his hands moved, twisting constantly. Aaron sighed and leaned back in his chair.

1. Where do you think Aaron and Jim are sitting?

2. What do you think the teacher is telling the principal?

3. How do you think Jim is feeling?

4. What clues in the text help you to infer how Jim is feeling?

5. How does reading between the lines, or inferring, help you to understand a text?

Comprehension*Use with Student Edition pages 132–133.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Abuela is _____.
a. Connie's aunt b. Connie niece c. Connie's grandmother
2. Connie feels embarrassed that Abuela is _____.
a. the last to leave the airplane b. wearing a huge coat c. four feet eleven inches tall
3. Connie doesn't want to take Abuela to _____.
a. the mall b. school c. church
4. When Abuela cannot find her seat, Connie _____.
a. hides her face b. hurries to help c. leaves the building
5. Connie does not apologize, but thinks that she has been _____.
a. right all along b. unkind c. treated badly by her family

Response to Literature*Use with Student Edition page 133.*

This story ends with Connie in her room, thinking about what it feels like to be a zero. Imagine that you are the narrator and you want to apologize to your grandmother. On the following lines, write a letter to your grandmother apologizing for your behavior.

REMEMBER To express necessity or lack of necessity, use *have to* + the base form of a verb.

Example: I have to do my homework. The present of *have to* is *have to* / *has to*. The past is *had to*.

Example: Yesterday, I had to do my homework. To form the negative, and express lack of necessity, use *don't* / *doesn't have to* in the present and *didn't have to* in the past.

Complete the sentences with phrases from the box.

have to visit	has to write	had to clean	don't have to buy	didn't have to go
---------------	--------------	--------------	-------------------	-------------------

1. I _____ my grandmother tomorrow because it's her birthday.
2. We _____ to school yesterday because there was a snow storm.
3. We _____ a new car because the one we own is in good condition.
4. After the party last weekend, we _____ the house.
5. He _____ a report for English class by next week.

Complete each sentence with *have to*, *has to*, *had to*, *don't have to*, or *didn't have to* and the verb in parentheses.

1. (feed) When my father was away, I _____ the fish every day.
2. (learn) My sister _____ to drive a car before she can go to college next year.
3. (go) I _____ to the library yesterday because I did research for my science project on the Internet.
4. (remove) We _____ our shoes when we enter the house so that we don't damage the new floor.
5. (wear) The party will be casual, so you _____ a jacket and tie.

Grammar**Conditional Sentences**

Use with Student Edition page 135.

REMEMBER The factual conditional describes the future and often uses *will* in the result clause. Unreal conditionals are used to talk about present unreal conditions and their results. It uses the simple past in the *if* clause and *could*, *would*, or *might* + the base form of a verb in the result clause. If the verb in the *if* clause is *be*, use *were* for all persons.

Write *F* on the line if the sentence contains a factual conditional statement. Write *U* if the sentence contains an unreal conditional statement.

- _____ 1. If she were rich, she might travel all over the world.
- _____ 2. We will win this game if he hits a home run.
- _____ 3. If you freeze water, it becomes solid.
- _____ 4. If I had a car, I would pick you up from school.

Complete the sentences below. Follow the directions in parentheses, and write the verbs in the correct form.

1. (Use *work* and *be* to express the unreal conditional.) He would work outside most of the time if he were a farmer.
2. (Use *cancel* and *rain* to express the factual conditional.) The coaches _____ the game if it _____.
3. (Use *invade* and *try* to express the unreal conditional.) If aliens from another planet _____ Earth, our teacher _____ to teach them English.
4. (Use *win* and *compete* to express the factual conditional.) If we _____ the city baseball championship, we _____ for the state title.

Writing**Write a Personal Narrative** *Use with Student Edition page 136.*

Complete your own chart about a memorable experience you had with a family member or an adventure you had with a friend.

who	
what happened	
what was said	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the narrative begin with the starter, "I will always remember ____"?
- ☐ Does the writer discuss the experience in a clear and logical way?
- ☐ Does the narrative answer the 5 Ws?
- ☐ Do the sentences flow smoothly, helping the reader move from one action to the next?
- ☐ Are conditionals and *have to* used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop

Use with Student Edition pages 142–145.

Read the paragraph carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

My friends and I decided to be tourists in our own town and see all the local attractions. We have wanted to do it all summer. First, we had to find out what the best places are. We went to the tourist bureau. They gave us a list of places to go and a map showing how to get there. We went to the art museum and took the walking history tour. Finally, we had thirsty so we had a cold drink. Next, we looked at our map again and decided to see some more places. We climbed the observatory, where people used to watch the bay for ships. We enjoyed our day as tourists so much that we want to do it again soon.

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Learning Log

Use after completing Student Edition page 146.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
point of view plot conflict characterization dialogue sarcasm	develop embryo germination inactive protective straighten	colony decline migrate species stable survive
		environment function potential process affect anticipation discrimination reaction
		distribution expand prediction region conduct ignore instruct reluctance

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can . . .
Word Study	☐ recognize and use related words. ☐ recognize and use homographs. ☐ recognize and use long <i>a, i, o</i> spelling patterns. ☐ recognize and use idioms.
Reading Strategies	☐ recognize sequence. ☐ compare and contrast. ☐ scan. ☐ make inferences.
Grammar	☐ use sequence words and phrases. ☐ use dashes to explain or clarify. ☐ use simple past and present perfect. ☐ use past perfect in the active and passive. ☐ use comparison structures: comparative adjectives. ☐ use adjectives with <i>too</i> and <i>enough</i> . ☐ use present perfect. ☐ use <i>have to</i> + verb. ☐ use conditional sentences.
Writing	☐ write a story with a starter. ☐ rewrite a familiar story. ☐ write a personal letter. ☐ write a personal narrative. ☐ write a fictional narrative.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

The Water Cycle

Most of Earth is covered with water. The amount of water on Earth never changes, but the water often changes from one form to another. For example, the water in the ocean is one form, or kind, of water.

The water cycle is the way that Earth's water changes its form and moves. A cycle is a series of things that happens over and over again in the same order. Earth's water moves from the oceans up into the air. Then it moves from the air down to the land and back into the oceans.

The sun's heat makes some of Earth's water evaporate. The water turns to water vapor, a gas that you can't see. The water vapor rises in the air. When the water vapor cools, it becomes rain, snow, sleet, or hail and falls to the land. The rain runs into lakes, rivers, and oceans. The sun's heat melts some snow and ice back to water. This water also runs into lakes, rivers, and oceans. Then the water cycle starts all over again.

1 In this passage, the word *form* means the same as _____

- A** ice
- B** many
- C** kind
- D** amount

2 When water evaporates, it becomes _____

- A** rain
- B** snow
- C** a gas
- D** a river

Test 2

DIRECTIONS

Read the selection. Then answer the questions that follow it.

When You Were Young

When you were young, you sat in a field for hours looking at the shoots of grass. Now that you're grown, you mow instead of marvel.

When you were young, five minutes took hours and you made characters out of your hands to pass the time. Now that you're grown, a day lasts five minutes, and you call to make appointments while you wait for appointments.

When you were young, you laughed and you snickered at things that shouldn't be said in the classroom. Now that you're grown, you'd never dare giggle at meetings or lunches or dinners.

When you were young, you wanted to be grown. Now that you're grown, you want to be young.

Now that you're grown, cancel appointments and sit in a field while you stare at the plants.

Now that you're grown, keep the pockets of your suit lined with silly trinkets and toys.

Now that you're grown, remember you're young. You'll always be young until you stop growing.

- 1** What is the purpose of comparing youth and maturity in the passage?
 - A** To demonstrate the loss of play that can happen in adulthood
 - B** To persuade the reader that maturity is more important
 - C** To highlight the growth process in the human person
 - D** To underscore the need to take responsibility in life
- 2** What purpose do the last three lines of the poem serve?
 - A** To answer a question
 - B** To show regret
 - C** To give advice
 - D** To continue an argument

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 148–149.



Learning to Look

Look at *Wheat* by Thomas Hart Benton on page 148 in your Student Edition. Imagine that you are from the city on a visit to a farm. You walk through the wheat field in Benton's painting. Write six things you see in this artwork. State facts, not opinions.

1. _____ The wheat is tall. _____
2. _____ 5. _____
3. _____ 6. _____
4. _____ 7. _____

Interpretation

Look at *Untitled (Mixed Flowers)* by Mary Vaux Walcott on page 149 in your Student Edition. Answer the following questions.

1. What did Mary Vaux Walcott paint? _____

2. Why do you think she painted it? _____

3. Where do you think Walcott was when she painted *Untitled (Mixed Flowers)*?
 Describe the scene.
 She was in the mountains.

5W&H

Look at *Lupin Wedding Crown* by Heikki Seppä on page 149 in your Student Edition. Use Who, Where, When, What, Why, and How to answer the following questions.

1. (WHO) _____
might wear this bracelet.
2. The artist grew up (WHERE) _____
and saw a wedding ceremony called the Dance of the Crowns, which inspired the design of his bracelet.
3. If you could wear this bracelet, you would wear it (WHEN) _____

4. The (WHAT) _____
of the bracelet is shaped like a honeycomb flower.
5. The artist included an extra loop around the “stem” of the flower tip in his bracelet
because (WHY) _____
6. The artist created the details on the honeycomb flower by (HOW) _____

Media Literacy

Now that you have read about our place in the natural world and life cycles, go to your Digital Resources for links to the Smithsonian website. Follow the online instructions to compare the artwork in your student book with other media that convey similar messages. Which messages are conveyed more directly through visual media? Which ideas are conveyed more effectively through print or audio?

UNIT
3**How can we tell what's right?****Reading 1: "The Beggar King"****Vocabulary****Literary Words** *Use with Student Edition page 153.*

REMEMBER A **moral** is a lesson taught by a literary work, especially a fable. It is a practical lesson about right and wrong ways to behave. **Example:** Don't put off until tomorrow what you can do today. **Motivation** is the reason for a character's actions. **Example:** A character might lie in order to protect someone else.
The character's motivation for lying, in that case, is to protect someone.

Label each sentence with the literary word it refers to.

1. motivation: They wanted to be friends with her because she was famous.
2. _____: She took off her shoes because they hurt her feet.
3. _____: Beauty is only skin deep.
4. _____: Look before you leap.
5. _____: He avoided talking about school because of his poor grades.

Read "Zian and the Harmonica." Then underline the sentences that refer to motivation. Circle a sentence that refers to a moral.

Zian and the Harmonica

Zian had just moved to Sacramento, California, U.S.A. It was far away from his hometown in China. Zian wanted to fit in with his new classmates, but it was hard. Zian felt terribly alone. So, he found a quiet corner of the cafeteria where he could play his mouth harp in peace.

Zian had always played the instrument whenever he was sad. Playing it now at lunchtime helped. Then one day a few kids listened to Zian's tunes. A day or two later, they asked him questions about the mouth harp. In just a few weeks, Zian and the other students were playing music together. Suddenly Zian had a wonderful group of friends. Zian remembered that his uncle had told him that true friends come to those who are true to themselves. Zian could see now that his uncle was right.

Vocabulary**Academic Words** *Use with Student Edition page 154.*

Read the paragraph. Pay attention to the underlined Academic Words.

I'm really looking forward to my next meeting with my college adviser. It's been a long time. She might not recognize me! I have a whole collection of questions to ask her about my studies. She has a lot of wisdom in all things academic, and has been a great support to me.

Write the Academic Words from the paragraph above next to their correct definitions.

1. collection: a group of similar things that you get and keep together
2. _____: to realize that you know a person when you see him or her
3. _____: knowledge gained over a long period of time
4. _____: a person whose job it is to give advice about a specific topic

Use the Academic Words from the paragraph above to complete the sentences.

1. It can be embarrassing when you don't _____ someone who knows you.
2. I hope I have the _____ to realize how much I don't know.
3. My friend has an incredible _____ of comic books.
4. Speaking to an _____ is a great way to reduce your stress levels.

Complete the sentences with your own ideas.

1. The museum has an amazing collection of classic automobiles.
2. It's good to speak to an adviser when _____.
3. To me, a real sign of wisdom is _____.
4. One time, I didn't recognize _____.

Word Study
Irregular Plurals Use with Student Edition page 155.

REMEMBER Most nouns add an *-s* or *-es* to form their plural form. **Example:** *pie/pies* and *hat/hats*. There are some spelling tips that help figure out when to add *-es* instead of *-s*. Add *-es* to nouns that end in *-s*, *-z*, *-x*, *-sh*, *-ch*. **Example:** *church/churches* and *kiss/kisses*. Add *-es* to nouns that end in a consonant plus *-o*. **Example:** *hero/heroes*. Nouns ending in consonant plus *-y* replace the *-y* with *-i* and add *-es*. **Example:** *story/stories*. But the *-y* is not replaced if it is preceded by a vowel. **Example:** *donkey/donkeys*. Nouns ending in *-f* or *-fe* replace the *-f* with *-v* and add *-es*. **Example:** *life/lives*. There are a few nouns that do not change in the plural. **Example:** *moose*.

Read the words in the box. Then write each word in its plural form in the correct column in the chart.

elf	knife	box	dog	baby	elephant	stitch	key	echo
-----	-------	-----	-----	------	----------	--------	-----	------

Adds <i>-s</i>	Ends in <i>-s</i> , <i>-z</i> , <i>-x</i> , <i>-ch</i> and adds <i>-es</i>
1.	5.
2.	6.
Ends in consonant plus <i>-y</i> and replaces <i>-y</i> with <i>-i</i> and adds <i>-es</i>	Ends in vowel plus <i>-y</i> and adds <i>-s</i>
3.	7.
Ends in <i>-o</i> and adds <i>-es</i>	Ends in <i>-f</i> or <i>-fe</i> and replaces <i>-f</i> with <i>-v</i> and adds <i>-s</i> or <i>-es</i>
4.	8.
	9.

Complete the chart with other plural nouns. Use at least one plural per category.

Adds <i>-s</i>	Ends in <i>-s</i> , <i>-z</i> , <i>-x</i> , <i>-ch</i> and adds <i>-es</i>
10.	13.
Ends in consonant plus <i>-y</i> and replaces <i>-y</i> with <i>-i</i> and adds <i>-es</i>	Ends in vowel plus <i>-y</i> and adds <i>-s</i>
11.	14.
Ends in <i>-o</i> and adds <i>-es</i>	Ends in <i>-f</i> or <i>-fe</i> and replaces <i>-f</i> with <i>-v</i> and adds <i>-s</i> or <i>-es</i>
12.	15.

Use with Student Edition page 155.

REMEMBER Identifying problems and solutions helps you understand a text better.

Read each passage and answer the questions.

Rosa was thrilled. Her friend Cathy had got them tickets to a concert in the city on November 1. After the concert, they planned to go out to dinner. When Rosa informed her mother of her plans, her Mom said “Any other day would be fine. But November 1 is el Dia de los Muertos. It is a special day. We must spend it together as a family.”

Rosa replied, “Mom, I am just too old for another family holiday. I’m a teenager and I need my independence. I’m going to the concert whether you like it or not.”

1. What is the problem in the passage above?

2. What is a possible solution to the problem in the passage above?

Later that day, Rosa explained the problem to Cathy. Rosa said, “I feel really badly about missing el Dia de los Muertos. It doesn’t begin until 5:00 P.M., but since we’re having dinner we won’t get home until after 9:00 P.M.”

Cathy said, “I have a great idea. The concert should be over by 3:00 P.M. We can come straight home after the concert. We’ll miss having dinner after the concert, but at least this way, you’ll get home in time for the celebrations of el Dia de los Muertos.”

Rosa shared the idea with her mother. Her mother kissed her on the forehead and said, “I knew you would do the right thing.”

3. What is the problem in the passage above?

4. What is the solution in the passage above?

5. Do you think the solution is good? Why or why not?

Comprehension

Use with Student Edition pages 162–163.

Choose the best answer for each item. Circle the letter of the correct answer.

1. *The Great Book of Kings* was written by _____.
 - a. the king's trusted adviser
 - b. the king's great-great-great-great grandfather
 - c. the Great Genie
2. The message in the book that angered the king was that _____.
 - a. his family might not be rich and powerful forever
 - b. the Great Genie is more powerful than he is
 - c. his kingdom will be destroyed by a more powerful king
3. Every afternoon, the king _____.

a. goes swimming in the lake	b. meets with the Great Genie	c. gets a new set of royal robes
---------------------------------	----------------------------------	-------------------------------------
4. King Hagag started working for _____.

a. the kind baker	b. the dairy farmer	c. the blind farmer
-------------------	---------------------	---------------------
5. At the end of the story, the king was probably _____ the Great Genie.

a. jealous of	b. grateful to	c. disappointed in
---------------	----------------	--------------------

Response to Literature

Use with Student Edition page 163.

Think about how the kingdom is likely to change now that the king has learned his lesson. Write about what these changes will likely be.

REMEMBER The modal *must* expresses necessity and obligation.

Example: You must breathe in order to stay alive.

The modal *must* can also be used to speculate, or make guesses, about the present and the past.

Example: You must have studied hard in fifth grade.

Read each sentence below. Write *N* on the line if the sentence expresses a necessity. Write *O* on the line if the sentence expresses an obligation. Write *S-Present* if the sentence expresses a speculation or a guess about something in the present. Write *S-Past* if the sentence expresses a speculation, or a guess about something in the past.

- _____ 1. Every animal must have food of some kind in order to survive.
- _____ 2. You must work hard if you want to do well in school.
- _____ 3. Megan must be about ten years old now.
- _____ 4. Dad must have been thrilled when he got that job three years ago.
- _____ 5. Crows must build a nest before the female can lay her eggs.

Use the correct combination of *must* and a verb to express each idea in parentheses.

1. (the speculation or guess that Alex graduated from middle school)
 Alex must have graduated from middle school.
2. (the speculation or guess that Jennifer can speak Spanish)

3. (the necessity to carry an umbrella if it is raining)

4. (the obligation, or duty of wishing a friend a happy birthday)

5. (the obligation, or duty to visit a friend who is ill)

6. (the speculation or guess that Alicia was two years old when she had strep throat)

Grammar**The Modal *would* for Repeated Actions in the Past**

Use with Student Edition page 165.

REMEMBER One way to express repeated action in the past is to use *would* and the base form of the verb. Using *would* and the base form emphasizes that something has happened regularly; the action did not happen just once.

Can these simple past sentences be rewritten as sentences with *would* and the base form of the verb? Write yes or no.

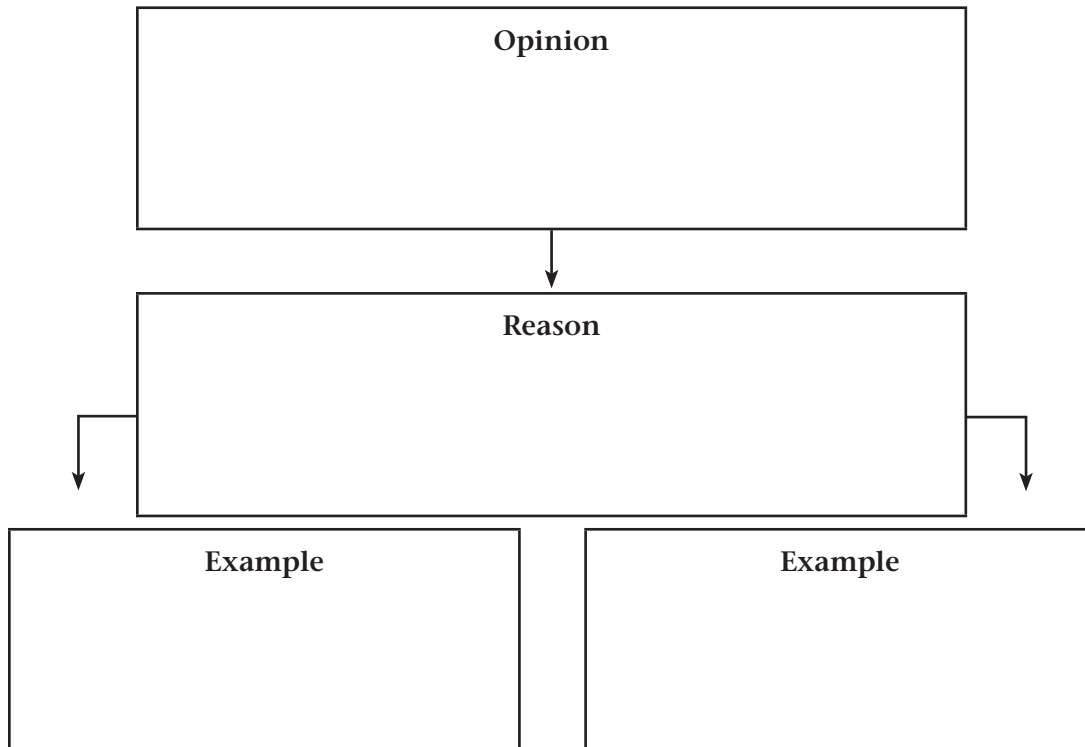
1. yes Every morning we went to the beach after breakfast.
2. _____ Last month we saw three different movies.
3. _____ After school the kids gathered down by the river bridge.
4. _____ He drank coffee and looked out the window of the café.
5. _____ She found her mother's lost bracelet in the garden.
6. _____ We exercised by climbing up the steep hill.
7. _____ I read a book before drifting off to sleep.

Rewrite the sentences from Practice A that you answered *yes* to, using *would* and the base form of the verb.

1. *Every morning we would go to the beach after breakfast.*
2. _____
3. _____
4. _____
5. _____

Writing**Write a Review** *Use with Student Edition pages 166–167.*

Complete your own graphic organizer for a review of a story, book, movie, or television show.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer include a brief summary of the work being reviewed?
- ☐ Does the writer state his or her opinion and support it with examples?
- ☐ Does the writer use a variety of sentence lengths and patterns?
- ☐ Is the modal *must* used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the review?



How can we tell what's right?

Reading 2: "Mars: Pro and Con"

Vocabulary**Key Words** *Use with Student Edition page 169.*

Write each Key Word document in the box next to its definition.

celestial	extinction	organisms	revolution	rover	terrestrial
-----------	------------	-----------	------------	-------	-------------

1. revolution: one complete circular movement or spin around a central point
2. _____: a vehicle for exploring the surface of a planet or moon
3. _____: living things
4. _____: when a species of plant or animal stops existing
5. _____: relating to Earth rather than to the moon, stars, or other planets
6. _____: relating to the sky or heaven

Use the words in the box at the top of the page to complete the sentences.

1. The _____ of any species is a tragedy for the planet.
2. Plants that grow on Earth are _____ plants.
3. The basketball made a _____ around the hoop before falling in.
4. A _____ on the surface of Mars discovered water.
5. Objects that are _____ are in the sky or outer space.
6. There are thousands of tiny _____ in that small amount of water.

Vocabulary**Academic Words** Use with Student Edition page 170.

Read the paragraph. Pay attention to the underlined Academic Words.

In the past few years, there has been much debate over whether or not Pluto should be called a planet. In 2006, scientists got together to define the traits of a planet. Based on their definition, Pluto was no longer a real planet. Some people find it hard to think objectively about Pluto, and are upset about this. They are probably biased because Pluto has been called a planet since it was first discovered in 1930.

Write the letter of the correct definition next to each word.

- | | |
|------------------------------|--|
| <u> b </u> 1. define | a. in a way that is not influenced by a person's feelings, beliefs, or ideas |
| <u> </u> 2. objectively | b. clearly show what something is or means |
| <u> </u> 3. debate | c. unfair because of a preference or dislike of something |
| <u> </u> 4. biased | d. formal discussion of a subject in which people express differing opinions |

Use the Academic Words from the exercise above to complete the sentences.

1. Students held a _____ about whether they should have homework over the school vacation.
2. Our teacher tried to _____ the word *verdad* in English.
3. Since Alejandro is my brother, anything I say about him is likely to be _____.
4. Whenever I think about a problem, I try to look at it _____.

Complete the sentences with your own ideas.

1. I define opinions as what a person thinks or believes.
2. The topic I would most love to debate is _____.
3. One subject I might be very biased about is _____.
4. It is important to think objectively about issues facing our country because _____.

Word Study**Prefixes** Use with Student Edition page 171.

REMEMBER A prefix is a letter or group of letters added to the beginning of a word to change its meaning. For example, the prefix *un-* means “not.” When you add *un-* to *happy*, the new word is *unhappy*, the opposite of *happy*. The prefix *inter-* means between or among and *re-* means again in a new way. Knowing just a few prefixes can help you figure out many unfamiliar words.

Look at the chart below. Add the prefix *inter-*, *un-*, or *re-* as directed to create a new word. Write the new word on the chart. Then write the meaning.

Word	Prefix	New Word	Definition
1. office	<i>inter-</i>	interoffice	Between offices in a company
2. city	<i>inter-</i>		
3. coastal	<i>inter-</i>		
4. finished	<i>un-</i>		
5. familiar	<i>un-</i>		
6. grateful	<i>un-</i>		
7. solved	<i>re-</i>		
8. heat	<i>re-</i>		
9. fuel	<i>re-</i>		

Create a new word by adding the prefix *inter-*, *un-*, or *re-* to each word below. Check a dictionary if needed. Then write the definition next to the new word.

- scrupulous unscrupulous not principled
- mural _____
- thinkable _____
- post _____
- successful _____
- name _____
- planetary _____

Use with Student Edition page 171.

REMEMBER Facts are something that can be proven, or are true. An opinion is what someone believes or thinks.

Read each paragraph below and underline the facts.

1. The planet Pluto was named on March 24, 1930. Pluto got its name in an interesting way. Amateur astronomer Clyde Tombaugh discovered the planet. He worked at the Lowell Observatory.
2. The Lowell Observatory was given the right to name the planet. The widow of the founder of Lowell Observatory suggested her own first name, Constance. However, the director of the observatory didn't want to use that name.

Read each paragraph below. Underline the facts and draw circles around the opinions.

1. Meanwhile, an eleven-year-old English girl named Venetia Burney thought the name Pluto would be a good choice for the cold, distant planet. That is because Pluto was the Roman name for the god of the cold, dark underworld.
2. Venetia was smart. She suggested the name to her grandfather, Falconer Madan. He told a professor about Venetia's suggestion. The professor told it to the Lowell Observatory. The Lowell Observatory agreed to name the planet Pluto.

Answer the question about facts and opinions.

How can the skill of distinguishing between fact and opinion help you to understand what you read?

Comprehension*Use with Student Edition page 176.***Choose the best answer for each item. Circle the letter of the correct answer.**

1. _____ are NOT mentioned as contributing to a tipping point on Earth.
 - a. environmental emergencies
 - b. food shortages
 - c. population pressures
2. According to the first speaker, a mass extinction is _____ in the near future.
 - a. unlikely
 - b. likely
 - c. very likely
3. According to the first speaker, Mars has large amounts of _____.
 - a. land capable of growing crops
 - b. oxygen and carbon dioxide
 - c. minerals and frozen water
4. A year on Mars is almost _____ as long as a year on Earth.
 - a. two times
 - b. three times
 - c. four times
5. According to the second speaker, the whole idea of colonizing Mars is _____.
 - a. pressing
 - b. self-sufficient
 - c. misguided

Extension*Use with Student Edition page 177.*

The article mentions “eccentric billionaires who want to build their own spaceships.” Research who some of these billionaires are, the names of their space companies, and what their plans are. Complete the graphic organizer below.

Billionaire	Space Company	Plans
Elon Musk	SpaceX	colonize Mars

REMEMBER Writers use certain words, phrases, and clauses to signal when they are giving their opinions. Look at some examples—(that) indicates *that* is optional.

I think (that) ...
I believe (that) ...
I feel (that) ...

In my opinion, ...
As far as I'm concerned, ...
If you ask me, ...

... This is why I think so.
... I'd like to explain why.
This is my view. ...

Circle the phrase or sentence that expresses opinion. Underline the opinion.

1. If you ask me, space tourism is a great idea.
2. Mars is the only possible future for us. I'd like to explain why.
3. I feel that a mass extinction is coming sooner rather than later.
4. In my opinion, we should keep our attention focused on Earth.
5. This is my view. There are just too many people on the Earth.
6. I believe we can solve our problems if we all work together.

Rewrite the sentences using language from the box above.

1. It's the best restaurant in town. I think it's the best restaurant in town.
2. Everyone is entitled to their own opinion.

3. Spending money on education is the best investment.

4. The gap between rich and poor is too great.

5. We should move toward solar and wind energy.

6. Every person deserves to live a healthy and productive life.

Grammar**The Uses of the Modal *could****Use with Student Edition page 179.*

REMEMBER Writers often use the modal *could* before the main verb to talk about future ability or possibility. It has the same meaning as *may* and *might*. The words *could*, *may*, and *might* make a statement less certain or probable than *will* or *won't*. Use *couldn't* to form negative statements. With questions, begin the sentence with *could*.

Complete the sentences with *could*, *could*, or *couldn't*.

1. Colonists couldn't grow food on Mars. It's too cold and dry.
2. If I had more money, I _____ buy a new computer.
3. _____ you possibly help me with this?
4. I'm sorry you hate your job, but you _____ find a new one!
5. No, I _____ imagine asking her for money.
6. _____ you come over here for a minute?

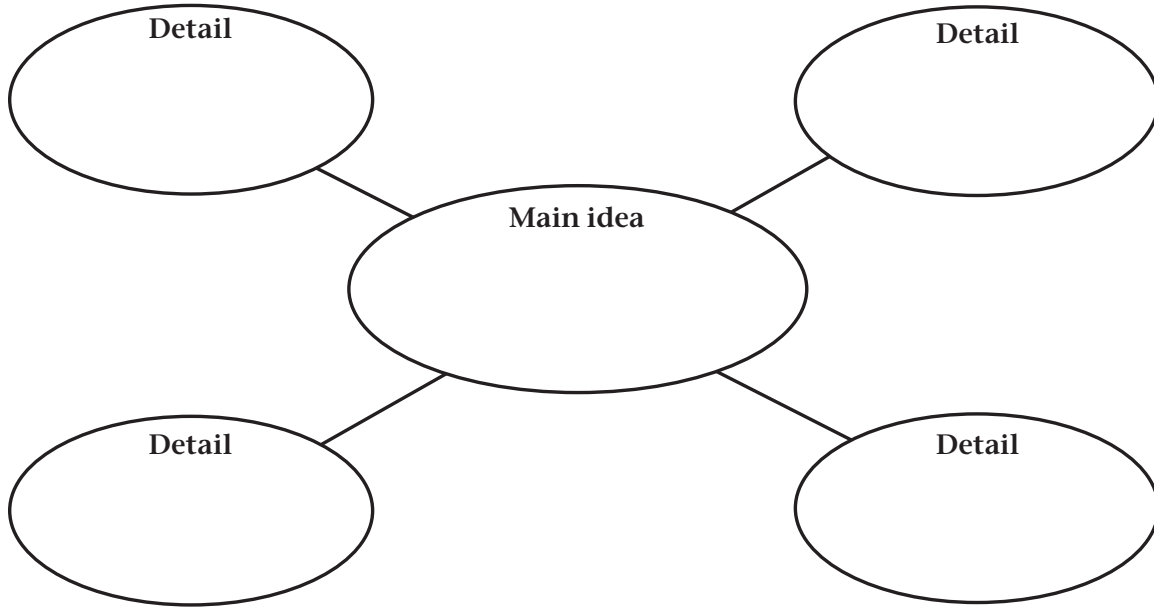
Complete the sentences using your own words.

1. I believe that humans could do a better job protecting our planet.
2. I believe that humans could _____.
3. No, it's not possible. Humans couldn't _____.
4. Do you think that we could _____?
5. Could we _____?
6. In my opinion, people in the future _____.

Writing**Write a Letter to the Editor**

Use with Student Edition pages 180–181.

Complete your own word web for a letter to the editor of a newspaper, magazine, or other publication about a problem in your community or school.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer explain the problem and reasons for the problem?
- ☐ Does the writer suggest a solution or solutions?
- ☐ Are appropriate phrases used to signal the writer's opinion?
- ☐ Does the letter end with a call to action?
- ☐ Is the modal *could* used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the letter?

UNIT
3
How can we tell what's right?
Reading 3: "The Golden Serpent"
Vocabulary
Literary Words *Use with Student Edition page 183.*

REMEMBER The **theme** of a work of fiction is its central idea or message. The **moral** of a work of fiction is the lesson it teaches, especially what is right or wrong. **Irony** is the difference between what a reader expects to happen and what actually happens.

Label each sentence with the literary word it refers to.

- _____ theme _____ The story deals with the struggle between good and evil.
- _____ You should always tell the truth.
- _____ Treat others as you want to be treated.
- _____ William Eno invented the stop sign, but never learned how to drive.

Read the story "The Donkey and His Driver." Then answer the questions below.

The Donkey and His Driver

A Donkey was being driven along a road leading down the mountain side, when he suddenly took it into his silly head to choose his own path. He could see his stall at the foot of the mountain, and to him the quickest way down seemed to be over the edge of the nearest cliff. Just as he was about to leap over, his master caught him by the tail and tried to pull him back, but the stubborn Donkey would not yield and pulled with all his might. "Very well," said his master, "go your way, you willful beast, and see where it leads you." With that he let go, and the foolish Donkey tumbled head over heels down the mountain side.

- What do you think is the theme of this fable?

- What is the moral of this fable?

Vocabulary**Academic Words** *Use with Student Edition page 184.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Elisa found a lost dog. She wanted to keep him, but she couldn't justify this without first searching for the owner. It would go against her principle of justice to keep the dog if he belonged to someone else. She took a step back to analyze the situation. She decided to put up flyers near where she found the dog. In the end, Elisa found the owner, and was glad she had been ethical.

Write the Academic Words from the paragraph above next to their correct definitions.

1. ethical: having to do with right and wrong
2. _____: examine or think about something carefully in order to understand it
3. _____: a moral or set of ideas that makes you behave in a certain way
4. _____: give a reasonable or acceptable explanation for something

Use the Academic Words from the paragraph above to complete the sentences.

1. I live by the _____ that a good education is essential for success.
2. Every day I _____ my homework assignments to plan what to do first.
3. It is not _____ to cheat on a test.
4. I can usually _____ my grades by thinking of how much I study.

Complete the sentences with your own ideas.

1. A good principle is to treat other people the way you want to be treated.
2. My teacher often asks me to analyze _____.
3. I can justify spending money on _____ because _____.
4. My parents believe it is ethical to _____.

Word Study**Long and Short Vowels** Use with Student Edition page 185.

REMEMBER The vowel combination *ea* most often stands for the long *e* sound as in *jeans*. It can also stand for the long *a* sound, as in *steak*, and for the short *e* sound as in *bread*.

Read the words in the box. They each contain the vowel combination *ea*. Sort the words depending on the sound the vowel team stands for in the chart.

neat	dream	health	great	ready	spread	peach	peace
------	-------	--------	-------	-------	--------	-------	-------

Long <i>e</i>	Long <i>a</i>	Short <i>e</i>
neat	4.	5.
1.		6.
2.		7.
3.		

Circle the words with an *ea* vowel combination. Then write sentences using the words.

- red, read, rate I read two books last year.
- deed, dead, dad _____
- angel, break, eight _____
- lead, led, late _____
- meat, feet, berry _____
- coffee, sleep, speak _____
- red, head, be _____
- at, eat, rate _____
- weak, week, wake _____

Use with Student Edition page 185.

REMEMBER Identify the purpose of a fable by thinking about why it was created. Is it entertaining and why? What is the theme? Are there clues about a moral or lesson? Why do you think people keep telling this story?

Read the summary of each fable. Use the summary from the box to write the purpose of the fable.

If you don't act, you may hurt your chances of moving forward in life.

It's better to work with others than to work alone.

Keep what you have now—you may not have anything later.

If you are overconfident, you may end up losing.

1. "A Bundle of Sticks" A man asks his sons to break a bundle of sticks. Each son tries to break the bundle, but they don't succeed individually. Finally, they work together to untie the bundle and break the sticks one by one.

What is the purpose of the fable? The purpose of the fable is
to show that it's better to work with others than to work alone.

2. "The Rabbit and the Turtle" A rabbit and a turtle compete in a running race. The rabbit is so fast that he is sure he is going to win, so he stops to take a nap. The turtle, moving very slowly, walks past the sleeping rabbit and wins the race.

What is the purpose of the fable? _____

3. "The Two Goats" A goat was walking down a road and came to a bridge. Another goat was walking down the same road from the opposite side and also came to the bridge. The two goats met in the middle of the bridge. Each goat waited for the other goat to move out of the way. The goats didn't move. After a week, both goats fell into the water.

What is the purpose of the fable? _____

4. "The Fisherman and the Little Fish" A fisherman caught a small fish and was about to throw it into his basket. "Mr. Fisherman!" shouted the fish. "I'm too small! Throw me back into the water and I will grow into a bigger fish for a bigger meal." The fisherman didn't listen to the fish. He thought, "I'm not a fool! This is a small fish, but it is better than nothing."

What is the purpose of the fable? _____

Comprehension

Use with Student Edition pages 192–193.

Choose the best answer for each item. Circle the letter of the correct answer.

1. People sent Pundabi loaves of bread because _____.
 - a. they had too much bread
 - b. he was hungry
 - c. there were questions inside that they needed answered
2. The king wanted to _____.
 - a. see if Pundabi was a fraud
 - b. put Pundabi in jail
 - c. pay Pundabi well
3. Pundabi took the king to the market and the village to _____.
 - a. buy food for the king
 - b. show the king his people
 - c. find gold coins
4. Pundabi knew that the king's people didn't steal the Golden Serpent because they _____.
 - a. had gold and rubies
 - b. had lots of bread
 - c. had very few things
5. To find the Golden Serpent, Pundabi told the king to _____.
 - a. count to a hundred
 - b. pay Pundabi with gold coins
 - c. give gold to his people

Response to Literature

Use with Student Edition page 193.

Think about what will happen when the king opens his eyes and doesn't find the Golden Serpent. Write about what his reaction will be.

Grammar**Other Uses of *would* in the Past**

Use with Student Edition page 194.

REMEMBER Writers sometimes use *would* + the base form of a verb to talk about repeated actions in the past. Use *would* + the base form of a verb to express the future in the past. *Would* is the past form of *will*. *Would* can also be used in implied conditions. In an implied condition, the *if* clause is not included. Use *would* + (*not*) + *have* + past participle to express a condition in the past. Look at the examples.

I think he **will come** later. → I thought he **would come** later.

Ava: We went to the movies last night. Finn: Too bad. I **would have gone** with you! (If I'd known.)

Rewrite the sentences so they are about yesterday.

1. Tom believes Paolo will win the prize. Tom believed Paolo would win the prize.
2. He thinks the train will come soon. _____

3. The teacher hopes everyone will pass. _____

4. I know I'll pass the test. _____

5. He is sure it will rain. _____

Write sentences with your own ideas.

1. (If I had known you were sick.) I would have visited you
2. (If I'd known you were here.) _____
3. (If it had not been so expensive.) _____
4. (If you hadn't lied to me.) _____
5. (If we'd only known about the storm.) _____

Grammar**Subjunctive** Use with Student Edition page 195.

REMEMBER Verbs in the subjunctive express conditions that do not currently exist. The subjunctive is used to express wishes, doubts, and possibilities. It is also used to talk about situations that are unlikely or untrue.

*He is not here. → I wish he **were** here. → If he **were** here, he would help us.*

Sentences with subjunctive verbs are often used to emphasize importance or urgency. In these cases, they are used in *that* clauses, and the subjunctive verb is in the base form.

*It's urgent that he **go** now. → I asked that he **leave** immediately.*

Choose the subjunctive verb to complete the sentences.

1. It's very important that she _____ *be* _____ (is / be) here on time.
2. The teacher recommended that she _____ (take / takes) a break.
3. If I _____ (was / were) you, I'd give it back.
4. My parents asked that I _____ (be / am) early tonight.
5. It's urgent that he _____ (call / called) as soon as possible.
6. Maple demanded that Jaime _____ (return / returns) her phone.
7. I wish you _____ (be / were) more responsible.
8. It's obligatory that every student _____ (has / have) a notebook.

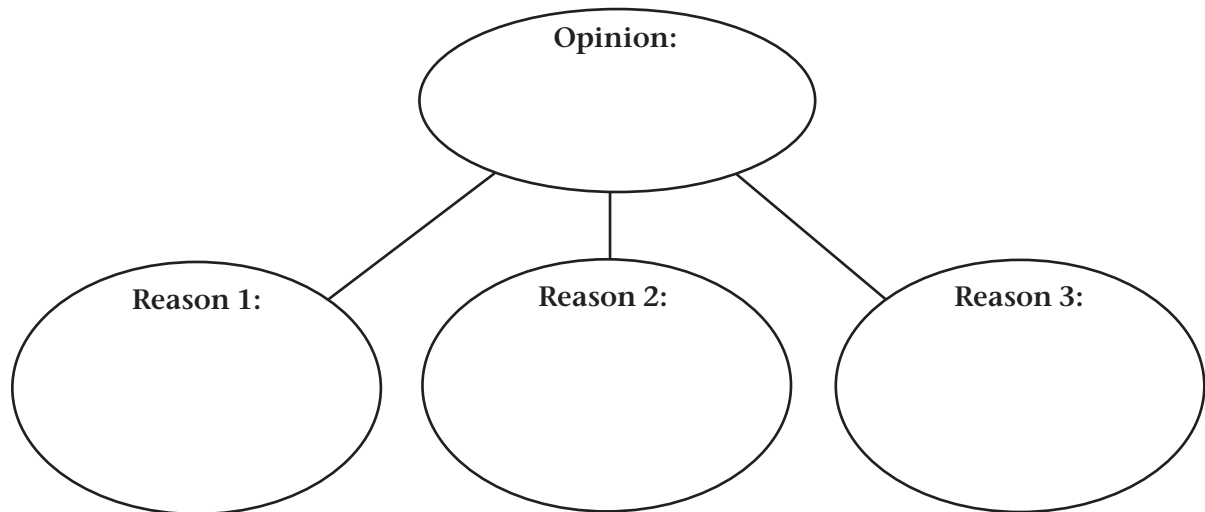
Complete the sentences with the subjunctive of the verb in parentheses.

1. If I _____ *were* _____ (be) you, I'd tell your parents about it.
2. Her teachers suggested that she _____ (apply) for university.
3. I requested that each student _____ (contribute) five dollars.
4. If the test _____ (be) tomorrow, I would probably fail.
5. The teacher asked that we _____ (be) quiet during the test.
6. It's important that you _____ (make) an appointment.

Writing**Writing a Persuasive Paragraph**

Use with Student Edition pages 196–197.

Complete your own word web for a persuasive paragraph on a topic or question you feel strongly about.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer begin by introducing the topic?
- ☐ Does the writer clearly state his or her opinions?
- ☐ Does the writer state reasons for his or her opinions?
- ☐ Is the modal *would* used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?



How can we tell what's right?

Reading 4: "When Is a Winner a Hero?"

Vocabulary

Key Words Use with Student Edition page 199.

athletes

capability

gender

marathon

racism

referee

Write each Key Word in the box next to its definition.

1. capability: the ability to do something difficult
2. _____: being male or female
3. _____: people who are good at exercising and sports
4. _____: a person who enforces the rules of a sport
5. _____: a long race of 26 miles (42 kilometers)
6. _____: unfair treatment of people from a different race

Use the words in the box at the top of the page to complete the sentences.

1. They didn't want to know the _____ of their baby before it was born.
2. Almost no one agreed with the call the _____ made during the match.
3. He spent six months training for the _____.
4. The sisters have been natural _____ since a very young age.
5. We will not tolerate any form of _____ in our organization.
6. I have no doubt you have the _____ to achieve your goal.

Vocabulary**Academic Words** *Use with Student Edition page 200.*

Read the paragraph. Pay attention to the underlined Academic Words.

Last week I was forced to witness a rather ugly scene at our town council meeting. The mayor had to address the angry crowd on the very controversial issue of new housing for homeless people. People were booing and trying to get her off the stage, but she was determined to speak her mind.

Write the letter of the correct definition next to each word.

- | | |
|--------------------------------|---|
| <u> b </u> 1. address | a. causing disagreement because people have opposing views |
| <u> </u> 2. witness | b. to speak directly to a person or group |
| <u> </u> 3. controversial | c. to see something happen, especially an accident or crime |
| <u> </u> 4. determined | d. having a strong desire to succeed at something difficult |

Use the Academic Words from the exercise above to complete the sentences.

1. Becoming a doctor is very challenging, but she is _____.
2. Did anyone _____ the paintings being stolen?
3. It can be very stressful to _____ a large group of people.
4. Where wind farms should be located is a _____ issue.

Complete the sentences with your own ideas.

1. I really would not like to address more than one teacher at a time.
2. In my life, I am determined to _____.
3. A controversial issue in my country is _____.
4. Have you ever witnessed _____?

Word Study**Synonyms** Use with Student Edition page 201.**REMEMBER** Synonyms are two or more words that have similar meanings.**Examples:** *begin/start, find/locate.*

Look at the words in the first column of the chart. Write a synonym for each word in the second column.

Word	Synonym	Word	Synonym
1. quiet	silent	5. mistake	
2. attempt		6. considerate	
3. gift		7. terrify	
4. huge		8. end	

Rewrite the sentences using a synonym for the underlined word.

1. You will have to split the work fairly.

You will have to divide the work fairly.

2. I will perform in a theatrical production.

3. The reviews of the play were great.

4. The stage was very small.

5. He worked the lights for the whole performance.

6. They will not have to postpone the opening of the show.

7. We had to donate a few dollars to the program.

8. She is a very happy person.

9. All of my answers were right.

Use with Student Edition page 201.

REMEMBER When you summarize, you restate the main ideas of a text in your own words.

Read the paragraphs below. Then summarize each paragraph and answer the question.

1. When Bessie Smith was born, no one would have predicted that she would become an empress one day. Her parents died before she was nine. To help support her family, Bessie Smith sang and danced in the street for money.

Summarize the paragraph in your own words.

2. One day Bessie's older brother Clarence came to town with a performance group known as "Ma" Rainey's Rabbit Foot Minstrels. Soon, she became part of the group, too. They were a big success. In 1923, Bessie Smith made her first recording, "Downhearted Blues."

Summarize the paragraph in your own words.

3. The song was a huge hit and started Smith's career with a bang. People started calling Bessie Smith the "Empress of the Blues." She performed with many of the great jazz musicians of the time. She even starred in a film in 1929.

Summarize the paragraph in your own words.

4. The Depression, a time of economic hardship for many Americans, greatly affected musicians, including Bessie Smith. Few people could afford to pay to hear them perform. In 1933, however, Smith began a comeback.

Summarize the paragraph in your own words.

How can the skill of summarizing help you to understand what you read?

Comprehension

Use with Student Edition pages 206–207.

Choose the best answer for each item. Circle the letter of the correct answer.

1. Switzer was able to enter the Boston Marathon because _____.
 - a. she completed a practice marathon
 - b. she was running with a male coach
 - c. she didn't identify herself as female
2. Eto'o got revenge against the racists in the 2010 match by _____.
 - a. walking off the soccer field
 - b. scoring the only goal
 - c. buying an expensive watch
3. Anaya helped Mutai win the race because _____.
 - a. he was following far behind him
 - b. he was following his conscience
 - c. he was following Mutai's example
4. Two of the athletes in the stories have _____ in common.
 - a. running
 - b. soccer
 - c. the Olympics
5. _____ of the stories deal with the issue of unfair treatment.
 - a. One
 - b. Two
 - c. Three

Extension

Use with Student Edition page 207.

Research another athlete who interests you. In the space below, write a summary of his or her career.

REMEMBER Superlative adjectives are used to compare three or more things. Superlative adjectives generally come before the nouns they modify.

Example: The blue house on Lakeview Road is the *largest* house in the city.

Circle the correct form of the superlative adjective in each sentence below.

1. That is the dirtiest / most dirty kitchen I have ever seen.
2. The expensivest / most expensive watch was the one he wanted.
3. The man who was hollering was the angriest / angryest customer I've ever seen.
4. The best / bestest student in the class won a scholarship.
5. I watched the interestingest / most interesting program on TV last night.
6. My grandmother was the oldest / most old person in the room.

Write sentences with the superlative form of the adjective in parentheses.

1. (calm) The lake is calmest when there is no wind.
2. (beautiful) _____
3. (bright) _____
4. (lazy) _____
5. (terrible) _____
6. (sweet) _____
7. (bad) _____
8. (tiny) _____
9. (soft) _____
10. (terrifying) _____
11. (loud) _____

Grammar**Reciprocal and Reflexive Pronouns**

Use with Student Edition page 209.

REMEMBER Reciprocal pronouns are used to show a mutual, or two-way, action or feeling. Use *each other* when talking or writing about two people or animals. Use *one another* when talking or writing about more than two people or animals.

*Ruby and Ishira like to talk to **each other**.*

*My friends and I help **one another**.*

Reflexive pronouns are used when the subject and the object are the same person. They are also used for emphasis. In these cases, the reflexive pronoun follows a noun or pronoun.

*John hurt **himself**. I like **myself**.*

*Eto'o **himself** scored the only goal.*

Complete each sentence with *each other* or *one another*.

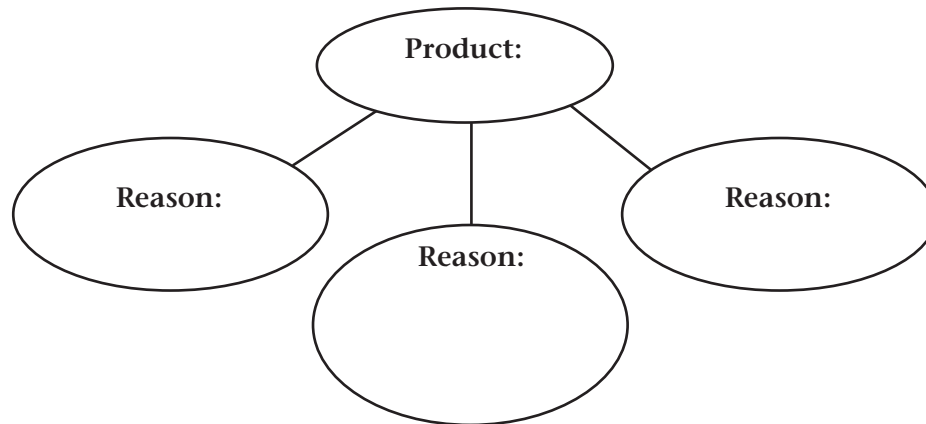
1. My best friend and I have a lot in common with _____ *each other* _____.
2. It's important that we all help _____ in times of trouble.
3. He says in the song that we should all love _____.
4. My sister and I like to give _____ funny gifts.
5. If people respected _____, things would be much better.

Complete the sentences with the correct reflexive pronoun.

1. I hope you feel better. Take care of _____ *yourself* _____.
2. She has no one to blame but _____.
3. I'm all alone. It's just me, _____, and I.
4. They are going to treat _____ to a tropical vacation.
5. My grandfather talks to _____ sometimes.

Writing**Write an Advertisement** *Use with Student Edition pages 210–211.*

Complete your own word web for an ad about a product, event, singer, or artist.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer begin with an attention-getting question?
- ☐ Does the writer describe the subject with details that will convince the audience they need it?
- ☐ Does the paragraph end by encouraging people to buy the product attend the event, or buy the artist's work?
- ☐ Are superlative adjectives used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop

Use with Student Edition pages 216–220.

Read the paragraph below carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

Have you ever wondered why Schools start so early in the morning? Most high schools start around 8:00 A.M. and some even start as early as 7am. What I don't understand is why schools need to start so early. Studies show that adolescents grow a lot in the early morning hours. That is why we feel so tired when we get up early in the morning. we really should be fast asleep! It would be wiser to let us sleep until 8 or 9 o'clock in the morning And start school at 10 o'clock in the morning. That would give our bodies time to grow and let our minds take a nice long rest before starting the school day. Some high schools in new York start school at 10:00 A.M. and i have heard that their students are much happier and better rested

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Learning Log

Use after completing Student Edition page 220.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
moral motivation theme	celestial extinction organisms revolution rover terrestrial	athlete capability gender marathon racism referee
		adviser collection recognize wisdom biased debate define objectively
		analyze ethical justify principle address controversial determined witness

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can . . .
Word Study	☐ recognize and spell irregular plurals. ☐ recognize and use prefixes. ☐ recognize and spell words with long and short vowels. ☐ recognize and use synonyms.
Reading Strategies	☐ identify problems and solutions. ☐ distinguish fact from opinion. ☐ identify author's purpose. ☐ summarize.
Grammar	☐ use the modal <i>must</i> . ☐ use the modal <i>would</i> for repeated actions in the past. ☐ use transition words, phrases, and clauses (for opinions). ☐ use <i>would</i> correctly. ☐ use <i>would</i> in the past. ☐ use the subjunctive. ☐ use superlative adjectives correctly. ☐ use reciprocal and reflexive pronouns.
Writing	☐ write a review. ☐ write a letter to the editor. ☐ write a persuasive paragraph. ☐ write an advertisement. ☐ write a speech.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

Pay It Forward

I'll never forget that afternoon in the supermarket. It had been a rough few months since Jimmy's father left us on our own. He said he couldn't handle the responsibility. Whatever! But I was left with a baby and no job, and I could only pay for things with cash.

I had exactly forty dollars in cash to spend. The most important item on my shopping list was diapers, and that didn't leave much money. I had calculated everything carefully in my head and left a little extra for taxes.

I watched the register as the man rang up my items. I had a sick feeling in my stomach as we got closer to forty and there were still items to be scanned. What had I missed? I started to think about what I could return when I felt a tap on my shoulder. It was the woman behind me.

"Excuse me, but I was wondering if you could do me a favor." I must have looked confused, because the woman continued, "I'd like to pay for your groceries. You'd be doing me a favor if you just said thank you. You can pay it forward one day."

I stared at her. How did she know? I felt tears in my eyes. "Thank you" was all I could say.

I think about that man these many years later. Jimmy and I are doing great. And I am always on the lookout for another way that I can pay that woman's kindness forward.

1 Who is Jimmy?

- A** the woman's child
- B** the woman's father
- C** the woman's ex-husband
- D** the woman's brother

2 What does *pay it forward* mean?

- A** try to do something nice for the person who was kind to you
- B** delay buying things you can't afford until you have the money to pay
- C** respond to a person's kindness by being kind to someone else
- D** be very careful with your money so you can pay for what you need

Test 2

DIRECTIONS

Read the selection. Then answer the questions that follow it.

A Misunderstood Serpent

(1) The diamondback water snake makes its home throughout much of the southwestern United States. (2) It eats primarily frogs and fish and is often found lazily basking in the sun near a body of water. (3) It is a nonvenomous snake, meaning it is harmless to humans. (4) Venomous snakes release their toxins through tubes in their fangs. (5) While the diamondback water snake may attempt to bite if threatened, it does not produce venom. (6) It will produce a musk smell and snap at whatever threatens it.

(7) The problem the diamondback water snake has is that it looks a great deal like the extremely venomous cottonmouth snake. (8) Both snakes swim in the water, though the diamondback snake swims with only its head above the surface of the water. (9) The cottonmouth sidles through the water with its entire body on the surface. (10) This is the fastest way to tell the two reptiles apart. (11) However, because a cottonmouth is so poisonous to humans, it is best to get out of the water as fast as possible when you spot a snake in the water, no matter how it swims!

- 1 What does the word *basking* mean in sentence 2?
 - A Enjoying a warm or pleasant place
 - B Attacking an object nearby
 - C Feeding on nearby grass
 - D Laying eggs on a flat object
- 2 Based on the information in the passage, what is *venom*?
 - A Simple saliva
 - B A poisonous liquid
 - C A foul smell
 - D Rough scales

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 222–223.



Learning to Look

Look at *Monekana* by Deborah Butterfield on page 242. Write down four words that describe this sculpture. State facts, not opinions.

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

Interpretation

Look at *Monekana* by Deborah Butterfield again. Pretend you own a real horse that has some of the same characteristics that the artist captures in her sculpture.

What would you call your horse?

What sort of personality does it have?

Example: excitable

Would you keep the horse wild or try to ride it? Why? If you want to ride it, where would you go?

Compare & contrast

Look at both *Cadeau* by Man Ray and *Swing* by Sam Gilliam on page 243. Write down three details about each artwork.

Cadeau

1. The iron has sharp tacks glued on its bottom.
2. _____
3. _____
4. _____

Swing

5. _____
6. _____
7. _____

In what way are the two artworks similar?

In what way are the two artworks different?

UNIT
4**Can we think with the heart?****Reading 1:** from *The Story of My Life***Vocabulary****Key Words** Use with Student Edition page 227.

Write each word in the box next to its definition.

bitterness	defects	eventful	imitate	sensation	tangible
------------	---------	----------	---------	-----------	----------

1. imitate: to copy the way someone else speaks, moves, etc.
2. _____: the ability to feel, or a feeling that you get from one of your five senses
3. _____: full of interesting or important events
4. _____: faults that make something not perfect
5. _____: anger because you feel that something happening to you is not fair
6. _____: clear enough or definite enough to be easily seen or noticed

Use the words in the box at the top of the page to complete the sentences.

1. Nino's baby sister likes to watch him and _____ everything he does.
2. Ideas are not _____, because you cannot feel or touch them.
3. The tools are tested for _____ and problems before they are sold.
4. Because of her _____ toward others, she had a hard time getting along with other people.
5. Chris had a strange _____ in her elbow after she hit it on the door.

Vocabulary**Academic Words** *Use with Student Edition page 228.*

Read the paragraph below. Pay attention to the underlined Academic Words.

When I was younger, my sister and I built a tree house. First we came up with a concept for it. Then we got the wood and nails we would need. It took a good deal of labor to build the tree house. We were careful to communicate as we worked to put it together. With persistence and teamwork, we built a fine tree house. The tree underwent a complete transformation!

Write the Academic Words from the paragraph above next to their correct definitions.

1. communicate: express your thoughts and feelings so that other people understand them
2. _____: the act of continuing firmly in some state, purpose, or course of action
3. _____: a complete change in something or someone
4. _____: idea

Use the Academic Words from the exercise above to complete the sentences.

1. It is important to _____ with people to explain your ideas and emotions.
2. We can understand the _____ of blood flowing through the body by studying a diagram of it.
3. Some children undergo a dramatic _____ when they become teenagers.
4. People with _____ do not give up and often overcome many hardships.

Complete the sentences with your own ideas.

1. Jean showed his persistence by going for extra help every day after school.
2. My favorite way to communicate is _____.
3. In math, I learned the concept of _____.
4. An industry that has seen transformation in recent years is _____.

Word Study**The Suffix -ful** Use with Student Edition page 229.

REMEMBER A suffix is a group of letters added to the end of a word that often changes the base word's part of speech and meaning. The suffix *-ful* means "full of." Adding the suffix *-ful* to a noun forms an adjective. When adding *-ful* to a word that has two or more syllables and ends in *y*, such as the word *beauty*, change the *y* to an *i* before adding *-ful*.

Look at the chart below. Form a new word by adding the suffix *-ful* to each base word. Write the new word on the chart. Then write the meaning.

Base Word	+ ful	Meaning
1. fear	fearful	afraid, or full of fear
2. health		
3. cheer		
4. peace		
5. pain		
6. success		

Add the suffix *-ful* to the nouns in parentheses. Then write sentences of your own with the new adjectives.

- (arm) _____ armful He was carrying an armful of groceries.
- (skill) _____
- (grace) _____
- (bowl) _____
- (taste) _____
- (use) _____
- (fright) _____
- (cup) _____
- (truth) _____
- (hope) _____
- (doubt) _____

Use with Student Edition page 229.

REMEMBER The main idea is the most important idea in one part of a text. Details are facts, examples, or other bits of information that support the main idea.

Read each paragraph and underline the main idea.

1. Have you ever heard this: “Everybody talks about the weather, but no one does anything about it”? We do talk about the weather a lot! We are fascinated by it. That’s why weather reports on TV are so well watched.
2. To prepare their TV reports, weather reporters, many of whom are scientists, depend on sophisticated equipment. More than twelve weather satellites go around Earth. Other satellites sit about 22,000 miles above the equator. Their cameras photograph our entire planet.

Read each paragraph and circle the details.

3. The U.S. Fish and Wildlife Service protects many of America’s birds, mammals, and fish. It helps save wetlands and protects endangered animals. The Service has 370 wildlife protection areas on 32 million acres in the U.S.
4. In Florida, the Wildlife Service protects many animals. The Service protects crocodiles, marsh snakes, and panthers. Every year, millions of people visit the Everglades and other wild areas in the state to see the wild animals. They know this is one of the few places they can see up close the animals the Wildlife Service protects.

Read the paragraph and underline the main idea. Then circle the details.

5. Humboldt squid are very large. They can grow to more than seven feet and weigh more than 100 pounds. For this reason they are commonly called “jumbo squid.” Their growth rate is amazingly fast. In one year they can grow from the size of a grain of rice to the size of a human teenager.

Comprehension*Use with Student Edition page 236.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. When Helen Keller lost her senses of sight and hearing, _____.
 - a. she eventually got used to the silence
 - b. she gave up and just sat in her room
 - c. she blamed her parents
2. When Helen's aunt finally sewed the beads on Helen's doll, it meant that _____.
 - a. Helen no longer wanted the doll
 - b. she understood what Helen wanted
 - c. she was going to take the doll away
3. In her writing, Helen often describes a scene _____.
 - a. by drawing symbols
 - b. by using what someone else said
 - c. by using her senses of taste and smell
4. Anne Sullivan was not only Helen's teacher but also _____.
 - a. her friend
 - b. her aunt
 - c. her nanny
5. What Anne Sullivan helped Helen to understand was that _____.
 - a. she would never be able to communicate
 - b. that her family loved her
 - c. that finger motions symbolized words

Extension*Use with Student Edition page 237.*

In this story, Helen Keller relates important events from her life. Fill in the chart with important events from your life in chronological order.

Event #1	Event #2	Event #3	Event #4	Event #5

Grammar**Possessive Adjectives** Use with Student Edition page 238.

REMEMBER A possessive adjective tells who owns something. It is always followed by a noun. It agrees with the noun or pronoun that reflects who the owner is. The possessive adjectives are *my, your, her, his, its, our, and their*. **Examples:** *my* book, *our* dog

Complete each sentence with the correct possessive adjective. Circle the word or words that the possessive adjective refers to.

my	your	her	his	its	our	their
----	------	-----	-----	-----	-----	-------

1. (Maria) loves her dog.
2. Pamela said that vanilla is _____ favorite ice cream flavor.
3. I used _____ own money to buy a new car.
4. You need to clean up _____ room.
5. My husband and I sold _____ house last year.
6. At the lake, each man had _____ own fishing gear.

Write sentences that show possession. Use the subjects in parentheses. Be sure to use the correct possessive adjective.

1. (the dog) The dog sat in its doghouse all day.
2. (Sarah and Tom) _____.
3. (I) _____.
4. (the woman) _____.
5. (they) _____.
6. (my father) _____.

Grammar**Adjectives and Adjectival Phrases**

Use with Student Edition page 239.

REMEMBER An adjective is a modifier that can describe nouns, noun phrases, or pronouns. An adjectival phrase is a phrase that functions as an adjective. An adjectival phrase may come before or after the noun itself.

Underline the adjective or adjectival phrase, and circle the noun, noun phrase, or pronoun that it modifies.

1. (Her painting) was colorful and lighthearted.
2. I arrived for the interview, both nervous and excited.
3. The day was dark and brought sadness to us all.
4. It appeared out of nowhere, incredibly bright.
5. Stubborn and persistent was the only way to describe him.
6. The fear was almost tangible, like something you could grab onto.

Write your own sentences using the adjective or adjectival phrase in parentheses.

1. (conceptual) She is good at conceptual thinking, always coming up with great ideas.
2. (transformative) _____.
3. (bitter and cynical) _____.
4. (sensational) _____.
5. (defective) _____.
6. (the worst thing) _____.

Writing**Write a Critique** *Use with Student Edition page 240–241.*

Complete your own chart for a critique of a story, book, movie, or play.

Standard	Standard Met?	Example or Detail

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer use a sentence introducing the work at the beginning of the critique?
- ☐ Does the writer explain what standards are used to judge the work and how the work met them?
- ☐ Does the writer keep the purpose in mind?
- ☐ Are examples or details used to support the writer's viewpoint?
- ☐ Are possessive adjectives used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
4
Can we think with the heart?
Reading 2: "To Capture the Wild Horse"
Vocabulary
Literary Words *Use with Student Edition page 243.*

REMEMBER A **narrator** is a character who talks directly to the audience and tells about the story or characters. A single character onstage delivers a **soliloquy**, which usually reveals the character's thoughts. **Stage directions** are instructions that tell the actors in a play what they should do and how they should do it.

Complete the sentences with the correct literary word from the **REMEMBER** box.

1. It must be very challenging to perform a _____, with nobody else speaking.
2. We couldn't see the _____ during the play, but we could hear his voice describing what was happening.
3. Everybody on stage seemed to be in the wrong place. I think somebody confused their _____.

Read each description and write whether it's an example of a narrator, a soliloquy, or stage directions.

Literary Word	Description
1. stage directions	Everyone exits stage left.
2.	Why do they treat me so badly? I've never done anything to hurt them.
3.	What she didn't know is that he was actually her brother.
4.	They had all been pretending that everything was all right for so long.
5.	Claudia steps closer to Dominic and looks in his eyes.
6.	I don't know how to feel. Should I be angry or sympathetic?
7.	It's easy for my mother to say, but I have to do all the dirty work.
8.	A dog enters, barking and chasing a ball.
9.	None of them could possibly imagine what was about to happen next.
10.	The curtain drops.

Vocabulary**Academic Words** *Use with Student Edition page 244.*

Read the paragraph below. Pay attention to the underlined Academic Words.

My internal conflict is about whether I should stay in my present job or accept the new job offer I received. Granted, my circumstances at work are not the greatest, but should I abandon the company I've been with for the past five years? My best friend is trying to convince me to take the new job. But maybe there's an alternative. I could use the job offer as leverage with my current boss to get a promotion.

Write the underlined words from the box next to their correct definitions.

1. conflict: a feeling of nervousness or unhappiness because you want to do two things at the same time
2. _____: to stop doing or planning to do something because of a problem
3. _____: the conditions or facts that affect a situation
4. _____: to persuade someone to do something
5. _____: something that you choose instead of another thing

Use the Academic Words from the exercise above to complete the sentences.

1. I think solar power is a good _____ to burning fossil fuels.
2. Many people have a _____ between time at work and time with family.
3. His _____ are completely different after his divorce.
4. I'm not going to _____ my friend just because he's in trouble.
5. It doesn't matter what you say—you're not going to _____ me to go.

Complete the sentences with your own ideas.

1. I can't imagine circumstances where I would do something like that.
2. Sometimes people will abandon an idea when _____.
3. I think a good way to convince people is to _____.
4. A conflict I have in my life is _____.
5. For people who don't eat meat, a good alternative is _____.

Word Study**Synonyms** Use with Student Edition page 245.

REMEMBER Synonyms are words that have the same or nearly the same meaning.

Match the words to their synonyms. Use a dictionary if necessary.

Words	Synonyms
1. abandon = <u> f </u> 2. convince = _____ 3. narrator = _____ 4. alternative = _____ 5. soliloquy = _____ 6. circumstances = _____ 7. conflict = _____	a. substitute b. conditions c. persuade d. struggle e. storyteller f. desert g. monologue

Unscramble the letters to find a synonym for the word. Use a dictionary if necessary.

Word	Scrambled Letters	Synonym
1. danger	z r h a d a	hazard
2. neighborhood	m t c n o y m u i	
3. divide	a s a t e p r e	
4. inspect	m e n x a e i	
5. unexpected	d e s u n d	
6. categorize	l c f i a s y s	
7. insult	f o d n f e	
8. indecisive	t a s t h n e i	

Use with Student Edition page 245.

REMEMBER Analyze text structure to find out what kind of text you are reading. Stories are written in paragraphs and the dialogue is enclosed within quotation marks. Poems are usually written in groups of lines. Plays are mostly written in dialogue and have stage directions in parentheses or brackets.

Read each text below and write whether it's from a story, a poem, or a play.

1. An ant fell on a leaf floating in a river. "Help! Help!" the ant yelled. A bird threw a small stick in the ant's direction.
"Grab this!" the bird said to the ant. The ant grabbed the stick and got safely to the shore. The ant and the bird became friends for ever after.

This text is a _____.

2. How beautiful is the rain!
After the dust and heat,
In the wide and dry street,
How beautiful is the rain!

This text is a _____.

3. **Nevaeh:** Is the book good?
Lamar: *[looking up from reading]* It's great!

This text is a _____.

4. The heat
beats
d
o
w
n
on the shimmering ground.

This text is a _____.

5. We never had pets. "Not in an apartment," Mom said. I wanted an adorable pup. And then, one day, Mom said we could have a dog! I was so happy.

This text is a _____.

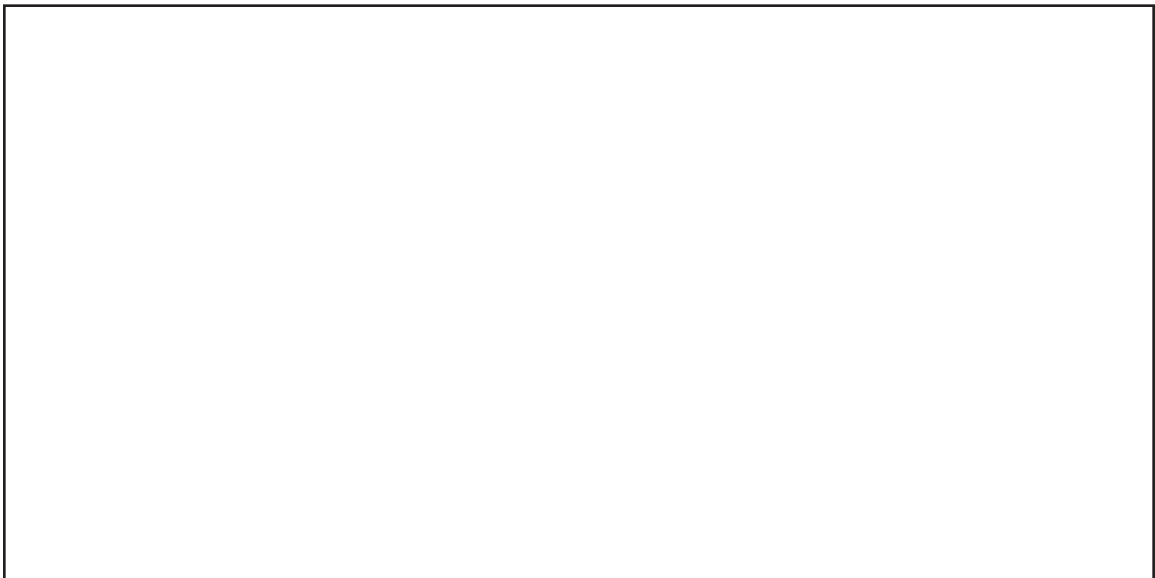
Comprehension*Use with Student Edition pages 250–251.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Ray's plan to improve his family's circumstances is to _____.
a. catch wild horses and sell them for money b. enter a rodeo contest and win the prize c. work harder so that his father can relax more
2. "Get back on your feet" means _____.
a. to get out of bed b. to do well again c. to take off your boots
3. At the rodeo, Tom tries to _____.
a. convince Ray not to ride b. find their horse, Lightning c. help Ray calm down
4. Without knowing what he was doing, Artie managed to _____.
a. capture the wild horse b. fix Lightning's injury c. convince Ray to ride
5. Tom and Ray are grateful for Artie's _____.
a. cleverness b. strangeness c. gentleness

Response to Literature*Use with Student Edition page 251.*

Find a part of the play that you liked very much. Draw a picture of the scene.



Grammar**Simple and Compound Sentences**

Use with Student Edition page 252.

REMEMBER A simple sentence includes a subject and a verb. A compound sentence has at least two simple sentences (independent clauses) that are joined with a comma and a coordinating conjunction (such as *and*, *but*, *or*, and *so*).

Identify the purpose of the conjunction in **bold** in the sentences below.

- a. connect similar ideas
 - b. connect contrasting ideas
 - c. connect choices
 - d. connect cause and effect
1. c We could go to the movies, **or** we could stay home and watch TV.
 2. You've always been my best friend, **and** nothing has changed.
 3. I think your idea is good, **but** Ken's idea is better.
 4. The weather was terrible, **so** we had to cancel our plans.
 5. He is smart, **and** he's funny.
 6. She's not happy in her job, **so** she's going to look for something else.
 7. We can order individually, **or** we can share everything.
 8. My parents try to be helpful, **but** sometimes they're too much.

Connect the two simple sentences with a comma and *and*, *but*, *or*, or *so* to make one compound sentence.

1. He loves food. He especially loves spicy food.
He loves food, and he especially loves spicy food.
2. I'd love to go with you. It's just not possible right now.

3. She doesn't like animals. Please don't bring your dog.

4. We can drive. We can take the train.

Grammar**Complex and Compound-Complex Sentences**

Use with Student Edition page 253.

REMEMBER A complex sentence consists of an independent clause and a dependent clause. An independent clause can stand by itself as a simple sentence. A dependent clause needs to be connected to an independent clause with a subordinator. A compound-complex sentence has at least three clauses, including two independent clauses and one dependent clause.

Identify the purpose of the dependent clause in **bold** in the sentences below.

a. show a time

b. show a reason

c. show a condition

1. b **Because I'm a nice guy**, I'm going to lend you the money.
2. _____ I'll go **if you can find two more people**.
3. _____ **Before I knew what was happening**, my suitcase was gone.
4. _____ **Unless you promise not to tell**, I won't tell you what happened.
5. _____ We're not going **since it's only open for another hour**.
6. _____ I can watch the baby **until you get back**.

Underline the dependent clause in each complex or compound-complex sentence.

1. He's not going to buy it, as he is a little short this month.
2. I decided to leave as soon as she arrived.
3. If there's enough time, we can have lunch and we can go shopping.
4. Unless you help, we won't be able to finish.

Writing**Write a Summary** *Use with Student Edition pages 254–255.*

Complete your own chart summarizing a story, play, book, movie, or television show.

Play:	
Setting:	
Characters:	
Plot:	
Scene 1:	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer use a summary starter?
- ☐ Does the paragraph summarize the main events in a story, play, book, movie, or television show?
- ☐ Does the writer avoid sharing his or her own opinion?
- ☐ Does the writer use his or her own words to help the reader understand the setting, characters, and plot?
- ☐ Are a variety of simple, compound, complex, and compound-complex sentences used?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
4**Can we think with the heart?****Reading 3: “The Heart’s Wisdom”****Vocabulary****Key Words** *Use with Student Edition page 257.*

Write each word in the box next to its definition.

arteries	cholesterol	circulation	nutrients	organs	sensations
----------	-------------	-------------	-----------	--------	------------

1. sensations: feelings from one of your five senses
2. _____: a chemical substance in the blood
3. _____: the movement of blood around your body
4. _____: the tubes through which blood flows away from your heart.
5. _____: what plants and animals need to live and grow
6. _____: parts of the body with specific purposes

Use the words in the box at the top of the page to complete the sentences below.

1. Your brain, heart, and lungs are critical _____.
2. He’s having tests to determine the level of _____ in his blood.
3. You should take vitamins if you’re not getting enough _____ from your food.
4. After the race, I had strange _____ in both of my legs.
5. Very cold weather can affect blood _____ to your hands and feet.
6. You can have a heart attack if one of your _____ is blocked.

Vocabulary**Academic Words** *Use with Student Edition page 258.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Having a long-term health issue can be a real struggle. The problem for some people is that doctors can't always find the source of the problem. This can contribute to depression. It's no surprise that your physical health can affect your mental health. If things become very serious, people should consider seeing a psychiatrist or psychologist. The function of these doctors is to evaluate your mental health and offer solutions when needed.

Write Academic Words from the paragraph above next to their correct definitions.

1. contribute: help make something happen
2. _____: the thing, place, or person that you get something from
3. _____: judge how good or successful something is
4. _____: something that takes a lot of effort over a long period of time
5. _____: what something, such as a part of your body, does

Use Academic Words from the exercise above to complete the sentences.

1. It was a _____ for him to lose the weight, but he finally reached his goal.
2. The doctor determined that the _____ of the problem was an infection.
3. It's not entirely clear what the _____ of that strange little organ, our appendix, is.
4. Lack of exercise and poor diet can _____ to health problems.
5. The doctor is going to _____ the results of the blood tests.

Word Study**Related Words** *Use with Student Edition page 259.*

REMEMBER Related words are in the same word family. They are formed from the same base words and have related meanings. **Examples:** *analyze, analysis, analytical*
 If you learn the meaning of one word in a word family, you can figure out the meanings of other words in that family.

Look at the chart below. Write the part of speech and meaning of each word.

Word	Part of Speech	Meaning
1. contradict	verb	to disagree with
2. contradiction	noun	a disagreement
3. regulate		
4. regulation		
5. muscle		
6. muscular		
7. reject		
8. rejection		

Write the part of speech and meaning for each word below. Then use each word in a sentence of your own. Use a dictionary if necessary.

- digest to process food so that it can be absorbed by the body
Some foods are easier to digest than others.
 digestion the process or ability to break down food
Digestion begins in the mouth when you chew food.
- transport _____

- transportation _____

- microscope _____

- microscopic _____

Use with Student Edition page 259.

REMEMBER Monitoring comprehension is a way to help you understand a text. As you read, stop to ask yourself how much you have understood. Reread the text and try to understand new words and ideas. Try to put the information in the text into your own words.

Read the paragraph. Then answer the questions that follow.

The lungs are spongy, filled with hundreds of millions of tiny air-filled sacs called alveoli. Each air sac is surrounded by capillaries. Oxygen that has been breathed into the lungs passes through the walls of the sacs and into the capillaries, where it binds to the hemoglobin in the blood. Carbon dioxide escapes from the blood into the alveoli and is exhaled. The blood returns to the left atrium by way of the pulmonary veins.

1. Read the paragraph again and underline phrases or words that are hard to understand.
2. Reread the lines with difficult words or phrases. Write your best guess about what these words and phrases mean.

3. Use a dictionary to check the meanings of words or phrases you're not sure about. Write their meanings in your own words.

4. What is the passage about?

5. How does the skill of monitoring comprehension help you understand what you read?

Comprehension*Use with Student Edition page 266.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Your heart is about the size of your _____.
a. eye b. head c. fist
2. The Egyptians believed that the _____ of your heart determined your goodness.
a. strength b. health c. weight
3. Aristotle believed that the heart was in charge of motion, intelligence, and _____.
a. sensation b. emotions c. goodness
4. A heightened state of awareness is _____.
a. circulation b. mindfulness c. intuition
5. Avocados are good for the brain and heart because they contain a lot of _____.
a. cholesterol b. nutrients c. jalapeños

Extension*Use with Student Edition page 267.*

Read the heart-healthy recipe on Student Edition page 265. Think of another recipe that you like that uses healthy ingredients. Write it here and share it with the class.

REMEMBER Imperatives are used to give directions, “or instructions” orders, advice, or warnings. The implied subject is always *you*, but you do not say or write it. **Example:** Watch out! Imperatives are also used to make requests and invitations. Use the word *please* with those imperatives. The negative form is usually expressed by *don't*.

Circle the imperative verb or verbs in each pair of sentences.

1. Answer the telephone. It's been ringing for a long time.
2. Don't forget to water the plants. It's important!
3. It's snowing outside. Come in, please.
4. See a specialist about your leg. It looks as though it's broken.
5. You are too kind. Stop sending me presents.

Complete each sentence with a word from the box. After each sentence, write whether the imperative conveys *directions*, *advice*, *a warning*, *a request*, or *an invitation*.

come	take	stop	join	remember	open
------	------	------	------	----------	------

1. Open the door! Your mother will be angry. warning
2. Please _____ to our house for dinner. _____
3. _____ smoking! _____
4. _____ to put on mosquito protection. _____
5. _____ the next right at the stop light. _____
6. Please _____ me in singing “Happy Birthday!” _____

Grammar**Adverb Phrases and Clauses to Describe a Process**

Use with Student Edition page 269.

REMEMBER Adverb phrases and clauses can be used to show relationships between ideas and to describe steps in a process. An adverb clause of time is a dependent clause that must be used with an independent clause. An adverb phrase is a reduced form of an adverb clause, often without a verb.

Underline the adverb clause in each sentence and circle the time word.

1. He opened the package (as soon as) it arrived.
2. Once school is finished, my family's taking a vacation.
3. I'm going to clean up the apartment while you do the laundry.
4. After we finish, let's go get some pizza.
5. I have to stay in the library until I've finished studying.
6. Please don't open the presents before I get there.
7. When it's late at night, everything is dark and quiet.

Use your own words to add independent clauses to the dependent clauses.

1. When I'm on vacation, I like to go to bed late and sleep late.
2. Once I've graduated from high school, _____.
3. _____ before I go to bed.
4. _____ while I sit in the classroom.
5. _____ until the day I die.
6. After class ends, _____.

Writing**Write Instructions** *Use with Student Edition pages 270–271.*

Complete your own graphic organizer giving step-by-step instructions about how to do something.

1.
↓
2.
↓
3.
↓
4.
↓
5.

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer begin by explaining why making or doing this is important, useful, or interesting?
- ☐ Does the paragraph describe the steps needed to make or do something?
- ☐ Do sentences flow smoothly with sequence words that help the reader move from one step to the next?
- ☐ Are imperatives, adverb phrases, and adverb clauses used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Can we think with the heart?

Reading 4: “Ginger for the Heart”

Vocabulary

Literary Words Use with Student Edition page 273.

REMEMBER A **symbol** is anything that stands for or represents something else. **Characterization** is how an author develops a character. Authors use **figurative language** to help readers visualize and understand characters.

Label each phrase with what it represents.

Symbol	What does it stand for?
smiley face	1. happiness
flag at half mast	2.
thumbs up	3.
snail	4.

Read these excerpts from “Ginger for the Heart.” Write *characterization* or *figurative language* in the blank.

1. “... ivory skin ... hair hung long and silken ... shining like polished ebony ...” are all examples of _____.
2. “They sang songs while they worked, and their voices rose in wondrous harmonies” is an example of _____.

Vocabulary**Academic Words** *Use with Student Edition page 274.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Love is such an abstract idea in the English language that it is difficult to define, but it always describes a bond. The word *love* can be used to refer to the mutual affection between two people in a romantic relationship. It can also describe the feelings of a person devoted to family or friends. Love can have a more general meaning, as in a love of life or humanity. However love is defined, there is no denying its significance.

Write the letter of the correct definition next to each word.

- | | |
|-------------------------------|--|
| <u> b </u> 1. bond | a. importance or meaning of something |
| <u> </u> 2. devoted | b. something that connects two people or animals with a shared interest or emotion |
| <u> </u> 3. mutual | c. felt by two or more people toward one another |
| <u> </u> 4. significance | d. giving someone or something a lot of love, concern, or attention |

Use the Academic Words from the exercise above to complete the sentences.

1. Julio and Maria had a _____ interest in music, so they formed a band.
2. Scientist Jane Goodall developed a strong _____ with the gorillas that she studied and cared for.
3. The book has great _____ for me because it was a gift from her father.
4. The cat is _____ to her kittens and takes good care of them.

Complete the sentences with your own ideas.

1. I have a close bond with _____ my uncle _____.
2. Because of our mutual respect, my friends and I _____.
3. The person I am devoted to the most is _____.
4. A gift I once received had great significance to me because _____
_____.

Word Study**The /z/ Sound** Use with Student Edition page 275.

REMEMBER The /z/ sound can be spelled with the letters z, x, and s. The letter that most often stands for the /z/ sound is the letter s. The /z/ sound can come at the beginning or end of a syllable.

Examples: *zest, blizzard, xylophone, examine, boys, amuse, she's, because*

Say each word to yourself. Circle the word in each pair that contains the /z/ sound.

1. sad, zap
2. sip, unzip
3. hippos, hippopotamus
4. this, these
5. stream, streams
6. zealous, seal
7. hazy, haste
8. as, so
9. example, explain

Rewrite the sentences below by replacing the underlined words with a word from the box.

zombies	busy	houses	maze	exact	survives	zone	stories
---------	------	--------	------	-------	----------	------	---------

1. Many scary movies feature the walking dead.

_____ Many scary movies feature zombies.

2. The hero of this story doesn't die.

3. The construction area is dangerous.

4. My mother used to read me great tales at night.

5. These homes need repair.

6. It's easy to get lost in a labyrinth.

7. I am always working.

8. As a scientist, you have to be precise.

Use with Student Edition page 275.

REMEMBER Analyzing the cultural context (the beliefs, art, ideas of a particular group) of a story helps you understand it better.

Read the passage and answer the questions that follow.

Buddhism has many followers. It is one of the largest religions in the world. Narayan is a Buddhist. He lives in Tibet. He wants to study to become a monk. He wants to travel to India to visit the Dalai Lama. The Dalai Lama is one of a long line of Dalai Lamas that traces back to 1391. Ever since he was little, Narayan has known that “Dalai” means “Ocean” in Mongolian, while “Lama” is the Tibetan word for “guru,” or “spiritual teacher.”

1. What words or phrases in the passage above are new to you?

2. Look up the word *Tibet* in an encyclopedia or on the Internet. Where is Tibet?

3. Look up *Dalai Lama* in an encyclopedia or on the internet. Write one fact that you learned about the Dalai Lama.

4. Why do you think Narayan wants to visit the Dalai Lama?

5. How can analyzing the cultural context help you better understand this passage?

Comprehension*Use with Student Edition page 280.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Yenna and her mother work _____.
a. sewing b. in the gold fields c. cooking in a castle
2. Yenna gives the young man a ginger root _____.
a. because he is sick b. to remind him of her and her love c. to protect him
3. The young man returns after going away to _____.
a. find his parents b. clear his debt c. return to China
4. The flame Yenna lights in her window symbolizes _____.
a. her constant love for the young man b. how long she sews c. the color of the sun
5. When the ginger root does not burn in the fire, it means _____.
a. they will never die b. the young man will go away forever c. their love can endure anything

Response to Literature*Use with Student Edition page 281.*

Imagine that the young man did not come back for Yenna. What do you think would happen then? Write a new ending for the story.

REMEMBER Writers use the present perfect to talk about an action that started in the past and has consequences in the present. It is formed with *have/has* and the past participle. Writers use the past perfect to talk about an action that happened before another action in the past. It is formed with *had* and the past participle.

Complete the sentences with *have*, *has*, or *had*.

1. They have lived there since 2017.
2. How long _____ he worked for the company?
3. With everything he _____ learned in university, he was ready to face the world.
4. I feel like I _____ been doing the same thing for a long time.
5. It _____ been a long time since we've seen each other.
6. I _____ not realized that before we met.

Complete the sentences with *has*, *have*, or *had* and the past participle form of the verb in parentheses.

1. She got a job in advertising after she had graduated (graduate) from university.
2. He _____ (work) there forever.
3. I _____ (give) this to him, but he didn't want it.
4. We _____ (be) vacationing in France.
5. _____ you _____ (eat)?
6. I wish you told me that you _____ (not keep) it.

Grammar**Adjective Phrases (-ing, -ed)**

Use with Student Edition page 283.

REMEMBER Adjective clauses are dependent clauses that begin with a relative pronoun (such as *that*, *who*, *whom*, or *which*). An adjective phrase is a reduced form of an adjective clause. To make an adjective phrase from an adjective clause with the verb *be*, delete the relative pronoun along with the form of the *be* verb. To make an adjective phrase from an adjective clause with certain verbs other than *be*, delete the relative pronoun and add *-ing* to the base form of the verb.

Underline the adjective clause and circle the relative pronoun in each sentence.

1. The people who work in my office are all really nice.
2. I like houses that are painted with a lot of different colors.
3. Some wolves who are living in the woods killed a cow.
4. Several chairs that were purchased only last week are broken.
5. My brother who lives in Chicago has three kids.

Rewrite the sentences from Practice A using adjective phrases.

1. The people working in my office are really nice. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Writing**Write a Critical Analysis**

Use with Student Edition pages 284–285.

Complete your own chart for a critical analysis of a story or another piece of literature.

Ideas	Textual Evidence

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph include a sentence with the writer's general response to the story?
- ☐ Does the writer summarize the main events of the story?
- ☐ Does the writer explain his or her viewpoint of the story, supporting his or her ideas with textual evidence?
- ☐ Do sentences flow smoothly, helping the reader move from one idea to the next?
- ☐ Are adjective phrases used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop

Use with Student Edition pages 290–294.

Read the paragraph below carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

my school wanted to help our town. This time we wanted to do something speshul. We thought that about ten kids mite help, but sixty kids came to our meeting! we talked about what kinds of things we could do. Some kids wanted to recykle cans and bottils. Other kids wanted to clean the park. we decided to make a painting for the town hall. We were carefull not to spill paint. The painting was pretty. it was nice to see that peepil liked it sew much. We all painted our names on the bottom. I felt very proud.

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Learning Log

Use after completing Student Edition page 294.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
narrator soliloquy stage directions characterization figurative language symbol	bitterness defects eventful imitate sensation tangible	arteries cholesterol circulation nutrients organs sensations communicate contribute concept evaluate persistence function transformation source abandon struggle alternative bond circumstances devoted conflict mutual convince significance

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can . . .
Word Study	☐ recognize and spell words with the suffix <i>-ful</i> . ☐ recognize and use synonyms. ☐ recognize and spell related words. ☐ recognize and spell words with the /z/ sound.
Reading Strategies	☐ identify main idea and details. ☐ analyze text structure. ☐ monitor comprehension. ☐ analyze cultural context.
Grammar	☐ use possessive adjectives. ☐ use adjectives and adjectival phrases. ☐ use simple and compound sentences. ☐ use complex and compound-complex sentences. ☐ use imperatives. ☐ use adverb phrases and clauses to describe a process. ☐ use present and past perfect. ☐ use adjective phrases (<i>-ing</i> , <i>-ed</i>).
Writing	☐ write a critique. ☐ write a summary. ☐ write instructions. ☐ write a critical analysis. ☐ write an expository essay.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

The Amazing Heart

Make a fist with your hand. If you're a kid, that's about the size of your heart. If you're an adult, your heart is a bit larger. But don't let its relatively small size compared to some other organs fool you. Your heart is a powerhouse!

The average heart beats around 100,000 times each and every day. That's about 35 million times a year and 3 billion times in an average lifetime. The heart circulates about 5 liters of blood, depending on your size, all around your body about 3 times every minute. In one day that's more than 19 thousand kilometers of travel. It's hard to imagine any other machine as reliable as that.

And when you think about your heart, like when you put your hand over your heart to show love or respect, where do you put it? You probably put it over your left chest, right? In fact, your heart is more in the center of your chest, just slightly to the left.

An easy way to feel your heart pumping is to put a couple of fingers on the inside of your wrist or the side of your neck. That's how you can feel your heart's pulse. That's one of the first things doctors and nurses do to make sure your heart is working properly.

It's not often that we stop to think about the job our heart is doing for us. It's like breathing. It's very easy to take for granted this incredible pump inside our bodies that lets us run and jump, or more simply just live. So let's all stop for a moment and say, thank you heart!

- | | |
|---|---|
| 1 According to the text, what is true about the heart? | 2 What is a good way that we can monitor our own hearts? |
| A It manufactures 5 liters of blood every day. | A by putting your hand on your left chest |
| B It's by far the largest organ in the body. | B by feeling your pulse in your wrist |
| C It's just slightly to the right of the center in your chest. | C by stopping and saying thank you |
| D It can continue to beat for billions of times. | D by making a fist |

Test 2

DIRECTIONS

Read this selection. Then answer the questions that follow it.

The Gossip

“What do you mean, you’re done?” Brian said accusingly.

Ed glared at his old friend, trying not to lose his temper. He had had just about enough of Brian’s gossip and judgmental comments about pretty much everyone they knew. Of course, this was nothing new. Brian had always been a gossip and a bit of a backbiter, and Ed would often gleefully join in. But Ed had reached his breaking point, once again.

“Like I said, Brian, I’m done talking negatively about other people. What is it my mother always says? ‘If you don’t have anything nice to say, don’t say anything at all.’ I don’t like talking behind people’s backs, and I don’t want to waste my time and energy on negative stuff. Sometimes you’re like a snake.”

Brian was a bit flustered by his friend’s words, but couldn’t keep himself from responding. “Well. I’m only speaking the truth and...”

“Your truth! Maybe it’s not my truth, and maybe it’s not everybody else’s truth. Can’t we just hang out and have some fun?”

Brian knew it was time to let things rest for a while. He could hear the anger in his friend’s voice. This was not the first time that Ed would try to take the high road, and it wouldn’t be the last. “OK, well, I think I’m going to get a few things done,” Brian said nonchalantly. “Maybe I’ll see you later.”

“Mmm. Yeah, OK,” Ed mumbled. “See you later.”

“OK, bye!” Brian said cheerily.

As Brian exited Ed’s apartment, he pulled his phone out of his pocket and started scrolling through his contacts. “I’ll call Lisa,” he thought to himself.

1 How would you describe the tone of the conversation?

- A** sympathetic
- B** argumentative
- C** tragic
- D** forgiving

2 How likely is it that Brian learned a lesson from the conversation?

- A** very unlikely
- B** likely
- C** very likely
- D** impossible to say

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 296–297.



Interpretation

Look at *Love Poem—Poem by Michael Hannon* by William T. Wiley on page 298. Why do you think Wiley placed the sailboat where he did? Where would you place it? Why?

Compare & Contrast

Look at *Hermia and Helena* by Washington Allston on page 299 and *Love Poem—Poem by Michael Hannon* by William T. Wiley again. Write down four similarities you see in the two works of art.

Similarities

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

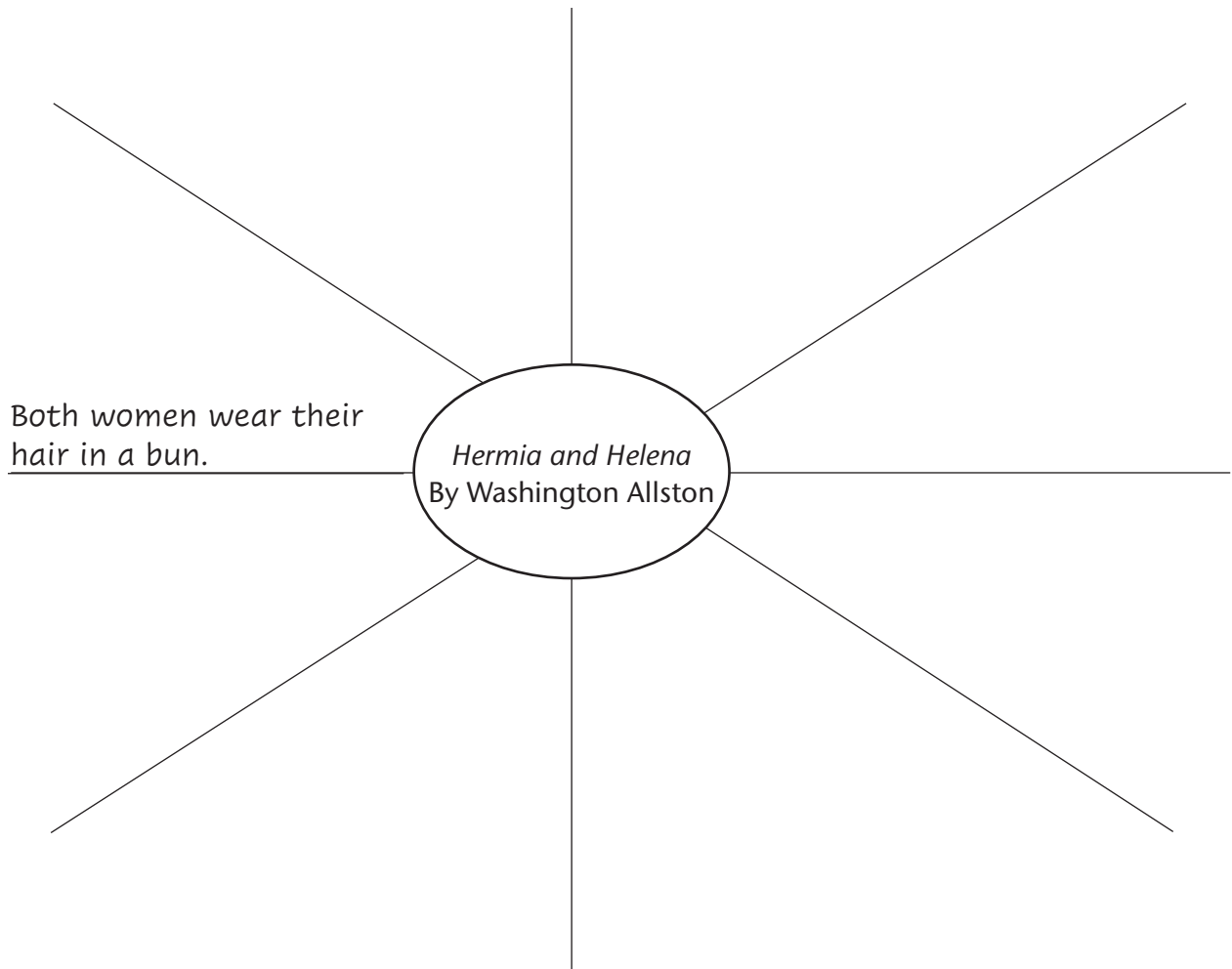
Write down four differences you see in the two works of art.

Differences

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

Learning to Look

Look at *Hermia and Helena* by Washington Allston again. Use the painting to complete the web diagram below. For each “string” coming from the center list one observation about the artwork. State facts, not opinions.



Media Literacy

Now that you have read about matters of the heart, go to your Digital Resources for links to the Smithsonian website. Follow the online instructions to compare the artwork in your student book with other media that convey similar messages. Which messages are conveyed more directly through visual media? Which ideas are conveyed more effectively through print or audio?

What can we learn from times of war?

Reading 1: "World War I"

Vocabulary

Key Words Use with Student Edition page 301.

Write each Key Word in the box next to its definition.

alliance	armistice	assassination	civilians	surrendered	trenches
----------	-----------	---------------	-----------	-------------	----------

1. armistice: an agreement to stop fighting, usually for a specific period of time
2. _____: long narrow holes dug along the ground
3. _____: the murder of an important person
4. _____: a close agreement or connection between people, countries, etc.
5. _____: those who are not members of the military or the police
6. _____: an agreement to stop fighting

Use the Key Words in the box at the top of the page to complete the sentences.

1. Do you think the _____ will last and there will be peace?
2. The thieves _____ to the police because they knew they were caught.
3. The _____ are muddy because the holes have filled with rain.
4. The king's _____ resulted in his son taking the throne.
5. An _____ joined together six countries.
6. During the war, many _____ in Europe were out of work and struggled to find food.

Vocabulary**Academic Words** *Use with Student Edition page 302.*

Read the paragraph below. Pay attention to the underlined Academic Words.

When World War II began, the United States was neutral. Because of the tension that developed between Japan and the United States, Japan attacked Hawaii and America entered the war. America put much of its resources into fighting the war. A very effective vehicle for getting ordinary Americans to financially support the war was the purchasing of war bonds, or government debt. American technology developed rapidly. Improvements were made to tanks, and advances were also made in aircraft and warships.

Write the Academic Words from the paragraph above next to their correct definition.

1. resources: all the money, property, skills, and other goods that are available for use
2. _____: writing, a piece of art, or an event used to transmit or express ideas
3. _____: not supporting either side in an argument, competition, or war
4. _____: the combination of all the latest knowledge, equipment, and methods used in scientific or industrial work
5. _____: the emotionally charged relationship between people or groups of people

Use the Academic Words from the exercise above to complete the sentences.

1. The _____ between the two friends made everyone feel stressed.
2. The country had many _____, such as wood, diamonds, and gold.
3. Propaganda, or information meant to mislead, is a _____ that is often used in times of war.
4. In World War I, the fighter plane was an example of new _____.

Complete the sentences with your own ideas.

1. I think a good vehicle for spreading peace is enemies understanding each other better.
2. When friends fight, I remain neutral because _____.
3. One thing that causes tension in my life is _____.

Word Study**Roots** Use with Student Edition page 303.

REMEMBER Many English words contain Greek or Latin roots, or word parts. Knowing the meanings of common roots can help you figure out the meanings of unfamiliar words. For example, the English word *belligerent* contains the Latin root *bellum*, which means “war.” A belligerent person is someone who is aggressive or warlike.

Look at the chart below. Notice the relationships between the roots, their meanings, and the English words that contain them. Then add a word from the box to the correct row on the chart.

tendon	civilization	telescope	marine	
centipede	portable	facsimile	technique	captain

Root	Meaning	Origin	English word
capit	head	Latin	capital 1. <u>captain</u>
cent	one hundred	Latin	cent 2. _____
civ	citizen	Latin	civil 3. _____
fac	do, make	Latin	factor 4. _____
mar	sea	Latin	marina 5. _____
port	carry	Latin	import 6. _____
scope	see, watch	Greek	stethoscope 7. _____
techn	art, skill	Greek	hi-tech 8. _____
tens	stretch, strain	Latin	tense 9. _____

Reading Strategy Identify Cause And Effect

Use with Student Edition page 303.

REMEMBER Identifying cause and effect can help you to understand a story's structure. The cause is why something happens in a story. The effect is what happens. Look for the words *so* and *because* to help you find cause and effect.

Read each paragraph. Underline the words that help you identify cause and effect.

1. The invention of air conditioners has greatly affected where people live. Cities like Phoenix, Atlanta, Dallas, and Houston grew because air conditioning made it possible to survive there during hot months. Today, many people can live in these places comfortably.
2. Maria went to a ranch to ride a horse. She had never been on a horse before, so the trainer led the horse.

Read each paragraph and find the cause and effect. Write them on the lines.

1. Oranges grow best during warm sunny days. Because the weather has been so cold this winter, the orange crop is damaged.

Cause: _____

Effect: _____

2. In the summer of 1993, huge amounts of rain fell on the Midwest. At times, as much as one inch of rain fell every six minutes. The rainstorms were caused by a warm current of water called El Niño.

Cause: _____

Effect: _____

3. How does the skill of identifying cause and effect help you to understand what you read?

Comprehension*Use with Student Edition page 310.*

Circle the letter of the correct answer.

1. The word that best describes the feeling between the countries in Europe around 1900 is _____.

a. friendly

b. tense

c. neutral

2. The two countries in Europe that had an alliance with Britain were _____.

a. Japan and China

b. Italy and Germany

c. France and Russia

3. Archduke Ferdinand was assassinated because _____.

a. he declared war
on Serbia

b. the Serbians were angry
that Austria-Hungary
controlled Bosnia
and Herzegovina

c. because he was king
of Austria-Hungary

4. One way new technology affected the fighting of World War I was that _____.

a. inventors were given
more money to
make new machines
for warfare

b. new medicines were given
on the battlefield

c. weapons became
deadlier

5. The United States entered World War I mainly because _____.

a. the Germans sank
United States ships

b. everyone in the United
States supported
going to war

c. the Japanese attacked
Pearl Harbor

Extension*Use with Student Edition page 311.*

Imagine you were living in the United States during the beginning of World War I. What do you suppose life would be like? How would you feel about the United States entering World War I? Write your response below.

REMEMBER An appositive is a noun or noun phrase. It describes the noun that immediately precedes it.

Example: The boy *who lives next door* mowed the grass between our lawns.

A restrictive appositive contains information that is crucial to the sense of the sentence.

Example: The house *which I bought* just burst into flames.

A nonrestrictive appositive contains information that can be omitted without affecting the sense of the sentence. Use commas only with nonrestrictive appositives.

Example: My only brother, *Jim*, is always teasing me.

Circle the appositive in each sentence below. On the line, write *R* if it is a restrictive appositive and *NR* if it is nonrestrictive.

1. The assassination of Archduke Franz Ferdinand, (heir to the throne of Austria-Hungary), started World War I. NR
2. World War I, the first modern war, began in 1914. _____
3. Led by Woodrow Wilson, the U.S. president, the United States joined the war in 1917. _____
4. The United States had no choice but to declare war, because Germany had sunk some U.S. ships. _____

Combine each set of sentences below by using an appositive.

1. Archduke Franz Ferdinand was shot in Sarajevo. Sarajevo is the capital of Serbia.
Archduke Franz Ferdinand was shot in Sarajevo, the capital of Serbia.
2. The assassin was a Bosnian student. He was supported by Serbian terrorists.

3. Austria-Hungary declared war on Serbia. Austria-Hungary was the country Archduke Franz Ferdinand was to lead.

Grammar**Prepositions of Time: *in, on, at, by, before, and until***

Use with Student Edition page 313.

REMEMBER The prepositions *in, on,* and *at* can be used to show a point in time. The prepositions *by, before,* and *until* have similar meanings. A preposition is followed by a noun or noun phrase to make up a prepositional phrase.

Complete the sentence with *in, on, at, by, before* or *until*.

1. I'll be ready by the time you get here.
2. My best friend is coming to visit _____ Saturday!
3. I always try to do my homework _____ I go to bed.
4. I was late and all the food was gone _____ the time I arrived.
5. I was born _____ May.
6. I'm free _____ 1 o'clock, and then I have class.
7. The movie starts _____ 7:30.
8. It's important to think _____ you act.
9. She's staying with us _____ next Tuesday, and then she's going home.
10. My family always takes a vacation _____ the summer.
11. My cat likes to go outside _____ night.
12. The meeting is _____ September 12th.

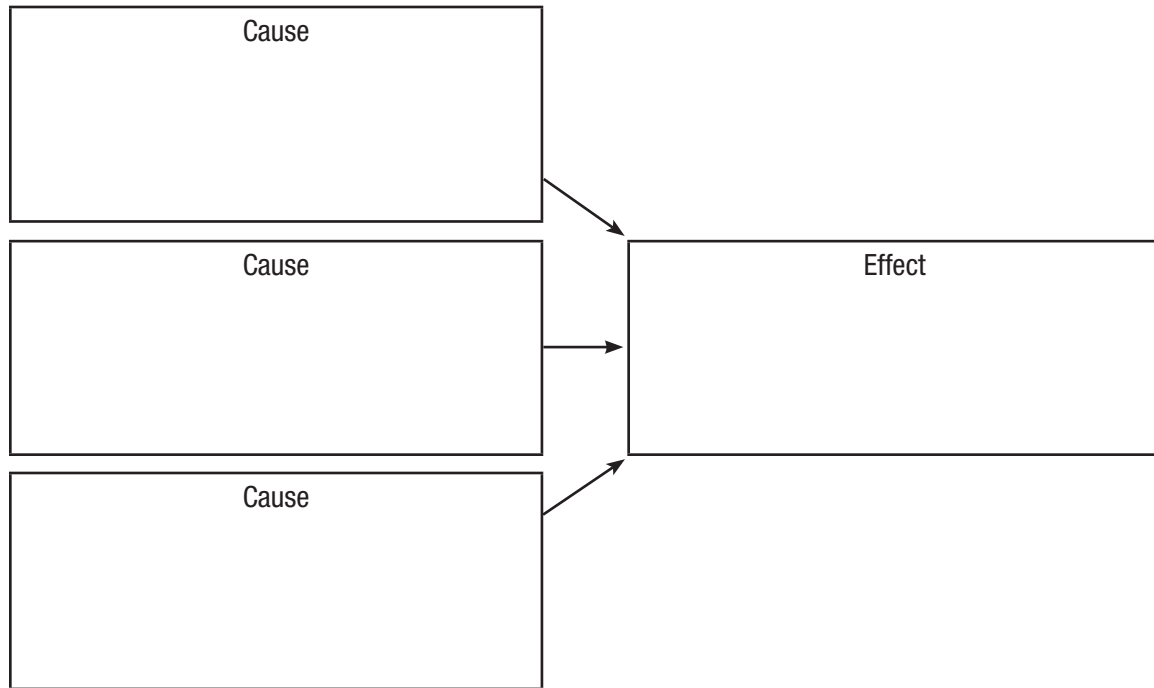
Use your own words to complete the sentences.

1. Nobody in my country works on _____ that holiday _____.
2. I love to _____ in my free time.
3. I hope to _____ by the time I'm 21.
4. I'm allowed to stay out at night until _____.

Writing**Write a Cause and Effect Paragraph**

Use with Student Edition pages 314–315.

Complete your own graphic organizer about a problem in your community, a conflict between social groups at your school, or a problem you learned about in social studies.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph explain the problem or conflict?
- ☐ Does the writer identify three causes clearly?
- ☐ Do the sentences flow smoothly, helping the reader to move from one cause to the next?
- ☐ Are prepositions of time and appositives used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
5**What can we learn from times of war?****Reading 2:** “In Flanders Fields” / “Anthem for Doomed Youth” / “Three Wonderful Letters from Home” / “Letter Home”**Vocabulary****Literary Words** Use with Student Edition page 317.**REMEMBER** Writers use **figurative language** to help readers visualize.**Example:** The birds’ song was a *symphony* that started the girl’s day.**Personification** gives human qualities to nonhuman things.**Example:** The wind *whistled* through the trees.An **extended metaphor** continues a comparison throughout. For example, a poem might compare a rose to a newborn baby.

Each sentence below uses figurative language. Each sentence below uses figurative language. Put a checkmark (✓) next to the sentences that show personification.

1. The table groaned with the weight of the books. _____✓_____
2. The clouds looked like fluffy balls of cotton. _____
3. The yellow tulips danced in the wind. _____
4. Like rubies, the little tomatoes glittered in the rain. _____

Read the poem “Two Sunflowers,” and answer the questions that follow.

Two Sunflowers

“Ah, William, we are weary of clouds,”
said the sunflowers, shining like lamps.
“Give us a room with a view!” they begged.

The sunflowers sat in the window.
Like princes on a throne
And they lived happily the whole season long!

1. Underline one example of figurative language.
2. Circle the phrases that are examples of personification.
3. What is the extended metaphor in this poem? _____

Vocabulary**Academic Words** *Use with Student Edition page 318.*

Read the paragraph below. Pay attention to the underlined Academic Words.

In this unit you'll read two poems about the impact of war and the death of soldiers. In order to appreciate these poems, you'll need to know about World War I. Understanding the context in which the poems were written will help you better understand them. Though the poems are similar in some ways, they create different views of war and dying.

Write the letter of the correct definition next to each word.

- | | |
|--------------------------|--|
| <u> c </u> 1. context | a. make |
| <u> </u> 2. create | b. almost the same |
| <u> </u> 3. impact | c. situation and conditions which surround something |
| <u> </u> 4. similar | d. the effect that an event or situation has on someone or something |

Use the Academic Words from the exercise above to complete the sentences.

1. An accident can _____ a bad situation during rush hour.
2. The brother and sister are _____ but not exactly alike.
3. The lack of rain had a bad _____ on the crops.
4. Knowing the _____ of a novel will help the students understand it better.

Complete the sentences with your own ideas.

1. My aunt is similar to _____ my mother because they are sisters _____.
2. Understanding the context of a story I am reading helps me _____.
3. With art materials, I like to create _____.
4. Whether or not I am getting along with my friends has a big impact on _____.

Word Study**Homophones** Use with Student Edition page 319.

REMEMBER A homophone is a word that sounds the same as another word but has a different meaning and spelling. For example, *knew* and *new* are homophones. *Knew* is a verb that means “understood”; *new* is an adjective that means “original or fresh.”

Write your own definitions for each pair of homophones in the chart. Then check your definitions in a dictionary.

Homophones	Definitions
1. cells, sells	the smallest living things; to exchange for money
2. piece, peace	
3. your, you're	
4. waste, waist	
5. whole, hole	
6. course, coarse	

Write definitions for each pair of homophones. Then use both words in sentences. You can write a sentence for each word or use both words in one sentence.

- deer, dear a large, wild animal; much loved
My dear mother admires deer.
- board, bored _____

- bare, bear _____

- complement, compliment _____

- days, daze _____

- sight, site _____

Use with Student Edition page 319.

REMEMBER Recognizing the historical context of a work of literature can make it more meaningful and easier to understand. To analyze historical context, pay attention to the events and the figurative language used to describe them in the work. Where and when did they take place? What was happening in the world at the time? Think about how the historical context relates to the story you are reading.

Read the passage. Then answer the questions.

The streets of London were damp and muddy from the rain. The countess of Shropshire was helped out of her carriage by a footman. Servants carried her luggage into the Savoy Hotel while men unhitched the horses from the carriage and led the horses into the stable. Inside the hotel, a thirteen-year-old girl tended to the fire. She was a new scullery maid and when she saw the countess, her jaw dropped. The girl had never been to school and could not read. She had no idea that such fancy people as the countess even existed.

1. What is your best guess as to when and where the passage is set?

2. Underline clues in the passage that helped you to understand when and where the story is set.
3. Why do you think the thirteen-year-old girl had never been to school?

4. How does the period in which the story is set help to explain why a thirteen-year-old girl hadn't attended school?

5. How can the skill of analyzing historical context help you to understand what you read?

Comprehension*Use with Student Edition page 324.*

Circle the letter of the correct answer.

1. The speakers in the poem “In Flanders Fields” are _____.
a. the dead soldiers b. the poppies c. the grass in the field
2. In the poem “In Flanders Fields,” the speakers throw _____.
a. a flower b. a torch c. a ball
3. In “Anthem for Doomed Youth,” the soldiers are compared to _____.
a. guns b. singers c. cattle
4. The “Three Wonderful Letters from Home” came from the soldier’s _____.
a. mother, wife, and baby b. boss, friend, and mom c. grandpa, father, and son
5. In “Letter Home,” the soldier’s attitude is _____.
a. very scared b. accepting c. sad

Response to Literature*Use with Student Edition page 325.*

Imagine that you are the soldier described in one of these poems. You are far away, fighting a war. What do you think the greatest challenge of being at war would be? Write a paragraph in which you explain your ideas.

REMEMBER The terms *but*, *yet*, *however*, and *on the contrary* introduce contrast. *But* and *yet* are coordinating conjunctions.

Example: I like jogging, *but* only in the morning.

However and *on the contrary* are used in transitions to show contrast.

Example: My dad thinks I like playing softball; *on the contrary*, I prefer soccer.

To compare things, use coordinating conjunctions *and*; *both . . . and*; and *. . . both*

Example: I studied *both* physics *and* chemistry in high school.

Complete each sentence. Choose between the words of opposition in parentheses.

1. (but/both as/on the contrary) People had hoped that World War I was the war to end all wars, _____ *but* _____ World War II started faster than anyone could imagine.
2. (But/However/On the contrary) _____ the soldiers went to the front willing to fight, actual warfare in the trenches made many of them fear death.
3. (but/and/on the contrary) They all hoped to survive the war, _____ many of them would die at the front.

Finish each sentence using the word or phrase in parentheses. Make sure you use correct punctuation.

1. (on the contrary) Receiving a letter from the front did not mean the soldier was still alive; on the contrary, many letters arrived home after the soldier's death at the front.
2. (both . . . and) John McCrae was _____ a medical officer _____ a poet.
3. (however) Wilfred Owen joined the French Army voluntarily; _____
4. (but) Frank Earley's letters home were usually full of cheer, _____
5. (on the contrary) Despite the thoughtful tone, Frank Earley was not depressed; _____

Grammar**Pronouns and Antecedents**

Use with Student Edition page 327.

REMEMBER An antecedent is the word, phrase, or clause that a pronoun refers to. All pronouns must agree in number (singular or plural) and gender (masculine, feminine, or neutral) with their antecedents.

Underline the pronoun(s) and possessive adjective(s) and circle their antecedent.

1. The team won its first game.
2. The boys say that the ball is theirs.
3. Karen is really smart, and she speaks three languages.
4. My brother never lets anyone drive his car.
5. She called the taxi to pick her up.
6. He told the employees to bring any problems to him.
7. We don't know where our cat is.
8. The students are taking a test, and they can't be disturbed.
9. I'm sorry, but you keep yours and I'll keep mine.
10. I really wish people wouldn't insult me.

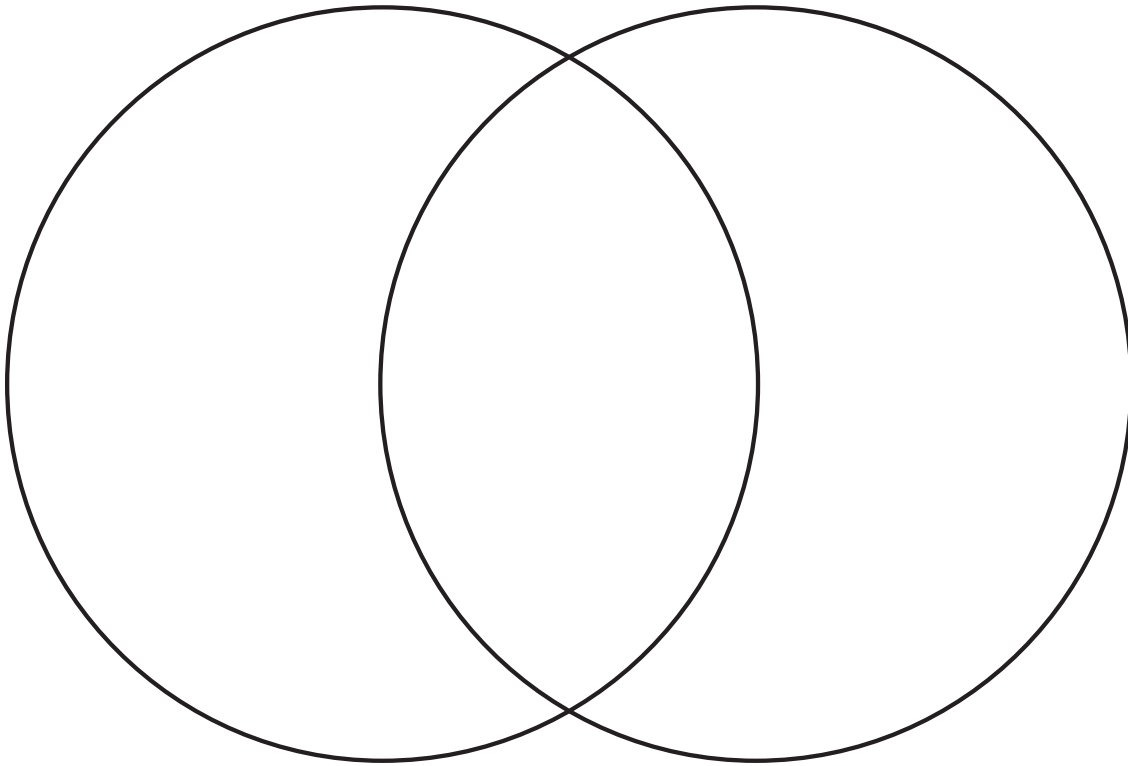
Use your own words to complete the sentences.

1. The students disappointed the teacher with their grades.
2. If you bring yours, _____ mine.
3. Todd doesn't have a lot of money, but he _____.
4. I asked her to _____ me.
5. She's not happy with her _____.
6. The cat is sleeping in its _____.

Writing**Write to Compare and Contrast**

Use with Student Edition pages 328–329.

Complete your own Venn diagram that compares and contrasts two things that are important to you, such as books, movies, sports, or foods.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer organize the similarities in one paragraph and the differences in a second paragraph?
- ☐ Does the writer clearly identify similarities and differences between the two things?
- ☐ Do the sentences flow smoothly, helping the reader to move from one cause to the next?
- ☐ Are contrast and opposition signals used appropriately?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?



What can we learn from times of war?

Reading 3: "In the Name of His Father"

Vocabulary

Key Words Use with Student Edition page 331.

Write each word in the box next to its definition.

consulate	diplomat	heroism	honor	lecture	refugees
-----------	----------	---------	-------	---------	----------

- _____ refugees _____: people who have been forced to leave their country, especially during a war
- _____: the official building where a foreign official lives and works
- _____: do something to show publicly that someone is respected and admired
- _____: very great courage
- _____: a long talk to a group of people about a particular subject
- _____: someone who officially represents his/her government in a foreign country

Use the words in the box at the top of the page to complete the sentences.

- They heard a _____ about World War I.
- Katie wants to be a _____ and represent the United States in a foreign country.
- The soldier's _____ in battle showed her great bravery.
- The _____ came across the border to escape the war.
- We _____ heroes with awards and parades.
- Mia visited the _____ to renew her passport.

Vocabulary**Academic Words** *Use with Student Edition page 332.*

Read the paragraph below. Pay attention to the underlined Academic Words.

American movies about World War II often show the exploits of brave soldiers. There were certainly many brave American men who fought with integrity during the war. Sympathetic to the suffering in Europe and Asia, many gave their lives in the war. Indeed, World War II was a very tragic war. Though there is not an official document from the time that kept careful count of those who died, historians estimate that worldwide between fifty and seventy million people died because of the war.

Write the Academic Words from the exercise above next to their correct definitions.

1. document: a piece of paper that has official information written on it
2. _____: the quality of being honest and having high moral principles
3. _____: guess the value, size, number, etc., of something
4. _____: showing that you understand how sad, hurt, lonely, etc. someone feels
5. _____: brave and exciting actions

Use the Academic Words from the paragraph above to complete the sentences.

1. A birth certificate is an important official _____.
2. The nurse was _____ to her patient's feelings.
3. We _____ that about 100 people will need shelter from the storm.
4. My uncle told the class about his amazing _____ during the war.
5. Taz has a reputation for _____ and everyone who knows him trusts him completely.

Complete the sentences with your own ideas.

1. When my father has a special document, he puts it in the safe.
2. I estimate that the amount of time I spend doing homework is _____.
3. I respect people with integrity because _____.

Word Study**The Suffix -ness** Use with Student Edition page 333.

REMEMBER A suffix is a letter or group of letters added to the end of a word. A suffix often changes the word's meaning and part of speech. The suffix *-ness* describes a state, condition or quality. When you add *-ness* to an adjective, you form a noun. **Example:** *tender/tenderness*. If a word has two or more syllables and ends in *y*, change the *y* into an *i* before adding the suffix *-ness*. **Example:** *crazy/craziness*

Complete the chart by adding either the missing adjective or noun.

Adjective	+ ness = Noun
1. ready	readiness
2. dark	
3. useless	
4.	foolishness
5. sad	
6.	hopelessness
7.	friendliness
8.	bitterness

Add the suffix *-ness* to the adjectives in parentheses. Then write sentences with the new nouns.

- (short) _____ Stop exercising if you experience shortness of breath.
- (gentle) _____
- (soft) _____
- (bright) _____
- (smooth) _____
- (fit) _____
- (kind) _____
- (cleanly) _____
- (careless) _____

Use with Student Edition page 333.

REMEMBER When you draw conclusions, you better understand a text by putting clues together.

Read each selection and circle the most logical conclusion.

1. Leslie opened the windows wide. Then she put on the fan and made some lemonade. She drank the lemonade with a lot of ice.
 - a. It is summer and very hot.
 - b. Leslie is an excellent cook.
2. Raul and Chin-Rae were fishing. Raul felt the tug of a huge fish on his line. The tug was very strong. The fish seemed to be very big. Chin-Rae stood up to pull the fish in. Then Raul saw Chin-Rae in the water.
 - a. Chin-Rae has never fished before.
 - b. The fish pulled Chin-Rae into the water.

Read each paragraph and draw a conclusion.

1. Marco was painting his house yellow. At noon, Marco left the opened paint cans on the lawn. He went to eat lunch. He came out an hour later. He saw paint all over the lawn. The puppy was covered in yellow paint.

What conclusion can you draw?

2. Dorrie put a soup bone on a dish. She put the dish on the counter. Her dog was sleeping next to the television. Dorrie took out the garbage. When she came back, the dog and the bone were gone.

What conclusion can you draw?

3. How can the skill of drawing conclusions help you to better understand what you read?

Comprehension*Use with Student Edition page 338.*

Circle the letter of the correct answer.

1. Chiune Sugihara is famous for _____.
a. being a brave soldier b. ruling Japan c. helping save Jews from the Nazis
2. The Israeli government has also honored _____.
a. President Roosevelt b. Oskar Schindler c. Charles Lindbergh
3. Chiune Sugihara's actions were brave because _____.
a. he put many people's needs before his own b. he fought in the army c. he saved his family
4. How did his own country treat Chiune Sugihara after World War II?
a. honored him b. put him in jail c. took his job away
5. Chiune Sugihara comes from people who believe in _____.
a. the power of money b. the importance of honor c. putting themselves first

Extension*Use with Student Edition page 339.*

The chart lists five people linked to World War II. In the second column, list one fact about each person.

Person	Fact
Chiune Sugihara	
Oskar Schindler	
Raoul Wallenberg	
President Roosevelt	
Charles Lindbergh	

REMEMBER The passive form focuses on the person or thing receiving the action. The *by-* phrase identifies the performer of the action. The *by-* phrase may be omitted if the performer is unknown or not important. The passive can be used with different verb forms.

simple present	<i>is/are + past participle</i>	simple past	<i>was/were + past participle</i>
present continuous	<i>is/are + being + past participle</i>	past perfect	<i>had + been + past participle</i>
present perfect	<i>have/has + been + past participle</i>	future	<i>will be + past participle</i>

Complete the sentence with the correct passive form of the verb in parentheses. Refer to the chart above for help.

- All the new phones had been sold (sell) before we arrived at the store.
- The tests _____ (grade) by the teacher tomorrow.
- Right now, as we speak, the game _____ (play) in the stadium.
- Every day the restaurant's bread _____ (make) fresh.
- When I was a kid, I _____ (give) an allowance of \$10/week.
- The Chinese language _____ (speak) for thousands of years.

Rewrite the active sentences below as passive sentences. Use a *by-* phrase if needed.

- By the time we arrived, a neighbor had called the police.
By the time we arrived, the police had been called by a neighbor.
- Many countries fought the war. _____
- Workers will finish the building next month. _____
- Almost everyone has seen the movie. _____
- People download movies every day. _____
- A mechanic is repairing my car today. _____

Grammar**Using Quotations** *Use with Student Edition page 341.*

REMEMBER Writers use quotation marks to include another person's exact words in a text. In addition, quotation marks can be used to set off special terms from the rest of the text.

Identify the sentences that correctly (✓) and incorrectly (X) use quotation marks.

1. X "I'm too tired to go" he said finally.
2. _____ "No, that's not possible," she answered very quickly.
3. _____ It embarrasses me when my mother calls me "sweetheart" in front of my friends.
4. _____ Yes, "that's correct," the teacher responded.
5. _____ I'm going to drive downtown, "my father said."
6. _____ "I'm an English student," I answered.
7. _____ "The test will begin in 5 minutes" the teacher announced.
8. _____ Bob described the building to his friend. "It looked like it was in the clouds."

Add quotation marks, commas, and periods to the text below.

"This pizza is really delicious," she said. Yeah it's not bad he answered He didn't agree with her but he didn't want to be rude I don't come here very often but I should she continued I hope I never have to eat this terrible salty pizza again he thought to himself I'm going to get another slice she announced I'm really full he said quickly.

Writing**Write a News Article** *Use with Student Edition pages 342–343.*

Complete your own 5Ws chart for a news article about a class trip, visit to a museum, or an issue.

Who	
What	
When	
Where	
Why	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the article give the reader information in a quick and interesting way?
- ☐ Does the first sentence include information about the 5Ws?
- ☐ Do the sentences flow smoothly, helping the reader to move from one cause to the next?
- ☐ Is the passive used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?



What can we learn from times of war?

Reading 4: “Sonnet to My Brother, a Soldier” “He Died at His Post”

Vocabulary

Literary Words Use with Student Edition page 345.

REMEMBER There are many different types of poems. A **sonnet** has fourteen lines. A **ballad** is a poem that tells a story in rhyme.
Two devices used in poetry are symbols and imagery. A **symbol** is something that stands for something else. Example: An owl is a symbol for intelligence. **Imagery** is any description that appeals to the senses.

imagery	sonnet	symbol	ballad
---------	--------	--------	--------

Write each word in the box next to its definition.

1. ballad: a poem that tells stories in rhyme
2. _____: anything that stands for or represents something else
3. _____: a fourteen-line poem
4. _____: descriptions that appeal to the five senses

Use the words in the box at the top of the page to complete the sentences.

1. The # is a symbol for “number.”
2. “He Died at His Post” is an example of a _____.
3. A poet is using _____ when he or she appeals to our senses.
4. A _____ has a specific number of lines.
5. Giving someone a rose is a _____ of affection.
6. A _____ is sometimes set to music.
7. “The rain tasted cool and sweet” is an example of _____.
8. Authors and poets might use a _____ to create an added level of meaning.

Vocabulary**Academic Words** *Use with Student Edition page 346.*

Read the paragraph below. Pay attention to the underlined Academic Words.

It's a universal truth that human beings tend to bond to one another in times of disaster or other tragic circumstances. This might indicate that we are not all that different from one another after all.

Write the letter of the correct definition next to each word.

- | | |
|----------------------------|---|
| <u> a </u> 1. tragic | a. very sad and shocking |
| <u> </u> 2. bond | b. show that something is probably true |
| <u> </u> 3. universal | c. a shared feeling or interest that unites people or animals |
| <u> </u> 2. indicate | d. existing everywhere or affecting everyone |

Use the Academic Words from the exercise above to complete the sentences.

1. Some people have a very special _____ with their pets.
2. The sudden death of their father was _____ for the rest of the family.
3. Does your country have _____ health coverage?
4. The color of the water could _____ that it's not safe to drink.

Complete the sentences with your own ideas.

1. Her excellent grades _____ indicate _____ that she studies very hard.
2. One of the most tragic things that has happened in my country was _____.
3. I have a very special bond with _____.
4. I believe that _____ is universal.

Word Study**Spelling Long e** *Use with Student Edition page 347.*

REMEMBER The letter *e* stands for different sounds. Short *e* is usually spelled *e*. Long *e* has several different spellings: *ee*, *ea*, *e*, and *y*.

Think of some other words with the *ee*, *ea*, and *y* spellings. Practice saying the words aloud with a partner. Can you hear the long *e* sound?

<i>ee</i>	<i>ea</i>	<i>y</i>
<i>sheep</i>		

Work with a partner. Take turns pronouncing the words. Then determine if it has a short or long *e* sound.

Word	Long or short sound?	Word	Long or short sound?
1. me	long	6. jet	
2. ten		7. relax	
3. web		8. emit	
4. return		9. pencil	
5. evil		10. leg	

Use with Student Edition page 347.

REMEMBER Reading aloud can help you understand and appreciate a poem. Remember to notice rhymes, punctuation, and where to pause.

Work with a partner. Read aloud an excerpt from the poem “Tree-Tops” by Sir John Collings Squire. Make sure you know how to pronounce key words. Then answer the questions.

There beyond my window ledge,
Heaped against the sky, a hedge
Of huge and waving tree-tops stands
With multitudes of fluttering hands.

Wave they, beat they, to and fro,
Never stillness may they know,
Plunged by the wind and hurled and torn
Anguished, purposeless, forlorn.

1. What words at the end of the poem’s lines rhyme? Practice saying the words aloud.

2. How many stanzas of the poem are shown here? _____

3. Where should you pause when reading the poem aloud? List three places.

4. What is the poem about? What is the mood? _____

5. What do you think “hands” symbolizes? _____

Read the poem aloud again!

Comprehension

Use with Student Edition pages 350–351.

Circle the letter of the correct answer.

1. In “Sonnet to My Brother, a Soldier,” what words does the poet use to symbolize the closeness he had with his brother?
 - a. two peas
 - b. team of horses
 - c. country calls
2. What did the brothers discover when the horses ran away in “Sonnet to My Brother, a Soldier”?
 - a. They were being called to war.
 - b. They worked well together as a team.
 - c. They were not on the same side of the war.
3. What is tragic about the story in “Sonnet to My Brother, a Soldier”?
 - a. The brothers catch the horses.
 - b. The brothers have to leave the farm.
 - c. The brothers will go to war for different sides.
4. How many stanzas are there in the ballad “He Died at His Post”?
 - a. 1
 - b. 3
 - c. 5
5. In the fourth stanza of “He Died at His Post,” what rhymes with *met*?
 - a. forget
 - b. boast
 - c. lost

Response to Literature

Use with Student Edition page 351.

Work with a partner. Write a news article about a soldier leaving for war today, or a soldier who has died in battle. Find examples of news articles and obituary notices in newspapers or online. Write the titles of the articles below.

REMEMBER Add *-er* to adjectives or adverbs of one syllable to show how two things are different. Use *more* with adjectives of two or more syllables and adverbs ending in *-ly*. The comparative form is usually followed by the word *than*.

Another way to make comparisons is to use the structure *as . . . as*. Use *as* + adjective/adverb + *as* to show that two things are equal. Use *not . . . as* + adjective/adverb to show that two things are not equal.

Write sentences comparing the two things using the adjective or adverb given.

1. My brother / be / old / me. My brother is older than me.
2. The phone / be / expensive / the laptop! _____.
3. Elephants / be / much large / horses. _____.
4. He / eat / quickly / I / do. _____.
5. She / get up / early / he / do. _____.

Write sentences comparing the two things using the adjective or adverb given.

1. I / not be / as . . . as / old / my brother. I'm not as old as my brother.
2. He / run / as . . . as / fast / cheetah! _____.
3. I / not walk / as . . . as / slowly / my grandmother. _____.
4. This one / be / as . . . as / good / the other one. _____.
5. We not speak English / as . . . as / well / our teacher. _____.

Grammar**Inverted Word Order in Poems**

Use with Student Edition page 353.

REMEMBER In poems and songs, writers may invert the usual word order to emphasize part of a sentence, make the lines rhyme, or make the lines have the same meter.

Rewrite the inversions in usual word order.

1. Surprised, was I. _____ *I was surprised* _____.
2. Next week will come the news. _____.
3. An excellent choice made he. _____.
4. A sadness I sense in you. _____.
5. Forgotten the old ways have been. _____.

**Look again at the excerpt from the poem “Tree-Tops” by Sir John Collings Squire.
Rewrite the indicated text in usual word order.**

There beyond my window ledge,
Heaped against the sky, a hedge (1)
Of huge and waving tree-tops stands
With multitudes of fluttering hands.

Wave they, beat they, to and fro, (2)
Never stillness may they know, (3)
Plunged by the wind and hurled and torn
Anguished, purposeless, forlorn.

1. _____ *A hedge heaped against the sky.* _____
2. _____
3. _____

Writing**Write to Support a Position**

Use with *Student Edition* pages 354–355.

Create your own chart with a position and three reasons supporting it.

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer clearly provide a position about some aspect of war?
- ☐ Does the writer provide two or three reasons for his or her position?
- ☐ Do the sentences flow smoothly, helping the reader to move from one cause to the next?
- ☐ Are comparison structures used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop

Use with Student Edition pages 360–364.

Read the paragraph below carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

Today, a famous writer came to visit our class. I was glad to meet the writer because I think I want to be a writer when I grow up. The writer told us about the happiness she gets from her job. She writes stories, poems and articles. We liked her stories about pets and we asked questions about these. I thought stories would be easy to write but on the contrary the writer said they are very difficult. I showed her some of my stories. She read the ones about my family and said they were very good. Her kindness made me feel good, and I thanked her courteously. Maybe I will be a famous writer some day.

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Learning Log

Use after Student Edition page 364.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
extended metaphor figurative language personification sonnet ballad symbol imagery	alliance armistice assassination civilians surrendered trenches	consulate diplomat heroism honor lecture refugees
		neutral resources technology tension vehicle context create impact similar document estimate exploits integrity sympathetic bond indicate tragic universal

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can ...
Word Study	☐ recognize word roots. ☐ recognize and spell homophones. ☐ spell words with the suffix <i>-ness</i> . ☐ recognize and spell borrowed words. ☐ use etymology. ☐ use concept maps.
Reading Strategies	☐ identify cause and effect. ☐ recognize historical context. ☐ draw conclusions. ☐ ask questions.
Grammar	☐ use appositives. ☐ use prepositions of time. ☐ use words that show contrast and opposition. ☐ use pronouns and antecedents. ☐ use the passive voice. ☐ use comparison structures. ☐ use inverted word order.
Writing	☐ write a cause and effect paragraph. ☐ write a paragraph that compares and contrasts. ☐ write a news article. ☐ write a problem and solution paragraph. ☐ write an expository essay.

Test Preparation**Test 1**

Use with Student Edition page 365.

DIRECTIONS

Read the selection. Then answer the questions that follow it.

The Great War

World War I, or the First World War, was one of the largest and deadliest wars in history, lasting from July 1914 to November 1918. It involved many different countries and tens of millions of soldiers. More than 16 million soldiers and civilians died in the war itself. After the war ended, another 50 to 100 million people died in genocidal retaliation against groups of people and a horrific worldwide influenza, or flu, pandemic. The scale of the destruction and suffering led many people to call WWI, or the Great War, “the war to end all wars.”

Even after the war ended, the world would never be the same. There were revolutions and uprisings all over the world. The victorious powers—Britain, France, the United States, and Italy—imposed strict terms on the defeated countries. The Treaty of Versailles was signed in 1919 with Germany. It required Germany to pay huge sums of money for the damage caused by the war. Some historians believe the conditions placed on Germany were too harsh and would later have disastrous consequences.

In 1920, the League of Nations was formed as a way to try to prevent future conflicts between countries. U.S. President Woodrow Wilson was a strong supporter. The idea was to avoid war and solve conflicts through negotiation and diplomacy, in much the same way that the United Nations operates today. Unfortunately, as we all know, the League failed and the Second World War would begin two decades later.

- 1 Why did some call World War I “the war to end all wars”?
 - A the world’s militaries had been destroyed so another war was unlikely
 - B it was hard for people to imagine anything like this happening again
 - C the League of Nations made war between countries illegal
 - D new technologies made this kind of brutal war impossible
- 2 What might some people say was an indirect cause of World War II?
 - A The League of Nations
 - B The influenza pandemic
 - C President Woodrow Wilson
 - D The Treaty of Versailles

Test 2

Use with Student Edition page 365.

DIRECTIONS

Read the selection. Then answer the questions that follow it.

A Long Line of Veterans

(1) My ancestors were immigrants, like almost all other Americans. (2) However, unlike many of my friends' families, many of my ancestors were among the first Europeans to set foot on American soil. (3) In fact, this was not even America when they arrived—it was a new land being divided up by several European powers. (4) You see, one-third of my family came to America on the *Mayflower* and claimed Plymouth, Massachusetts, for the British Crown. (5) One-third of my family were part of the Native American tribes who were shocked to see Europeans land. (6) The final third of my family left vast Prussian estates behind to find a life in New York City in the 1800s. (5) Altogether, though, a member of my family has fought in every American war from the French and Indian War up through, and including, Vietnam.

(6) There is something special about having a veteran in the family. (7) There is something different in the way we see a former soldier. (8) It is as if their willingness to die for our freedom makes them a part of our lives in a way no other sacrifice can. (9) Any family from any country who has a veteran among them knows this strange and wonderful feeling. (10) Its the knowledge that somehow your entire lineage has made a difference to the world.

1 What should be done with the word *were* in sentence 1?

- A Make no change.
- B Delete it.
- C Change it to *being*.
- D Change it to *was*.

2 What should be done to sentence 10?

- A Make no change.
- B Change *Its* to *It's*.
- C Change *somehow* to *someday*.
- D Delete the sentence.

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 367–368.



Learning to Look

Look at *Save Freedom of Speech* by Norman Rockwell on page 406. Cover the right half of the painting with a blank sheet of paper. The standing man should be hidden. You should see the older man's face. Write down three observations about the older man. State facts, not opinions.

Older man

1. He is looking up.
2. _____
3. _____
4. _____

Cover the left part of *Save Freedom of Speech* with a blank piece of paper. You should be able to see the standing man. Write down three observations about the standing man. State facts, not opinions.

Standing man

5. _____
6. _____
7. _____

Interpretation

Look at *Save Freedom of Speech* by Norman Rockwell again. Write down how the details you observed for the "Learning to Look" exercise relates to the rest of the work of art.

Example: The standing speaker has the attention of those sitting.

5W&H

Look at *Diary: December 12, 1941* by Roger Shimomura on page 407. Imagine that you have found the diary on the table in the painting. You open it and read it. Read the following Who, Where, When, What, Why, and How questions. Answer them based on what the author of the diary might have written.

1. **Who** is this woman?

2. **Where** is she going?

3. **When** will she return home?

4. **What** will she bring with her?

5. **Why** is she leaving?

6. **How** will she stay in contact with her friends?

UNIT
6
What makes animals so amazing?
Reading 1: "The Talking Bird"
Vocabulary
Literary Words *Use with Student Edition page 371.*

REMEMBER An **archetype** is a type of character or a situation that appears often in literature.

Example: a wise old teacher

The **protagonist** is the hero of the story, the character who must overcome obstacles to achieve a goal.

Example: Dorothy, in *The Wizard of Oz*, is trying to get home.

The **antagonist** is the character who tries to prevent the protagonist from reaching the goal.

Example: The Wicked Witch, in *The Wizard of Oz*, is trying to stop Dorothy.

A **foil** is a character who is nearly opposite from another character. **Example:** A young, arrogant student could be a foil for a wise old teacher.

Read the list of foils. Write the correct archetype from the box next to the foil.

a loyal employee
a sweet and smart child

a young couple in love
a princess locked in a tower

Archetype	Foil
1.	a mean stepparent
2.	an old witch
3.	two sets of parents who don't want their children to get married
4.	a lazy, unappreciative master or boss

Read the list of protagonists. Match each protagonist to its possible antagonist.

Protagonist	Antagonist
1. He steals from the rich and gives to the poor.	a. a hungry wolf
2. She travels to planets far away and fights evil forces.	b. a rabbit stealing the carrots and lettuce
3. A young boy tries to plant a garden.	c. a greedy businessman
4. She is chased by a wolf while she is walking through the forest.	d. an evil character who wants to rule the universe

Vocabulary**Academic Words** *Use with Student Edition page 372.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Normally, I thrive at work. I love my job. But the person I replaced—she was promoted—is still very attached to her old job. One consequence of this is that she’s always telling me what to do. This is really inappropriate. Due to the complexity of the situation, I’m not really sure what I should do.

Write the Academic Words from the paragraph above next to their correct definitions.

1. consequence: something that happens as a result of a particular action
2. _____: strongly connected to someone or something
3. _____: the complicated nature of something
4. _____: to become very successful, strong, or healthy

Use the Academic Words from the paragraph above to complete the sentences.

1. Remarkably, cactuses are able to _____ in the desert.
2. It can take some time to understand baseball because of its _____.
3. After taking care of my friend’s pet hamster, I can’t help but feel _____ to it.
4. As a _____ of not doing his homework, Michael got detention.

Complete the sentences with your own ideas.

1. I have been surprised by the complexity of _____.
2. A consequence of not working hard is _____.
3. I think that in order to thrive, we need to _____.
4. When I was a child, I was attached to _____.

Word Study**Suffixes** Use with Student Edition page 373.

REMEMBER A suffix is a letter or group of letters added to the end of a word.

The suffix *-en* means *to become*. It can turn an adjective into a verb. **Example:** black/blacken

The suffix *-ful* means *having a quality*. It can turn a noun into an adjective. **Example:** sorrow/sorrowful

The suffix *-ward* means *in the direction of*. It can turn a noun or preposition into an adverb.

Example: west/westward

The suffix *-ance* means *the act of*. It can turn a verb into a noun. **Example:** deliver/deliverance

Circle the suffix, and write *V* if the word is a verb, *N* if it is a noun, *A* if it is an adjective, and *ADV* if it is an adverb.

1. _____ A _____ cheer^(ful)

5. _____ onward

2. _____ assistance

6. _____ useful

3. _____ sweeten

7. _____ westward

4. _____ helpful

8. _____ defiance

Create new nouns, verbs, adjectives, or adverbs by adding the correct ending. Then write a definition.

1. Turn the verb *defy* into a noun.

defiance: the act of defying

2. Turn the verb *perform* into a noun.

3. Turn the adjective *hard* into a verb.

4. Turn the noun *fright* into an adjective.

5. Turn the noun *hope* into an adjective.

6. Turn the adjective *wide* into a verb.

7. Turn the preposition *in* into an adverb.

8. Turn the noun *beauty* into an adjective.

9. Turn the adjective *light* into a verb.

Use with Student Edition page 373.

REMEMBER Connecting ideas in a text will help you to understand what an author is trying to convey.

Read the passage and answer the questions that follow.

Julia was getting dressed for her Sweet Sixteen party. Her friend Maria had come over early to help.

“Oh! I love your dress!” said Maria.

“Thanks. My mom took me shopping last week to find it. I think we went to every store in the mall. I was beginning to think I wouldn’t find anything!”

“I had the same problem with my Sweet Sixteen dress. You have to find something special. You only have one 16th birthday! And,” Maria added, “all our friends are coming.”

“Don’t make me nervous,” said Julia. “I could hardly sleep last night.”

“Oh, don’t worry. It’ll be great. I was nervous before my party. But then, when it starts, you don’t even think about it. You’ll be having so much fun!”

“I hope so,” said Julia. She looked at herself in the mirror. She loved her dress.

“Are you ready?” asked Maria.

“I think so. Let’s go!” said Julia.

1. What roles do the characters play in each other’s lives?

2. How are the birthday parties connected?

3. How are the character’s attitudes about the party the same?

4. What is the main point of the passage?

5. How can the strategy of connecting ideas help you when reading a story or text?

Comprehension*Use with Student Edition page 378.*

Choose the best answer for each item. Circle the letter of the correct answer.

1. The woman didn't mind the bird's constant talking because _____.
 - a. it said things she was afraid to say
 - b. she had become attached to it
 - c. it warned her of people approaching
2. Every time someone visited the old woman, the bird would _____ them.
 - a. insult
 - b. compliment
 - c. praise
3. In the city far away, the woman _____.
 - a. got lost
 - b. met her sister
 - c. was robbed
4. The rich man paid _____ for the talking bird.
 - a. nothing
 - b. three silver coins
 - c. five silver coins
5. The bird _____ the rich man.
 - a. tricked
 - b. attacked
 - c. kissed

Response to Literature*Use with Student Edition page 378.*

Imagine an alternative ending to the story and write it on the lines below.

Use with Student Edition page 380.

REMEMBER A clause contains both a subject and a verb. A phrase does not contain both a subject and a verb. Both adjective clauses and adjective phrases modify nouns. Omit the relative pronoun and the form of *be* to turn an adjective clause into an adjective phrase.

Examples: I transferred to the new school *that was* built outside of town. (adjective clause)

I transferred to the new school built outside of town. (adjective phrase)

Underline the adjective clause in each sentence below.

1. Parrots can learn to repeat the words and phrases that are said to them.
2. Other birds that are able to mimic sounds are songbirds and hummingbirds.
3. For many years, one scientist studied a parrot who was named Alex.
4. Alex, who was taught the names of objects, seemed to be intelligent.
5. Alex was an African gray, which is a parrot famous for copying human speech.
6. Was Alex demonstrating imitation, which is repetition based on understanding?

Rewrite each sentence. Replace the adjective clause with an adjective phrase.

1. There is a lot of information that is available on the internet.

_____ There is a lot of information available on the internet.

2. Irene Pepperberg, who is a parrot expert, had been working with Alex since 1977.

3. Pepperberg named the parrot Alex, which is short for *avian learning experiment*.

4. Alex was over 30, which is middle-aged for a parrot.

5. Alex could create new words that are based on words in his vocabulary.

6. Alex, who was a fussy eater, preferred raw almonds to roasted ones.

Grammar

Inverted Word Order in Prose

Use with Student Edition page 381.

REMEMBER As in poems and songs, writers of prose may invert the usual word order for special effect or to emphasize certain things.

Rewrite the sentences in regular word order.

1. In a lake, they swam for hours. _____ They swam for hours in a lake.
2. No animals were there in the forest. _____
3. "Over here!" yelled the man. _____
4. Never will I see her again. _____
5. Found it, you have. _____
6. Up the mountain sits a great castle. _____

Rewrite the sentences in inverted word order.

1. The horse ran through the field. _____ Through the field, the horse ran.
2. A noise was heard in the back of the house. _____
3. She found a tiny baby bird. _____
4. The lesson is already finished. _____
5. The spider climbed up the web. _____
6. You can only start after the signal. _____

Writing**Write an Introductory Paragraph**

Use with Student Edition pages 382–383.

Complete your own inverted pyramid to narrow your topic and write a question to direct your research.

Very broad topic:

Narrower topic:

Research question:

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the introduction begin with a hook that gets the readers' attention?
- ☐ Does the writer explain the question his or her report will answer?
- ☐ Does the writer introduce his or her narrowed topic?
- ☐ Are specific words used to explain ideas?
- ☐ Are adjective phrases used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?



What makes animals so amazing?

Reading 2: "Getting to Know Real Bats"

Vocabulary

Key Words Use with Student Edition page 385.

Write each Key Word from the box next to its definition.

echolocation	mammals	nocturnal	prey	the wild	wingspan
--------------	---------	-----------	------	----------	----------

1. prey: an animal that is hunted by another animal
2. _____: nature
3. _____: the distance from the end of one wing to the end of the other
4. _____: bouncing sounds off of objects to determine where they are located
5. _____: active during the night
6. _____: animals that have hair and drink milk from the mother when young

Use the words in the box at the top of the page to complete the sentences.

1. Whales actually have some hair and are part of a group of animals called _____.
2. Bats use _____ to find their food.
3. There's nothing like seeing an animal in _____.
4. _____ animals usually sleep during the day.
5. Rabbits are a favorite _____ of coyotes.
6. The albatross, a sea bird, has the largest _____ of any bird, up to 3.5 meters.

Vocabulary**Academic Words** *Use with Student Edition page 386.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Many people are afraid of bats. This is often due to ignorance. Movies and TV shows often show bats as monsters that drink human blood, but this is not an accurate portrayal. In reality, bats do not attack innocent humans. Most bats are very beneficial to humans, because they eat mosquitoes and other insects. There are many different kinds of bats, and many have fascinating features.

Write the letter of the correct definition next to each word.

- | | |
|-----------------------------|---|
| <u> d </u> 1. features | a. exactly correct |
| <u> </u> 2. beneficial | b. lack of knowledge or information about something |
| <u> </u> 3. ignorance | c. good or useful |
| <u> </u> 4. accurate | d. parts of something that stand out because they seem important, interesting, or typical |

Use the Academic Words from the exercise above to complete the sentences.

1. He showed his _____ of history when he said World War II happened in 1990.
2. Taking a vitamin can be _____ for your health.
3. My computer has some _____ that I don't even use.
4. It can be difficult for scientists to get a(n) _____ count of animals living in a certain area.

Complete the sentences with your own ideas.

1. My ignorance of _____ the rules _____ caused _____
_____ me to lose the game _____.
2. The most interesting feature of my personality is _____.
3. I find it beneficial to _____ before a test.
4. I always check the _____ to make sure it is accurate.

Word Study**Compound Words** Use with Student Edition page 387.

REMEMBER Hyphens are one way to connect two or more words to create a single new meaning. Hyphenated words can describe, or modify, a noun. Use a hyphen if two or more words are used before a noun to express one idea.

Example: The actor was well known. The *well-known* actor starred in a new movie. It is often necessary to check a dictionary to find out if a hyphen should be used.

Transform the phrases using hyphenated words before the noun.

1. the woman with red hair = _____ the red-haired woman
2. a movie with a low budget = _____
3. a project that is after school = _____
4. a boy who is twelve years old = _____
5. a horse that is trained well = _____
6. a company with a high profile = _____
7. jeans covered with dirt = _____
8. eggs that are boiled until they are hard = _____

Write sentences using the hyphenated words in parentheses.

1. (ebony-colored) _____ I bought an ebony-colored desk.
2. (dark-eyed) _____
3. (well-paid) _____
4. (cold-blooded) _____
5. (highly-recommended) _____
6. (meat-eating) _____
7. (all-around) _____
8. (first-rate) _____
9. (right-handed) _____

Use with Student Edition page 387.

REMEMBER When you evaluate new information in a text, you can summarize what you've read, identify the author's purpose, take notes, and ask yourself questions to help you evaluate the information.

Read the paragraph and answer the questions that follow.

The green movement is very popular in the United States. "Green" refers to products and living habits that are gentle to the environment and improve air quality. Green activities include building construction that limits waste and creates less pollution. Cars that run on electricity and gas are considered green because they make less pollution. Turning out lights, using less heat and cooling indoors, and recycling are green habits people can practice.

1. Summarize the passage in one sentence.

2. What is the author's purpose for writing?

3. Give one example of a "green activity."

4. Did you find the paragraph informative? Why or Why not?

5. How can the strategy of evaluating new information help you as a reader?

Comprehension*Use with Student Edition page 394.*

Choose the best answer for each item. Circle the letter of the correct answer.

1. The two main groups of bats are called _____.
a. real bats and imaginary bats b. megabats and microbats c. bumblebee bats and vampire bats
2. Small, insect-eating bats can tell where mosquitoes and other flying insects are by using _____.
a. their eyes b. their teeth c. echolocation
3. Bats often snarl in photographs because they are _____.
a. rabid b. scared c. hungry
4. Merlin Tuttle took pictures of bats eating _____.
a. minnows b. mosquitoes c. mammals
5. The belief that bats commonly carry rabies is _____.
a. a new idea b. true c. not true

Extension*Use with Student Edition page 395.*

Choose five different types of bats and do research on each one. In the chart, write what each kind eats.

Bat species	What it eats
Egyptian fruit bat	fruit juices and flower nectar

Grammar**Relative Pronouns as Subjects**

Use with Student Edition page 396.

REMEMBER Writers use relative, or adjective, clauses to combine ideas in two sentences. A relative clause always begins with a relative pronoun. The relative pronouns *who*, *that*, *which*, and *whose* substitute for a noun, noun phrase, or pronoun.

Underline the relative pronouns in each sentence. Then circle the noun or noun phrase modified by the adjective clause.

1. Bats have (flexible wings), which allow them to change direction easily.
2. Scientists who study the way bats fly have learned a great deal.
3. Most mammals have heavy bones, which are not good for flight.
4. The ancestors of bats had fingers, which could be used to grasp things.
5. The air force would like to design an aircraft whose flight is like a bat's.
6. A machine that flies like a bat could be useful.

Combine each sentence by using the relative pronoun in parentheses.

1. (which) An elephant is huge. It is the only mammal with a trunk.
_____ An elephant, which is the only mammal with a trunk, is huge. _____
2. (that) Bats are mammals. They can fly.

3. (whose) An aardvark is a mammal. Its home is in Africa.

4. (who) Some people don't know the true nature of bats. They are afraid of them.

5. (which) The blue whale is the largest animal on earth. It is bigger than any dinosaur.

6. (who) People are mammalogists. They study mammals.

Grammar**Noun Clauses with *that***

Use with Student Edition page 397.

REMEMBER A noun clause is a dependent clause that acts as a noun. Writers use noun clauses with *that* to report what someone said, observed, thought, or claimed. These clauses are introduced with reporting verbs like *say*, *observe*, *think*, and *conclude*. Noun clauses with *that* are especially common in academic writing that includes research.

Circle the correct reporting verb and underline the noun clause.

1. Some people claim / demonstrate that bats are evil.
2. Scientific research believed / showed that the species is endangered.
3. The professor said / thought that he was surprised by the result.
4. The doctor noticed / claimed that the patient had lost a lot of weight.
5. Most scientists notice / conclude that climate change is real.

Write sentences with the reporting verb in parentheses and your own noun clause with *that*.

1. (state) The archaeologist stated that the remains were thousands of years old.
2. (conclude) The researchers _____

3. (see) The biologist _____

4. (suggest) The professor _____

5. (believe) Many scientists _____

Writing**Write Classifying Paragraphs**

Use with Student Edition pages 398–399.

Complete your own T-chart to classify a group of animals.

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer write about one group in each paragraph?
- ☐ Does the writer describe the two groups of animals clearly?
- ☐ Does the writer clearly explain how the first and second groups are different and similar?
- ☐ Are details including adjective clauses used?
- ☐ Are subject pronouns used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraphs?

UNIT
6
What makes animals so amazing?
Reading 3: “A Narrow Fellow in the Grass” / “Daybreak” / “Birdfoot’s Grandpa”

Vocabulary
Literary Words *Use with Student Edition page 401.*

REMEMBER **Figurative language** refers to the use of words in an unusual or imaginative manner, where the language goes beyond the literal meanings of the words. **Imagery** uses figurative language to describe things while appealing to the senses. **Example:** The ocean kissed the lonely beach. **Metaphor** and simile are types of figurative language. A metaphor is a comparison in which one thing is spoken about as though it were something else. **Example:** Life is a journey. A simile is comparison that uses the words *like* or *as*. **Example:** She can run like the wind.

Label each sentence as an example of a simile or a metaphor.

Simile or Metaphor?	Sentence
1. simile	What you need to do is as clear as day.
2.	I’m as hungry as a bear.
3.	She has a heart of gold.
4.	My hands were as cold as ice.
5.	The test was a breeze.
6.	The idea was a slam dunk.

Complete the sentences with one of the terms from the **REMEMBER** box.

- Imagery, similes, and metaphors are all examples of _____.
- Night is often a _____ for death.
- Leaves dancing in the wind* is a good example of _____.
- Some idioms can also be a _____, for example: *easy as pie*.

Vocabulary**Academic Words** *Use with Student Edition page 402.*

Read the paragraph below. Pay attention to the underlined Academic Words.

What category would you put yourself in—extrovert or introvert? That is, are you more outgoing or shy? Do you view conversation and debate as a good vehicle for expressing your opinions? What is your attitude toward being in the spotlight, the center of attention? Answering questions like these can give us all a better appreciation of who we really are.

Write the Academic Words from the paragraph above next to their correct definitions.

1. appreciation : an understanding of the meaning or beauty of something
2. _____ : something people use as a way to spread ideas
3. _____ : the opinions and feelings you have about something
4. _____ : a group of the same kind of things

Use the Academic Words from the paragraph above to complete the sentences.

1. They believe that non-violent protests are a good _____ for change.
2. It's hard to be with someone who has a negative _____ about everything.
3. Some people are just impossible to put in a _____.
4. She has an _____ of classical violin music.

Complete the sentences with your own ideas.

1. My attitude toward people who claim my work as their own is not very accepting.
2. After the fire, he had a greater appreciation of _____.
3. I think in age category I'm considered to be _____.
4. I think a great vehicle for building understanding is _____.

Word Study**Words with Double Letters**

Use with Student Edition page 403.

REMEMBER When adding *-ed*, *-er*, *-est*, and *-ing* to base words, the consonants *b*, *d*, *g*, *l*, *m*, *n*, *p*, *r*, and *t* must be doubled if the word ends on a consonant-vowel-consonant pattern.

Example: *glad/gladder* but *bold/bolder*.

Write a ✓ next to the word that is spelled correctly.

1. hit: ☒ hitting _____ hiting
2. wet: _____ weter _____ wetter
3. trim: _____ trimmest _____ trimest
4. sit: _____ sitting _____ siting
5. stare: _____ staring _____ starring
6. top: _____ toping _____ topping
7. kid: _____ kidding _____ kiding
8. fan: _____ faned _____ fanned

Look at the chart. Create a new word by adding the suffix to the base word.

Base word	Suffix	New word
1. drag	<i>-ed</i>	<i>dragged</i>
2. dig	<i>-ing</i>	
3. grab	<i>-ed</i>	
4. bat	<i>-er</i>	
5. swim	<i>-ing</i>	
6. long	<i>-est</i>	
7. hop	<i>-ing</i>	
8. hot	<i>-er</i>	
9. end	<i>-ed</i>	

Use with Student Edition page 403.

REMEMBER When you read a poem aloud, you can hear the poem's rhythm and the sounds of its words.

Read the poem and answer the questions that follow.

I like to go to the city at night,
To watch the people, the cars, and light.
I hear horns, hoards, and haste,
Cars and people moving in a fast pace.

Back at home, when I'm resting in bed,
Pictures from the evening race 'round my head.
I smile happily thinking of the sound and sight,
From my walk through the city at night.

1. What are the rhyming words in the poem?

2. Is the rhythm of the poem slow or fast?

3. Which words begin with the same letter or sound?

4. What is the overall feeling of the poem when you read it aloud?

5. How can the strategy of reading aloud help you understand a poem?

Comprehension*Use with Student Edition page 408.*

Choose the best answer for each item. Circle the letter of the correct answer.

1. The poem "A Narrow Fellow in the Grass" is about _____.
a. Emily Dickinson b. a boy c. a snake
2. According to "Daybreak," starfish sink into the mud by _____.
a. sunset b. daybreak c. nightfall
3. In "Birdfoot's Grandpa," the old man saved _____.
a. children b. raindrops c. toads
4. A theme throughout all the poems is _____.
a. sadness about the earth b. a connection the poet feels with nature c. how animals are mistreated
5. Which of the following excerpts is an example of figurative language? _____.
a. The Grass divides as with a Comb b. just before sunset c. they have places to go, too

Response to Literature*Use with Student Edition page 409.*

Read the poems again and choose one. Write your own poem about the same kind of animal. Try to use similes and metaphors.

Grammar**Typical and Atypical Word Order**

Use with Student Edition page 410.

REMEMBER In English, the typical, or usual, word order is subject + verb + object. Typically, adjectives appear before the nouns they modify. **Example:** A bird landed on my arm. Poets often write sentences with a different, or atypical, word order.
Example: On my arm a bird landed.

Read the word order in each sentence below and write *typical* or *atypical*.

- _____ 1. The wide-awake snake slithered along the lake.
- _____ 2. Alongside me hopped the toad into the road.
- _____ 3. The grasshopper stopped atop a rock.
- _____ 4. A grand achievement of engineering is the wingspan of a bat.
- _____ 5. The dragonfly hovers over a pond like a helicopter.

Form a sentence from each group of words and phrases below. Follow the directions in parentheses.

1. (Use atypical word order.) cat / the dangerous / green-eyed / creeps / through the grass

Through the grass creeps the dangerous green-eyed cat.

2. (Use atypical word order.) has / the toad / dry, warty skin

3. (Use typical word order.) sea stars / along the beach / collect / children / young

4. (Use atypical word order.) the sea star / creature / is / an unusual

5. (Use typical word order.) dogs / two big black / across the river / swam

6. (Use typical word order.) through the night / frogs / the noisy / croak

Grammar**Simple Past (Irregular) and Past Progressive**

Use with Student Edition page 411.

REMEMBER Many verbs have an irregular form in the simple past—they do not have an *-ed* ending. You will need to memorize irregular simple past forms. The past progressive shows an action that was in progress at a specific time in the past. It continues over a period of time, and it may be interrupted by another action. Form the past progressive with *was* or *were* and the present participle.

Complete each sentence with the irregular past form of a verb from the box.

feed	draw	lose	be	make	go
------	------	------	----	------	----

1. Unfortunately, I _____ *lost* _____ my backpack on the trip.
2. My mother _____ a delicious chocolate cake for my birthday.
3. Don't worry. I _____ the cat before I left the house.
4. We _____ to the restaurant and a movie last night.
5. He _____ late for school again today.
6. Who _____ this picture? It's great!

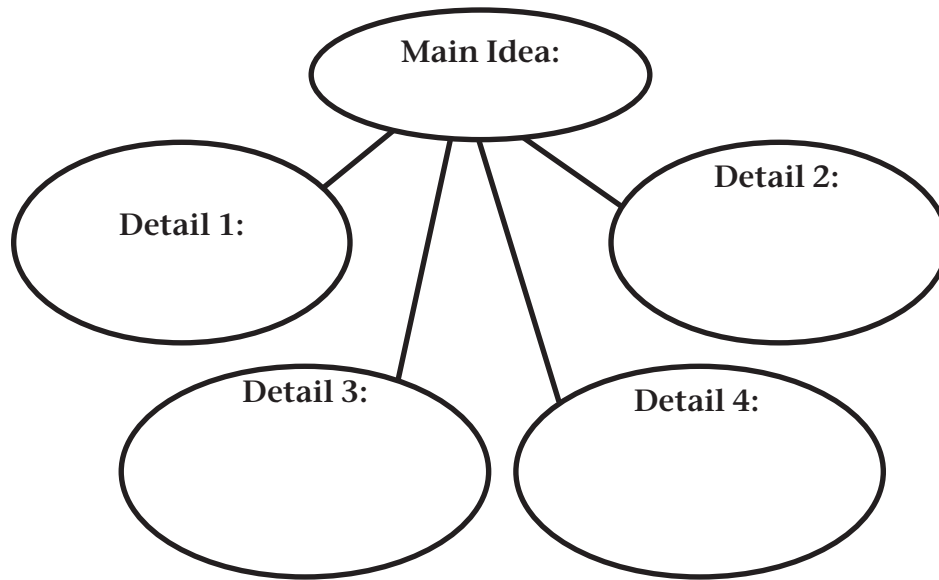
Complete each sentence with the past progressive form of the verb in parentheses.

1. I wasn't in school last week. My family _____ *was traveling* _____. (travel)
2. When the game started, it _____. (rain)
3. My friends _____ for me at the bus stop. (wait)
4. We _____ a test when the principal came in. (take)
5. Last night at 11, I _____. (sleep)
6. Last week, I was _____ about my trip and I wondered, would you like to go with me? (think)

Writing**Support the Main Idea**

Use with Student Edition pages 412–413.

Complete your own main idea and details web for a paragraph about a pet, or about an animal in the wild.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer state the main idea in the first sentence?
- ☐ Are supporting details included?
- ☐ Are precise words used to explain the main ideas and details that support it?
- ☐ Is typical word order used?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
6
What makes animals so amazing?
Reading 4: From *White Fang*
Vocabulary
Literary Words Use with Student Edition page 415.

REMEMBER The **setting** of a story is the time and place of a story's action. A story may be told from the third-person **point of view**. This means that the narrator is not a character in the story. A **flashback** is a part of a story in which the action jumps back to events that happened earlier in the story or in a character's past. Flashbacks interrupt the current action and reveal something about the past. **Foreshadowing** is language that suggests something that is about to happen.

Complete the sentences with one of the terms from the **REMEMBER** box.

1. A good device to keep the reader wondering what happens next is _____.
2. A third-person _____ can reveal the thoughts and feelings of the characters.
3. Sometimes the _____ can almost act like an extra character in the story.
4. We learned through a _____ that he had broken his leg when he was ten.

Label each sentence with one of these literary devices: *setting*, *third-person point of view*, *flashback*, or *foreshadowing*.

1. He was struggling with his feelings for her.	third-person point of view
2. Civil war was raging in the countryside.	
3. A year earlier, circumstances had been very different.	
4. Nothing would ever be the same again.	
5. They were all keeping secrets from one another.	

Vocabulary**Academic Words** *Use with Student Edition page 416.*

Read the paragraph below. Pay attention to the underlined Academic Words.

I am committed to the privacy of my friend. TV shows want me to reveal exactly what happened to her, but I will resist taking their money and stay quiet. I will never abandon her.

Write the letter of the correct definition next to each word.

- a. used all the time and energy that you could to achieve something
- b. to leave something behind
- c. to stop yourself from doing something that you really want to do
- d. to uncover and show something

___d___ 1. reveal

_____ 2. committed

_____ 3. abandon

_____ 4. resist

Use the Academic Words from the exercise above to complete the sentences.

- 1. We are _____ to reducing waste in the school.
- 2. What did researching his past _____?
- 3. Some homes were so damaged that the owners had to _____ them.
- 4. I tried, but I couldn't _____ having another piece of cake.

Complete the sentences with your own ideas.

- 1. He refused to reveal the name of the person who had done it.
- 2. One thing I'm committed to is _____.
- 3. The most difficult thing for me to resist is _____.
- 4. One time, I had to abandon _____.

Word Study**Frequently Misspelled Words**

Use with Student Edition page 417.

REMEMBER Common errors include: 1) mixing up letters, such as *wierd* for *weird*; 2) getting endings confused, such as *healthfull* for *healthful*; 3) mixing up spelling-sounds, such as writing *mimik* for *mimic*; 4) missing double letters, such as writing *mispeled* for *misspelled*; 5) adding double letters, as in *thankfull* for *thankful*; and 6) confusing words, such as *whether* for *weather*.

Spell each of the following words correctly. Check your work in a dictionary.

1. Wenesday Wednesday
2. athalete _____
3. lightnning _____
4. usefull _____
5. beleive _____
6. sincerly _____
7. truely _____
8. nieghbor _____
9. accrross _____
10. panik _____
11. accidental _____

Read each sentence. Correct any misspelled words. Check your work in a dictionary.

1. I'm hopefull that our teem will win.
2. He tried to rememmberr the gramar rule.
3. She didn't know much about iether buziness.
4. Mr. Myers axed us to read a similir book.
5. We weren't sure weather the whether would be good or bad.

Reading Strategy Sequence

Use with Student Edition page 417.

REMEMBER A writer may not present each event in a story in sequence. There may be references to other parts of the story. Follow the events by asking yourself questions. Is this a flashback to an event that happened earlier? A foreshadowing of what is going to happen? Why is the author bringing it up now? Which event happened first?

Read the paragraph and answer the questions that follow.

The car turned the corner as he left the building. He'd meet Ben for coffee. The car backfired and the noise shook his body. In an instant, soldiers were around him screaming words that he couldn't make out. The noise and the stink and the fear were sickening. His friend lay on the ground at his feet with empty eyes. "Gary?" He heard his name. "Gary, are you okay? You're sweating." "Ben? What? Oh, um, yes, right. I was just..." he said unsteadily. "I was going to meet you. How, uh, yes, uh, let's go." Even if he didn't know it yet, it was time to talk.

1. In your own words, explain what happened.

2. Is this an example of a flashback? If so, what three words signal that?

3. Is the sequence of events clear to you? Which event in the story happened first?

4. What sentence is an example of foreshadowing?

Comprehension*Use with Student Edition page 424.*

Choose the best answer for each item. Circle the letter of the correct answer.

1. "Southland" is a place and it is also a metaphor for White Fang's _____.
a. happiness b. old age c. ferocity
2. White Fang is _____ with his love toward people.
a. very selective b. very generous c. very careless
3. White Fang used to be a _____.
a. sheep dog b. horse dog c. sled dog
4. His master sent White Fang home _____.
a. to get help b. as punishment c. so he could rest
5. At the house, _____ defends White Fang from criticism.
a. Judge Scott b. the mother c. Beth

Response to Literature*Use with Student Edition page 425.*

How do other animals communicate with each other and with humans? Choose an animal and write a paragraph about how it communicates with others of its species and with humans.

Use with Student Edition page 426.

REMEMBER A gerund is the base form of the verb followed by *-ing*. It can be the subject of a sentence, the object of certain verbs, or the object of a preposition. Certain verbs like *avoid*, *consider*, *finish*, *enjoy*, *practice*, *postpone*, *quit*, *recommend*, *risk*, and *stop*, are almost always followed by gerunds.

Determine whether the verb in parentheses can be used in gerund form in the sentence. Write *yes* or *no*. If *yes*, complete the sentence with the gerund form of the verb.

1. yes Swimming is great exercise and a lot of fun. (swim)
2. _____ When I have the time, I like to _____ video games. (play)
3. _____ Do you think you could help me _____ this box? (carry)
4. _____ I'm not sure about _____ to the movies. (go)
5. _____ We didn't finish _____ last night until 10. (study)

Use a gerund and your own words to complete the sentences.

1. I was happy when my friend stopped eating junk food.
2. _____ English is _____.

3. I'm afraid of _____.

4. If you visit my country, I recommend _____.

5. I enjoy _____.

Grammar**Infinitives**

Use with Student Edition page 427.

REMEMBER An infinitive is formed by the word *to* followed by the base form of the verb. It can be used after certain verbs and in the construction *it + be + adjective + infinitive*. These verbs are followed by infinitives: *agree, ask, decide, hope, need, plan, refuse, seem, and want*.

Complete each sentence with the infinitive form of a verb from the box.

be	do	give	learn	meet	visit
----	----	------	-------	------	-------

1. We've decided _____ *to visit* _____ Spain on our next vacation.
2. It's interesting _____ things about different cultures.
3. The plan is _____ here an hour before the party.
4. I asked my brother _____ me a ride to school.
5. My cousin always does what I tell him _____.
6. It's important _____ true to yourself.

Complete each sentence with an infinitive and your own ideas.

1. It's important _____ *to tell the truth* _____.
2. It's exciting _____
_____.
3. In the future, I hope _____
_____.
4. When I was younger, I didn't want _____
_____.
5. I think it's almost impossible _____
_____.
6. There was this one time that I refused _____
_____.

Use with Student Edition page 428.

REMEMBER Writers use quotation marks to quote exact words, or direct speech. Be sure to enclose the exact words in quotation marks and pay attention to commas. If you want to include a long quotation, use a block quotation. A block quotation is indented, single-spaced, and not included in quotation marks.

Rewrite each sentence using a reporting verb. Use commas and quotation marks correctly.

1. Bobby: Is the concert over yet? Bobby asked, "Is the concert over yet?"
2. Doctor: There's no way to know for sure. _____
_____.
3. Vivian: Please help me! _____
_____.
4. Gino: This food is too salty! _____
_____.
5. Nyrza: Happy birthday to Jake. Happy birthday ... _____
_____.
6. Jake: I want to thank everyone for coming. _____
_____.

Use your own words to complete the sentences with quotation marks to quote exact words. Use commas and quotation marks correctly.

1. My friend asked, "Can you lend me five dollars until Wednesday?"
2. Our teacher shouted _____.
3. My parents explained _____.
4. The man on the street said _____.
5. The doctor suggested _____.
6. I answered _____.

Grammar**Quotation Marks: Terms, Expressions, and Titles**

Use with Student Edition page 429.

REMEMBER A writer can use quotation marks to call attention to special or unfamiliar terms or to names. Quotations can also be used to set off a term that will be defined or to set off the title of an article, a poem, or a short story.

Add quotation marks and commas in the correct places in each sentence.

1. Earlier in the unit we read "Daybreak" by Galway Kinnell.
2. Emily Dickinson said This is my letter to the world.
3. My mother calls my brother Scout even though his name is Paul.
4. Leo Tolstoy said If you want to be happy, be.
5. I Have a Dream was a famous speech by Martin Luther King.
6. One of my favorite Elvis songs is Heartbreak Hotel.
7. Australia is also known as The Land Down Under.
8. Plato said Love is a serious mental disease.

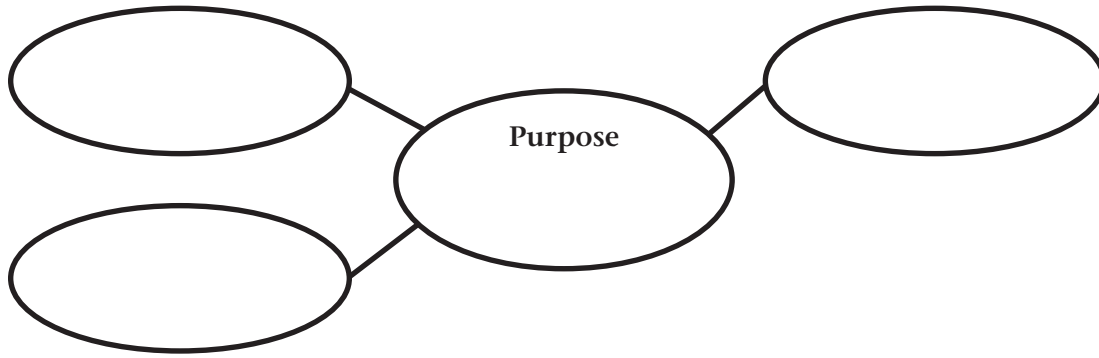
Punctuate the paragraph with periods, commas, question marks, and quotation marks.

There's always been some confusion when friends come to my house You see my parents call me Buddy even though my name is Edward Just last week my friend Nico asked Who's Buddy when he was at my house My father questioned You don't know who your friend is We all laughed I like having as my mother says a special name.

Writing**Write an Interpretive Response**

Use with Student Edition pages 430–431.

Complete your own idea web for a paragraph that includes quotations and citations.



Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer identify the author's purpose?
- ☐ Does the writer include ways the author achieved the purpose?
- ☐ Does the writer include at least one direct quote from the source?
- ☐ Are words used correctly to explain the writer's ideas?
- ☐ Are quotation marks used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop*Use with Student Edition pages 436–442.*

Read the paragraph below carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

The four frends planned their camping trip for Months. when the big day finally arrived, they put there backpacks into canoes and shoved off. They paddled across a Beautiful lake to an iland, took off thier backpacks and started to explore. They found rocks, trees, and chipmunks. Then the sun begun to set. It was time to set up the tents Each freind waited for one of the others to take a tent out of his backpack. But no one did. Despite all their planning, they had forgotten the tents! "It's okay. We'll sleep under the stars, they said. Unfortunately, it started to rain in the middle of the nite. Everybody got wet. but after they returned home they had fun sharing the story with their families and friends. It made the camping trip something they would always remember.

Learning Log

Use after completing Student Edition page 442.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
archetype protagonist antagonist foil figurative language imagery metaphor simile	echolocation mammals nocturnal prey the wild wingspan	attached complexity consequence thrive accurate beneficial features ignorance appreciation attitude category vehicle abandon committed resist reveal

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can ...
Word Study	☐ recognize and use suffixes. ☐ recognize and spell hyphenated words. ☐ recognize and spell words with double letters. ☐ recognize frequently misspelled words.
Reading Strategies	☐ connect ideas. ☐ evaluate new information. ☐ read aloud. ☐ make generalizations.
Grammar	☐ reduce adjective clauses to adjective phrases. ☐ use inverted order in prose. ☐ use relative pronouns as subjects. ☐ use noun clauses with <i>that</i> . ☐ use typical and atypical word order. ☐ use simple past (irregular) and past progressive. ☐ use gerunds. ☐ use infinitives. ☐ use quotation marks for exact words. ☐ use quotation marks to set off terms, expressions, and titles.
Writing	☐ write an introductory paragraph. ☐ write classifying paragraphs. ☐ support the main idea. ☐ write an interpretive response. ☐ write a research report.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

Use with Student Edition page 443.

Stopping by Woods on a Snowy Evening
by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark, and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

- | | |
|---|---|
| <p>1 What is the poem about?</p> <p>A a horse unable to continue in a storm</p> <p>B dark woods filling up with deep snow</p> <p>C a traveler pausing on his long journey</p> <p>D the search for a farmhouse near a village</p> | <p>2 Which line is an example of sensory information in the poem?</p> <p>A Whose woods these are I think I know.</p> <p>B The darkest evening of the year.</p> <p>C To ask if there is some mistake.</p> <p>D But I have promises to keep.</p> |
|---|---|

Test 2

DIRECTIONS

Read the selection. Then answer the questions that follow it.

Use with Student Edition page 443.

A Huge Responsibility

Parents: Every holiday season, pet stores are packed with well-meaning moms and dads looking to add a new puppy to the family as a holiday surprise. And every January, shelters are packed with dogs that families found too difficult to care for.

Take time to really consider the time and hard work that goes into raising a new puppy.

1. The time commitment: When you get a puppy, you are committing the next ten to fifteen years of your life to caring for another living creature. Your dog will depend on you for food, water, shelter, love, protection, health, and every other need. Consider where you are in your life and whether now is the time to make this commitment.

2. The expense: Your costs do not end when you pay for your puppy. Vaccinations, health visits, accidents, dental cleanings, boarding, grooming, toys, food, beds, etc., consume thousands of dollars over the lifetime of a single dog.

3. The training: Puppies do not enter your home knowing how to sit, roll over, beg, and play catch. In fact, puppies do not enter your home knowing when and where they should take care of their needs. You have to house-train a puppy so it can go outside when it needs to. You need to train it not to bite, not to chew your things, not to get into the garbage or jump on visitors. Teaching a dog is hard work.

Most importantly, if you decide you and your family are ready, please consider adoption over a pet store. There are millions of companion animals at shelters across the country who desperately want a family to love.

- 1** What is the author's purpose in writing this passage?
- A** To teach people how to train and care for a puppy
 - B** To cause people to think carefully before getting a dog
 - C** To correct the misconception that adopting animals is difficult
 - D** To stop people from purchasing puppies from pet stores

- 2** Where are you most likely to find this article?
- A** A front-page news article
 - B** A pet store advertisement
 - C** An animal shelter newsletter
 - D** An animal care manual

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 444–445.



Learning to Look

Look at *Ajax* by John Steuart Curry on page 444. Write down six things you notice about the bull in this painting. State facts, not opinions.

1. The bull is brown and white.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Interpretation

Look at *Game Fish* by Larry Fuente on page 445. Answer the questions.

First Impressions

What words come to mind when you see this artwork?

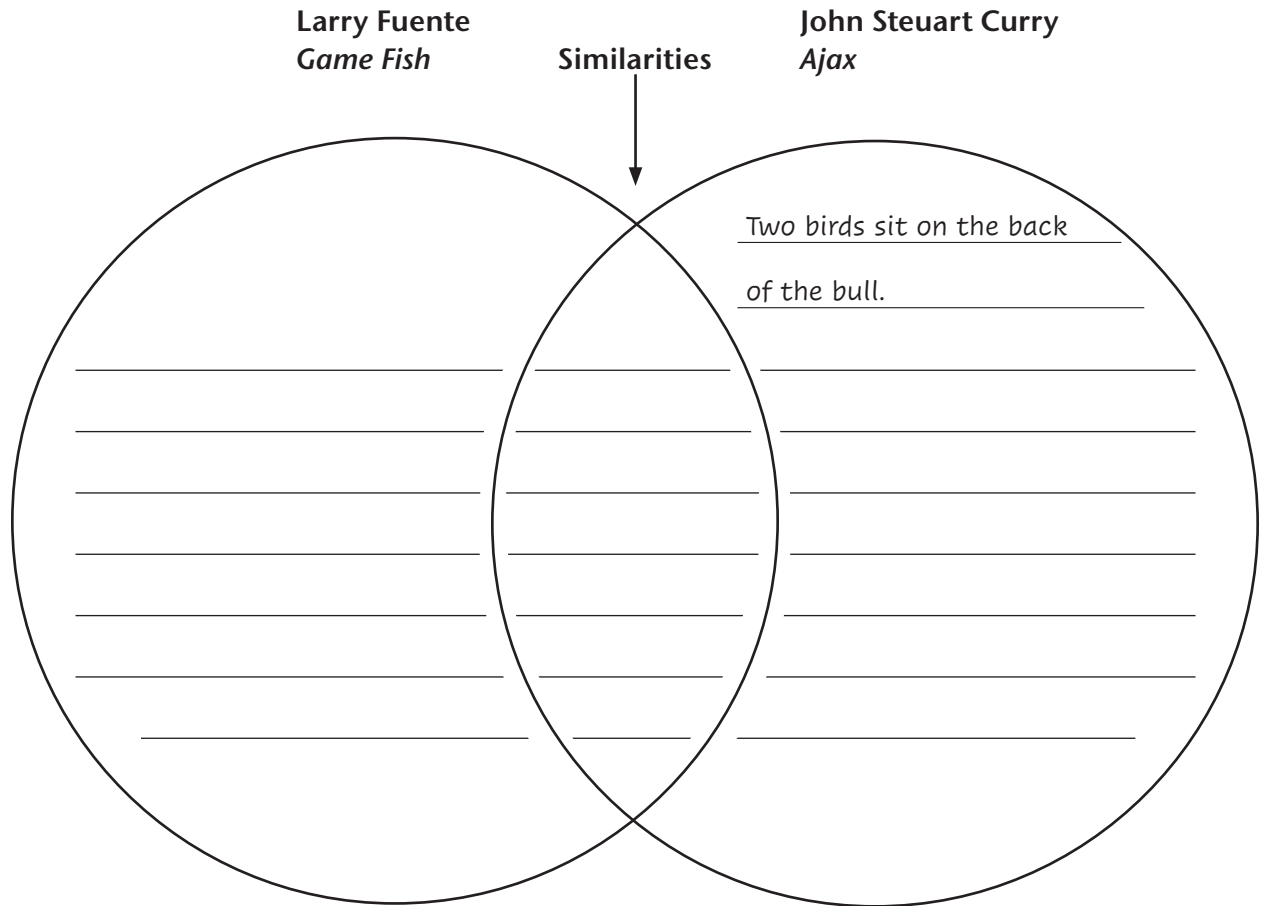
playful

Imagination

Imagine that you caught *Game Fish* while fishing. What would you do with it?

Compare & Contrast

Look at *Game Fish* by Larry Fuente and *Ajax* by John Steuart Curry again. Use these two artworks to complete the diagram below. Describe each piece of art in the outside sections of the diagram. Then list the similarities between the two artworks in the center where the two circles overlap.



Media Literacy

Now that you have read about people's relationship with nature, go to your Digital Resources for links to the Smithsonian website. Follow the online instructions to compare the artwork in your student book with other media that convey similar messages. Which messages are conveyed more directly through visual media? Which ideas are conveyed more effectively through print or audio?

Editing and Proofreading Marks

To:	Use This Mark	Example:
add something		We ate rice, bean ^s and corn.
delete something		We ate rice, beans, and corn ^s .
close space		We  ate rice, beans, and corn.
start a new paragraph		 We ate rice, beans, and corn.
add a comma		We ate rice, beans, and corn.
add a period		We ate rice, beans, and corn.
switch letters or words		We ate rice, be ^{ans} and corn.
change to a capital letter		<u>we</u> ate rice, beans, and corn.
change to a lowercase letter		WE ate rice, beans, and corn.
let the marked text stand		We ate rice, beans ^s and corn. 