

New Vision International School
Riyadh, Saudi Arabia

INTERNATIONAL

myView
LITERACY

GRADE 5

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

Lesson 1: Rocks on the MoonPage 6- 7

Lesson 2: Skip a StepPage 8-9

Lesson 3: After the Earthquake.....Page 10-11

Lesson 4: How to Make Compost.....Page 12-13

Lesson 5: Invasive Species: Harmful and HelpfulPage 14-15

B. Spelling Lessons

Lesson 1: Consonant Changes.....Page 17-18

Lesson 2: Syllable Patterns.....Page 19-20

Lesson 3: Multisyllabic Words.....Page 21-22

Lesson 4: Schwa.....Page 23-24

Lesson 5: Vowel Changes.....Page 25-26

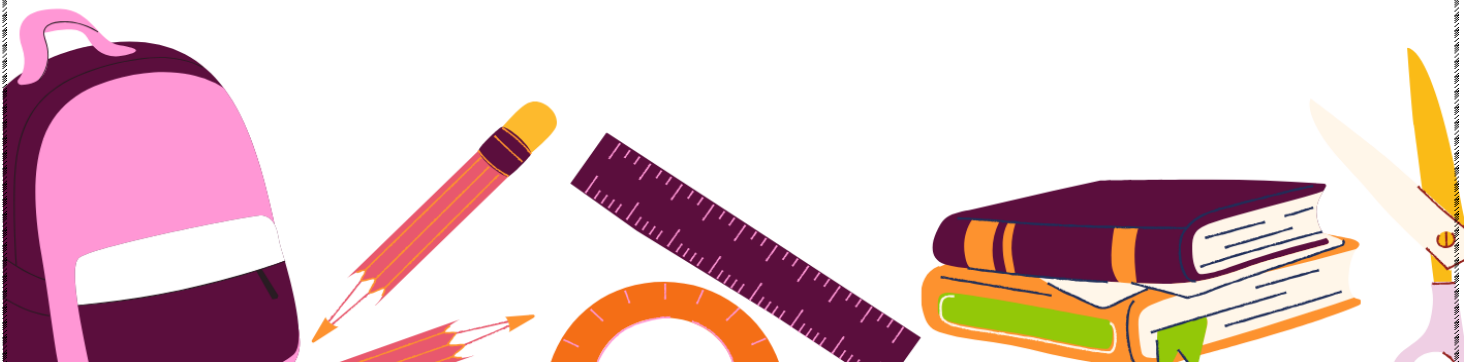




TABLE OF CONTENTS



C. Dictations

Dictation # 1.....	Page 28
Dictation # 2.....	Page 29
Dictation # 3.....	Page 30
Dictation # 4.....	Page 31
Dictation # 5.....	Page 32
Dictation # 6.....	Page 33
Dictation # 7.....	Page 34
Dictation # 8.....	Page 35
Dictation # 9.....	Page 36
Dictation # 10.....	Page 37

D. Grammar Lessons

Lesson 1: Commas and Semicolons in a Series.....	Page 39
Lesson 2: Commas and Introductory Elements.....	Page 40
Lesson 3: Title Punctuations.....	Page 41
Lesson 4: Quotation Marks with Dialogue.....	Page 42
Lesson 5: Interjections.....	Page 43
Lesson 6: Prepositions and Prepositional Phrases.....	Page 44
Lesson 7: Pronouns and Antecedents.....	Page 45

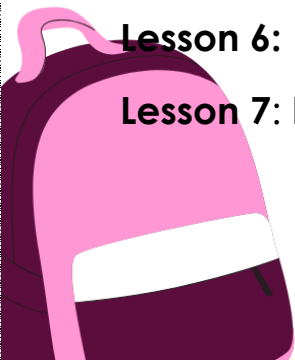




TABLE OF CONTENTS



E. Writing Lessons

Lesson 1: PoetryPage 47-48
Initial Draft.....Page 49
Final Draft.....Page 50

Lesson 2: Realistic FictionPage 51-52
Initial DraftPage 53
Final Draft.....Page 54



A. Reading Comprehensions



Name: _____ Date: _____

Reading Comprehension # 1: Rocks on the Moon

Directions: Read the selection. Then answer each question

1 Rocks on the moon are not completely different from rocks on Earth, but they might look that way. To understand why moon rocks look so different, there are a few things to consider.

2 The crust of the moon is composed mainly of regolith and three types of rock: basalt, breccia, and anorthosite. Basalt is made up of iron-based minerals. Because iron absorbs light, the mineral makes basalt look dark in color. Breccia are rocks that are formed from jagged rock pieces that melted together long ago. They exist mostly in the craters on the moon. Anorthosite looks lighter in color because it's made of a light-colored mineral. Regolith is loose soil that is made of whatever rock is underneath it. These rocks cause the moon to have varied shades across its surface.

3 Basalt, breccia, anorthosite, and regolith are also found on Earth. But despite the sharing of some properties, the rocks on the moon look very different than the same types of materials on Earth.

4 The biggest difference between moon and Earth rocks is how they formed. Rocks on the moon formed in a very dry environment. Elements like water, oxygen, and gravity did not greatly affect their creation. Also, rocks on the moon had gases trapped in them when they were made. They often appear uneven and jagged. As rocks form on Earth, on the other hand, they face wind, water, and other influences that wear them down. This is called weathering. Because of weathering, rocks on Earth have a smoother appearance. The same types of rocks can look different depending on where they are from and how they formed.

1. Which detail from paragraph 4 explains why moon rocks appear different than Earth rocks?

- A. Basalt, breccia, anorthosite, and regolith are also found on Earth.
- B. Elements like water, oxygen, and gravity did not greatly affect their creation.
- C. They often appear uneven and jagged.
- D. This is called weathering.

2. Which statement best describes two main ideas about rocks from the selection?

- A. The moon has rocks, and moon rocks are exactly like Earth rocks.
- B. Rocks on the moon are similar to rocks on Earth, but they look different.
- C. There are few rocks on the moon, and these rocks experience weathering just like rocks on Earth.
- D. Rocks on the moon tend to change like rocks on Earth, but rocks on Earth are in a dry environment.

3. Which sentence expresses the main idea of paragraph 2?

- A. The moon is a solid structure, but the rocks are soft and jagged.
- B. The moon is filled with a variety of craters, and these craters have rocks.
- C. The moon is made of many different types of rocks, and these rocks are alike.
- D. The moon is made of different types of rocks, and these rocks have different shades of color.

4. This selection describes the types of rocks on the moon. Summarize the selection in a paragraph. Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Name: _____ Date: _____

Reading Comprehension # 2: Skip a Step

Directions: Read the selection. Then answer each question

Thinking about Ice Cubes

1 If you take an ice cube from the freezer, it is a solid. If you put that ice cube on the kitchen counter, it will melt into liquid water. If you put that liquid into a pot on the stove and heat it up, the liquid will boil and become a gas called water vapor.

The Three Steps

2 On Earth, there are three phases of matter—solid, liquid, and gas. Most of the time, substances like water move from a solid to a liquid to a gas or from a gas to a liquid to a solid. However, substances can skip a step. For example, water can change from a solid (ice) to a gas (water vapor) without becoming liquid water in between. This change from a solid phase to a gas phase is called sublimation.

Sublimation

3 When do substances go through sublimation? Under regular conditions, matter does not skip the liquid step. But if the pressure around a substance lowers at the same time the temperature rises, sublimation can occur.

Dry Ice

4 Dry ice provides a great example of sublimation. Dry ice is the solid form of carbon dioxide. Normally, carbon dioxide is a gas in the atmosphere. When a block of very cold, solid dry ice is left out at room temperature, carbon dioxide returns to its gas phase. Changes in temperature and pressure change the solid dry ice to gas without changing it to a liquid first.

Frost Near the Poles

5 A substance can also change phases from a gas to a solid, or desublimates. Some frost that appears in the North Pole or South Pole is due to desublimation. The solid frost forms when water vapor (a gas) freezes without turning to liquid water first.

1. Which sentence best explains the meaning of the heading "The Three Steps"?

- A. Most of the time, substances like water move from a solid to a liquid to a gas, or from a gas to a liquid to a solid.
- B. However, substances can skip a step.
- C. For example, water can change from a solid (ice) to a gas (water vapor) without becoming liquid water in between.
- D. This change from a solid phase to a gas phase is called sublimation.

2. What is the best explanation for why the diagram is included in this selection?

- A. To show how nature never "skips a step"
- B. To show how everything eventually melts
- C. To show that substances do not change phases
- D. To show how sublimation and desublimation work in nature

3. Which word in the diagram at the end of the selection shows what liquid water must do to become water vapor?

- A. Melt
- B. Freeze
- C. Condense
- D. Evaporate

4. This selection helps explain the different phases of substances on Earth. Why are the print features and graphic feature so important to this selection? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Name: _____ Date: _____

Reading Comprehension # 3: After the Earthquake

Directions: Read the selection. Then answer each question

1 No one expected the earth below them to rumble on the morning of April 18, 1906, but everyone in San Francisco soon felt the effect. Fires destroyed parts of the city while buildings tumbled to the ground in the wake of the earthquake. One of the buildings that fell was the apartment building two friends, Miwa and Jake, called home.

2 The shaking ground woke Miwa and Jake just before they would have gotten up to get ready for school. In their separate apartments, they each quickly grabbed a few valued possessions and ran as quickly as they could. Everyone was able to escape the building before it fell to the ground. But Miwa was worried when she couldn't find Jake in the crowd on the street. Their families eventually found each other at the gate to a nearby park.

3 Miwa's and Jake's families joined hundreds of other families from across the city in the large park. City officials handed out cloth and poles so that people could build tents to sleep in. Each family set up a tent so that they would have a place to stay until they could find new homes.

4 Jake's family pitched their tent close to where Miwa's family settled. The adults were concerned about the earthquake and what things they needed to do next. The two friends watched as their parents met with other parents and city leaders to discuss what needed to be done.

5 Miwa and Jake wanted to find ways to help, too. Miwa came up with the great idea of turning their tent stay into a fun camping experience. After she shared her idea with Jake, they immediately sprang into action to make it happen. The friends gathered other children their age near a tree in the park. The group of young people told stories and danced and sang. They not only felt less worried about the earthquake, they also felt better about making new friends.

1. Which sentence from the selection introduces the problem faced by the main characters?

- A. One of the buildings that fell was the apartment building two friends, Miwa and Jake, called home.
- B. Each family set up a tent so that they would have a place to stay until they could find new homes.
- C. Jake's family pitched their tent close to where Miwa's family settled.
- D. Miwa came up with the great idea of turning their tent stay into a fun camping experience.

2. Which detail from the selection helps to show that the selection is set in the past?

- A. The earthquake strikes a large city.
- B. People worry about the effects of an earthquake.
- C. Families live in a local park instead of their homes.
- D. Children sing and tell stories instead of using handheld devices.

3. Which sentence is evidence that the earthquake struck in the morning?

- A. The shaking ground woke Miwa and Jake just before they would have gotten up to get ready for school.
- B. In their separate apartments, they each quickly grabbed a few valued possessions and ran as quickly as they could.
- C. Everyone was able to escape the building before it fell to the ground.
- D. But Miwa was worried when she couldn't find Jake in the crowd on the street.

4. Make an inference about Jake and Miwa by combining what you already know with evidence from the selection. Write your response on a separate sheet of paper. Include two specific details from the selection to support your inference.

Name: _____ Date: _____

Reading Comprehension # 4: How to Make Compost

Directions: Read the selection. Then answer each question

1 Making compost is easier than you think. Start by collecting "green" materials like yard waste and kitchen scraps. Avoid including dairy products, meat, or oil. Store the green materials in a large container with a lid that you can either spin or shake, such as a plastic trash can.

2 Next, you'll need to add "brown" materials such as shredded paper and dried leaves. You want to have about equal amounts of green and brown materials. Sprinkle enough water into the container to make everything inside it damp.

3 At least once a week, spin the container so that the materials mix together. Moving them around helps them break down into compost more quickly. It also prevents them from developing a terrible odor.

4 After some time, when the compost is dry and brown, it will be ready to use.

How Composting Helps

1 Compost is natural material that we can add to the soil to help plants grow.

2 Plants need minerals and other nutrients to grow. The soil by itself does not always give plants these things. That's where compost can help. Compost can improve the quality of the soil, which leads to healthier plants. Compost also helps keep away diseases that can harm plants in your garden.

3 Composting helps the environment in several ways. First, most of the materials we use to make compost are wastes that would end up in the garbage. Kitchen scraps and yard waste are the main materials used in composting. Instead of that waste going into a landfill or the ocean, it goes back into the earth. Compost also makes the soil better, so you need less water to make your garden grow. Composting is helpful for your plants and for the planet.

1. Which sentence from "How Composting Helps" contains a specific detail that is also found in "How to Make Compost"?

- A. Compost can improve the quality of the soil, which leads to healthier plants.
- B. Compost also helps keep away diseases that can harm plants in your garden.
- C. Kitchen scraps and yard waste are the main materials used in composting.
- D. Compost also makes the soil better, so you need less water to make your garden grow.

2. Which statement explains how the two selections are similar?

- A. They describe how to create a compost bin.
- B. They explain how compost should look when applying it to plants.
- C. They suggest that compost is good for the environment and plants.
- D. They describe all of the different plants that are helped and harmed by compost.

3. What is one difference between "How to Make Compost" and "How Composting Helps"?

- A. "How to Make Compost" explains what compost is, but "How Composting Helps" does not.
- B. "How to Make Compost" explains that composting is beneficial to plants, but "How Composting Helps" does not.
- C. "How to Make Compost" explains why composting is important to the environment, but "How Composting Helps" does not.
- D. "How to Make Compost" explains which scraps should be avoided when making compost, but "How Composting Helps" does not.

4. How are the audiences for the two selections different? Think about what each audience might want to know and be able to do after reading the selection. Write your response on a separate sheet of paper. Include details from the selections in your response.

Name: _____ Date: _____

Reading Comprehension # 5: Invasive Species: Harmful and Helpful

Directions: Read the selection. Then answer each question.

1 When a plant or animal species is introduced into an environment where it does not usually live, it can disrupt the ecosystem. This is why these plants or animals are sometimes called "invasive" species. They are often also called "non-native" species.

2 There are often laws set up to prevent humans from helping a species move into an environment where it does not usually live. Although it is true that some species cause real harm when they move, a species will occasionally provide surprising benefits instead.

3 For example, zebra mussels are small freshwater animals originally from Eastern Europe. Recently, they have been discovered in waters in various parts of the United States. In some ways, these animals are costly troublemakers because the mussels can grow inside of irrigation pipes and clog them. However, zebra mussels are also massive helpers. They can help improve the quality of the waters in which they make their new home. The mussels help filter toxins and other pollutants out of lakes and rivers.

4 Many tortoises used to live on islands in the Indian Ocean. The tortoises played an important role in the islands' ecosystems. However, after people settled on the islands, the tortoises became extinct. Scientists are now using a similar species of tortoise to fill this missing role in the ecosystem. Aldabra Giant Tortoises are not originally from these islands. But they are now browsing, grazing, and dispersing seeds, just as the extinct tortoises did.

5 We need to look at these species a little differently. Some people call these kinds of species "invasive" or "disturbing." It's true they have the ability to disrupt an environment into which they are placed. However, many of them also contribute in unexpected, yet very effective, ways. By strictly looking at how these species may cause problems, people are missing out on recognizing the benefits they offer the planet.

1. Which of the following sentences from the selection best identifies the claim the author is making?

- A. When a plant or animal species is introduced into an environment where it does not usually live, it can disrupt the ecosystem.
- B. There are often laws set up to prevent humans from helping a species move into an environment where it does not usually live.
- C. Although it is true that some species cause real harm when they move, a species will occasionally provide surprising benefits instead.
- D. Some people call these kinds of species "invasive" or "disturbing."

2. Which of the following sentences best supports the claim that some invasive species are not beneficial to the environment?

- A. In some ways, these animals are costly troublemakers because the mussels can grow inside of irrigation pipes and clog them.
- B. However, zebra mussels are also massive helpers.
- C. They can help improve the quality of the waters in which they make their new home.
- D. The mussels help filter toxins and other pollutants out of lakes and rivers.

3. Why is paragraph 4 important to the author's argument?

- A. It explains how invasive species can cause harm.
- B. It describes a species that was introduced and has proved beneficial.
- C. It explains the difference between invasive species and native species.
- D. It lists some problems that have been caused by certain invasive species.

4. This selection is intended to persuade the reader to think a specific way about invasive species. What does the author want the reader to think about invasive species? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

B. Spelling Lessons



Name: _____ Date: _____

Spelling Lesson # 1: Consonant Changes

Adding a suffix to the end of a base word creates a new word and changes the word's meaning. But it can also change the way the word is pronounced.

- When the suffix -ian is added to certain words with a final consonant sound k, the sound k changes to the sound sh. For example, adding -ian to the word magic forms the word magician:

magic (sound k) + -ian = magician (sound sh)

- When the suffix -tion is added to certain words with a final consonant sound t, the sound t changes to the sound sh.

object (sound t) + -tion = objection (sound sh)

My TURN Complete the following sentences by adding the suffix -ian or -tion to the word shown in parentheses, which will change the final consonant sound of the word. Use a dictionary to confirm your results.

1. Sophia was told that she had won the (elect) _____ and would become the class president.
2. Becoming a professional (music) _____ takes a lot of practice.
3. Michael is hoping for greater (participate) _____ in the fundraiser this year.
4. A general who is a great (tactic) _____ can make logical decisions about how an army should move and fight.
5. The wildlife society specializes in the (protect) _____ of endangered species.
6. Farah's hope is to become a (mathematics) _____ and college professor.

Name: _____ Date: _____

Spell Words with Consonant Changes

When you add a suffix to certain words, the final consonant of the base word changes. For example, if you add the suffix -ion to the word celebrate, drop the e at the end of the base word before adding the suffix:

celebrate (base word) + -ion (suffix) = celebration

If you are adding the suffix -ion to the word detect, for example, which does not end in an e, just add the suffix:

detect (base word) + -ion (suffix) = detection

SPELLING WORDS

isolation
music
clinician
select
mathematician

politician
hesitate
selection
frustrate
musician

frustration
elect
hesitation
mathematics
clinic

politics
election
coordinate
coordination
isolate

My TURN Follow the writing prompts below. Use your knowledge of Latin roots to spell the words correctly.

1. Use the word musician in a sentence about someone whose music you enjoy.

2. Use the word mathematics in a sentence about what you find most interesting about math class.

3. Use the word election in a sentence about someone who is running for public office.

Name: _____ Date: _____

Spelling Lesson # 2: Syllable Patterns

A syllable is a word part that has one vowel sound. Some words have more than one syllable and are called multisyllabic. To break down a multisyllabic word, look for syllable patterns, including

- **Vowel teams:** vowel sounds spelled with two letters (cooking)
- **VCe syllable:** long vowel followed by single consonant followed by a silent e (re/make)
- **Open and closed syllables:** open syllable ends with a vowel and a long vowel sound (glo/bal); closed ends with a consonant (riv/er)
- **Final stable syllable:** comes at the end of a word, such as consonant + -le
- **R-controlled syllable:** the r controls the vowel sound (park/ing)

My TURN For the following words, determine whether the syllable division is correct. If correct, write correct. If not, write incorrect and add the correct syllable division. Then read each of the words using syllable division patterns.

- | | | |
|----------------|----------------|-------|
| 1. accomplish | ac/com/plish | _____ |
| 2. resemble | res/em/ble | _____ |
| 3. independent | ind/e/pend/ent | _____ |
| 4. astound | as/tound | _____ |
| 5. particle | par/ti/cle | _____ |
| 6. confiscate | con/fisc/ate. | _____ |

Name: _____ Date: _____

Spell Words with Different Syllable Patterns

A **syllable** is a word part that has one vowel sound. Knowing syllable patterns, such as vowel teams, VCe syllables, open and closed syllables, final stable syllables, and r-controlled syllables, can help you divide words in various ways:

- between two vowels: (diet) di/et
- between two consonants: (sluggish) slug/gish
- between a consonant and a vowel: (numerous) nu/mer/ous

Recognizing syllable patterns can help you spell words.

SPELLING WORDS

contact
alligator
escalator
classical
innocent

trifle
obstacle
miracle
icicle
struggle

medium
variable
idea
studio
stadium

radiate
strategy
finish
dutiful
arthritis

My TURN Using the hint provided in parentheses, unscramble the letters to spell one of the spelling words. Then use what you know about syllable division patterns to check your spelling.

alligator

icicle

innocent

stadium

1) c c e i l l	(hint: cold to the touch)	_____
2) g l t a l i r o a	(hint: it has scales)	_____
3) m d u t a i s	(hint: you watch sports or music here)	_____
4. n o n e c i n t	(hint: opposite of guilty)	_____

Name: _____ Date: _____

Spelling Lesson # 3: Multisyllabic Words

A **syllable** is a word part that has one vowel sound. If a word has more than one syllable, it is called multisyllabic. There are some common syllables found in multisyllabic words, including the following:

- tion (am/bi/tion) -ize (glob/al/ize) -ance (guid/ance) -ist (art/ist)
- ly (per/fect/ly) pro- (pro/fes/sor) con- (con/flict)

Multisyllabic words often follow common syllable patterns, such as the following:

- **V/CV: ends in a vowel and has a long vowel sound:** even (e/ven); donut (do/nut)
- **VC/V: ends in a consonant and has a short sound:** living (liv/ing); honest (hon/est)
- **VCe:** long vowel, followed by a single consonant, followed by a silent e: (re/make) Recognizing syllable patterns makes multisyllabic words easier to read

My TURN Read the following paragraph:

My elementary school is brand new. It is called an intermediate building because it holds classes for grades 3-5. When you walk in the front door of the building, there is a mosaic of a tiger on the floor because we are the Titan Village Intermediate School Tigers! We have a lot of new literature in our library, and the food in the cafeteria is really good. The entire environment in our school is focused on helping us learn, and that's what I am doing.

Spell Multisyllabic Words

Words with more than one syllable are called multisyllabic. Multisyllabic words often follow common syllable patterns, such as V/CV, VC/V, and VCe.

- V/CV: musical (mu/si/cal); vacation (va/ca/tion)
- VC/V: element (el/e/ment); honest (hon/est)
- VCe: (in/vite)

There are some common syllables found in multisyllabic words, including
-ment movement (move/ment) -ate affectionate (af/fec/tion/ate)
in- incapable (in/ca/pa/ble)

Recognizing common syllables and syllable patterns can help you spell words.

SPELLING WORDS

harmonica
elementary
miniature
mosaic
definition

literature
ravioli
cafeteria
probability
environment

humiliate
tuxedo
cylinder
intermediate
centennial

curiosity
stationery
certificate
amateur
punctuation

MyTURN Follow the prompts. Use what you know about syllable patterns and multisyllabic words to spell correctly.

1. Use the word **environment** in a sentence about recycling.

2. Use the word **tuxedo** in a sentence about a wedding or an awards ceremony.

Name: _____ Date: _____

Spelling Lesson # 4: Schwa

In the English language, the uh sound is the most common sound. It is called a **schwa**, and any vowel (a, e, i, o, or u) can create this sound. The schwa is often found in an unstressed syllable of a word.

In the following examples, syllables with schwas are highlighted:

- sofa (so/fa) (the a is the schwa)
- enemy (en/e/my) (the second e is the schwa)
- decimal (dec/i/mal) (the i is the schwa)
- bottom (bot/tom) (the second o is the schwa)
- focus (fo/cus) (the u is the schwa)

My TURN For the following words, circle the syllable or syllables with a schwa. Then, based on the examples above, write the letter that is the schwa. Use a dictionary to check your work, and note that a schwa is indicated with the symbol ə in dictionary pronunciations.

1. frigid _____
2. seldom _____
3. sluggish _____
4. astound _____
5. independent _____
6. combine _____
7. suspend _____
8. petrify _____

Name: _____ Date: _____

Spell Words with Schwa Sounds

The **schwa**, or **uh sound**, is the most common sound in the English language. Any vowel (a, e, i, o, or u) can create the schwa sound, which is often found in an unstressed syllable of a word. Recognizing and understanding the schwa sound can help you spell words.

SPELLING WORDS

jewel
kingdom
gasoline
consolidation
garage

tropical
pajamas
universal
ordinary
humidity

bulletin
carnival
illustrate
elegant
census

terrific
celebrate
independent
celery
experiment

My TURN Follow the writing prompts below. Use what you know about syllables and sound-spelling patterns to check your spelling.

1. Use the words **tropical** and **humidity** in a sentence about traveling to some hot places.

2. Write **one or two sentences** about the **rides** you would like to go on, the food you would like to eat, and the friends you would like to hang out with at a carnival.

2. Use the word **garage** in a sentence about a parent asking his or her children to do some chores before going out to play.

Name: _____ Date: _____

Spelling Lesson # 5: Vowel Changes

In the English language, adding an ending to a word can change the way the word is pronounced. Here are some examples:

- A _____ can change to a _____:
nation (long a sound) + -al = national (becomes short a sound)
- A _____ can change to the _____, or uh, sound: realize
(long i sound) + -ation = realization (becomes the schwa sound)
- A _____ can change to the _____, or uh, sound:
habit (short i sound) + -at = habitat (becomes the schwa sound)

My TURN Identify the vowel change in the following pairs of words.

Use a dictionary to check your work, and note that a schwa is indicated with the symbol ə in dictionary pronunciations. Then use what you know about vowel changes to read each pair of words.

1. admire _____ admiration _____
2. divine _____ divinity _____
3. excel _____ excellent _____
4. conspire _____ conspiracy _____
5. oppose _____ opposition _____

Name: _____ Date: _____

Spell Words with Vowel Changes

When adding an ending to a word, the pronunciation and spelling can change. A long vowel sound can change to a short vowel sound, a long vowel sound can change to the schwa, or uh, sound, and a short vowel sound can change to the schwa sound.

Recognizing vowel changes and syllable division patterns can help you spell many words.

SPELLING WORDS

physical
perspiration
deductive
explain
repetition

collide
cyclic
prepare
physicality
severe

perspire
collision
repeat
cycle
severity

deduce
explanation
sincere
preparation
sincerity

My TURN Put the following words in alphabetical order. Use what you learned about multisyllabic words and sound-spelling patterns to check your spelling. Then use slashes to divide each word into syllables.

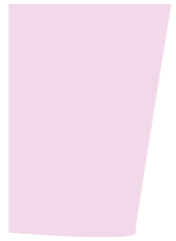
repeat	1.
cycle	2.
preparation	3.
severe	4.
explain	5.
cyclic	6.
deduce	7.

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. _____

Checked by _____

Comment: _____



Name: _____ Date: _____



Dictation # _____

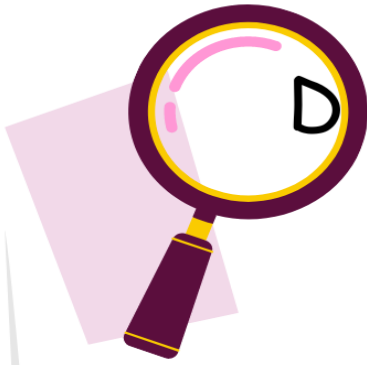
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Checked by _____

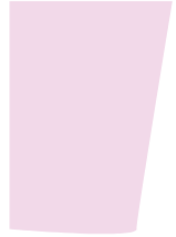
Comment: _____



Name: _____ Date: _____



Dictation # _____



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

Checked by _____

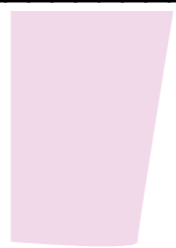
Comment: _____



Name: _____ Date: _____



Dictation # _____



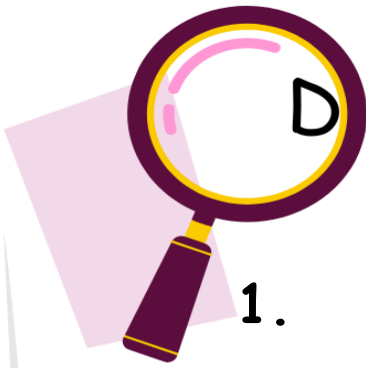
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Checked by _____

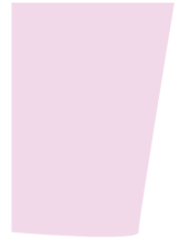
Comment: _____



Name: _____ Date: _____



Dictation # _____



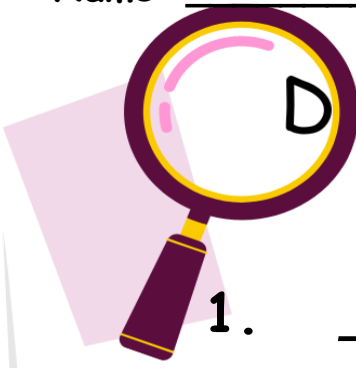
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Checked by _____

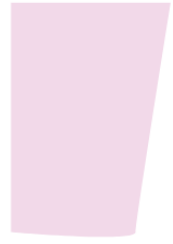
Comment: _____



Name: _____ Date: _____



Dictation # _____



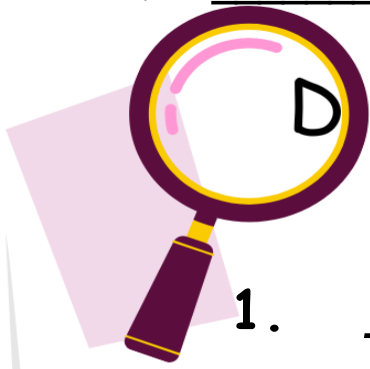
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Checked by _____

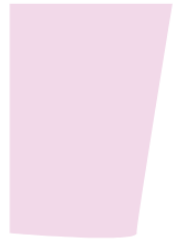
Comment: _____



Name: _____ Date: _____



Dictation # _____



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

Checked by _____

Comment: _____



Name: _____ Date: _____

Dictation # _____



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

Checked by _____

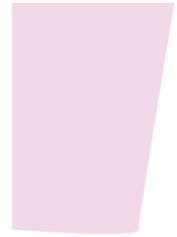
Comment: _____



Name: _____ Date: _____



Dictation # _____



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

Checked by _____

Comment: _____





D. GRAMMAR LESSONS



Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 1: Commas and Semicolons in a Series

One use for commas is to separate items in a series, which is a list of three or more things:

Jose read a book, sat on the beach, and went swimming.

In the example above, Jose does three things, and they are separated by commas.

Sometimes, an item in a list will have its own comma. In such cases, **semicolons** are used to separate the items:

Melinda finished her homework, which took about an hour; walked the dog, who had been pacing back and forth; and helped with dinner, which smelled great.

My TURN For the following sentences, add the missing comma or semicolon or correct any mistakes in the use of commas or semicolons.

1. Our cat enjoys sleeping in the sun, playing with a feather toy and being brushed.

2. To make the cake batter, we will need eggs, which are in the refrigerator, flour, which is in the cabinet, and butter, which is softening on the table.

3. For their project, Darren and Jamal needed markers; poster board; and glue.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 2: Commas and Introductory Elements

Commas are used to set off a person's name when directly addressing that person:

- Name begins a sentence: **Marcus, please open the window.**
- Name ends a sentence: **I finished my homework, Mom.**
- Name is in the middle of a sentence: **Look, Marissa, there's a shooting star!**

A comma is also used after an introductory word (yes, no, as usual, well) at the beginning of a sentence:

Yes, there is some ice cream left in the freezer.

If a sentence has a statement followed by a question, set the question off with a comma:

That's Jamie's project, isn't it?

My TURN For the following sentences, add the missing comma or commas.

1. Well I think we can get the meeting started.
2. You're going to the party aren't you?
3. Keesha what would you like for dinner?
4. Do you need some help Dad?
5. Practice Noah is the only way we will win the game.

My TURN Have students write three original sentences using three of the comma rules above.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 3: Title Punctuation

• The title of a book, play, magazine, or movie should be underlined if you write it by hand.

But these titles should be italicized if you are typing them.

(magazine title, handwritten) Time (magazine title, typed) *Time*

(movie title, handwritten) Jurassic Park (movie title, typed) *Jurassic Park*

• The title of a story, an article, a poem, or a chapter in a book should be set within quotation marks:

(poem title) "After Apple-Picking"

(chapter title from a book) "The Boy Who Lived"

My TURN Based on the information you learned about punctuating titles, add missing quotation marks to titles or underline titles as needed in the following sentences.

1. Edgar told me about the article he read in National Geographic magazine.
2. Maria's brother loves the movie Finding Nemo.
3. Maria thinks the poem Mother Doesn't Want a Dog is funny.
4. Amanda wanted a sports magazine for the plane ride, so she bought a copy of Sports Illustrated.
5. In his presentation to the class, Tyrell argued that Rachel Carson's Silent Spring is an important book in the history of the environmental movement.
6. For homework, the class had to read the first chapter of the novel, called Marley's Ghost.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 4: Quotation Marks with Dialogue

The words spoken between people in a written work are called a dialogue.

There are certain rules to follow when writing a work that contains dialogue.

- A person's exact words, or the direct quotation, must begin with a capital letter, end with punctuation, and be enclosed within quotation marks. DeMarcus asked, "What time does the library close?"
- Use a comma to separate the person who is speaking from what is being said. Jeremy said, "It looks like a great day for a hike."
- If the quotation is interrupted, or broken into parts, a comma or end punctuation should follow the words that tell who is speaking.

"We can get this done," Maria said, "but everyone needs to help."

"I'd like to make a suggestion," Ben said. "Let's leave now."

MyTURN Rewrite each sentence, adding missing quotation marks or punctuation and correct capitalization in the following sentences.

1. Raya said "we should bake a cake for Sam's birthday."

2. We can ride bikes to the park, Desmond said. "But we should take water."

3. Kalel asked "what time does the game start?"

4. I have an idea Ava said. Why don't we go to the beach today?

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #5: Interjections

Interjections are a way to express feelings in writing. They are typically used in informal, rather than formal, writing.

- If the interjection is meant to express a strong feeling, use an exclamation point.

Yikes! We have a lot of dishes to wash.

Look out! I just spilled water on the floor!

Dad made pancakes. Awesome!

- If an interjection does not express a strong feeling, follow it with a comma.

Great, let's meet after school.

Oh, please let me borrow the book when you are done with it.

My TURN For each of the following sentences, rewrite the interjection with the correct punctuation.

1. Ouch. I have a stone in my shoe. _____
2. You are going to Hawaii for vacation? Wow. _____
3. Well we can catch the next bus. _____
4. Oh no. We forgot the poster for our project! _____
5. Hey do you know what time the bus comes? _____

My TURN Write three sentences with interjections using correct punctuation.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 6: Prepositions and Prepositional Phrases


*A preposition is a word or group of words that shows how a noun or pronoun relates to another part of the sentence.

* Prepositions show location (above, below), time (after, before), direction (across, over), or other details.

* A prepositional phrase consists of a preposition and a noun or pronoun called an object. In the following examples, the preposition is bold, and the prepositional phrase is underlined.

- The cupcakes are **on** the table.

- The kayaks are stored **in** the garage.

* In each of the following sentences, circle  the preposition and underline _____ the prepositional phrase.

1. The dog ran **across** the lawn.

2. Carla walked **into** the classroom.

3. **Before** meeting her friends, Emily finished her homework.

4. The computers **in** the computer lab are brand new.

5. My grandma and I talked **on** the phone.

*Write three sentences about your morning routine. Include a prepositional phrase in each sentence.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 7: Pronouns and Antecedents

***A pronoun is a word that takes the place of a noun or nouns.**

***An antecedent is the noun or nouns that a pronoun refers to.**

*** A singular pronoun refers to a singular noun. In the following sentence, there is a singular pronoun (she) that refers to a singular noun, which is the antecedent (Maya). Maya lost her bracelet, so she searched for it.**

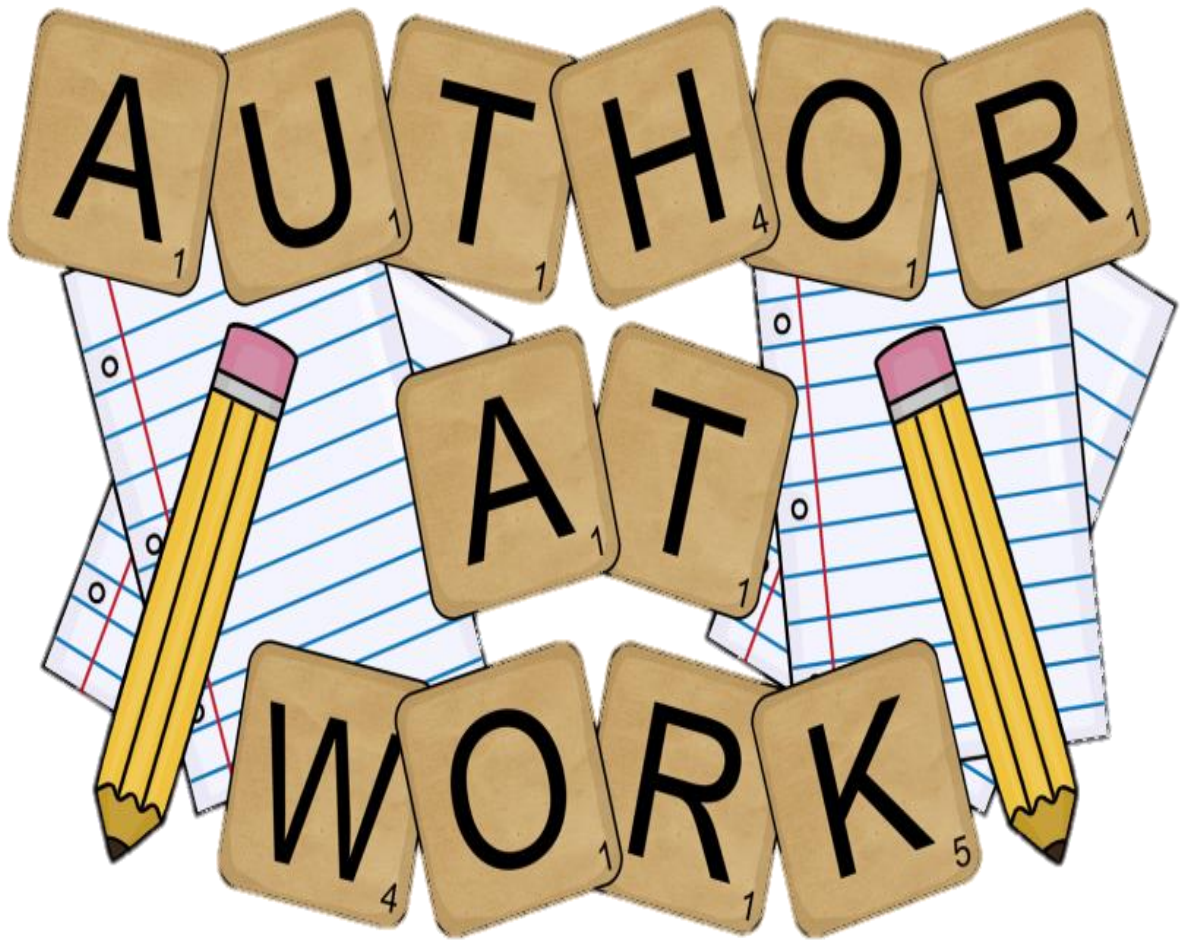
***A plural pronoun refers to a plural noun or more than one singular noun. Here is an example of a plural pronoun (they) and a plural antecedent (brothers): The three brothers cleaned the house, and they did a great job.**

For each of the following sentences, underline the pronoun and circle the antecedent.

1. Kamal knew that the test would be challenging, so he studied for days.
2. Nellie and Ruben helped their grandmother shop.
3. Sabine searched for supplies for her science project.
4. The hikers packed snacks in case they got hungry.

Complete the following sentences by writing the correct pronoun in the blank.

1. Sarah was interested in the job, so _____ filled out an application.
2. Juan and _____ dad went to the baseball game.
3. Ariane and Neve dropped _____ books off at the library.
4. The marathon runners knew _____ would need to train.



E. WRITING LESSONS

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 1: Poetry

What is Poetry?

Poetry is the arrangement of words in lines with rhythm, or a regularly repeated accent. Lines often rhyme. A poet chooses language to create a mental image or express thoughts or feelings. The purpose of poem is often to **give pleasure** to the reader.

There are three major kinds of poems: Narrative Poetry, Lyric Poetry, Epic Poetry.

Remember the Key Features of poetry:

- Many poems have **rhyme** or words that have the same ending sound.
- Poems have rhythm, or a pattern of stressed and unstressed syllables.
- Using many different forms of poems.
- Follow themes such as nature, beauty, love, childhood,, etc.
- Writers free write to generate ideas for their poetry.

Sample Writing:

The Secret Song

Who saw the petals
drop from the rose?
I, said the spider,
But nobody knows.

Who saw the sunset
flash on a bird?
I, said the fish,
But nobody heard.

Who saw the fog
come over the sea?
I, said the sea pigeon,
Only me.

Who saw the first
green light of the sun?
I, said the night owl,
The only one.

Who saw the moss
creep over the stone?
I, said the gray fox,
All alone.

Name: _____ Date: ____ / ____ / ____



WRITING TASK: Read the information in the box below.

Think about a time or place in which you saw change in the environment.

Think about a time when you noticed change around you. The change might have been in the weather or in the people around you. The change might have happened quickly, like a storm moving in, or slowly, like seasons changing.

Write a poem about the changes you see in the environment around you.

Be sure to

- have a clear focus and well-developed structure.
- include effective imagery, figurative language, and sound effects.

Sample Writing:

The Changing Earth 🌿☀️🌳

The rivers once sparkled, so clear and so bright,
Now filled with waste, dimming their light.
The trees stood tall, their leaves so green,
But many are gone—no more to be seen.

The air was fresh, the skies so blue,
Now smog and smoke blur the view.
The flowers bloomed, the birds would sing,
But fewer now take to the wing.

Yet hope still shines, like morning's glow,
If we care, protect, and let nature grow.
A little love, a helping hand,
Can heal and save our precious land. 🌍✨

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 2: Realistic Fiction

What is Realistic Fiction?

Realistic fiction is a story that could happen in real life, even though it is made up. It features characters, settings, and events that are true to life. Authors of realistic fiction often write about everyday problems, relationships, and experiences that readers can relate to. The purpose of realistic fiction is to entertain, inform, and sometimes inspire readers.

Key Features of Realistic Fiction:

- Characters behave and speak like real people.
- The setting is a real place or one that could exist in the real world.
- Events are possible and believable.
- The story follows a clear structure: beginning, middle, and end.
- Themes often focus on friendship, family, school, challenges, or personal growth.
- Writers use sensory details and dialogue to make the story engaging.

Name: _____ Date: ____ / ____ / ____

Writing Sample:

Realistic Fiction

The New Kid

Lena stood at the front of the classroom, her fingers twisting the strap of her backpack. She could feel the eyes of her new classmates staring at her, waiting for her to introduce herself.

"Hi, I'm Lena," she said softly.

Silence.

She took a deep breath and forced herself to smile. "I just moved here from Chicago."

A boy in the front row raised his hand. "Do you like basketball?"

Lena nodded. "Yeah, I used to play on my school's team."

The boy grinned. "Cool! We need another player for our game at recess."

Lena felt her nerves ease a little. Maybe this school wouldn't be so bad after all.

WRITING TASK: Read the information in the box below.

Think about a time when you or someone you know faced a challenge. The challenge could be starting at a new school, making a difficult decision, or overcoming a fear.

***Write a short realistic fiction story about how the character faced and dealt with the challenge.**

