

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 : _____

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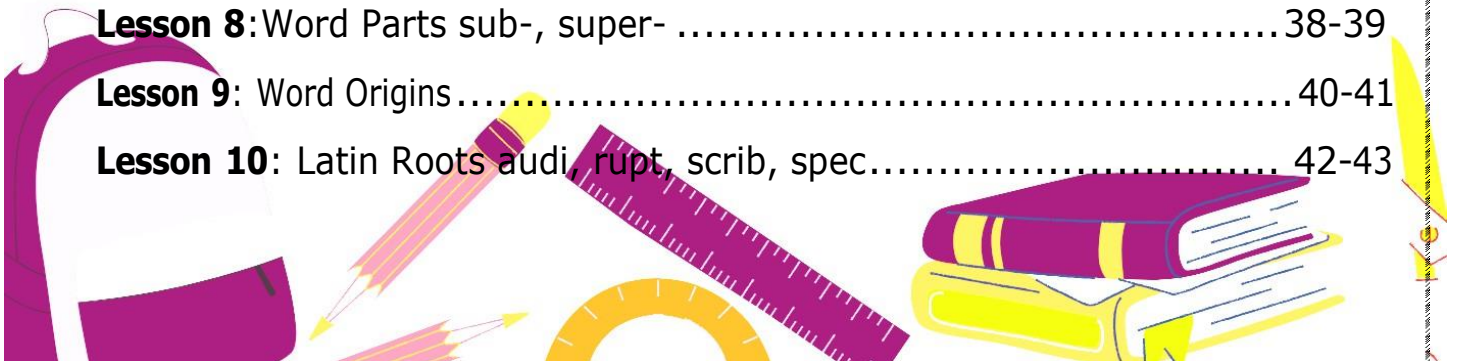




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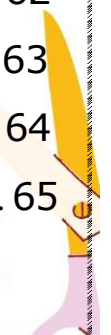




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A. Reading Comprehensions



Name: _____ Date: _____

Reading Comprehension # 1: The Story Quilt

Directions: Read the selection. Then answer each question

- 1 "Grandma, do you know anything about our family history?" Janelle asked with a downcast look on her face. "I have to write a story about our family, and I cannot think of anything interesting to write about."
- 2 "Why don't you follow me to the attic, and I will show you an old story quilt that my mother made when I was a child," Janelle's grandmother responded.
- 3 "What is a story quilt?" Janelle asked, as she followed her grandmother up the stairs to the attic.
- 4 "It is a handmade quilt with squares that tell about a family's history," her grandmother replied as she carefully removed the quilt from a trunk. "Let's take a closer look, and I'll show you what I mean."
- 5 Janelle's grandmother unfolded the quilt, revealing the squares that marked different moments in the family's past.
- 6 "If you look closely at this square, you can see my mother sewed in the words I have a dream to help recall the time that she was part of the March on Washington with Dr. Martin Luther King, Jr."
- 7 "I never knew that," Janelle said, her eyes lighting up as her family history came alive before her. She saw a picture of her great-grandfather, who was a member of the Tuskegee Airmen and flew missions during World War II. She saw a square depicting her great-grandmother graduating from Morehouse College.
- 8 "She was one of 33 women to graduate from the college that year," Janelle's grandmother said proudly.
- 9 Janelle looked at the quilt, thinking of the history in her hands.
- 10 "Well, I definitely have a lot I can write about now, but I think I have a new problem."
- 11 "Oh, and what is that?" Janelle's grandmother asked.

12 "I'd like to make my own story quilt," she said, "but I have no clue how to start."

13 "Why don't we work on it together with some fabric squares I have," Janelle's grandmother suggested with a smile.

11. The author shows the contrast between the grandmother's and Janelle's views of family history by —

- A. presenting the history of their family only through stories told by Janelle
- B. showing how Janelle learns her family history by studying history books
- C. having the grandmother suggest that Janelle learn how to make a quilt for class
- D. having the grandmother explain how her family's history is shown in a story quilt

12. Which sentence from the selection best describes Janelle's early attitude toward her family history?

- A. "I have to write a story about our family, and I cannot think of anything interesting to write about."
- B. Janelle looked at the quilt, thinking of the history in her hands.
- C. "Well, I definitely have a lot I can write about now, but I think I have a new problem."
- D. "I'd like to make my own story quilt," she said, "but I have no clue how to start."

13. Which sentence from the selection shows how the grandmother uses events in American history to help Janelle connect with her family history?

- A. "Why don't you follow me to the attic and I will show you an old story quilt that my mother made when I was a child."
- B. "It is a handmade quilt with squares that tell about a family's history."
- C. "If you look closely at this square, you can see my mother sewed in the words I have a dream to help recall that she was part of the March on Washington with Dr. Martin Luther King, Jr."
- D. "Why don't we work on it together with some fabric squares I have," Janelle's grandmother suggested with a smile.

Name: _____ Date: _____

Reading Comprehension # 2: Checkmate

1 "Ernie, why are you home early?" his mother called as he walked through the door.

2 It was the first day of chess team tryouts at Ernie's school. Ernie had learned to play chess a few months ago, and he loved it. He had practiced every day, and when he found out his school had a chess team, he couldn't wait to try out—or so he thought.

3 "It was the worst," Ernie groaned, as he flopped onto the couch. "All of the kids have more experience than me, and they knew all sorts of advanced moves, so I just left."

4 "I remember being afraid during softball tryouts when I thought everyone else was better," his mom replied. "I might have a solution—when Grandpa comes over today, ask him to play chess. I am sure you will learn a thing or two."

5 Ernie wasn't sure what his grandfather was going to be able to teach him, but when he arrived, Ernie decided to give it a try. "Hey, Grandpa, I am trying to make the chess team, and Mom says you might be able to teach me some moves."

6 "I would love to play," Ernie's grandfather replied, his eyes twinkling mysteriously.

7 Ernie set up the board. He made the first move and then watched his grandfather, who was concentrating intently on his own move, and only a few turns later, Ernie had lost the game.

8 "How did you do that?" Ernie asked, amazed at his grandfather's skill.

9 "Perhaps your mother didn't tell you that I was once a state chess champion," his grandfather chuckled. "So, let's play a few more games, and I can show you some more things."

10 Two hours and six games later, Ernie had learned a lot and had almost beat his grandfather in the final game. "Thanks, Grandpa," Ernie said when it was

time for his grandfather to leave. "I definitely feel better about trying out tomorrow."

Directions: Read the selection. Then answer each question

11. Ernie's walking out of the school chess team tryouts contributes to the selection's —

- A. conflict
- B. rising action
- C. falling action
- D. resolution

12. How do paragraphs 5 and 6 help provide the rising action of the selection?

- A They describe Ernie's grandfather and his childhood chess playing.
- B They provide the reader with an introduction to how chess is played.
- C They present information about what it is like to play on a school chess team.
- D They introduce Ernie's grandfather and get closer to a resolution to Ernie's problem.

13. The phrase from the selection that best summarizes the resolution is—

- A. ...and only a few turns later, Ernie had lost the game.
- B. "Perhaps your mother didn't tell you that I was once a state chess champion," his grandfather chuckled.
- C. Two hours and six games later, Ernie had learned a lot and had almost beat his grandfather in the final game.

D. "I definitely feel better about trying out tomorrow."

14. In what way does the character of Grandpa contribute to the climax of the story? Write your response on a separate sheet of paper.

Name: _____ Date: _____

Reading Comprehension # 3: How Bear Got in the Sky

1 Long ago, Bear was nestled all snug in his cave, as a harsh winter covered the valley with a deep coat of snow.

2 When the first sounds of spring filled the cave, Bear awoke with a start. "After such a long winter, I must find food at once," he thought.

3 Bear wandered out of his home and walked up the mountain in search of berries and nuts. Because it had been such a hard winter, he had to walk very far from home.

4 He asked Squirrel and Chipmunk if they had found food. They both answered, "Brother Bear, there is no food on this mountain. We must search elsewhere." Finding any morsel to eat became such a problem that he climbed right off the mountain and into the sky, where he was able to find all of the berries he wanted to eat. To this day, he can be seen in the sky as the constellation Ursa Major, the Great Bear.

Big Bear Searches for Food

The inside of a bear's den.

1 **BEAR** (slowly waking to the sounds of birds chirping in the background): Ah, there is nothing more refreshing than the first day of spring after a long, cold winter. (feels his stomach) I can't wait to take a bite of my first spring meal. (bear moves outside of his den and into a forest, where animals are running in all directions.)

2 **BEAR:** Brother Squirrel, you look worried on this spring day. Have you found any nuts or berries?

3 **SQUIRREL:** No, Brother Bear. The winter was long and cold and there appears to be no food for us here.

4 **BEAR** (looks up to the top of the mountain): To solve this problem, we are going to have to try hunting somewhere new.

Directions: Read the selection. Then answer each question

11. How is the first selection different from the second selection?

- A. The first selection is a play, and the second selection is a fable.
- B. The first selection is a fable, and the second selection is a story.
- C. The first selection is a legend, and the second selection is a play.
- D. The first selection is a folktale, and the second selection is a poem.

12. The stage directions at the beginning of the second selection show —

- A. what the scene looks like
- B. where the scene is taking place
- C. which characters will be in the scene
- D. what sounds the characters are hearing

13. In both selections, Bear responds to the problem by —

- A. talking with Squirrel to find food for all of the animals
- B. realizing he must move someplace else in order to find food
- C. deciding it is better to go back into the cave and go to sleep
- D. understanding that there is plenty of food waiting for him in the sky

14. How would you describe the character of Bear from the two selections? Write your response on a separate sheet of paper using examples from the selections

Name: _____ Date: _____

Reading Comprehension # 4: The Reluctant Visitor

1 It was a warm summer morning when Lin and her brother Chen walked into the Museum of Art and History with their uncle. He was going to put the finishing touches on a special exhibit featuring Chinese art. 2 "I hope this isn't too boring," Chen whispered to his sister. He had hoped to spend the summer day playing outside with friends or working on his model planes.

3 "Uncle Han is the expert working on this exhibit," Lin replied. "I bet it is going to be awesome."

4 "Art museums really aren't my thing," Chen said as he followed his sister and uncle.

5 As they were about to enter the special exhibit, Chen stopped.

6 "Hey, Uncle Han, why is this castle here?"

7 Uncle Han smiled. "That is actually a model of a section of the Great Wall of China that we put up to introduce people to this new exhibit. It took my team and me two months to build this feature. We wanted it to be as realistic as possible."

8 "Pretty amazing, isn't it?" Lin said as she ran her hand along the wall.

9 Chen was surprised and curious as he walked through the exhibit. He noticed a large color-coded timeline running down a long wall.

10 "Hey, Uncle Han, what does this timeline show?"

11 "We carefully painted it to show events from different ruling periods in Chinese history that are known as dynasties. Each dynasty contributed to the culture of China, including the Qin dynasty, for which China is named."

12 They walked down the wall with the timeline and stopped at the end. On the opposite wall was a large painted mural depicting a variety of objects, including a kite, a machine that could print words on paper, and a compass.

13 "This is my favorite part of the exhibit because it shows some of the inventions that China gave to the world."

14 Chen gazed at the display with a new appreciation for his uncle's work.

15 "I can't wait to see the rest of the exhibit, Uncle Han," he said. "What's next?"

Directions: Read the selection. Then answer each question

11. The sentence from the selection that helps you infer that Uncle Han pays attention to details is —

- A. It was a warm summer morning when Lin and her brother Chen walked into the Museum of Art and History with their uncle.
- B. Chen was surprised and curious as he walked through the exhibit.
- C. "We carefully painted it to show events from different ruling periods in Chinese history that are known as dynasties."
- D. "I can't wait to see the rest of the exhibit, Uncle Han," he said.

12. Based on the selection's ending, what inference can you make about how Chen might feel about going to the museum in the future?

- A. He will still find going to museums boring.
- B. He will be excited to visit the museum again.
- C. He will decide not to go to them at all anymore.
- D. He will only go to the museum if his sister goes with him.

13 What is a main theme of the selection?

- A. Working in a museum can be a very fun job.

- B. Learning about history can be both fun and interesting.
- C. Some parts of museums are exciting, and other parts are boring.
- D. Studying the past is not as much fun as working on model airplanes.

14. How does the title of the selection, "The Reluctant Visitor," relate to the theme of the story? Write your response on a separate sheet of paper.

Name: _____ Date: _____

Reading Comprehension # 5: Sybil's Helper

1 Clip, clop! Clip, clop! The sound of hooves echoed in the thick grove of trees outside Fred Beecham's log cabin.

2 Lantern in hand, Fred raced to the door and opened it. A horse and rider were coming quickly up the road and would be at the house in a few moments.

3 As the rider grew near, the glint of lantern light reflected off her face, revealing Fred's neighbor.

4 "Sybil Ludington, what are you doing riding at this hour of night? Don't you know that British soldiers are nearby?"

5 The young girl motioned for the horse to stop in front of Fred. "That's why I am riding," Sybil replied. "I told my father that I would ride and warn others that there is a group of redcoats nearby. Is your father at home?"

6 Fred's father was a leader in the local militia and one of the trusted soldiers in the region.

7 "Father heard that some of the redcoats were near Granby and on the march, so he is out scouting for them as we speak," Fred told Sybil.

8 Sybil frowned, sighed, and then said, "I was going to see if he could help me spread the alarm."

9 Fred stood up straight, trying to seem extra tall for a young lad of 12. "There is no one who knows the eastern and western back roads quite like me, so if it is a rider you need, then I will be more than happy to help."

10 Sybil eyed the young boy who she knew well and nodded her head. "You may be young, but I can certainly use all of the help I can get if we are going to warn the other members of the militia in Putnam County. If you take that road, I will cover the ones from north to south. Perhaps we might be in time to save the day."

Directions: Read the selection. Then answer each question

11. Which statement best describes Sybil's relationship with Fred?

- A. They are brother and sister.
- B. They are on different sides of a war.
- C. They just met and do not know each other.
- D. They are neighbors who are familiar with each other.

12. Which of the following sentences from the selection shows that Sybil trusts Fred with an important job?

- A. The young girl motioned for the horse to stop in front of Fred.
- B. "Sybil Ludington, what are you doing riding at this hour of night?"
- C. Sybil frowned, sighed, and then said, "I was going to see if he could help me spread the alarm."
- D. "You may be young, but I can certainly use all of the help I can get if we are going to warn the other members of the militia in Putnam County."

13. Which idea is supported by the details in paragraphs 3 and 4?

- A. Fred is several years older than Sybil.
- B. Fred's father is a leader of the local militia.
- C. Fred wants to help Sybil spread the alarm.
- D. Fred seems worried that Sybil is riding at night.

14. What characteristics did Sybil Ludington display in the way she responded to her father's request? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Name: _____ Date: _____

Reading Comprehension # 6: A Visit from Susan

1 Emma Wescott sat on the porch of her house, darning a hole in a sock, when her friend, Sarah, strode down the path.

2 "Good day, Emma," Sarah said, a cheery grin on her face. "I heard that last night's quilting bee was about more than just sewing."

3 "It was certainly an interesting evening, that is for sure," Emma said, glancing up from her sewing and explaining that a woman named Susan Anthony showed up at the bee.

4 "Who is she?" Sarah asked.

5 "I am not entirely certain," Emma replied. "She talked about the need for women's rights in America. She said we should have the right to vote and run for office. Instead of having portions of quilts completed, women left with a newfound confidence in the need for equal rights."

A Brief Introduction

1 The streets of Seneca Falls, New York, were filled with people on May 12, 1851. Many had just left an antislavery lecture hosted by William Lloyd Garrison.

2 Women's activist Amelia Bloomer and her friend Elizabeth Cady Stanton were talking excitedly about Garrison's speech. They both believed that equal rights were important for all Americans. Suddenly, Amelia stopped in her tracks.

3 "Well, I'll be," Amelia began, and she rushed to a person who Elizabeth thought looked slightly familiar.

4 "Susan Anthony, this is my friend Elizabeth Stanton, and I am so glad you both have the chance to meet. You share a common interest that could change the country."

Directions: Read the selection. Then answer each question

11. Which theme is found in both "A Visit from Susan" and "A Brief Introduction"?

- A. People can change the world.
- B. Meeting new people is challenging.
- C. Something worth doing takes a long time.
- D. It is tough to make people change their minds.

12. Which of the following sentences from "A Visit from Susan" supports the theme "change can be an adventure"?

- A. Emma Wescott sat on the porch of her house, darning a hole in a sock, when her friend, Sarah, strode down the path.
- B. "Good day, Emma," Sarah said, a cheery grin on her face. "I heard that last night's quilting bee was about more than just sewing."
- C. "It was certainly an interesting evening, that is for sure," Emma said, glancing up from her sewing and explaining that a woman named Susan Anthony showed up at the bee.
- D. "Instead of having portions of quilts completed, women left with a newfound confidence in the need for equal rights."

13. Which detail found in paragraph 5 of "A Visit from Susan" supports a theme found in both stories?

- A. Quilting bees were common activities.
- B. People should not speak out about injustice.
- C. Women believed things should stay as they were.
- D. Susan Anthony supported equal rights for women.

14. These selections are based on events that happened in the past. As a result, they use characters to help develop themes. What theme does the author show about change by using these characters? Write your response on a separate sheet of paper. Include two specific details from the selections in your response.

Name: _____ Date: _____

Reading Comprehension # 7: Sherman's Act

1 The 1800s were a time of great change in the United States. Settlers flocked to the West. The country became larger. At the same time, people were dealing with changes brought on by the Civil War. Business and trade in the country grew at a rapid pace as America became industrialized.

2 The country changed for the better in some ways, but there were also problems. Certain business owners made decisions that created a large problem. They realized they might be able to make money from buying and controlling a lot of the same kinds of businesses. Then, the owners realized if they worked together, they could gain power. They would buy several of the same types of businesses. Owners of the businesses could work together and charge high prices for an item or service. Then the business owners could make more money.

3 Some business owners took advantage of this situation so that they grew wealthier and wealthier. As a result, many Americans grew frustrated when they saw that important industries, like railroads, were controlled by just a few owners. Soon, citizens and politicians began to think that such control was dangerous. Some business owners lowered what they paid workers. They set high prices, causing both workers and customers to suffer.

4 One concerned American was John Sherman. He was a senator from Ohio who knew a lot about trade and business. He believed that there should be limits to what businesses could do. He wrote a law that helped to limit how much power business owners could have. Sherman's plan prevented businesses from scaring away competitors or forming groups to set prices.

5 The law was passed in 1890. It became known as the Sherman Antitrust Act. It took some time for business owners to accept the act and follow it. After all, it was designed to limit how large businesses could grow. However, customers and workers were able to breathe a sigh of relief.

Directions: Read the selection. Then answer each question

11. What overall text structure does the author use to organize this selection?

- A. Chronological
- B. Cause and effect
- C. Question and answer
- D. Compare and contrast

12. What text structure does the author use in paragraphs 2 and 3 to describe the relationship among business, citizens, and government?

- A. Cause and effect
- B. Time order of events
- C. Problem and solution
- D. Compare and contrast

13. Which detail found in paragraph 5 of "Sherman's Act" best summarizes the purpose of the Sherman Antitrust Act?

- A. The law was passed in 1890.
- B. It took some time for business owners to accept the act and follow it.
- C. After all, it was designed to limit how large businesses could grow.
- D. It became known as the Sherman Antitrust Act.

14. What key information does paragraph 1 provide the reader? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Name: _____ Date: _____

Reading Comprehension # 8: Caleb's New Home

1 Caleb followed closely behind his father, who was concentrating on the compass and map quite closely. It seemed like the only things around them were scraggly trees and brush. Caleb was thinking they would never find the right place, when suddenly, his father stopped and smiled broadly.

2 "Well, son, this is it," Caleb's father said, his eyes looking over the land in front of them. "Our new home."

3 After a six-week crossing from England to Pennsylvania, Caleb was happy that they were finally at their new home, but he didn't see anything. What type of home was this?

4 "I think we will build the house over there," his father said, pointing toward an area up on a hill. "I can already imagine the large garden that your mother will plant."

5 Caleb found it hard to imagine the land in front of him ever transforming into a farm. However, his father had been a farmer in England prior to crossing the ocean, so Caleb knew it could happen with a lot of hard work. Their farm back home had grown too small to support the seven children of the family, and Caleb's parents had decided to come to the colonies for a larger piece of land and new opportunities. Caleb and his father had arrived ahead of the family to finalize the purchase and build a small house. In time, they would have a much larger farm than they could ever have owned in England.

6 Caleb breathed deep and prepared for the work that lay ahead. There would be long days for sure, but they would be well worth it.

Directions: Read the selection. Then answer each question

11. What is the author's purpose for writing "Caleb's New Home"?

A. To inform readers about the pressures of settling in America

- B. To provide an argument explaining why people came to America
- C. To share the fictional story of a young boy who settled in America
- D. To write a biography of a person who lived long ago in colonial America

12. Why did the author include the detail about the crossing from England taking six weeks?

- A. To make the reader want to take a similar trip to England
- B. To encourage the reader to look up information about England on his or her own
- C. To help the reader understand why Caleb was enthusiastic to finally be in America
- D. To allow the reader to assume that Caleb will become disappointed after traveling so far

13. Which detail found in paragraph 5 helps the reader infer what Caleb's father hopes to find in America?

- A. Caleb found it hard to imagine the land in front of him ever transforming into a farm.
- B. However, his father had been a farmer in England prior to crossing the ocean, so Caleb knew it could happen with a lot of hard work.
- C. Their farm back home had grown too small to support the seven children of the family, and Caleb's parents had decided to come to the colonies for a larger piece of land and new opportunities.
- D. Caleb and his father had arrived ahead of the family to finalize the purchase and build a small house.

14. Authors often include specific details in a historical fiction story to help set the scene. Based on the information in the selection, what can the reader infer about why the author includes details about the land Caleb and his father are exploring? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Name: _____ Date: _____

Reading Comprehension # 9: Calling Dr. Susan

1 Susan La Flesche was born in 1865 on the Omaha Reservation in Nebraska.

The daughter of Chief Joseph La Flesche, she learned the value of education at an early age. Her father encouraged her to further her education and learn about the world around her. Her mother was Mary Gale, the daughter of an army doctor who lived in Nebraska. Learning and medicine seemed destined to be part of Susan's life.

2 Susan's path became clear at an early age. When she was a girl, she noticed that some American Indians did not receive proper medical care. In one particular instance, a woman died because she did not receive the medical care she required. The incident motivated Susan to dedicate her life to helping others.

3 When Susan was 14, she moved to New Jersey to attend school. When she was 17, she returned home and became a teacher at a school on the reservation. However, another staff member at the school encouraged her to pursue her dream of becoming a doctor. Susan enrolled in college and eventually became the first female American Indian doctor. She earned her degree in two years, graduating at the top of her class.

4 After college, Susan returned to Nebraska and provided medical care for the people on the reservation. She got to know the needs of the Omaha people and decided she needed to help them even more. When medical supplies ran out, Susan would often purchase them with her own money. She soon learned that the reservations needed more assistance and attention from the government, and she worked to improve the conditions of American Indians. She helped members of the Omaha tribe gain more rights and benefits. She also helped make the United States government more aware of American Indian rights

across the country. Susan died in 1915, but her legacy remains an inspiration for many.

Directions: Read the selection. Then answer each question

11. What was a problem that Susan La Flesche noticed on the Omaha Reservation?

- A. She was not going to be able to become a doctor.
- B. Women on the reservation were not allowed to be doctors.
- C. Most people had to leave the reservation for medical care.
- D. There was a lack of proper medical care on the reservation.

12. Which of the following details from the selection describes an event that motivated Susan La Flesche to dedicate her life to helping others?

- A Her mother was Mary Gale, the daughter of an army doctor that lived in Nebraska.
- B In one particular instance, a woman died because she did not receive the medical care she required.
- C However, another staff member at the school encouraged her to pursue her dream of becoming a doctor.
- D She got to know the needs of the Omaha people and decided she needed to help them even more.

13. Which detail from paragraph 4 explains why Susan La Flesche sought help from politicians?

- A. After college, Susan returned to Nebraska and provided medical care for the people on the reservation.
- B. She got to know the needs of the Omaha people and decided she needed to help them even more.
- C. When medical supplies ran out, Susan would often purchase them with her own money.
- D. She soon learned that the reservations needed more assistance and attention from the government, and she worked to improve the conditions of American Indians.

B. Spelling Lessons



Name: _____ Date: _____

Spelling Lesson # 1: Words with Latin Roots

A word's **root** is the most basic part of the word and contains the word's most basic meaning.

Here are four common Latin roots (port, dict, ject, and terr) and their meanings:

• port: "carry" • dict: "say" • ject: "throw" • terr: "land"

Latin roots are the foundation for many words in English, so knowing the meaning of these roots can help you define words that you may not be familiar with.

So, for example, knowing that the Latin root dict means "to say" can help you understand words that contain this root, such as the word dictate: **dictate**: "to say or read something to a person who writes it down; to say something with power"

MyTURN For each of the following words, write the Latin root. Then decode, or read, each word.

- | | |
|-------------------|---------------------|
| 1. portable _____ | 2. dictionary _____ |
| 3. project _____ | 4. verdict _____ |
| 5. terrain _____ | 6. projector _____ |

MyTURN Use a dictionary or texts that you have read recently to find one additional word for each of the following Latin roots: port, dict, ject, and terr.

port	dict	ject	terr
_____	_____	_____	_____

Spell Words with Latin Roots

Many words in English contain **Latin roots**. Recognizing and knowing what these roots mean can help you define and spell new words

SPELLING WORDS

subjective
terrarium
conjecture
dejected
prediction

transportation
terrace
reporter
contradiction
unpredictable

portage
reject
dictator
injection
supportive

contradict
projectile
indictment
subterranean
objective

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

1. Use the word reporter in a sentence about joining or creating a school newspaper.

2. Use the word supportive in a sentence about helping out a friend.

3. Use the word unpredictable in a sentence about taking a ride on a roller coaster.

My TURN Put the following words containing the Latin root ject into alphabetical order. Be sure to use correct spelling.

subjective conjecture 1. _____ 4. _____

dejected injection 2. _____ 5. _____

projectile objective 3. _____ 6. _____

Name: _____ Date: _____

Spelling Lesson # 2: Suffixes: - ize, - ance, - ence, - ist

A **suffix** is a letter or group of letters that is added to the end of a word and changes the word's meaning and part of speech. Here are four common **suffixes** and their meanings: **-ize**: become or make; **-ist**: person who or object that performs an action; **-iance, -ence**: state or quality of.

My TURN Complete the following sentences by adding the correct suffix (-ize, -ance, -ence, or -ist) to the base word shown in parentheses. Then read each new word.

1. Becoming a skilled (**guitar**) _____ takes years of practice.
2. The best-selling book helped (**popular**) _____ certain names and fashion trends.
3. Maria did not have a (**prefer**) _____ when it came to the menu options.
4. Sasha's (**brilliant**) _____ at the talent show was clear to everyone.

My TURN Read the following paragraph:

There are some musicians that are excellent guitarists. Their skills help popularize the music that their bands record. Some bands have used violinists on their songs, but my preference would be a guitar, not a violin. When I listen to some musical performances, I try to pay attention to the lead guitar. It is my favorite instrument, and I want to memorize how to play some classic guitar songs.

Spell Words with -ize, -ance, -ence, -ist

Adding the word part -ize, -ance, -ence, or -ist to a word as a suffix may require spelling changes. For example, when adding a suffix to a word that ends in the letter y, either change the y to an i before adding the suffix, or drop the y.

- rely - y + i + -ance = reliance
- fantasy - y + -ize = fantasize

SPELLING WORDS

appearance
pessimist
colonize
influence
existence

disappearance
optimist
insurance
antagonist
clearance

familiarize
brilliance
coherence
memorize
performance

sanitize
physicist
protagonist
italicize
preference

My TURN Follow the prompts below. Spell the words correctly.

1. Use the word preference in a sentence about your favorite food.

2. Use the word memorize in a sentence about studying for a test.

3. Use the word appearance in a sentence about picking up litter in a park.

Name: _____ Date: _____

Spelling Lesson # 3: Unusual Spelling

In the English language, there are many words that are not spelled the way they sound when spoken.

- **Silent Consonants** Some words contain consonants that are silent, such as the b in the word subtle or the k in the word knight.
- **Silent Vowels** Some words contain vowels that are silent, such as the e in the word riddle and the u in the word guard.

MyTURN First, read each word below. Then, write whether the word contains a silent letter. If a word does not, write no. If it does, write yes, and write what the silent letter is.

1. drive _____	2. cup _____
3. sword _____	4. listen _____
5. remark _____	6. knob _____
7. numb _____	8. guild _____

MyTURN Use a dictionary to find additional words containing a silent letter k, a silent w, and a silent b.

1. silent k:	2. silent w:	3. silent b:

Spell Words with Unusual Spellings

Not all words in English are spelled the way they sound when spoken.

- There are silent vowels, such as the e in cantaloupe, and there are silent consonants, such as the b in debt.
- There are also words that are spelled in an unusual way because of the doubling of letters, such as the doubling of the r and s in embarrass.

SPELLING WORDS

league	embarrass	epitome	depot
sergeant	vague	intrigue	cordial
yacht	anxious	villain	disguise
fatigue	genealogy	cantaloupe	jeopardy
debt	queue	flood	liaison

My TURN Follow the writing prompts below. Be sure to use correct spelling.

1. Use the word villain in a sentence about an action movie.

2. Use the word yacht in a sentence about a day at the beach.

3. Use the word fatigue in a sentence about exercising or doing hard work.

Name: _____ Date: _____

Spelling Lesson # 4: Suffixes -ous, -eous, -ious

A **suffix** is a letter or group of letters that is added to the end of a word and changes the word's meaning and part of speech.

The **suffix -ous** means "full of" or "having," as in the word **famous**, which means "having fame."

Depending on the word that the suffix -ous is attached to, it can be spelled **-eous** or **-ious**, as in the words **courteous** and **furious**.

My TURN Complete the following sentences by adding the correct suffix (-ous, -eous, or -ious) to the base word shown in parentheses.
Read the new words.

1. Special protective gear is needed to remove (**hazard**) _____ waste.
2. Myra thought that the jokes were (**humor**) _____.
3. Fay said the movie had a (**mystery**) _____ ending.
4. Lucinda received an award for her (**courage**) _____ actions.

My TURN Use a dictionary or texts that you have read recently to find an additional word with each of the following suffixes: -ous, -eous, and -ious.

<u>-ous</u>	<u>-eous</u>	<u>-ious</u>

High-Frequency Words

TURN and TALK High-frequency words are words that you see over and over again. With a partner, read these high-frequency words aloud. Then take turns using each word in a sentence: ahead, chance, plural, opposite, wrong, solution.

Spell Words with -ous, -eous, -ious

Adding the word part -ous, -eous, or -ious as a suffix to a word may require spelling changes. For example, the word part **-ous** means "full of" or "having." When adding **-ous** as a suffix to certain words, the spelling can change to **-eous** or **-ious**.

SPELLING WORDS

vicious
cautious
jealous
courageous
victorious

enormous
ridiculous
mysterious
numerous
curious

humorous
furious
fabulous
miscellaneous
obvious

previous
adventurous
precious
suspicious
courteous

My TURN Follow the prompts below. Spell each word correctly.

1. Use the words curious and mysterious in a sentence about a haunted house.

2. Use the words cautious and adventurous in a sentence about skydiving.

3. Use the word humorous in a sentence to describe a person who is funny.

Name: _____ Date: _____

Spelling Lesson # 5: Syllable Patterns

A syllable is a word part that has one vowel sound.

Words that contain more than one syllable are called multisyllabic. These words have different syllable patterns, such as the following:

- closed syllables
- vowel teams
- open syllables
- r-controlled syllables
- VCe syllables
- final stable syllables

My TURN For each multisyllabic word, choose the answer option that shows the correct syllable division. Then decode, or read, each word.

1. defiance (a) def/i/ance	(b) de/fi/ance	(c) de/fia/nce	(d) def/iance
2. immense (a) im/mense	(b) imm/ense	(c) immen/se	(d) im/men/se
3. resemble (a) res/e/mble	(b) re/semble	(c) res/em/ble	(d) re/sem/ble
4. beverage (a) bev/er/age	(b) be/ver/age	(c) be/vera/ge	(d) bever/age
5. compensate (a) co/mp/en/sate	(b) com/pens/ate	(c) comp/en/sate	(d) com/pen/sate

My TURN Rewrite the following multisyllabic words and add slashes between the syllables. Use a dictionary to confirm your answers.

1. excavate _____
2. negative _____
3. tropical _____

Spell Words with Syllable Patterns

A **syllable** is a word part that has one vowel sound. If a word has more than one syllable, it is called **multisyllabic**.

Syllable patterns can divide a word in several ways:

- Between two vowels: di/al
- Between two consonants: im/pede
- Between a consonant and a vowel: lem/on

Knowing syllable patterns can help you spell words with multiple syllables.

SPELLING WORDS

dispel
crusade
selfish
dismal
segment

indignant
confiscate
compensate
insistent
syntax

humane
protest
ignite
diabolic
museum

congruent
defiance
supreme
profile
impede

My TURN Using the hint provided in parentheses, choose the correct word from the list below. Then divide the word using syllable patterns and slashes to check your spelling.

confiscate museum diabolic selfish

1. (hint: evil) _____
2. (hint: take something away) _____
3. (hint: caring only about yourself) _____
4. (hint: art is shown here) _____

Name: _____ Date: _____

Spelling Lesson # 6: Word Parts pro-, com-, con-

Knowing Greek and Latin word parts, such as the prefixes pro-, com-, and con-, can help you determine the meaning of unfamiliar words.

- The prefix **pro-** means "forward" or "before."
- The prefixes **com-** and **con-** both mean "with" or "together."

For example, knowing that the prefix con- means "together" can help you conclude that the word convene, which contains the prefix con-, means "to come together."

My TURN Decode, or read, each word and its part of speech. Using what you know about the word parts pro-, com-, and con-, choose the definition that is most likely correct for each word.

1. compact (v.)

(a) bring together; combine (b) make bigger (c) place before (d) remove from

2. project (v.)

(a) move down (b) move backward (c) throw forward (d) bring together

3. congregate (v.)

(a) come before (b) press forward (c) drift apart (d) come together

My TURN Use a dictionary to find one additional word that begins with pro-, one that begins with com-, and one that begins with con-.

1. pro- _____

2. com- _____

3. con- _____

Spell Words with pro-, com-, con-

- The prefix spelled **pro-** means "forward" or "before."
 - The prefixes spelled **com-** and **con-** both mean "with" or "together."
- Knowing prefixes can help you spell words correctly.

SPELLING WORDS

promotion
consensus
complement
congestion
protection

compress
combine
protective
concert
provision

convene
contingent
companion
proponent
concoction

command
provide
projection
conclave
combination

My TURN Put the following words containing the prefix pro- into alphabetical order.

provision	1. _____
protective	2. _____
proponent	3. _____
provide	4. _____
promotion	5. _____
protection	6. _____
projection	7. _____

My TURN Use three of the spelling words in original sentences. Use what you know about prefixes to spell the words correctly.

Name: _____ Date: _____

Spelling Lesson # 7: Word Parts anti-, mid-, trans-

Greek and Latin word parts, such as the prefixes anti-, mid-, and trans-, can help you determine the meaning of unfamiliar words.

- The prefix **anti-** means "against" or "opposed."
- The prefix **mid-** means "middle."
- The prefix **trans-** means "across" or "through."

For example, knowing that the prefix trans- means "across" can help you conclude that the word transcontinental, which contains the prefix trans-, means "across a continent."

My TURN Read the words in the Word Bank. Using what you know about the word parts anti-, mid-, and trans-, complete the following sentences by writing a word from the Word Bank.

WORD BANK

midterm

transport

transatlantic

midsize

antibiotics

1. Visiting Europe involves a _____ flight.
2. The _____ exam was designed to see how students were performing after several weeks of class.
3. The cargo ship was built to _____ large amounts of goods from one place to another.
4. The patient was given _____ to cure his infection.
5. The family needed a vehicle with space but did not want something too large, so they decided on a _____ car.

Spell Words with anti-, mid-, trans-

- The prefix **anti-** means "against" or "opposed."
- The prefix **mid-** means "middle."
- The prefix **trans-** means "across" or "through."

Knowing prefixes can help you spell new words. `

SPELLING WORDS

transistor
midpoint
antifreeze
translation
translucent

midweek
transatlantic
antipathy
midcontinent
transmit

midnight
antithesis
transpose
transgress
antigen

transfusion
midsection
antigravity
transmission
midstream

My TURN Follow the writing prompts below. Use what you know about prefixes to spell the words correctly.

1. Use the word **midnight** in a sentence that describes the setting of a scary story.

2. Use the words **antifreeze** and **transmission** in a sentence about a mechanic fixing a car.

3. Use the word **transatlantic** in a sentence about a trip to Europe or Africa.

Name: _____ Date: _____

Spelling Lesson # 8: Word Parts sub-, super-

The Latin word parts sub- and super- are prefixes. They are attached to the beginning of a base word and add to the word's meaning.

- The Latin prefix **sub-** means "under," "below," or "near."
- The Latin prefix **super-** means "above" or "beyond."

Knowing the meaning of these prefixes can help you determine the meaning of unfamiliar words. For example, knowing that the prefix sub- means "below" can help you conclude that the word subfreezing, which contains the prefix sub-, means "below the freezing point."

MyTURN Read the words in the left column. Then use your knowledge of the prefixes sub- and super- to draw a line each word to its correct definition in the right column. Use a dictionary to confirm your results.

1. subway	under Earth's surface
2. superhuman	beyond the speed of sound
3. subordinate	a railway that is underground
4. supersonic	above the ability of most humans
5. subterranean	beyond what is needed; too much
6. superabundant	someone beneath someone else in rank

MyTURN Use a dictionary to find one additional word that begins with the prefix sub- and one that begins with super-.

1. sub- _____

2. super- _____

Spell Words with sub-, super-

- The Latin word part **sub-** means "under," "below," or "near."
- The Latin word part **super-** means "above" or "beyond."

These word parts can be used as prefixes and added to the beginning of a word. Knowing prefixes can help you spell new words.

SPELLING WORDS

supersonic
subway
superstar
subset
submarine

supersede
supernova
substitute
supervision
submerge

subconscious
superior
superintendent
subordinate
supermarket

subsidiary
supervisor
subsequent
subdivision
superlative

My TURN Read the spelling words. Then, for the items below, add either the prefix sub- or super- to the base word shown in parentheses to complete the sentences. Use what you know about prefixes to spell the words correctly.

1. Emmie and Nathan forgot to take their shopping list to the **(market)**_____ .
2. The designers of the **(division)** _____ included a bike path and park.
3. After starring in a blockbuster movie, the actress became a **(star)** _____.
4. School **(intendent)** _____, Mrs. Ochoa, regularly met with teachers.
5. Zoe found that taking the **(way)** _____ to work was faster than taking the bus.

Name: _____ Date: _____

Spelling Lesson # 9: Word Origins

Many words in the English language come from Greek, Latin, and other languages.

- The Greek root **graph** means "to write."
- The Greek root **micro** means "small" and "minute."
- The Greek root **tele** means "far" or "distant."
- The Latin root **dict** means "to say."

To form words, roots can be combined with prefixes, suffixes, or other roots.

My TURN Using a dictionary and your knowledge of word origins, complete the following sentences by adding another word part to the Greek or Latin root shown in parentheses. Then decode, or read, the new words.

1. Meteorologists try to (**dict**) _____ the weather.
2. Mrs. Martinez stressed the importance of the opening (**graph**) _____ when writing a persuasive essay.
3. For many people, the old-fashioned (**tele**) _____ has been replaced by the smartphone.
4. In science class, Nico used a (**micro**) _____ to view tiny organisms.

High-Frequency Words

High-frequency words are words that you see over and over again in texts.

With a partner, read these high-frequency words aloud. Then take turns using each word in a sentence: actually, adjective, especially, experience, similar, workers.

Spell Words with Greek Roots

Many words in English come from Greek roots. Here are some common Greek roots:

- The Greek root **graph** means "to write."
- The Greek root **micro** means "small" or "minute."
- The Greek root **tele** means "far" or "distant."

Prefixes are added to the beginning of a root or base word, and suffixes are added to the end of a root or base word to form new words. Roots can also be combined to form a new word:

(Greek root) **photo** + (Greek root) **graph** = **photograph**

Recognizing roots, prefixes, and suffixes can help you spell new words. `

SPELLING WORDS

graph
telephoto
microbiology
telemetry
bibliography

homograph
telepathy
microchip
seismograph
graphite

monograph
telecast
microbe
holograph
topography

television
microcosm
graphics
televise
microwave

My TURN Put the following words into alphabetical order. Spell correctly.

1. microbe _____
2. microwave _____
3. microcosm _____
4. microbiology _____
5. microchip _____

Name: _____ Date: _____

Spelling Lesson # 10: Latin Roots audi, rupt, scrib, spec

Many English words have roots from other languages. These Latin roots are common in English:

- **audi**, which means "hear" • **scrib**, which means "write"
- **rupt**, which means "burst" • **spec**, which means "see"

Prefixes are added to the beginning of a root or base word, and suffixes are added to the end of a root or base word to form a new word. Sometimes two roots are combined to form a new word.

MyTURN Read the words below. Then use your knowledge of the Latin roots audi, rupt, scrib, and spec to draw a line from the word in the left column to its meaning in the right column. Use a dictionary to confirm your results.

1. rupture	to write quickly
2. audible	a person who watches
3. scribble	able to be heard
4. spectator	to break; burst

MyTURN Read the following paragraph:

I quickly scribbled notes into my notebook and thought, "I can transcribe or rewrite them later." It would be a disruption to try to do that now because I was running late. I left the cafeteria and walked to the school auditorium for the assembly. I was worried I would forget about my scribbled notes, but then the spectacle began. We were being treated to a performance by a magician! I thought to myself, "Hmmm. My notes for my paper are all about magic tricks. I might be able to use some stuff from the assembly in my paper!" It was just speculation, but I had a hunch that I was right.

Spell Latin Roots audi, rupt, scrib, spec

Many words in English come from Latin, including these common roots:

- **audi** ("hear") • **scrib** ("write")
- **rupt** ("burst") • **spec** ("see")

Roots have prefixes, suffixes, or other roots attached to them to form new words.

dis- + rupt = disrupt **in- + spec + -tion = inspection**

Recognizing roots, prefixes, and suffixes can help you spell new words.

SPELLING WORDS

retrospective
audio
disruptive
inscription
audience

prospect
audit
speculate
bankrupt
audition

inspection
scribble
auditory
disruption
spectator

script
rupture
auditorium
transcribe
spectacle

MyTURN Using the hint provided in parentheses, unscramble the letters to spell one of the words from the Word Bank below. Spell correctly.

WORD BANK

bankrupt

audition

scribble

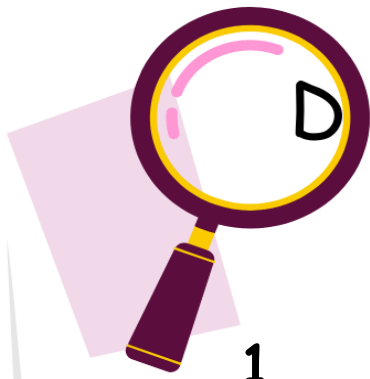
script

1. n i i d o t u a	(hint: a try-out)	
2. c p i s t r	(hint: what actors / actresses read)	
3. k b n p r a u t	(hint: no money)	
4. c b r b i s e l	(hint: write quickly)	

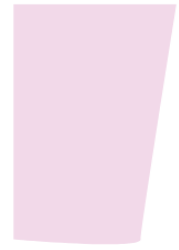
C. Dictations



Name: _____ Date: _____



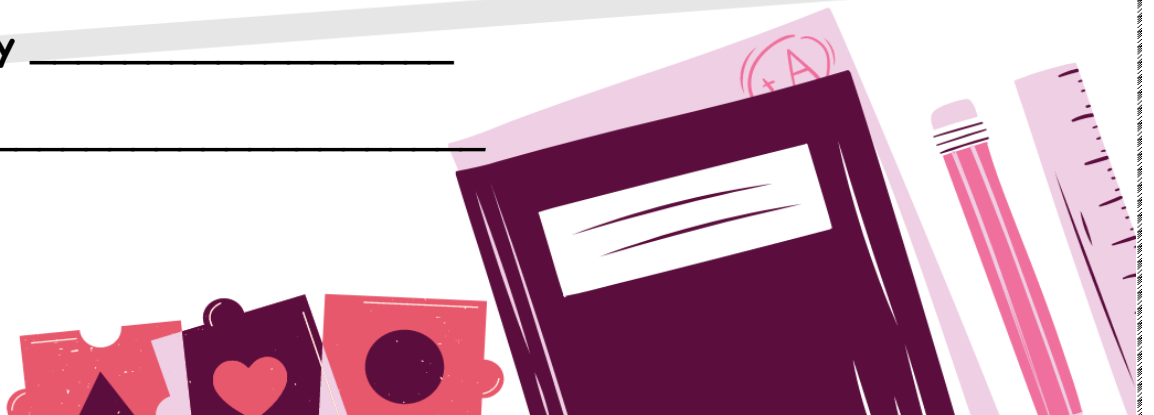
Dictation # _____



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Checked by _____

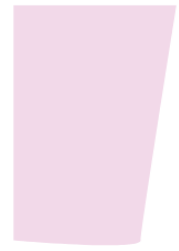
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Name: _____ Date: _____



Dictation # _____



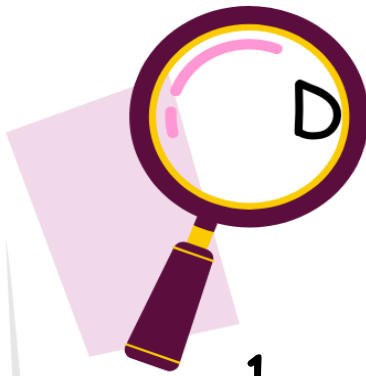
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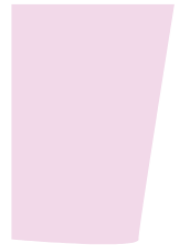
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Name: _____ Date: _____



Dictation # _____



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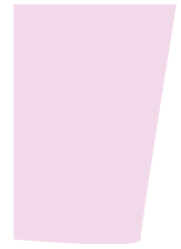
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Name: _____ Date: _____



Dictation # _____



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Checked by _____

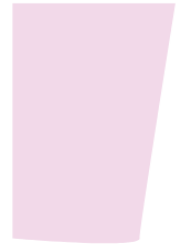
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Name: _____ Date: _____



Dictation # _____



1. _____
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6. _____
7. _____
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10. _____

Checked by _____

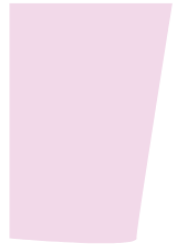
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Name: _____ Date: _____



Dictation # _____



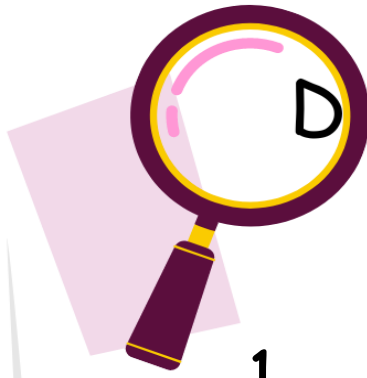
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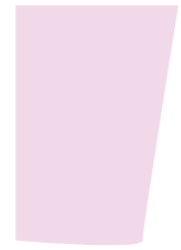
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Name: _____ Date: _____



Dictation # _____



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Checked by _____

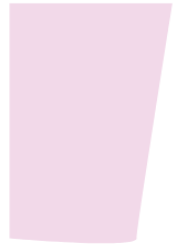
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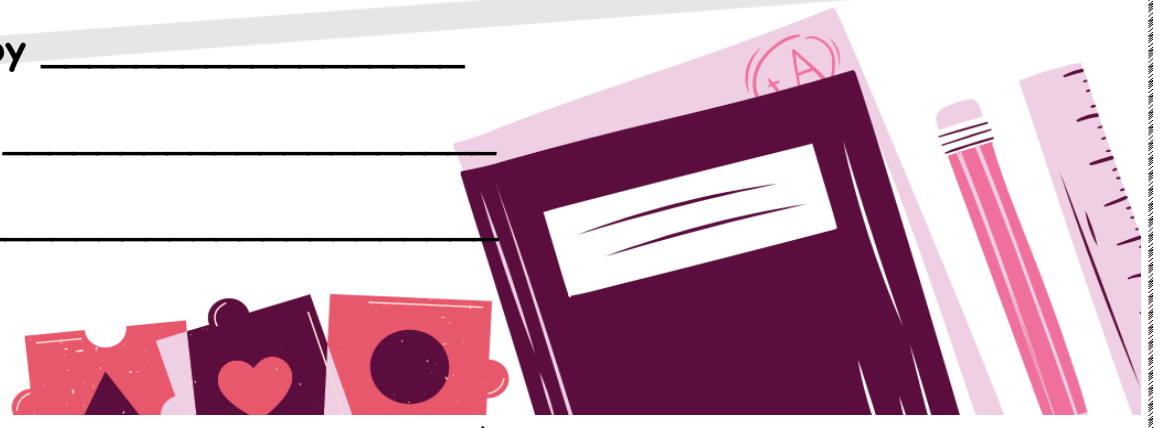
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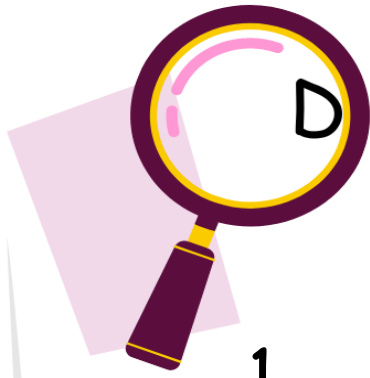
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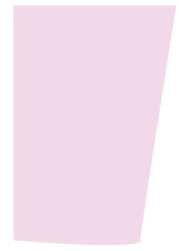
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Name: _____ Date: _____



Dictation # _____



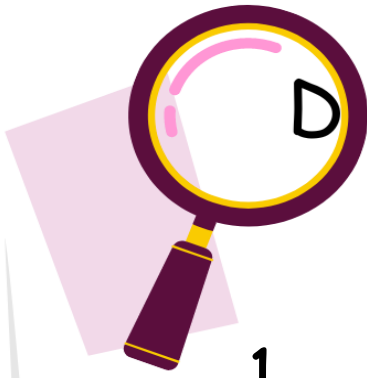
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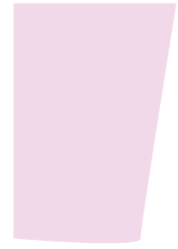
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Name: _____ Date: _____



Dictation # _____



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

Checked by _____

Comment: _____



C. Grammar Lessons



Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 1: 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.

My TURN 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.

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

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 2: 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.

My TURN 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.

My TURN 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.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 3: Possessive Pronouns

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

When a pronoun shows ownership, it is called a **possessive pronoun**. Possessive nouns use an apostrophe to show ownership (as in the team's or Juan's). But possessive pronouns do not use apostrophes.

Possessive Pronouns

- **first person:** (singular) my, mine (plural) our, ours
- **second person:** (singular and plural) your, yours
- **third person:** (singular) his, her, hers, its (plural) their, theirs

MyTURN Complete the following sentences by writing the possessive pronoun shown in parentheses.

1. I went to _____ locker before class started. (first person singular)
2. _____ artwork is inspirational! (second person singular)
3. Felicia was proud of _____ grade on the math test. (third person singular)
4. The volunteers knew _____ hard work was worth it. (third person plural)

MyTURN Write three sentences using possessive pronouns: one using the first person, one using the second person, and one using the third person.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 4: Indefinite and Reflexive Pronouns

An **indefinite pronoun** does not refer to a specific thing or person and can be singular or plural: all, another, any, anything, both, each, everyone, few, many, nothing, one, other, several, some, and someone.

A **reflexive pronoun** ends in -self or -selves and reflects the action of the verb back on the subject. In the following sentence, the subject is underlined and the reflexive pronoun is bold.

Lana sees **herself** as a future senator.

My TURN Complete the following sentences by writing the correct reflexive pronoun (myself, himself, herself, itself, yourself, themselves, or ourselves).

1. I went to the art exhibition by _____.
2. The members of the soccer team surprised _____ by making it to the state championship game.
3. Zoe taught _____ how to use the app.
4. To achieve a goal, you need to believe in _____.

My TURN Write three sentences using three different indefinite pronouns

Name: _____ Date: ____ / ____ / ____

Grammar Lesson #5: Adverbs

An **adverb** tells where, when, or how an action happens.

A **conjunctive adverb** can introduce an independent clause. In such cases, it is set off by commas:

In 1979, however, the population of the city increased dramatically.

A conjunctive adverb can also connect two independent clauses. In such cases, it usually comes after a semicolon and is followed by a comma:

Marcos was disappointed to lose the chess tournament; nevertheless, he kept playing.

Common adverbs include the following: additionally, anyway, finally, however, instead, likewise, meanwhile, nevertheless, next, otherwise, similarly, and therefore.

MyTURN For the following sentences, circle the conjunctive adverbs.

Then add the missing punctuation.

1. We need to hurry otherwise we will be late for school.
2. Kyla raised a good point however there are other points to consider.
3. Finally get all the ingredients out of the cabinet.
4. Go get your math book meanwhile we can finish your worksheet

MyTURN Write one sentence in which you use a conjunctive adverb to introduce an independent clause. Then write another sentence in which you use a conjunctive adverb to connect two independent clauses.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 6: Adjectives 1

An **adjective** is a word that describes people, places, or things. It adds to or clarifies the meaning of nouns and pronouns. Think of an adjective as a word that answers what kind, how many, or which one.

- **Descriptive:** Adjectives often appear before the noun or words they modify:
a funny movie (answers the question, What kind of movie?)

- **Predicate:** Adjectives can also appear after the noun or pronoun they modify and after a linking verb. These are called **predicate adjectives**:

The movie is funny.

- **Nouns as Adjectives:** Adjectives can also take the form of words we think of as nouns. In such cases, they appear before the words they modify:

the bicycle shop

My TURN Circle the adjective in the following sentences. Then write what type of adjective it is (descriptive, predicate, or noun as adjective).

1. The cake is delicious. _____
2. Shea could not find the tennis ball. _____
3. A long nap is what the baby needed. _____
4. Those sneakers are mine. _____

My TURN Write one sentence in which you use a descriptive adjective, one in which you use a predicate adjective, and one in which you use a noun as an adjective.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 7: Adjectives 2

An **adjective** is a word that describes nouns and pronouns (people, places, or things).

Comparative adjectives compare two people, places, or things. To form a comparative adjective, use the ending -er or add the word more.

- The adjective fast + -er becomes the comparative adjective faster.
- The adjective stressful becomes the comparative adjective more stressful.

Superlative adjectives compare three or more people, places, or things. To form a superlative adjective, use the ending -est or add the word most.

- The adjective fast + -est becomes the superlative adjective fastest.
- The adjective stressful becomes the superlative adjective most stressful.

My TURN Complete the following sentences by putting the adjective in parentheses into the comparative or superlative form.

1. Miranda, Ella, and Juan are the (busy) _____ volunteers.
2. Finishing your homework is (important) _____ than playing video games.
3. Fernando and Omar stood back-to-back to see who was (tall) _____.
4. The opening paragraph of the story was the (beautiful) _____ of all.

My TURN Write one sentence in which you use a comparative adjective and one sentence in which you use a superlative adjective.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson# 8: Coordinating and Subordinating Conjunctions

A **conjunction** is a word that joins phrases, words, or sentences that are related.

• A **coordinating conjunction**, such as and, but, or or, is used to form a **compound sentence** by linking **independent clauses**:

Elijah wanted to go to the park, but **Kwame wanted to go to the movies**.

• A **subordinating conjunction**, such as because, if, then, when, before, or after, is used to form a **complex sentence**, which contains an **independent clause** (underlined below) and a **dependent clause** (boldfaced).

When Amelia arrives, we will start the project.

My TURN Circle the conjunction in the following sentences. Then write what type of conjunction it is (coordinating or subordinating).

1. Because of the snowstorm, the school was closed. _____
2. Mara scored the winning goal, and the crowd cheered! _____
3. The family decided to visit the Grand Canyon after seeing the documentary.

4. We can make a salad for lunch, or we can make rice and vegetables.

5. Before Raheem left for vacation, he packed everything he would need.

My TURN Write one sentence in which you use a coordinating conjunction and one sentence in which you use a subordinating conjunction.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson#9: Correlative Conjunctions

A **coordinating conjunction** is a word (and, but, for, nor, or, so, and yet) that joins phrases, words, or sentences that are related.

Correlative conjunctions are used in pairs (both / and; either / or; not only / but also; whether / or; neither / nor) to join parts of a sentence that are grammatically equal.

Both Carmen and Eliza hope to be class president.

Jacob was not sure whether to go climbing or mountain biking.

My TURN Circle the correlative conjunctions in the following sentences.

1. Neither Maya nor Christine went to the party.
2. Travis washed not only the dishes but also the glasses.
3. Either daisies or roses would look great in the garden.
4. Amanda was not sure whether the bus or the train was faster.
5. Both Rosario and Ethan thought the new TV show was great.

My TURN Combine the following sentences using correlative conjunctions. Underline the correlative conjunctions you use.

1. Marcus did not want to mow the lawn. Isabella did not want to mow the lawn either.

2. Let's go to the park to play basketball. Or, let's go for a bike ride.

Name: _____ Date: ____ / ____ / ____

Grammar Lesson # 10: Capitalization

When writing or editing, keep in mind that there are special rules for **capitalization** of certain words.

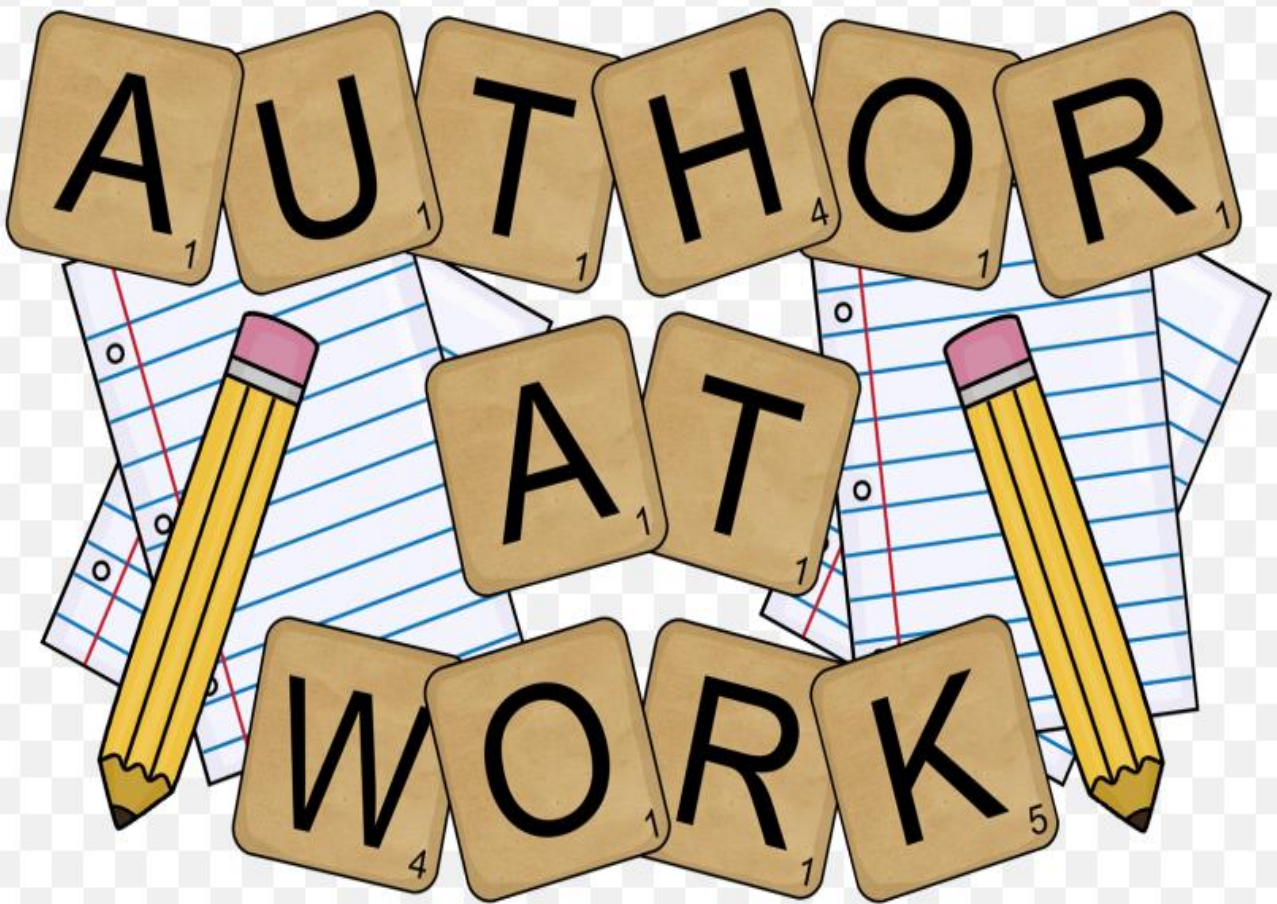
- When **abbreviating** a state name, capitalize both letters: CA (California); FL (Florida).
- When **abbreviating** a street name or the word apartment in an address, only the first letter is capitalized: Maple St.; Overlook Rd.; Apt. 2J.
- **Initials** in names should be capitalized: John F. Kennedy; W. B. Yeats.
- **Organization** names should be capitalized: National Park Service.
- Acronyms, which are abbreviations spelled using the first letter of several words, have each letter capitalized: NASA (or, National Aeronautics and Space Administration).

MyTURN Each of the following sentences contains an error in capitalization. Circle the error, and correct it on the line provided.

1. Mika read a biography of Harry s. Truman. _____
2. The Norman Rockwell Museum is located in Stockbridge, ma. _____
3. The Environmental Protection Agency, or epa, issued a report on air quality.

4. Keith and Sarah live at 45 Elm St., apt. 3C. _____
5. If you visit Washington, D.C., be sure to check out the National museum of African American History and Culture. _____
6. The hikers planned a day trip to the Bitterroot National forest in Montana.

D. Writing Lessons



Name: _____ Date: ____ / ____ / ____

Writing Lesson # 1: Opinion Essay

What is an Opinion Essay?

An opinion essay is a type of argumentative text that gives the writer's point of view about a topic. A writer supports an opinion by providing reasons for his or her point of view. Those reasons are supported by facts, details, examples, and other information.

Remember the Key Features of an Opinion Essay:

- A writer begins planning an opinion essay by choosing a topic that he or she feels strongly about.
- The writer shows strong feeling for or against something.
- The writer carefully chooses words, facts, and examples to support that opinion.
- Writers use facts and details to convince readers to agree with an opinion.
- Facts are pieces of information that can be proved to be true. Details are bits of information, including facts, that help explain or support a writer's ideas.
- A claim that is supported by opinions may not convince readers who do not already agree with those opinions.

Sample Writing:

Opinion: Playing video games is a healthy hobby.

Evidence: A scientific study shows that people who play video games with friends strengthen those friendships.

Opinion: Playing video games is an unhealthy hobby.

Evidence: Research from one study shows that gamers spend much less time exercising than non-gamers do.



WRITING TASK: Read the information in the box below.

Experiences shape our view of the world.

Think about how experience has changed the way you think about the world. Write an opinion essay about how an experience has shaped your view of the world and what you feel others should learn from it.

Be sure to

- have a clear opinion and point of view.
- include clear reasons that are supported by facts and details.
- use correct punctuation, capitalization, and formatting.

1-Prewriting:

Title	
Topic	
Reason	Reason
Examples	Examples
Writer's Opinion	

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 2: Science Fiction

What is a Science Fiction?

A science fiction story entertains the reader with a vision of the future.

Remember the Key Features of a Science Fiction:

- The **characters** in a science fiction story may be robots or humans who have technology that people do not have today.
- The **setting** of a science fiction story differs from the real world. For example, the story might be set in outer space or on Earth in the distant future.
- The **plot** of a science fiction story has a problem that is related to the futuristic setting. Like any fiction story, a writer introduces the problem, builds toward climax, or turning point, and resolves the conflict.

Sample Writing:

Juno jumped down from the shuttle. The sort red dirt that billowed around her gravity boots was the only evidence that she had just become the first human to set foot on Alpha Terra 8.

Two weeks ago, Juno had tried to plan for this very situation. "What will I find on ATS, doctor?" Juno had asked. "You may find some new energy sources," Dr. Rand said, "but they might not be safe. If your sensors blink, be very careful."

Before she did anything else, Juno checked the display glowing green inside her visor. Her gaze caught on a blinking light. "That can't be right," she thought.

The sensor told her that ATS rocks had energy that could be used on Earth. Juno took out a sample kit. Then she made a decision.

"Dr. Rand isn't here, but if he knew what the sensor said, he would want a sample of this energy source," she thought. She used her chisel to break off a piece of the rock.



WRITING TASK: Read the information in the box below.

Describe ways that make people survive in new planets
Or deal with Aliens

Write a science fiction story about time that you imagine you wake up on a strange planet. What might you find there? How would you get home?

OR A strange creature followed you home from the park. It's green, has three heads, twelve eyes, and scales. It seems to be friendly. What do you do?

1-Prewriting:

Write the title of a science the science fiction that you choose. Draw an illustration to show the setting, character, and problem that make the story science fiction.

Title

