

**New Vision International School
Riyadh, Saudi Arabia**

INTERNATIONAL

myView
LITERACY

GRADE 4



ENGLISH WORKBOOK



FOR READING COMPREHENSIONS,
SPELLING LESSONS, DICTATIONS,
GRAMMAR LESSONS, AND
WRITING LESSONS

NAME : _____

GR. & SEC.: _____

TEACHER : _____

**THIRD SEMESTER
AY 2024-2025**





TABLE OF CONTENTS

A. Reading Comprehensions (to be administered during Library Period)

Lesson 1: A Neighbor in Need	7-8
Lesson 2: Nomsa and Her Boat	9-10
Lesson 3: Hercules and the Quest for the Golden Apples	11-12
Lesson 4: Time Zones.....	13-14
Lesson 5: Let's Upcycle	15-16

B. Spelling Lessons

Lesson 1: Spell Words with Prefixes im-, in-, ir-.....	18
Lesson 2: Spell Words with Homophones.	19
Lesson 3: Spell Words with Latin Roots gener, port, dur, and ject	20
Lesson 4: Spell Words with Suffixes -en, -ent, -ence.....	21
Lesson 5: Spell Words with Syllable Pattern VCCCV/Multisyllabic Word...	22
Lesson 6: Spell Words with dis-, over-, non-, under-.....	23
Lesson 7: Spell Words with sub-, inter-, fore-	24
Lesson 8: Contractions	25
Lesson 9: Possessive Pronouns	26
Lesson 10: Double Consonants	27





TABLE OF CONTENTS



C. Dictations

Dictation # 1.....29

Dictation # 2.....30

Dictation # 3.....31

Dictation # 4.....32

Dictation # 5.....33

D. Grammar Lessons

Lesson 1: Adjectives35

Lesson 2: Adverbs36

Lesson 3: Comparative Adjectives37

Lesson 4: Superlative Adjectives38

Lesson 5: Relative Adverbs39

Lesson 6: Capitalization Rules40

Lesson 7: Title Capitalization41

Lesson 8: Comma Rules42

Lesson 9: Dialogue Punctuation.....43

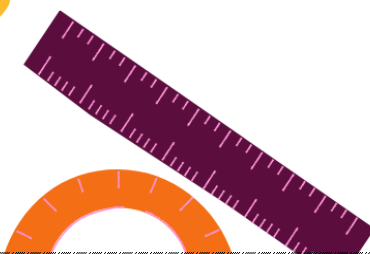




TABLE OF CONTENTS



E. Writing Lessons

Lesson 1: Tall Tales	45
Sample Pre-writing	46
Prewriting.....	47
Initial Draft.....	48
Final Draft.....	49
Lesson 2: Poetry	50-52
Sample Pre-writing	53-54
Prewriting.....	55
Initial Draft.....	56
Final Draft.....	57
Lesson 3: Fiction	58-60
Prewriting.....	61
Initial Draft.....	62
Final Draft.....	63

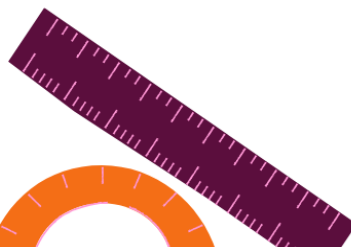




TABLE OF CONTENTS



Lesson 4: Informational Text	64-65
Prewriting.....	66
Initial Draft.....	67
Final Draft.....	68
Lesson 5: Argumentative Text...	69-70
Prewriting.....	71
Initial Draft.....	72
Final Draft.....	73



A. READING COMPREHENSIONS



Name: _____ Date: _____

Reading Comprehension #1: A Neighbor in Need

Directions: Read the selection. Then answer each question.

Characters: jorge, the narrator; martina, a woman; elba, a neighbor **Scene**

1 (jorge sits at the side of the stage and opens a large book.) 1 JORGE: There was a Mexican village where an extremely kind woman named Martina lived. She always helped her neighbors. (martina walks out of her house. elba walks by carrying her wheelbarrow.)

2 MARTINA (with a smile): How are you doing today, Elba?

3 ELBA (sadly): I'm not doing well, Martina.

4 MARTINA: What's wrong?

5 ELBA: It's my wheelbarrow! The wheel is broken.

6 MARTINA (looks concerned): Let me see how I can help. (martina takes the wheelbarrow and repairs it.)

7 ELBA: You fixed it! How can I thank you, Martina?

8 MARTINA: I'm just glad that I could help.

9 JORGE: Martina always did things like that for her neighbors. But one day, Martina needed help herself. (martina stands in front of her house.)

10 MARTINA: My last chicken is gone. How am I supposed to get eggs? (elba and the other neighbors come to martina.)

11 ELBA: You always help us, Martina. Now it's our turn to help you. (elba and the neighbors give martina a chicken.)

12 ELBA: Martina, this is our way of saying thank you for being a caring neighbor.

13 JORGE: Martina and her neighbors hugged because they knew they were looking out for each other.

(jorge closes the large book.)

1. At the beginning of the selection—before any words are spoken—how does the reader know that this is a play?

- A. It has many scenes.
- B. It contains dialogue.
- C. It shows a list of characters.
- D. It shows the title, “A Neighbor in Need.”

2. Read the following line from the play.

ELBA (sadly): I’m not doing well, Martina.

How should the actor playing Elba say this line?

- A. With a big smile
- B. Yelling with excitement
- C. With an angry expression
- D. Using a voice that sounds upset.

3. What is the best summary of the play?

- A. A village has people with big problems.
- B. Neighbors help a neighbor in her time of need.
- C. A woman repairs a wheelbarrow for her neighbor.
- D. Some people cannot be counted onto help others.

Name: _____ Date: _____

Reading Comprehension #2: Nomsa and Her Boat

Directions: Read the selection. Then answer each question.

1 Nomsa lived in a small village near the ocean in southern Africa. One day, Nomsa arrived at the shore and stood for a while watching people in her village sail their boats out to sea. Most of the boats were used by fishermen. There were a few fishermen who stood looking grumpy as they waited in line for repairs to their storm-damaged boats.

2 Nomsa spotted Tengi, her uncle, hammering on his boat nearby. She walked up to him and said, “Uncle, why are you hammering at your boat that way? Won’t you break it?”

3 Tengi smiled, shook his head, and explained that he was mending a leak he’d noticed in his boat.

4 “But how do you know how to repair your own boat, Uncle Tengi?” she asked.

5 Tengi responded, “I learned how to build boats from my father, who learned from his father. When I made this boat, my father and I first found a tree with the finest wood and chopped it down. Next, we used this metal tool to carve the tree into the right shape. We boiled a plant to make a tar that we used to coat the boat when we were almost done. It took us weeks to finish our boat. But since I know how to build my boat, I also know how to fix it! So when there’s a bad storm, I don’t have to wait around for help to get back on the sea.”

6 Nomsa quickly returned home and searched around the yard for a thick branch to make her own toy boat. She used a tough piece of wood to carve it and went back to talk to Tengi several times to learn about boiling the plants. When she was done, she proudly showed her mother, Shoni, the toy boat.

7 “That is a real treasure,” her mother said. “Be careful that you don’t harm it when you play.”

8 “If I do, it won’t trouble me for long,” said Nomsa. “I built it myself, so I know how to fix it!”

1. What theme can the reader infer about the relationship between Nomsa and her family members?

- A. They often worry about each other.
- B. They fear the arrival of large storms.
- C. They sail on the seas for months at a time.
- D. They enjoy passing down knowledge to one another.

2. What theme is supported by the following sentence from the selection?

“If I do, it won’t trouble me for long,” said Nomsa. “I built it myself, so I know how to fix it!”

- A. Always avoid trouble.
- B. It is best to help those in need.
- C. Relying on yourself may help you succeed.
- D. Even though you may fail at first, keep trying.

3. The ocean is important to the theme of this selection because —

- A. it makes Nomsa decide to fish for a living
- B. it causes Nomsa to become interested in boats
- C. it makes Nomsa have a sudden fear of the water
- D. it convinces Nomsa she should move from the village

4. How does Tengi contribute to the theme of this selection? Write your response on a separate sheet of paper.

Name: _____ Date: _____

Reading Comprehension #3: Hercules and the Quest for the Golden Apples

Directions: Read the selection. Then answer each question.

1 A long time ago, people talked about famous golden apples on a hidden island far, far away. It was said that anyone who ate the apples would live forever. But no one knew if they existed or where to find them. The people decided that Hercules should go and see if these very special apples were real.

2 When Hercules finally made it to the island, he couldn't find the garden with the apples. He had to fight with several creatures before they would tell him where the garden was.

3 When Hercules got to the garden, he discovered a massive dragon standing guard at the gate. Hercules had to fight the dragon before he could enter the garden.

4 When he finally got into the garden, Hercules found the apples. He grabbed them and traveled as quickly as he could back home.

Jason and the Quest for the Golden Fleece

1 A long time ago, Jason's uncle, Pelias, sent him on an impossible quest to find the Golden Fleece. Jason set off and arrived at the kingdom where the Golden Fleece was said to be. The king there told Jason he would give him the Golden Fleece if he completed three tasks. But the king was trying to trick Jason.

2 For his first task, Jason plowed the fields and fended off the king's warriors. For his second task, he sneaked a dove through a field of hunters and set her free.

3 The king said the third task was to slay a dragon. Jason's friend, Medea, helped Jason by explaining how to make the dragon sleepy. Jason followed her advice, slayed the dragon, and won the Golden Fleece.

Name: _____ Date: _____

Reading Comprehension #4: Time Zones

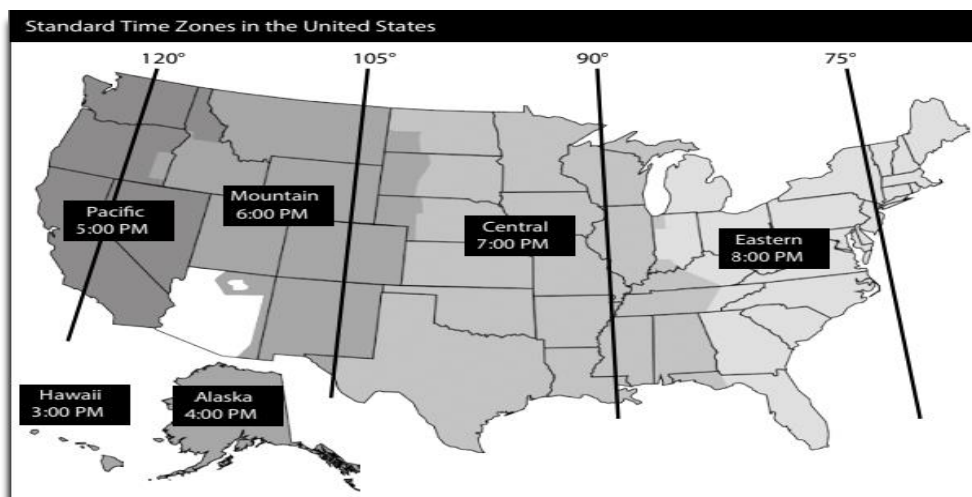
Directions: Read the selection. Then answer each question.

1 On Earth, each day has twenty-four hours. That's how much time it takes the Earth to spin, or rotate, on its axis. As Earth turns, different parts of the planet face the sun, while other parts turn away from it.

2 If the entire planet had only one time zone, a child going to school at 8:00 a.m. in one place might be going to school in the middle of the night! That's why countries have time zones. With different time zones, the time we see on the clock is related to our location's position with the sun.

3 Time zone lines are based on longitude lines. Longitude lines run from north to south on a globe. That is why we use maps to help us understand where time zones have been created.

4 There are six time zones in the continental United States, Alaska, and Hawaii: Eastern, Central, Mountain, Pacific, Alaskan, and Hawaiian. A girl might play soccer at 4:00 p.m. in the Eastern Time Zone. At the same time, a boy in the Alaskan Time Zone might eat his lunch at 12:00 p.m.!



1. How does the diagram help support the selection?

- A. It contains a definition of time zones.
- B. It shows the different time zones in the United States.
- C. It shows how time zone lines are easy to see from outer space.
- D. It helps show that there are many time zones throughout the world.

2. Which sentence from the selection is supported by looking at the diagram?

- A. As Earth turns, different parts of the planet face the sun, while other parts turn away from it.
- B. If the entire planet had only one time zone, a child going to school at 8:00 a.m. in one place might be going there in the middle of the night!
- C. Longitude lines runs from north to south on a globe.
- D. There are six time zones in the continental United States, Alaska, and Hawaii: Eastern, Central, Mountain, Pacific, Alaskan, and Hawaiian.

3. The diagram of the time zones helps the reader understand that —

- A. Central Time and Mountain Time are the same
- B. Pacific Time is one hour later than Hawaiian Time
- C. Eastern Time is two hours later than Mountain Time
- D. Eastern Time is one hour earlier than Mountain Time

4. Which two paragraphs from the text are supported by the information in the diagram? Explain how those paragraphs relate to the diagram. Write your response on a separate sheet of paper.

Name: _____ Date: _____

Reading Comprehension #5: Let's Upcycle

Directions: Read the selection. Then answer each question.

1 Our Texas town has a drop-off center where we can bring things to be recycled when we no longer want them. When we bring our plastic, metal cans, and glass to the center, we know that those items are going to be turned into another product. Our trash will be changed so that it can make something new. Most times when something is made from recycled materials, we don't know what it was before. But upcycling is a little different.

2 Upcycling is a special kind of recycling where the things we no longer want are turned into better-quality things. For example, I looked in my closet and found I had too many plastic grocery bags. I tore the bags into strips, wove them together, and made a cute hat for my friend. Bringing things to the recycling center is great. But there are several reasons upcycling might be a better choice!

3 First, upcycling allows people to be creative. Your old jacket zippers can become jewelry. Your worn-out car tires can become a couch or a bucket that can carry things. With just a few simple tools, a little time, and a great imagination, upcycling is possible for all kinds of products.

4 Second, just like recycling, upcycling helps the planet. Trash is found in places all around Earth—on the land and in the water. When we upcycle, we help to cut down on the amount of trash that litters the planet. By recycling and upcycling, we join people around the world who are trying to protect Earth.

1. Which statements best describes the author's claim in this selection?

- A. Upcycling is the same as recycling.
- B. Upcycling is far better for the environment than recycling.
- C. Upcycling is something that all states should require citizens to do.
- D. Upcycling is an alternative to recycling that allows you to reuse items.

2. Which detail from the selection supports the claim that upcycling allows people to be creative?

- A. When we bring our plastic, metal cans, and glass to the center, we know that those items are going to be turned into another product.
- B. Upcycling is a special kind of recycling where the things we no longer want are turned into better-quality things.
- C. Your worn-out car tires can become a couch or a bucket that can carry things.
- D. By recycling and upcycling, we join people around the world who are trying to protect Earth.

3. Which of these statements best summarizes the author’s argument that upcycling might be a better choice than recycling?

- A. It helps a lot of different people get new hats.
- B. It is easier to do and less costly than recycling.
- C. It allows people to use creativity while helping the planet.
- D. It provides an opportunity for people to get rid of items they do not want.

4. Summarize the argument the author makes in paragraph 2 to encourage people to upcycle. Write your response on a separate sheet of paper.

B. Spelling Lessons



Name: _____ Date: _____

Spelling Lesson #1: Spell Words with Prefixes im-, in-, ir-

Words with Prefixes

The prefixes *im-*, *in-*, and *ir-* all mean “opposite of.” Remember that the spelling of the base word does not change when adding these prefixes.

SPELLING WORDS

irresistible
impractical
immature
irrelevant
capable

mature
incapable
irregular
precise
regular

practical
imprecise
relevant
justice
impatient

complete
patient
injustice
incomplete
resistible

My TURN Write a word from the word bank to complete each sentence. Use what you know about prefixes to spell each word correctly.

1. It is _____ to go all the way home and then back to the beach.
2. The measurement is too _____ for us to determine the size.
3. The building was _____ when the last brick was laid.
4. My dog is _____ of running fast but he is lazy.
5. The weather is so _____ that I never know what to wear.
6. Brock is very _____ and never wants to wait.
7. The puzzle is _____ because there are still pieces missing.
8. John is a very _____ person who only buys what he needs.
9. Rebecca is a great swimmer who is almost _____ of losing the race.
10. My cousin is very _____ and acts younger than he is.
11. My spelling homework is _____ to my science project.
12. The Constitution guarantees equal _____ to every citizen.

Name: _____ Date: _____

Spelling Lesson #2: Spell Words with Homophone

Homophones

Homophones are words that sound exactly the same, are spelled differently, and have different meanings.

SPELLING WORDS

stare	peek	break	counsel
thrown	idol	pair	passed
sole	stair	peak	council
idle	steal	pear	steel
soul	throne	past	brake

My TURN Underline the correct word to complete each sentence.

1. It is not polite to (stare stair).
2. The mountain with the highest (peek peak) is located in Asia.
3. I talk to my parents when I need (council counsel) with tough questions.
4. The queen of England sits on a (throne thrown) and wears a crown.
5. A car's (break brake) pedal is to the left of the accelerator.
6. Albert Einstein is my (idol idle) because I love science.
7. The Egyptians believed that a person's (soul sole) lived on after the person died.
8. Do you prefer a (pair pear) or a peach for lunch?
9. In the (past passed) we would travel during winter break.
10. Most skyscrapers use (steal steel) to support their weight.

My TURN Choose a pair of homophones from the word bank and write a sentence using both words. Use your knowledge of homophones to spell correctly.

Name: _____ Date: _____

Spelling Lesson #3:
Spell Words with Latin Roots gener, port, dur, ject

Many English words come from the Latin roots *gener*, *port*, *dur*, and *ject*. These roots are clues to the meaning and spelling of words.

SPELLING WORDS

generous	generic	degenerated	general	generalization
portable	transport	comport	passport	rapport
duration	durable	endure	endurable	endurance
projector	eject	ejection	interjection	objection

Complete each sentence with the correct spelling word. Spell correctly.

1. My uncle was very _____ when donating money.
2. Frank had an _____ to the starting time because he would be late.
3. There is not much difference between the _____ and the brand-name product.
4. Josh paused during his speech because the loud _____ from the audience distracted him.
5. I have to _____ a ten-hour car drive with my cranky little brother.
6. Our teacher used a _____ to display his lesson for the class.
7. An American cannot visit Egypt without a current _____.
8. The author's _____ of the subject left out important details.
9. Janis showed incredible _____ during the marathon.
10. My family uses a _____ computer because we travel a lot.

Name: _____ Date: _____

Spelling Lesson #4:
Spell Words with -en, -ent, -ence

Add the word parts -en, -ent, and -ence as suffixes to roots and base words to change meanings and parts of speech. Sometimes you have to drop the e or double the final consonant when adding an ending.

SPELLING WORDS

chosen
spoken
present
confidence

frozen
tighten
presence
intelligent

stolen
forbidden
evident
intelligence

forgotten
undertaken
evidence
persistent

driven
mistaken
confident
persistence

Add -en, -ent, or -ence to each base word to create a new word. Use the rules about dropping the e or doubling the final consonant to spell correctly.

1. froze _____

2. chose _____

3. stole _____

4. forgot _____

5. drive _____

6. spoke _____

7. forbid _____

8. confide _____

9. persist _____

10. tight _____

Write a sentence for each word below.

1. persistence _____

2. evident _____

3. confidence _____

Name: _____ Date: _____

Spelling Lesson #5:
Syllable Pattern VCCCV / Multisyllabic Words

Multisyllabic Words

To divide most words with the syllable pattern VCCCV, consider whether the word.

- is a compound.
- has a prefix or suffix.
- includes digraphs (two letters that make one sound).

SPELLING WORDS

complex
fortress
extra
function

arctic
conflict
partner
substance

extreme
apply
complaint
sculpture

emphasize
hindrance
technical
puncture

instant
juncture
congress
simply

Write three new sentences using words with the VC/CCV syllable pattern. Use what you know about syllable patterns to spell correctly.

1. The machine is very complex with a lot of moving parts.

2. _____

3. _____

4. _____

Write four new sentences using words with the VCC/CV syllable pattern.

1. _____

2. _____

3. _____

4. _____

Name: _____ Date: _____

Spelling Lesson #6:
Spell Words with dis-, over-, non-, under-

Words with dis-, over-, non-, under-

Dis-, over-, non-, and under- are word parts that can function as prefixes. Adding one of these word parts as a prefix to a base word does not change the base word's spelling. Dis- and non- both mean "not." Over- may mean "on top of," "more of," or "too much." Under- may mean "beneath" or "less of."

SPELLING WORDS				
disobey	disconnect	disinfect	disembark	disappoint
nonexistent	nonsense	nonrenewable	nonverbal	nonliving
overreact	overachieve	overwhelm	overcast	overcharge
underachieve	understatement	underarm	underdog	underline

Complete each sentence with a word from the word bank.

1. You will foul out of the game if you _____ the referee's instructions.
2. Do not get upset and _____ if you do not make the team.
3. Jackie was the _____ in the race, but she beat the others anyway.
4. The guest pass is _____, so enjoy the park while you can.
5. It is _____ today, so I will not need sunglasses.
6. Make sure you are on the ship on time, or it will _____ without you.
7. You will _____ our puppy if you do not give her a treat.
8. I could not understand what she said, so it sounded like _____ to me.
9. Do not _____ the cable or we will lose our Internet connection.
10. Frank's description was an _____ because the show was much more exciting than I expected

Name: _____ Date: _____

Spelling Lesson #7:
Words with sub-, inter-, fore-

Spell Words with sub-, inter-, fore-

Greek and Latin word parts offer clues to the meaning and spelling of words.

SPELLING WORDS

submarine	interface	interaction	interpreter	foreperson
interfere	submerge	foreground	foremost	forecast
forearm	subfreezing	international	subheading	substandard
subdue	suburb	interception	forehead	subvert

Complete each sentence with a spelling word. Use what you know about prefixes to spell correctly.

1. When they arrived at the naval academy, the _____ had surfaced.
2. Sophie thinks living in a _____ is quieter than living in the city.
3. I only speak Spanish and English, so I needed an _____ when I visited Algeria.
4. The United Nations is an organization dedicated to _____ cooperation.
5. If you _____ the glass in water, the dirt will wash off.
6. I did not bring an umbrella because the _____ did not include rain.
7. My mom felt my _____ to see if I had a fever.
8. The worker's _____ performance got him fired.
9. The _____ temperature was too cold for me without a parka.
10. The _____ on the committee took attendance at the beginning of the meeting.

Name: _____ Date: _____

Spelling Lesson #8:
Contractions

Contractions Writing Words Worksheet

- Contractions are words that are made by putting together two words.
- After joining the two words, a few of the letters may be left out.
- To create a contraction, use an apostrophe in the place of the missing letters.

word + have = I have → *I've*

word + is = she is → *she's*

word + would = he would → *he'd*

Write the two words that make up the contraction on the lines.

- | | | |
|------------|-------|-------|
| 1) it'd | _____ | _____ |
| 2) she'll | _____ | _____ |
| 3) hasn't | _____ | _____ |
| 4) they're | _____ | _____ |
| 5) hadn't | _____ | _____ |

Write the contraction for each pair of words on the line.

- | | | | |
|--------------|-------|----------------|-------|
| 6) you are | _____ | 11) where is | _____ |
| 7) he will | _____ | 12) he would | _____ |
| 8) they will | _____ | 13) it has | _____ |
| 9) I will | _____ | 14) they would | _____ |
| 10) Can not | _____ | 15) would not | _____ |

Name: _____ Date: _____

Spelling Lesson #9:
Possessive Pronouns

Basic Possessive Pronouns Worksheet

Part 1: Basic Possessive Pronouns

The most common possessive pronouns are listed in the table below. Match each one to the subject pronoun it can stand for.

her	hers	his	its	mine	my
our	ours	their	theirs	your	yours

1. I - Which two possessive pronouns are used for "I"? _____
2. you - Which two possessive pronouns are used for "you"? _____
3. he - Which one possessive pronoun is used for "he"? _____
4. she - Which two possessive pronouns are used for "she"? _____
5. it - Which one possessive pronoun is used for "it"? _____
6. we - Which two possessive pronouns are used for "we"? _____
7. they - Which two possessive pronouns are used for "they"? _____

Part 2: Practice Choosing the Correct Possessive Pronoun



Circle the correct possessive pronoun for each of the sentences below.

1. Does this cat belong to (they, them)?
2. You can't have (my, mine) cookie.
3. It is (our, ours) turn.
4. Look at (her, hers) funny hat.
5. That ring has lost (its, it's) shine.
6. This car is (my, mine).
7. Dogs love to play. It is a favorite activity of (their, theirs).
8. Are you sure this is (your, yours)?
9. Is this (your, yours) coat?
10. My brother lost (hes, his) new shoes.

Part 3: Practice Substituting Possessive Pronouns for Nouns

Rewrite each of the sentences so that it uses a possessive pronoun instead of identifying the subject. Circle the possessive pronoun in each new sentence.

1. Look at the boy's hat. _____
2. Let's go to Paul's house. _____
3. That game is my family's. _____
4. Is that Susan and Ted's house? _____
5. I want to see Mary's dress. _____



Name: _____ Date: _____

Spelling Lesson #10:
Double Consonants

Phonics - Doubling the Final Consonant

When a one syllable short-vowel word ends in a single consonant, double the consonant before adding a suffix that begins with a vowel.

Form a new word by putting each base word and suffix together.
Write the new word on the line.

- | | |
|-----------------------|-----------------------|
| 1. slim + er = _____ | 2. bold + est = _____ |
| 3. grin + ed = _____ | 4. drip + ing = _____ |
| 5. swim + ing = _____ | 6. set + ing = _____ |
| 7. flat + er = _____ | 8. run + ing = _____ |
| 9. scrub + ed = _____ | 10. plot + ed = _____ |
| 11. hot + est = _____ | 12. hug + ed = _____ |

Complete each sentence with one of the new words you formed above.

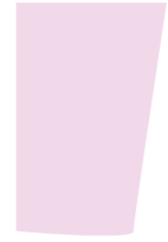
13. Diane, an explorer, was _____ out of an exciting trip.
14. On the _____ day of the summer, she departed.
15. She had _____ her course on a map.
16. Diane would be _____ along trails part of the time.
17. She would move easily over the _____ terrain.
18. When she reached the river, she would do some _____.
19. Diane _____ her parents before leaving.
20. She _____ happily as she waved goodbye.

C. Dictations



Name: _____ Date: _____

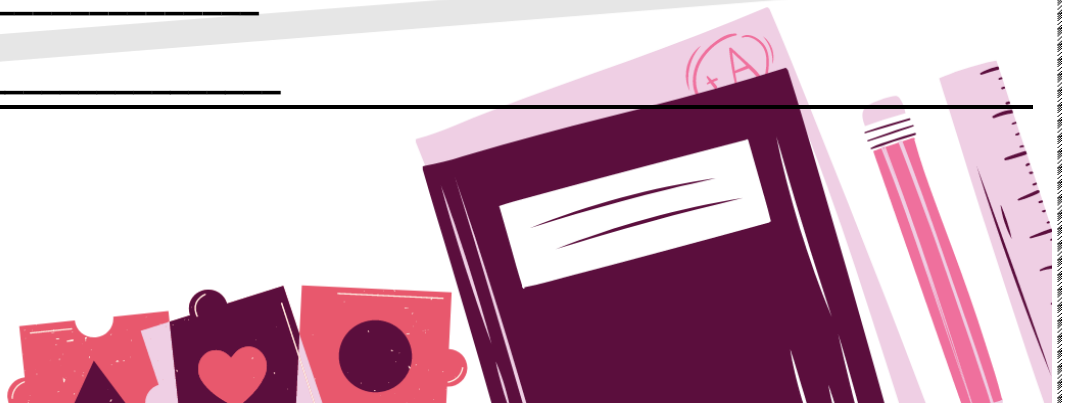
Dictation # _____



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

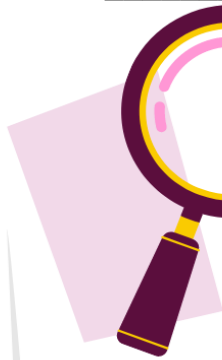
Checked by _____

Comment: _____



Name: _____ Date: _____

Dictation # _____



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

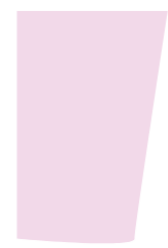
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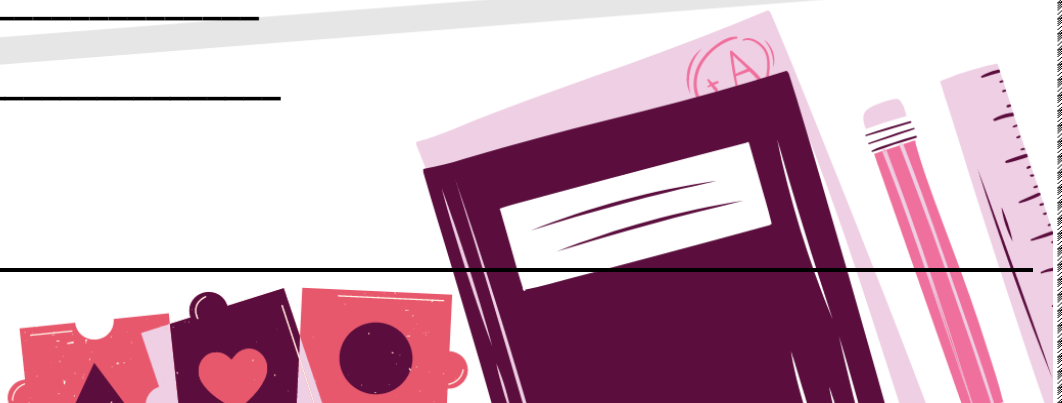
Dictation # _____



1. _____
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Name: _____ Date: _____

Dictation # _____

1. _____

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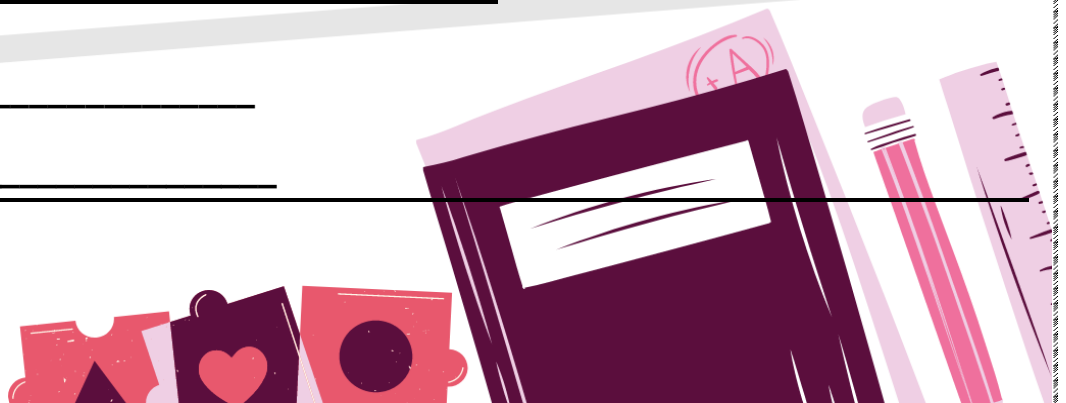
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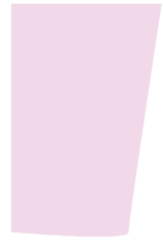
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Name: _____ Date: _____



Dictation # _____



1. _____
2. _____
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10. _____

Checked by _____

Comment: _____





D. GRAMMAR LESSONS



Name: _____

Date: ____ / ____ / ____

Grammar Lesson #1 Adjectives

Adjectives

Adjectives are words that describe nouns and pronouns. Adjectives usually come before the words they describe.

- **Comparative adjectives** compare two nouns. Add *-er* to make a short adjective comparative, such as changing *round* to *rounder*. Make long adjectives comparative by adding the word *more*, such as changing *mysterious* to *more mysterious*.
- **Superlative adjectives** compare three or more nouns. Add *-est* to make a short adjective superlative, such as changing *light* to *lightest*. Make a long adjective superlative by adding the word *most*, such as changing *outgoing* to *most outgoing*.

My TURN Write each adjective in its comparative and superlative form.

	Comparative	Superlative
1. hungry	_____	_____
2. slow	_____	_____
3. wonderful	_____	_____
4. long	_____	_____
5. illuminating	_____	_____
6. fantastic	_____	_____
7. high	_____	_____
8. comfortable	_____	_____
9. strong	_____	_____
10. despicable	_____	_____

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #2 Adverbs

Adverbs

Adverbs modify verbs, adjectives, and other adverbs to make writing more vivid.

- **Adverbs of frequency** describe a verb by telling how often it happens. They include *always, often, never, occasionally, regularly, frequently, and sometimes*.
- **Adverbs of degree** describe an adjective or an adverb by telling how strongly it applies to a situation. They include *very, highly, extremely, totally, quite, somewhat, and slightly*.

My TURN Write whether each adverb tells **how often** or **how strongly**.

1. occasionally _____
2. always _____
3. almost _____
4. too _____
5. never _____
6. sometimes _____
7. enough _____
8. usually _____
9. just _____
10. annually _____

My TURN Write a sentence for five of the words above.

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

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #3 Comparative Adjectives

Comparative Adjectives

Use comparative adjectives to compare two people, places, things, or groups.

- Adding *-er* to many adjectives—but not all adjectives—creates the comparative form.
- If an adjective ends with the letter *y*, the *y* changes to an *i* before *-er*.
- Use the word *more* in front of a longer adjective instead of adding *-er* to make it comparative.
- Some adjectives have irregular comparative forms, such as *good/better*.

My TURN Underline the correct comparative adjective to complete each sentence.

1. The buildings downtown were (bigger, more big) than those in the suburbs.
2. Jack has (stronger, more strong) arms than Colton.
3. The (smaller, more small) bowls are easier for the children to use.
4. Aunt Cindy is the (braver, more brave) of the two.
5. Steel is (durabler, more durable) than wood.
6. I have a (bigger, more big) shoe for my left foot.
7. My dog is (skittisher, more skittish) than my cat.
8. Deidra's house is (ornater, more ornate) than her cousin's house.
9. Math is the (gooder, better) class, in my opinion.
10. Our gym teacher is (athleticer, more athletic) than our coach.

My TURN Complete each sentence with the correct form of the adjective.

1. My second cooking experience was _____ (bad) than my first.
2. I think French is _____ (understandable) than German.
3. Your game is _____ (good) than my game.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #4 Superlative Adjectives

Superlative Adjectives

Superlative adjectives compare three or more people, places, things, or groups.

- The superlative form of many shorter adjectives is created by adding *-est*. If an adjective ends with a *y*, the *y* changes to an *i* before *-est* is added.
- For longer adjectives, use *most* in front of the adjective instead of adding *-est*.
- Some adjectives have irregular superlative forms, such as *best*, *worst*, *most*, and *least*.

My TURN Write the superlative form of each adjective listed below.

1. bad _____
2. bright _____
3. likely _____
4. generous _____
5. difficult _____
6. shallow _____
7. frightful _____
8. little _____
9. fortunate _____
10. bitter _____

My TURN Underline the correct adjective to complete each sentence.

1. Some people think that wolves are the (fascinatingest most fascinating) animals alive.
2. Denver is the (farthest most far) city from us in the state.
3. Our family was the (busiest most busy) we have ever been on the holidays.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #5 Relative Adverbs

The **relative adverbs** *where*, *when*, and *why* are used to connect two related clauses. The second clause tells the place of where, the time of when, or the reason for why an event or statement in the first clause.

Complete each sentence with the correct relative adverb.

1. Kevin ran to the lake _____ his friends were fishing.
2. There must be a reason _____ Leah left the party.
3. That is the restaurant _____ I had sushi for the first time.
4. I will never forget the day _____ I got my first adult bike.
5. Tell me _____ you did not mow the lawn today.
6. Can you tell me _____ we arrive at our destination?
7. July is the month _____ our family usually goes on vacation.
8. This is the field _____ we saw the fox.
9. Do you know _____ so many students are sick today?
10. The convenience store is the place _____ you can buy a map.
11. The storm is the reason _____ the yard was a mess.
12. Philadelphia is the city _____ the Constitution was written.
13. Please leave your backpack _____ you go in the store.
14. Friday is the day _____ we begin training for the marathon.
15. Did you ask the doctor _____ you keep sneezing?

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 6: **Capitalization Rules**

Proper nouns, including names for historical events, languages, races, and nationalities, are capitalized.

Underline the words in each sentence below that should be capitalized.

1. The united states was attacked by japan at pearl harbor during world war II.
2. My favorite country to visit is germany.
3. Uncle frank is indonesian and speaks malay and english.
4. Many african americans moved from the american south to the north in the 1920s.
5. My best friend's family is from the caribbean islands.
6. Did you know one of the most famous battles of the revolutionary war was at bunker hill?
7. The majority of people in afghanistan are pashtun.
8. I had a lot of inuit friends when i lived in canada.
9. The wildlife in africa is beautiful.
10. How many countries are in asia?
11. I think china has the largest population, but it is not the largest country.
12. The chinese people speak several languages, including mandarin.
13. The capital of china is beijing.
14. My favorite place to go hiking is in kentucky.
15. I have a lot of friends in massachusetts and in rhode island.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 7: **Title Capitalization**

Some words in the titles of historical documents, books, stories, and essays are capitalized.

- The first and last words of the title are always capitalized.
- All nouns, pronouns, verbs, adverbs, and adjectives are capitalized.
- The words where, while, that, until, because, if, and since should be capitalized.
- Capitalize prepositions that are five or more letters long.
- Do not capitalize the articles a, an, and the; the word to; or the conjunctions and, but, or, nor, for, so, and yet.

In each sentence below, underline the words that should be capitalized, and circle the words that are capitalized but should not be.

1. The constitution was written over two hundred years ago.
2. My dad likes to read time magazine.
3. One of my favorite poems is called “charge of the light Brigade.”
4. Ernest Hemingway’s first novel, the Sun also Rises, was written almost a hundred years ago.
5. The root of English democracy can be traced to The Magna carta.
6. James Baldwin wrote Notes Of A native son in 1955.
7. Booker T. Washington’s Up From Slavery is a fascinating and important autobiography.
8. Thomas Paine wrote the Age Of reason after writing Common sense.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 8: **Comma Rules**

A compound sentence is two or more simple sentences joined together.

- A comma follows the first sentence.
- A coordinating conjunction (for, and, nor, but, or, yet, or so) follows the comma.
- The second sentence follows the coordinating conjunction.
- The entire compound sentence ends with a period.

For each sentence below, circle Yes if it is a compound sentence, and circle No if it is not a compound sentence.

1. **Yes No** James is on the track team, and he trains every day.
2. **Yes No** Israel and Gaston are so fast that no one can catch them.
3. **Yes No** We went to Chicago on vacation, but the Field Museum was closed.
4. **Yes No** Neither the principle nor the teacher knew when the class ended.
5. **Yes No** Our team practiced all week, yet we were not able to win the game.

Correctly punctuate each compound sentence below.

1. I will take the last train to London and you can meet me at the station.
2. You should be there by four-thirty yet we might arrive later.
3. I am leaving in the morning but I will see you again.
4. I do not know if I am coming because my puppy does not like to be home alone.
5. Will I be waiting for you at the station or will I meet you elsewhere.

Name: _____ Date: ____ / ____ / ____

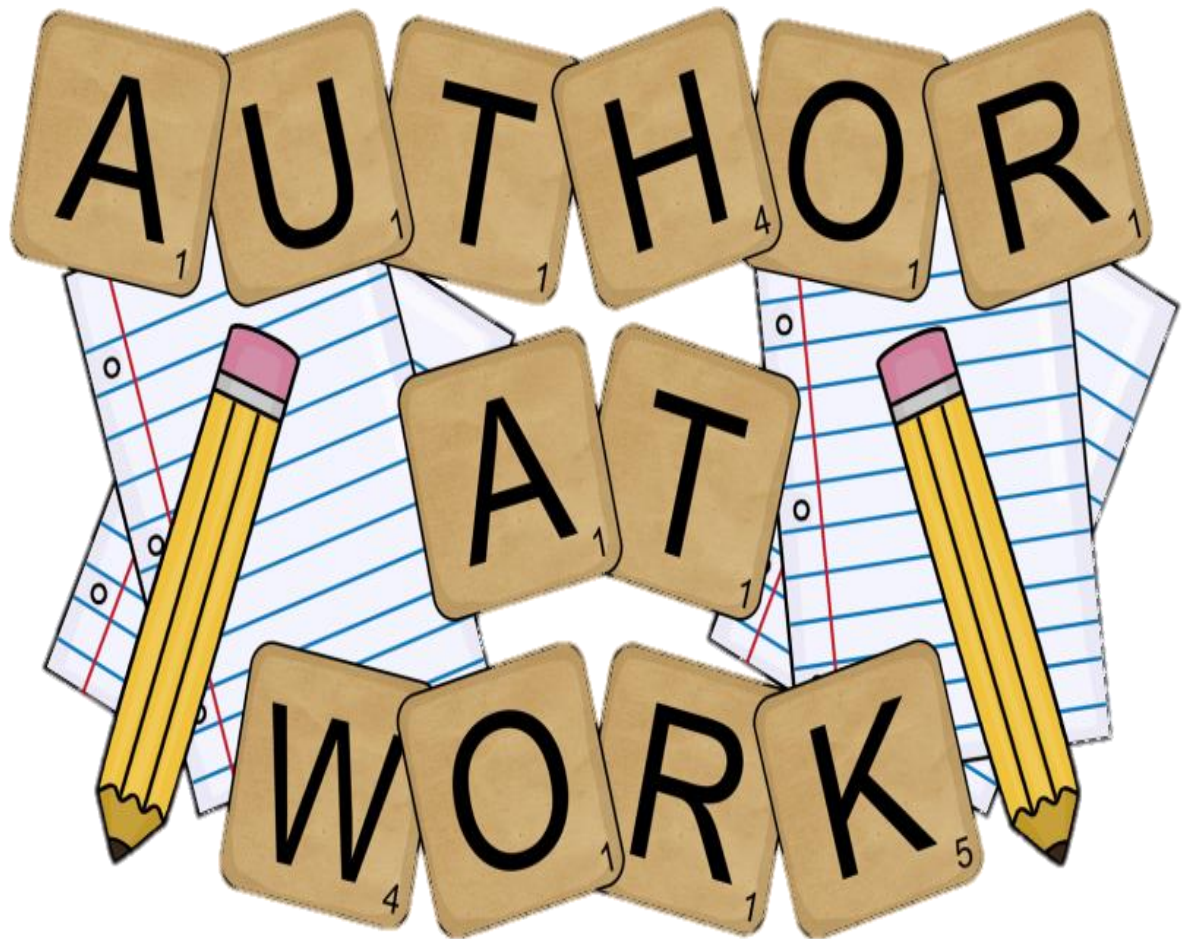
Grammar Lesson # 9 **Dialogue Punctuation**

The words characters speak in written conversation are called direct speech. Direct speech always appears in quotation marks.

- Use quotation marks at the beginning and end of each speaker’s words.
- When direct speech begins in the middle of a sentence, put a comma before the quotation starts.
- When regular text interrupts a complete sentence of dialogue, follow the interruption with a comma.
- Put punctuation that ends a quotation inside the quotation marks.

Complete each sentence with the correct punctuation.

1. “If you go to the lake, please bring an umbrella
2. Janet asked Will James help me carry the box and then went inside.
3. Wow That was terrific Jamie shouted.
4. Thomas said “I do not like ice cream with whipped cream ”
5. “Who is going to the movies later
6. When I was a delivery person, I got up very early in the morning Lin said.
7. I went to the game and told Sian You can play shortstop today
8. My aunt was surprised and told us I was so frightened
9. When does the test begin I asked the teacher.
10. I told her, Frida Kahlo is one of my favorite painters.



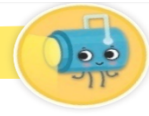
E. WRITING LESSONS

WRITING LESSON #1 – TALL TALES

Learning Goal

I can learn more about traditional literature by inferring theme.

Spotlight on Genre



Tall Tales

Traditional literature includes many types of stories, such as folktales, fables, and legends. **Tall tales** are a type of traditional tale that is strongly associated with the American frontier. These stories include

- **Humor**
- **Impossible events**
- **A character or characters with superhuman abilities**

Establish Purpose The purpose, or reason, for reading tall tales is usually enjoyment. You could also read to find themes that develop in the tales.

Tall Tales Anchor Chart

Purpose

to entertain by contrasting unlikely events with a straightforward style

Elements

→ exaggeration for emphasis or humorous effect, also called hyperbole

↪ multiple variations as a tale is told and retold

↪ usually a particular place and time

→ realistic detail, which highlights the fantastic, exaggerated elements

↪ common speech, or conversational style

exaggeration for emphasis or humorous effect, also called hyperbole

multiple variations as a tale is told and retold

usually a particular place and time

realistic detail, which highlights the fantastic, exaggerated elements

common speech, or conversational style

Text Structure

usually chronological

Name: _____ Date: ____ / ____ / ____

SAMPLE PREWRITING – TALL TALES

Name: _____

LET'S BRAINSTORM YOUR OWN TALL TALE!

Directions: Think about your own tall tale and fill in the graphic organizer below.



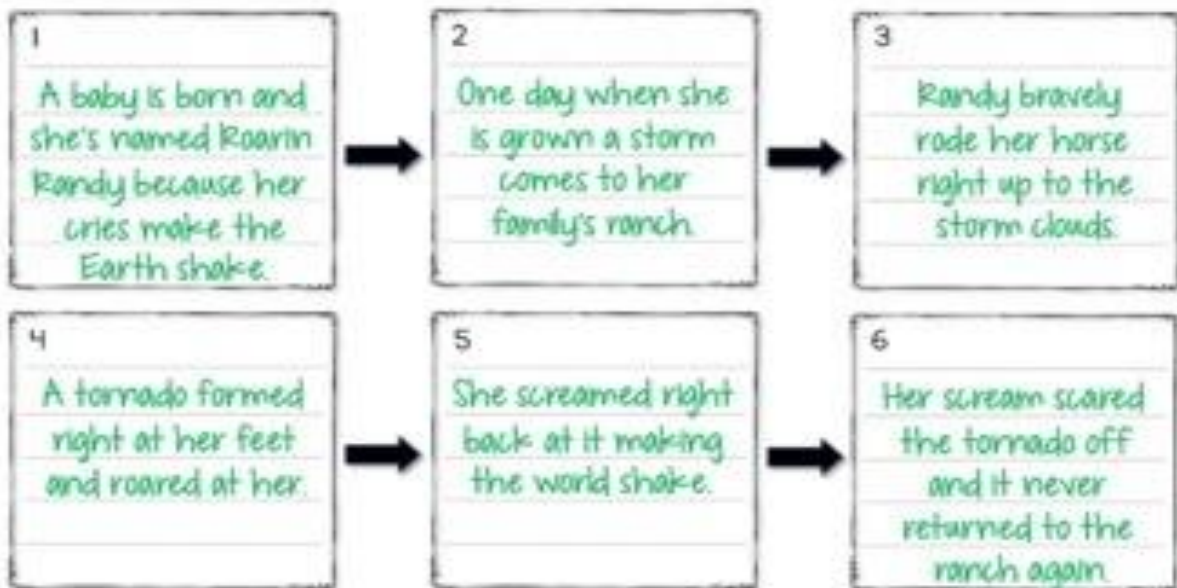
TITLE OF YOUR TALL TALE: Roarin' Randy

SETTING: plains of Oklahoma on a ranch	MAIN CHARACTER'S SUPER HUMAN QUALITY: loud - can cause an earthquake when she yells	EXAGGERATIONS: -when she's born her cries cause earthquakes -the tornado gets angry and roars at Randy -her scream at the tornado can be felt on the other side of the world
PROBLEM: tornado threatens her family's ranch	SOLUTION: Randy yells at the tornado, scaring it away	

Name: _____

LET'S PREWRITE!

Directions: Fill in the flowchart below with the sequence of events that will occur in your tall tale. This is will be your plan for your story, so when it is time to write your draft, you will be able to get started easily! These do not need to be detailed. If you need more boxes, just continue onto the back of the paper.



Name: _____ Date: ____ / ____ / ____

PREWRITING – TALL TALES

Name: _____

Tall Tales Organizer

Title of Tall Tale

Elements of Tall Tales


Setting

Problem and Solution


Characters

Theme

Main Exaggeration



Examples of Exaggerations



Name: _____ Date: ____ / ____ / ____

WRITING LESSON #2 – POETRY

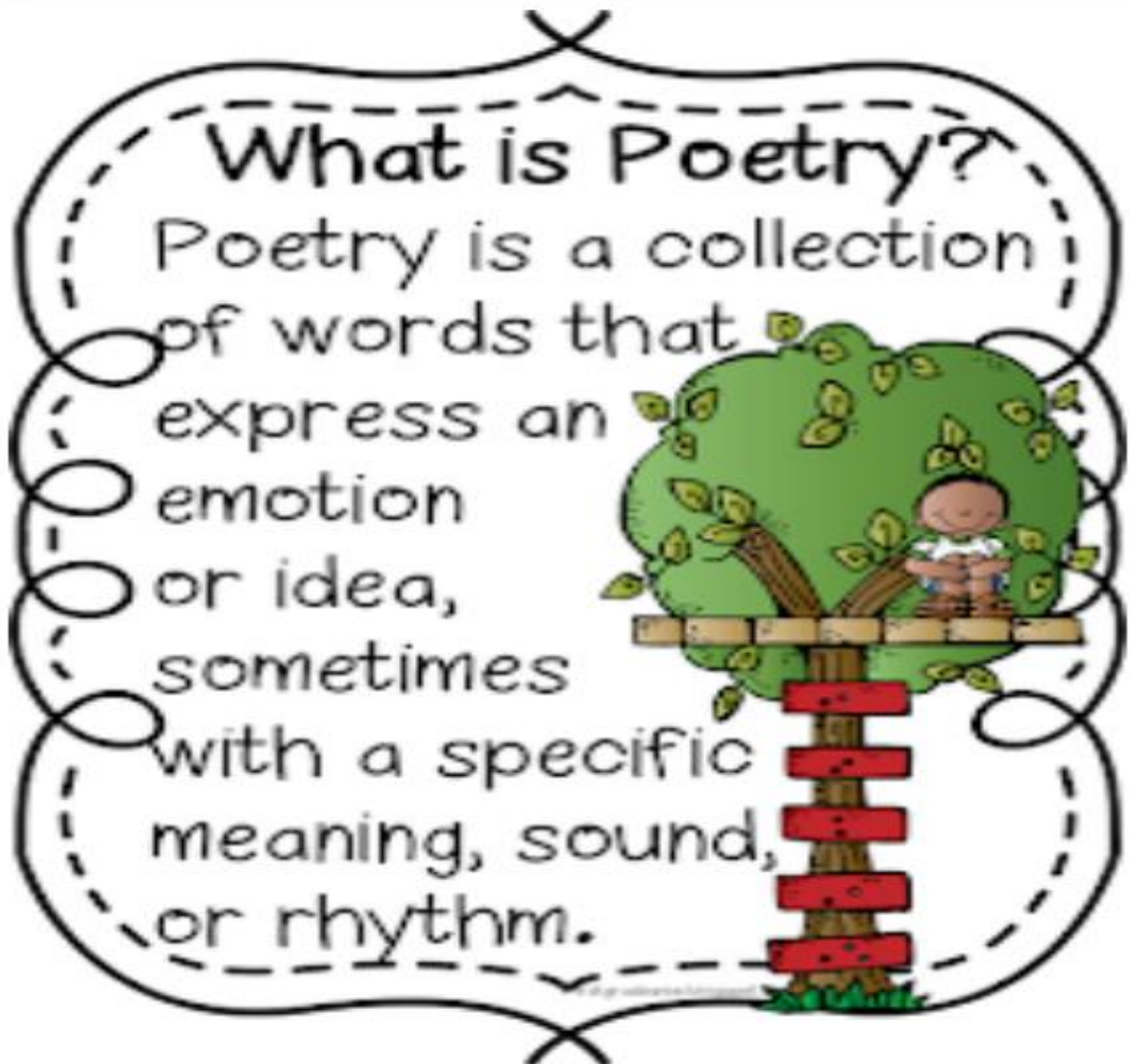
What is a Poetry?

Poetry is a form of writing that focuses on the arrangement of words to express ideas or feelings.

Elements of poetry include:

Structure, or the arrangement of lines or groups of lines (called stanzas).

- Rhythm, or the pattern of words, created by the arrangement of stressed and unstressed syllables (called meter).
- Rhyme, or two or more words with the same ending sounds.
- Figurative language, or words with meanings beyond their everyday definitions.

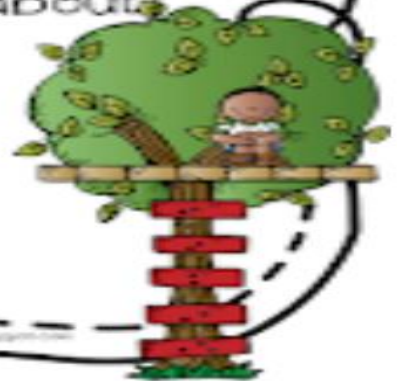


Writing – Poetry

Poet's Purpose

What Do Poets Do?

- *Share feelings (joy, anger, sadness, fear, wonder)
- *Tell a story
- *Send a message (something to think about)
- *Be humorous
- *Provide description (person, thing)



What Do We Know About Poetry?

- *Poems sometimes rhyme.
- *Poems can have a different shape.
- *Poems can be silly or serious.
- *Poems can have patterns.
- *Poems can have rhythm.
- *Poems have white space.
- *Poems can be short.
- *There are many different kinds of poems.



Name: _____ Date: ____ / ____ / ____

Writing – Poetry

POETRY STRUCTURE



Line A line of text.

Stanza A group of lines in a poem.

Rhythm A pattern of stressed syllables.




Rhyme repetition of sound in final syllable

Repetition Lines or words that are repeated



Imagine

Imagine a snail
As big as a whale,
Imagine a lark
As big as a shark,
Imagine a bee
As big as a tree,
Imagine a toad
As long as a road,
Imagine a hare
As big as a chair,
Imagine a goat
As long as a boat
And a flea the same size as me.



Name: _____ Date: ____ / ____ / ____

Writing – Poetry

Sample Prewriting: Poetry

Elements of Poetry

Name _____ Date _____

<p>Who's Talking? Point of View</p> <hr/> <hr/>	<p>I Noticed <u> </u> Poem Features (metaphors, similes, rhyme, etc.)</p> <ul style="list-style-type: none">• _____• _____• _____• _____	
<p>How I Know <u> </u> Evidence</p> <hr/> <hr/>		
<p>Theme</p> <hr/>	<p>Type of Poem</p> <hr/>	
<p>How I Know <u> </u> Evidence</p> <hr/>	<p>Imagery/Sensory Language</p> <hr/>	
<p>I'm Guessing <u> </u> Inferences</p> <hr/> <hr/>	<p>Poem Title</p> <hr/> <p>Poet</p> <hr/>	
<p>How I Know <u> </u> Evidence</p> <hr/> <hr/>		<p>Sum It All Up! Summary (include Theme)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How I Know <u> </u> Evidence</p> <hr/> <hr/>		

Name: _____ Date: ____ / ____ / ____

Writing – Poetry

Sample for Revised Initial Draft:

children
of all the ~~students~~ in my school,
I may not be the tallest.
of all the voices in the world,
mine may be the smallest.
but I can ^{almost} touch the stars,
if I stand on my toes.
and soon my ~~voices~~ ^{words might} may change the world,
so ~~you would~~ ^{you'd} better listen close.

Sample for Final Draft:

Of all the children in my school, ✓
I may not be the tallest.
Of all the voices in the world,
Mine may be the smallest.
But I can almost touch the stars,
If I stand on my toes.
And soon my words might change the world,
So you'd better listen close.

Name: _____ Date: ____ / ____ / ____

Writing – Poetry

Keeping track of time is an important part of staying organized. Think about a time when being late might cause a problem for a person. On a separate sheet of paper, write a short poem about that problem. Remember the characteristics of poetry as you write.

1-Prewriting

Elements of Poetry

Name _____ Date _____

Who's Talking? Point of View _____ _____	I Noticed Poem Features (metaphors, similes, rhyme, etc.) • _____ • _____ • _____ • _____	Type of Poem _____
How I Know Evidence _____		
Theme _____	Poem Title _____	Imagery/Sensory Language _____
How I Know Evidence _____		
I'm Guessing Inferences _____ _____ _____	Poet _____	Sum It All Up! Summary (include Theme) _____ _____ _____ _____ _____
	How I Know..... Evidence _____ _____ _____	

Name: _____ Date: ____ / ____ / ____

WRITING LESSON #3 – FICTION

What is Fiction?

Authors write **fiction** to tell an imagined story. Every story has these important parts, or elements:

- **Characters**, or the animals or people in the story
- **Setting**, or where and when the story takes place
- **Plot**, or the series of events, conflicts, or obstacles in the story

Authors may make up every aspect of a story. Other times, authors base a story on a real person or place.

The diagram illustrates the components of a story using the example 'The Dragon Who Lost His Fire'. It is structured as follows:

- Title:** 'The Dragon Who Lost His Fire' (with a drawing of a dragon and a flame).
- Temporal Word:** 'Once upon a time'.
- Introduction Sentence:** 'a magical dragon lived in a cave. He was very cranky because he couldn't breathe fire anymore!'
- Details:** 'One day, he was flying around and saw a fire burning in the forest. He swooped in and gobbled the fire up. Finally, the dragon was able to breathe fire again and was a hero!'
- Closing Sentence:** 'The dragon lived happily ever after.'



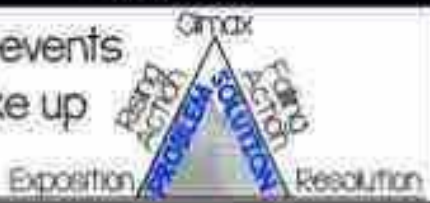

All About FICTION



What is fiction?

Fiction is writing that is fake, or made up, by an author.

What are elements of fiction?

Character	Setting
A person, or animal, in a story 	Where and when a story takes place 
Plot	Problem/Solution
The key events that make up a story 	Something that happens to a character and how it is fixed 

How is it written?

Fiction is written in a clear order of events from beginning, middle, to end.



What is its purpose?

The author's purpose is usually to entertain.

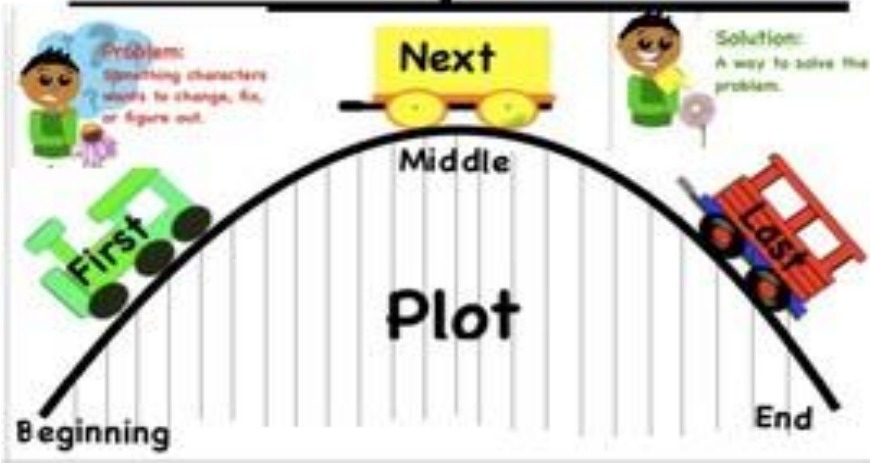
Story Elements

Characters are:



that think, feel, act

Setting is:



How to Write a Fiction Story!	
<p>Develop a strong</p> <ul style="list-style-type: none"> >story idea >character(s) >setting 	<p>Draft possible story arcs. Revise until it feels just right.</p>
<p>Draft scene by scene, only using summary when needed.</p>	<p>Study ways other authors make stories better - try some!</p>
<p>Create trouble in the story, resolving that trouble at the end.</p>	

Name: _____ Date: ____ / ____ / ____

Writing – Fiction

1 – Prewriting

Name: _____

Fiction Story Map



Title of Story: _____

Characters: (major minor characters...give names, descriptions, traits, feelings...)

Setting: (when and where...be descriptive)

Problem/Conflict: (the main dilemma that led the characters to act the way they do)

Plot: (major sequence of events in order... the action)

Beginning:

-
-
-

Middle:

-
-
-

End:

-
-
-

Solution/Resolution (how the problem got solved or resolved)

Theme/Author's Message: (what can you learn from the story? How should the character avoid this problem in the future?)

Name: _____ Date: ____ / ____ / ____

WRITING LESSON #4 – INFORMATIONAL TEXT

What is an Informational Text?

Informational texts explain important ideas and tell facts about the world. Their characteristics include:

- A main idea about a topic.
- Key details, or factual information and evidence that support the main idea.
- Domain-specific vocabulary, or words that are specific to the topic.
- Text and graphic features, such as headings, maps, pictures, and diagrams, that help readers understand the text.
- A clear text structure, or arrangement of information within a text.

INFORMATIONAL TEXT ANCHOR CHART

Purpose = inform or explain

Features

- Real World
- One main idea
- Factual key details
- Possible text features

CAUSE (shoe) → **EFFECT** (soccer ball)

PROBLEM (broken vase) → **SOLUTION** (whole vase)

Compare / **Contrast** (boy with two vases)

Classification (rocks, marbles, cherries)

Parts of Informative Writing


Topic Sentence → Did you know that bats are the only mammal that can fly? A bat's wing has long arm bones with very long finger bones. Bats can fly as fast as 15 miles per hour! After flying, a bat lands and flips upside down to hang by its toe claws. Bats are really cool mammals!

Facts →

Facts →

Facts →

Closing Sentence →



INFORMATIONAL TEXTS

DEFINITION

Informational texts are written works that provide facts, data, and knowledge about specific topics. They aim to educate and inform the reader without offering personal opinions or fictional narratives. These texts are commonly found in textbooks, manuals, news articles, and other non-fiction sources.

EXAMPLES

- **Encyclopedia Entries:**
Comprehensive summaries about a particular topic, providing detailed information and background.
- **Scientific Journals:**
Publications that present research findings and methodologies in various scientific fields.

Name: _____ Date: ____ / ____ / ____

1. Prewriting

Name: _____

How to Make a _____

Let's Make A... - Informative How-To Writing

Prewriting Graphic Organizer

Topic Sentence(s):

Let me tell you how to make a

<p style="text-align: center;">What do you do?</p> <p>First, _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">What do you do?</p> <p>Next, _____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">What do you do?</p> <p>Then, _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">What do you do?</p> <p>Finally, _____</p> <p>_____</p> <p>_____</p>

Concluding Sentence(s):

That's how to make

WRITING LESSON #5 – ARGUMENTATIVE TEXT

Learning Goal

I can learn more about the theme *Features* by analyzing the argument in an argumentative text.

Argumentative Text

Authors of **argumentative**, or **persuasive**, texts attempt to convince an audience to take action or to change beliefs or habits. Arguments include

- a **claim**, or opinion statement, that the author supports or defends.
- **reasons**, or statements of why the author makes his or her claim.
- **facts and details** that support reasons and make arguments stronger.

Argumentative Text Anchor Chart

Purpose

To make the reader think or act a certain way

Text Structure

*order of importance, problem and solution,
or cause and effect*

Example:

- 1) Introduction
 - a) **Claim** or opinion
- 2) **One reason**
 - a) Supporting **details**
- 3) **Another reason**
 - a) Supporting **details**
- 4) **Opposing** opinion or claim
 - a) Reason that shows weakness of opposing opinion
- 5) Conclusion
 - a) Restate **claim** or opinion

Features

vivid language, appeals to logic and emotion, addresses reader directly, a call to action

ARGUMENTATIVE TEXT

TEXT THAT ATTEMPTS TO CONVINCe THE AUDIENCE THAT A CLAIM IS VALID

elements of argumentative text

CLAIM
The main argument that the writer is making

INTENDED AUDIENCE
The people who will be reading the text

OPPOSING CLAIMS
Arguments that oppose or contradict the writer's claim
The writer must prove why these claims are inaccurate

EVIDENCE
Reasons, examples & support from a credible source that prove the writer's claim is accurate

Name: _____ Date: ____ / ____ / ____

1. Prewriting

What Do You Think About... School Uniforms?

Write an argumentative essay about the following topic. Make sure you support your opinion with logic and credible sources. Use additional paper if necessary.



Should school uniforms be a requirement at all public schools?
