

GRADE 5

**California
Treasures**

Teacher's Resource Book



Macmillan/McGraw-Hill

Photography Credits

201: Creatas/Punchstock. 202: McGraw Hill.

203: D. Falconer/PhotoLink/Getty Images.

204: Yoshikazu Tsuno/AFP/Getty Images.

205: Lisa M. Robinson/Getty Images.

A

The **McGraw-Hill** Companies



Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

Copyright © by Macmillan/McGraw-Hill. All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with **Treasures**, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10 XXX 11 10 09 08 07

Contents

Decodable Passages	2
Word Study	41
Sorting with Students	42
Spelling Word Cards	44
Vocabulary Word Cards	74
Games.....	104
Sound-Spelling WorkBoard.....	117
Speed Drills.....	119
Additional Literacy Support.....	151
Reader Response Sheets	152
Writer's Checklists.....	158
Short Response Rubric	165
Proofreading Marks.....	166
Writing Rubrics.....	167
Anchor Papers	175
Picture Prompts.....	199
Theme Project Checklists	206
Listening and Speaking Checklist.....	209
Graphic Organizers	210
Foldables® by Dinah Zike	227
Spelling Reproducibles	SP1
Grammar Reproducibles.....	GR1
Sample Grammar Tests	GR91

Decodable Passages

Short Vowels	5	Variant Vowel au, aw;	
Beth's Tough Test		Diphthongs oi, oy; ou, ow	13
Dan Tells the Best Myth		Saul's Trip	
Long Vowels	6	The Naughty Rabbit	
A Brave Maid		Closed Syllables	14
When Goat Swallowed a Lake		Cowgirl Carla	
Variant Vowel oo	7	Cowboy Bobby	
A Look at Oak Trees		Open Syllables	15
Let's Use Less and Save Trees!		The Stolen Gear	
r-Controlled Vowels ar, are, or	8	Before the United States	
Art and Bart Explore Mars		Open Syllables	16
The Sun Is a Star		Joanna's Poem	
r-Controlled Vowels er, ir, ur; ear	9	A Good Idea	
Not Just Fur		More Closed Syllables	17
Burt's Near Burn		Ingrid's Complaint	
Compound Words	10	Save the Grizzlies	
Joann and the Chipmunk		Accented Syllables	18
The Muskrat and the Motorboat		The Yellow-Bellied Marmot	
Plurals	11	The Packrat of Golden Valley	
Can Snakes Drink From Glasses?		r-Controlled Vowel Syllables	19
Snakes and Their Enemies		The Seeker	
Inflectional Endings	12	A Lunar Inn	
Riding on the Railroad		Final əl, ən	20
Carrying Things		An Angel of the Civil Rights Movement	
		Jaden Gets a Lesson	

Accented Syllables	21	Adding -ion	29
Copy and Confuse		Lights, Camera, Action!	
Jenna Enjoys Kenya		A Huge Attraction	
Homographs	22	Greek Roots	30
Robert Recounts the Recount		The Prince in the Photograph	
Good Conduct on Election Day		The Mechanical Frog	
Final -ture, -sure	23	Latin Roots	32
Nature Goes Nuts!		A Spectacular Hike	
Weather in the Future		A Permit for Kermit	
Adding -ance, -ence	24	Words from Mythology	34
Mouse the Magnificent		Gerry and the Geologist	
The Radiant Rabbit		A Titanic Improvement	
Soft g	25	Number Prefixes	36
A Very Large Bear		Bicentennial Balloon Race	
The Edge of the World		The Big Bicoastal Balloon	
Homophones	26	Flight	
Professor Berry Buries a Seed		Adding -able, -ible	38
Beets in Space		A Remarkable Dream	
Prefixes	27	Come True	
Preoccupied with Birds		The Incredible,	
Discover Ants!		Shrinkable Sheep	
Suffixes	28		
Meaningless Dots and Dashes?			
The Speechless Day			

Decodable Passages

Directions

The passages that follow contain words based on the phonics skills taught at this grade level. Use the passages to provide students with additional practice at identifying and reading words based on these skills. The key phonics concept is labeled at the top of each page. The passages are generally cumulative, so you may continue to review phonics skills previously taught.

An activity is provided at the bottom of each page. After students have read the passage(s) on the page, have them complete the activity to extend their learning.

Name _____

Beth's Tough Test

"I am sad that I did not win the contest. But I am glad Rick's band did!" Beth tells Mom. "Rick can drum well. It is tough to drum."

"I will help you," Mom tells her. "Set up the drum on the mat."

Beth's mom hits the drum with the sticks. "Hit it fast," Beth's mom tells her. "But not too rough."

Beth hits the drum with the sticks. She hits the drum just a bit. CRACK! The sticks split.

"It's not bad! This is not a gigantic setback! Let's fix the sticks," Mom grins. "Twist thin strands of thread around them."

"Thank you, Mom. I did it. I am capable! The sticks are mended!" Beth says. "I am not sad. It is fun to drum. I can drum in the band."

"It is tough to drum," Mom says. "But you did it!"

Dan Tells the Best Myth

"If you tell the best myth, you can win a pen," Miss Pat tells the class. "If it has an animal, you can get extra credit."

"My myth has a sad cat in it," Peg tells the class. "The cat gets lost."



"My myth has a red sack in it," Ron tells the class. "A rabbit jumped out of it."

"I can tell a myth," says Dan. "It is about a red ant instead of a cat or a rabbit."

"Can you tell it to us?" asks Miss Pat.

"The red ant plunked a lot of rocks in a big cup," Dan tells them. "Then he dragged the cup on a gigantic sled and shoved the sled uphill. The ant set the rocks in a circle. He lit the rocks and they got hot. Ant made the sun."

"Dan has the best myth!" the class tells Miss Pat. "Dan wins a pen!"

 **Activity** Circle the words that have two vowels next to each other. 

Name _____

A Brave Maid

Long ago, men were afraid of a mean snake. It made them wring their hands. It made them wail and quake. The snake slipped into their safe homes at night and stole food and drink.

One day, a maid stopped and saw the mean snake hiding. "I am not afraid of this sad snake," she sighed. "I will tell a joke and make it grin. It will not steal. It will not stay mean." So she told a joke, but the snake did not grin.

This did not stop the maid. "I will play a trick on the snake. I will impress it with my trick." She went to seek the snake. "Show your face, snake! I can grow fast," the maid boasted. "I am like these stars! I am as high as the sky!"

Then the maid rode up to the top of a tree. The snake was so afraid that it commenced to shake. Then it went to hide. "Yay!" yelled the men. "The brave maid beat the snake!"

When Goat Swallowed a Lake

Once upon a time, a wicked queen made a big fireball and the land got hot. She really liked the heat, but the beasts of the land were sad and upset. One day the beasts held a meeting. "HELP! It is much too hot here. We need to stop the queen," said Pig. Most of the beasts quickly agreed.

The queen heard them planning. "I will stop those beasts," she yelled as she tossed another big fireball up high. It glowed white hot and the beasts felt the heat. "The queen must be close by," they yelled as they ran.

But Goat did not run. He sauntered over to a deep lake. "I am not afraid. I can stop the queen," he smiled. Then Goat swallowed the whole lake and spit it at the fire. The lake drenched the flames. Then some water fell on the queen. "No, no!" yelled the queen. "I will fade away!"

"The queen is gone!" yelled the beasts. "Brave Goat has saved the land!"

★ **Activity** Write a story about another brave or naughty animal. ★

Name _____

A Look at Oak Trees

We can see oak trees in many settings. Look by brooks as well as by grassy and wooded spots. Oak trees can grow high. Some old oaks span a hundred and fifty feet in width.

Like most trees, oaks use their roots to reach water. Oaks shed leaves quickly, as a rule. Each spring, they make blooms called catkins. Oaks also make nuts, or acorns. By the time an oak tree is seventy years old, it will produce hundreds of acorns.

Weevils are bad for oak trees. These bugs plant seeds in acorns and kill them. This is bad as well for other insects and tiny beasts that might eat the nuts.

A big oak tree can offer a major spot for shade and a grand view, too. If we take care of oaks, these trees will exist for a long time.

Let's Use Less and Save Trees!

We cut trees to get wood. We need wood to make paper. We need to reduce the paper we use so we can save a few trees.

We can use the same piece of paper many times in place of getting a new one. We can use one side for a note, and then we can write on the back. We can use paper to make cool gifts, like a tube, a flute, or a funny hat. We can use old books by cutting them up to make art prints and frames. Can you think up other uses for used paper?

If we look in the woods, we can see so many kinds of trees. Trees help us feel cool in their shade. Trees provide safe homes for animals. We would be sad if we lost too many trees. Let's use up less paper so we can keep trees around us!

★ **Activity** ★ Make a list of ways you can save trees. ★

Name _____

Art and Bart Explore Mars

“I am bored,” Art told Bart. Bart grinned. “Look in your yard!”

Art stared. A rocket stood in his yard. “Come on,” Bart told Art. “I dare you to get in.”

Art and Bart soon sat in the seats. They adjusted their seat belts and barely had time to count to four. The rocket soared up into the dark night sky toward the stars. “We will go on a mission to explore Mars,” Bart told Art.

“I am scared!” yelled Art. “Mars is far, and this rocket is not like a car.” The rocket tore through the sky. “Do not be scared,” Bart told him.

Soon, Mars glowed and glared below them. The rocket landed and Bart and Art stood on Mars. “Let’s find some rare rocks and put them in jars,” Bart told Art. “We can sell the Mars rocks at a store.”

“Cool,” said Art, wearing a big grin. “I am not bored anymore!”



The Sun Is a Star

The sun is part of our solar system. The sun is much bigger than a planet, but it is not a planet. The sun is a star. It is just like the stars we see on a dark night, but the sun is the only star we can see at high noon.

The planets in our solar system orbit the sun. Some planets orbit the sun quite quickly. Some orbit the sun more slowly. Sometimes, the moon moves into a zone in front of the sun, and the sunlight is blocked for a short time. Then it can be dark—right in the day!

A few parts of the sun look dark. This is because there are cool parts named sunspots. We do not know a lot about sunspots.

The sun is a bit like a mystery, but we do know that the sun is big and hot!

 **Activity** Draw a picture of what you would like to explore in space. 

Name _____

Not Just Fur

Dogs are not just sweet animals with fur. Some dogs can be trained and transformed into work dogs. Work dogs can use their keen ears and noses to help protect people. They earn our trust and can help the blind and those who cannot hear well.

Dogs can be trained to find people who are hurt or lost in urban, farm, or wooded lands. Dogs hurry to find a variety of lost items—on a train, plane, bus, in a closet, or even in a pile of dirt. With a dog's help, your lost purse can be returned!

Work dogs' noses can sniff out firearms, drugs, and lost treasures. Many dogs who have no fear help cops put those who deserve it in prison. These fine animals need to hear a burst of applause in celebration of their splendid gifts.

Burt's Near Burn

On Thursday morning, Burt needed to hurry. The variety show at school was at 7 p.m. and he still needed to fix his costume. With great care, Burt made his way past his dad's bedroom. Burt did not wish to disturb his dad.

Burt's cat purred, and his dog licked him as he went to make toast. "Our show has not been canceled. It is my turn to host," he told the pets, "and my costume is too small!" He feared it would burst when he put it on. Burt's cat looked bored. His dog shook her ears.

Suddenly, his dog began to bark. "What has occurred?" asked Burt. Then he saw smoke and a few flames shoot out of the toaster. The dog's bark woke up Burt's dad. He ran in and moistened the flames to stop the fire.

"Good dog!" Dad beamed. "I am glad no one was hurt!"



Write a conclusion to one of the passages above. ☆

Name _____

Joann and the Chipmunk

At nighttime, Joann looks out her window. Near the barnyard, by the evergreen trees, she sees a firefly blink. She hears tree frogs slurp and croak in the pond. Suddenly, she hears a yelp and a cry. She sees a mournful chipmunk drag itself slowly into the yard. “Yikes,” Joann shrieks to her mom. “That chipmunk is hurt!”

It is bedtime, but Joann and Mom grab boots and coats and go outdoors. The chipmunk lies in the yard. “Is it dead?” Joann asks. Mom shakes her head.

Mom and Joann brainstorm. “We can get the vet,” Mom tells Joann.

The vet comes and places the chipmunk in a cardboard box. He takes creams and tools out of his backpack to help the chipmunk. “This wee fur ball is just a baby,” the vet tells them. “It has a bad injury, but it will get well because someone cared!”

The Muskrat and the Motorboat

Martin and Grandpa Redman took the rowboat to the lake. Martin rowed and Grandpa Redman sat in the back. Martin saw an animal float by.

“It is a muskrat,” Grandpa Redman told Martin. “Muskrats make homes from cattails and mud. They make burrows underground.”

“I see,” said Martin. “Oh, no. I hear a motorboat. I hope that muskrat will be safe.”

“He needs our sympathy. Maybe we can help him,” said Grandpa Redman. “We can help by delivering him to the wetlands. We can show him the way with our rowboat. The wetlands are protected. No motorboats can go there.”

Martin rowed his boat to the wetlands. The muskrat followed and soon they did not hear the motorboat anymore. The muskrat shook his big tail underwater to show that he was happy.

“Look at that rainbow,” Martin yelled. “Even the sky is happy that the muskrat is safe!”

★ **Activity** Write three sentences about an animal you have saved. ★

Name _____

Can Snakes Drink From Glasses?

“My pet snake is thirsty,” Tino tells Marta. “He needs a drink.”

“When my pet cat is thirsty, I give her milk from a baby bottle,” Marta exclaims. “She almost did not survive. The mama cat had a lot of baby kitties, and she did not have enough milk to feed so many babies.”

“Well, my snake can drink from a glass,” says Tino.

“No way!” yells Marta. “We will see,” said Tino.

“I use this glass,” said Tino. “It has lots of paw prints on it. He likes to drink from it.”

Tino fills the glass with water and the snake’s tongue vibrates and flicks out to lick the glass. “I told you,” says Tino.



“Wow!” cries Marta. “I will get a snake of the same species. Then we can teach both snakes to drink from glasses.”

Snakes and Their Enemies

Snakes have enemies. Many birds and mammals, such as cats, skunks, and ducks, will attack a snake as their prey. Even another snake can be an enemy.

Most people are afraid of snakes. There are stories of people who got bitten by a snake and got sick. But the real story is that a snake’s biggest enemy is man. People hurt the land and this is not good for snakes. Many homes of snakes do not survive. People fear and slay snakes that are harmless. Cars kill snakes as they cross the road.

It is more likely that a person will be killed by a bad storm than by a snake bite. Snakes look evil but they can make good pets. We can take classes to learn more about them and be alert to this problem. Instead of being their predators, we can help snakes.

 **Activity** Draw a snake and write about what it can do. 

Name _____

Riding on the Railroad

Perry and Grandpa did a lot of swimming and baking. Now Grandpa said, “We can make a scrapbook about years ago when I used to ride on the railroad.”

Perry was worried. “But I want to swim and bake pies. I do not want to see old exhibits. Who cares about the past?”

“I do,” said Grandpa with a grin. “Today, people are always hurrying. They ride in fast airplanes, but they do not see much of anything. In the past, we did not rush so much. Riding on a train was a good way to see the sights.”

“I will never do that,” said Perry sadly. “My parents are dedicated to flying.”

“Do not worry,” said Grandpa, still grinning. “When we finish making the book, we can save up for tickets and go on a train trip next spring.”

“Great!” Perry yelled. “I will start saving now!”

Carrying Things

Hundreds of years ago, if a person had to carry something heavy to a far-off site, he could not put it in a car. People carried heavy things on their backs or with the help of animals. This was not always safe. If it was raining or snowing, people or animals might slip and trip. Slipping and falling alone on a trail was not good.

Years ago, people also used boats to carry things. Back then, boats were not as safe as they are today. And if the boat got a hole in it and began to sink, people had to swim to safety. They could not worry about saving the artifacts that they were carrying.

Today, we have many easy ways to carry heavy items. We can put big items in cars, buses, trucks, or trains. Some airplanes can carry cars, and some ships can carry airplanes. Maybe one day we will invent a way to carry the whole world!

★ **Activity** Make a list of things you might see while on a train. ★

Name _____

Saul's Trip

"I need to take a trip to the Bahamas for my job," Mom told Saul. "I thought you might like to go with me." Saul was reluctant. "What is it like there?" asked Saul with some hesitation.

Mom handed Saul a book named *The History of the Bahamas*. Saul liked history. And he saw that the author's first name was Saul, too! Saul went with Mom to the Bahamas. An auto took them out to an elegant inn. Then they hauled their backpacks to sit near the Caribbean Sea and eat. Saul saw many kinds of birds. "Caw! Caw!" One bird dove into the sea and caught a fish to eat raw.

Mom bought Saul a sweet treat wrapped in foil. "Are you having fun?" she asked.

"I am glad I did not avoid this trip," said Saul. "That book taught me a lot. I can enjoy a trip when I know the history of where I am going."

The Naughty Rabbit

One day, Rabbit saw Crab harvesting carrots.

"Good day!" cried Rabbit. "You ought to let me help you."

"That's thoughtful of you, my fine friend," said Crab. They toiled till dawn and made a stack of carrots.

Rabbit pointed at the stack and said, "Let's race to see who gets that big stack of carrots. You're slow, so I ought to give you a big start."

"No need," said Crab. "I'll give you a start."

Rabbit ran to the carrots, but before he sought to claim his prize, he turned to see where Crab had gone. She was nowhere to be found. When Rabbit turned back to the carrots, there was Crab crawling on top. "You are a mischievous crab! How did you win?" asked Rabbit.

"You needed to be taught a lesson, you awfully, naughty rabbit!" Crab's voice blared loudly. "I caught your tail with my claw just as you began to run, and you brought me right to the carrots."

★ **Activity** Write about what the main character in one of these passages learned. ★

Name _____

Cowgirl Carla

“Bandits stole my sheep again,” yelled old Mr. Button at the town meeting.

“Bandits took my pigs, too,” added Ms. Sutter. “We need to do something quickly.”

“It will be a challenge, but I can take care of the bandits,” said Cowgirl Carla. “By morning, the bandits will be trapped.” The people heard her plan with enthusiasm.

That night, Cowgirl Carla clipped wool from ten sheep. Then she dipped the wool in sticky glue. She made the wool look like a very big sheep. Then she waited. Cowgirl Carla did not sleep. She dreamed of the adventure, and soon the bandits came.

“Look at that sheep!” said a bandit. “Help me put it into the bag.”

“Oh!” yelled the other bandit. “My hands are stuck!”

“Yikes!” yelled the first bandit. “I am stuck, too!”

Cowgirl Carla nodded. Her plan had worked!

Cowboy Bobby

Cowboy Bobby woke up and yawned. He felt cold in his sleeping bag. Camping was fun, but not when it was snowing so hard in the valley. He peeked out from his tent and scanned the horizon. He looked to see if Anna, his horse, was all right. “Oh no!” yelled Cowboy Bobby. “Anna is missing!”

Cowboy Bobby pulled on his boots and went looking for Anna. It was hard to tell where he was in all the snow. He turned this way and that, yelling for Anna. More snow fell, adding to the big piles in the ravine. Cowboy Bobby waded deep into the vastness of the snow, forgetting the presence of the cold, wet flakes. “Anna!” he yelled.

Suddenly, he felt a hand on his back. Cowboy Bobby jumped. Behind him was a man, and behind the man was Anna!

“She wanted to borrow my carrots,” the man told Cowboy Bobby with a smile. “I never go camping without them!”

★Activity Write about what Carla or Bobby did next. ☆

Name _____

The Stolen Gear

In the cabin, Cora helped Mama make an evening meal for the soldiers. It was amazing to hear the Patriots speak about the war. "I will never pay taxes to the British king," yelled a man. "I am an American!" Cora agreed with the man. It was not right for a British king to try and rule the thirteen colonies. They were all Americans now.

Cora had spunk. She wished she could fight in the war and defend her land. When the men slept, Cora saw a pile of gear in an isolated corner of the cabin. In a flash, Cora grabbed the gear and ran to her room.

Even though she might get punished, Cora put on the man's jacket. She undid the satin ribbon from her hair and put on the army cap. Then, one moment before the men awoke, Cora ran off to join General Washington's troops.

Before the United States

Before America became the United States, it was a land of colonies. The first British colony was formed in 1607 in Jamestown, Virginia. Later, as more colonies were formed, the British king kept trying to control them. He made them pay taxes on items like tea and stamps.

Rebels protested the king's tax laws. A number of these rebels pretended to be Indians and went aboard a boat filled with cartons of tea. These rebels dumped the tea overboard at the famous Boston Tea Party.

More and more people began to promote the right to defend the colonies against the British. They did not want to be ruled by a tyrant. Fighting began and kept on until finally the thirteen colonies won the war and became the United States.



Write a story as if you were a person at the Boston Tea Party. ☆

Name _____

Joanna's Poem

"Would you like to hear my poem about women's right to vote?" asked Joanna.

"Yes. I know that in the past, the reality was that no women could vote," said Ben.

"That is a shame," Joanna sighed. "This land was founded by people who loved the idea of freedom. Not being able to vote is a denial of what this land stands for. There was a bias against women but a few were brave enough to be pioneers," Joanna went on. "They were stoic and held fast in their plight. In 1920, women were triumphant and won the right to vote in all states."

"Thank you for explaining this history to me," said Ben. "Let me hear your poem." Joanna read Ben her poem. When she was finished, she waited to see how he would react.

"That poem was more than satisfactory, Joanna. You should submit it to a magazine. It would qualify to teach all kids about how hard women had to fight to win the right to vote," exclaimed Ben.

A Good Idea

Before the Civil War, no African Americans had the right to vote. Then, in 1865, when the war ended, the 15th Amendment to the United States Constitution brought an end to this cruel law for African-American men. African-American women did not gain this right until 1920, with all other American women.

There were states that did a variety of things to ruin the vote for African Americans. Some states created a poll tax. This was a tax people had to pay in order to qualify to submit a vote. Many African Americans did not have enough money to pay this tax.

After many protests, trials, and violent riots in the 1960s, Congress passed an Amendment to make the poll tax illegal. At last, this good idea became a reality. Every man and woman in the United States could vote.

★Activity Write about what Joanna's poem might have said. ★

Name _____

Ingrid's Complaint

"People in this area put trash in the empty lot next to our apartment," Ingrid complained. "It really makes me angry."

"I agree," said Andrea. "It is simply awful."

"People need to be more enlightened about the environment," said Ingrid. "What can we do?"

"We can send a letter to Mr. Lansman, our congressman, asking for his help," said Andrea. "I can find his address online."

"What an incredibly good idea!" said Ingrid. "He can help explain the problem to people. Everyone likes Mr. Lansman. Last year in the storm, he gave away hundreds of free umbrellas."

"Maybe we can get him to contribute free trash cans for the lot," cried Andrea.



"That's a great idea," Ingrid agreed. "Hand me a pen and we can start that note!"

Save the Grizzlies

We live in a complex environment. We need to protect the plants and animals in the environment because we are all linked. If one plant or animal is at risk, many other living beings, including humanity, can face a problem. One animal that needs to be protected is the grizzly bear.

The grizzly's survival is threatened because people are destroying its habitat. People dig up land to build homes and roads, destroying the corridors that grizzlies need to travel from area to area. People cut down forests to get wood, not caring about the animals that are there, such as the grizzly.

Many parks, such as Yellowstone National Park, employ laws to protect grizzly cubs and adults. But still, people kill hundreds of grizzlies by mistake or because of fear. To control this problem, people need to learn more about these outstanding animals.

 **Activity** Write about something you want to change in the world. 

Name _____

The Yellow-Bellied Marmot

The Great Basin Desert is the biggest desert in the United States. It is in the western part of the country. There are many wide, barren areas, but it is far from a lonely landscape. Plenty of animals call it home. One of these animals is the yellow-bellied marmot, which is a type of ground squirrel.

It is common to find marmots in rock piles up to 11,000 feet. Marmots do not grow much beyond two feet long. They are brown with a yellow belly. Marmots also have white spots on the chin and a bushy tail.

Marmots eat a variety of greens to obtain a layer of fat. They need this fat during the winter sleep, which lasts from August to March. When they are awake, marmots are fun to study. They make an alarm call or song when a predator is near. Next time you visit the Great Basin Desert, listen for the marmot's song.

The Packrat of Golden Valley

"I am sick of hiking. There is nothing but rocks here," complained Rosa. "Can we stop and eat our snacks?"


"Okay," said Aunt Dora. "We can unfold our blanket next to this cave. It is flat and even here."

Rosa looked at the parched landscape. Golden Valley contained hundreds of odd, reddish-gold rocks. If only she could see something alive!

Suddenly, Rosa spied two gleaming eyes staring at her from inside the cave. "Hooray," she cried. "Hi there, little buddy!"

"It is a packrat," said Aunt Dora. Slowly, Rosa and Aunt Dora explored the packrat's nest. There were many shiny items, such as pennies, metal spoons, and keys.

"What a surprise," said Rosa. "I cannot wait to find out what we will see next!"

 **Activity** Make a list of other shiny items that might be in a packrat's nest. ☆

Name _____

The Seeker

Peter stared out his window at the big dipper. “I want to go to outer space,” he said to his dog, Razor. Razor wagged his tail and sniffed the air. The odors from dinner floated upstairs. “You can go, too,” Peter told the dog. “Maybe we can find a planet that has water or polar ice caps. Maybe we can find meteors or monsters!”

Suddenly, a glittery, shimmering shape was in his yard. The shape fluttered into his bedroom. “Greetings,” said the shape. “I am a Seeker from the solar system. I need a favor.”

Peter was almost too surprised to speak. But then he said, “Is something the matter?”

“My planet has no more baking powder,” said the shape. “We need it to survive.”

“My dad is cooking supper,” said Peter. “Maybe he has some.”

“Super!” said the shape. “And in return, you can come with me to visit my planet!”

A Lunar Inn

One day, travelers to outer space may not just be astronauts. Visitors may be able to take a trip to the moon and stay in a lunar inn. Such a hotel has been created, at least on paper. The inn will have two towers over a deep canyon. Visitors can take elevators to eat in restaurants in the towers, where they can see Earth rising and rotating.

Supposedly, by the year 2050, anyone—farmers, doctors, actors, and barbers—will be enjoying fun and games at this lunar inn, like indoor hiking and flying with outfits that have bat wings.

It may seem like it will never happen, and it will cost enough dollars to fill a deep lunar crater, but the dreamers who came up with this idea are confident. Dreams can come true...even on the moon!



Write about why the shapes need baking powder to survive. ☆

Name _____

An Angel of the Civil Rights Movement

Dr. Martin Luther King, Jr., was a great man who contributed spectacular gains to the civil rights movement in the United States. King used nonviolent means to get people to allow all humans, regardless of the color of their skin, to have the same rights.

Time after time, King spoke out against unfair laws and amendments in the American legal system. He did not think it was normal for citizens of different colors to attend different schools or ride in different areas of urban buses.

King was a talented speaker who was able to dazzle a crowd. His famous speech, “I Have a Dream,” addressed the need for harmony among people. Every year on Martin Luther King, Jr.’s birthday, people replay and recite this speech. He will forever be remembered as an angel in American history.

Jaden Gets a Lesson

Milton clenched his fist. “It is not fair!” he cried. “I cannot believe that people who live in rural lands must struggle for civil rights.”

Jaden nibbled a piece of peanut brittle. “So what? I do not need to worry about humans who live in the middle of nowhere. Let them fight their own battles.”

“It is not that simple,” said Milton. “If something horrible happens to one person, it is possible that it can happen to you, too.”

Jaden wiped her hands on her apron. “But if someone far away is in a pickle, what can I do to help?”

“You can write a letter to the newspaper telling people how you feel about these terrible things,” said Milton. “You can let everyone know that you support the civil rights movement all over the world.”

“That is a good lesson to learn,” said Jaden. “Hand me a pen!”

★ **Activity** Write a letter to the newspaper for Jaden. ★

Name _____

Copy and Confuse

Did you ever see a monarch butterfly? Are you certain? Viceroy butterflies can imitate monarchs. The two butterflies look almost the same. The reason the Viceroy copies the monarch is so it will not get swallowed by a bird, such as a robin. Some monarchs are full of poison.

Many animals copy other animals to frighten predators. It is common for a dormouse in a dark hole to hiss like a reptile. An orb spider can make a fake spider for birds to attack by spinning two blobs on its web. Also, worker termites can hiss like a snake to scare enemies.

Some insects attempt to look like stinging insects. A hornet moth looks like a hornet. A bumble bee moth mimics a bumble bee. The next time you are outside, look carefully at the insects you admire. What you suppose you glimpse might be something completely unlike what you thought!

Jenna Enjoys Kenya

“Welcome back, Jenna,” said Patrick. “How was your trip to Kenya?”

“It was superb,” said Jenna. “I saw gazelles, baboons, camels, and tigers. I saw a lion and zebra chase.”

“No kidding!” exclaimed Patrick. “What was it like?”

“Well, the adult zebras were grazing in a secluded area of tall grass. It was dusk but the lions were awake. The zebras’ stripes helped keep them hidden from the lions. Then, a baby zebra wandered from the herd. The lions were aware that dinner was nearby. Suddenly, there was a stampede of zebras. The lions were confused by all those stripes going this way and that. Then, in dismay, the lions had to retreat. The zebras had vanished!”

“Wow,” said Patrick. “Next time you travel to Kenya, allow me to come along!”

★ **Activity** Draw and write about your own “copy and confuse” insect. ★

Name _____

Robert Recounts the Recount

“How did the vote recount go at school?” Mom asked. “Did you make progress?”

Robert shook his head. “It is hard to be the class president. A few kids held a protest. They did not want me to recount the vote. I asked kids to cast more votes on the subject. There was a big conflict.”

“You need to progress with care,” said Mom.

“I tried,” Robert sighed. “But a lot of kids wanted to protest. I do not want to subject people to conflict, but there are certain kids in class who always conflict.”

“It sounds like there might be some disrespectful rebels in that class,” said Mom.

“Yes,” said Robert. “They always rebel whenever I try to get them to cooperate.”

“That is not fair,” said Mom. “At present, we live in a democracy.”

“Yes,” agreed Robert. “And that means I am free to present my ideas in class again tomorrow!”

Good Conduct on Election Day

On Election Day, people can go to voting polls and vote for the best presidential candidate. All year long, the candidates campaign to get votes.

Each candidate has a different campaign to present his or her ideas. Candidates try to conduct their campaign in a reasonable way, but sometimes there is conflict. Everyone wants to win and often it is a close race.

When people go to the voting booths, they should not do anything that will conflict with the process. Workers try to direct voters to the proper booths. They show voters how to open and close the curtain by moving the lever to the right and left. Voting is a right of all American people. Voting is a great present that you can give your country.



Activity Write three sentences about why votes might have to be recounted. ☆

Name _____

Nature Goes Nuts!

“Hurry!” Ani gestured for her brother Carlos to finish packing his treasures. Moisture from the storm was creeping into the house and they needed to leave.

“What will happen to all the creatures in the flood?” asked Carlos.

“Do not worry,” Ani assured him. “The rescue workers will capture any animals that are in trouble. They will put them in a safe enclosure.”

Carlos was not so sure his sister was right, but they made their departure just in time. The pasture was flooded now and the bridge was fractured. All the furniture in their home was underwater, but Carlos and Ani were secure in their teacher’s house on the mountaintop.

In the end, the flood did a lot of destruction to buildings, but no one was injured.

“What an adventure!” said Carlos. “And what a pleasure that it is over!”

Weather in the Future

Everyone is talking about global warming. Global warming is a rise in temperature all over the world. A rise in temperature can cause Arctic ice caps to melt, and this is not good for nature in many ways. Many creatures, both human and animal, depend on a measure of snow or moisture to survive.

Global warming can cause big changes in the atmosphere that affect temperature and weather. As a result of global warming, pastures can dry out, ranchers can lose their animals, and many living things can die because of exposure to floods or drought.

Global warming is surely no adventure. Unfortunately, it has become the nature of every part of our world. We must treasure our planet now so that all creatures will be secure in the future.



Activity Write about treasures you would take with you if there were a storm. ☆

Name _____

Mouse the Magnificent

“Mouse!” cried Duck. “A monster has made an appearance at our farm. He is an annoyance to all the innocent animals!”

“I am the magnificent Mouse,” said Mouse. “I can outsmart an ignorant monster. I have no tolerance for monsters! Soon you will see the brilliance of my plan.”

That night, the moon was full and luminescent. Mouse pretended to be the monster’s pal and invited him to eat dinner in his house. The monster quickly accepted Mouse’s invitation. Mouse promised him he would have an extravagant meal. And when the unfortunate monster arrived at Mouse’s house, he saw that the table was full of delicious food.

“What extravagance!” cried the monster, and in his greedy ignorance, did not see when a cage fell upon him.

Mouse turned the key in the cage’s lock. “Sorry, but I do not have tolerance for monsters,” said Mouse, shrugging his shoulders in innocence.

The Radiant Rabbit

An arrogant robber came to the forest where Rabbit lived. “There is an abundance of animals here,” said the robber. “I can catch them and earn significant cash.”

“I will educate this robber,” Rabbit said. “He will pay for his arrogance.” That night, Rabbit made a fake rabbit from a special metal. The fake rabbit glowed in the radiance of the moon. It was different from any other animal in the forest. Rabbit knew that when the robber saw it, he would desire it for its difference.

When the robber came upon the fake rabbit, he was thrilled. “I know the significance of this,” said the robber. “I will catch it and earn an abundance of riches.” He reached for the fake rabbit, but it glowed like the moon and pushed the robber far into the night sky.

The animals of the forest gathered to thank Rabbit for giving them their independence from the robber.

★ **Activity** Write a story. Use words ending in -ance and -ence. ★

Name _____

A Very Large Bear

Polar bears are the largest land carnivores, or animals that eat meat. They can stand twelve feet high and weigh up to two thousand pounds. That is really huge! These giant beasts call the frigid land of the Arctic ice cap their home. But this magical land is also fragile. Rising temperatures due to global warming are melting the polar bears' icy village.

Soon, polar bears will become fugitives from their home. They will be forced to swim farther out to sea, where they will become trapped. Without a bridge connecting to land, or food for the energy to swim back, the polar bears will be caged on the melting chunks of ice.

The damage that is being done to the polar bears' world is great. We need to pledge to get the message out to save this special animal.

The Edge of the World

"All passengers, please buckle up," said the pilot. "Because of this raging storm, we need to make an emergency landing."



Ginger heard the roar of the plane's engine as they plunged down to the strange, snowy, uninhabited land below.

"Oh, I hope we are not in danger," said Ginger's Aunt Gerry. "This is such a tragedy!"

"Have courage," Ginger suggested, patting her aunt's arm gently. "The pilot is using a logical strategy."

The plane landed safely on the North Pole. One man needed a bandage, but that was the only damage. Soon, they were all drinking hot beverages. From the ridge where they landed, it looked like they were on the edge of the world.

"How magical!" said Ginger. She was sorry when the storm passed and their plane took off. Most of all, she was sorry she had forgotten to pack her camera in her luggage!

 **Activity** Underline all the words that have a soft g sound. 

Name _____

Professor Berry Buries a Seed

“Chang!” called Professor Berry. “Come to the lab.”

Chang ran into the lab. “I got here as fast as I could! I hear you have a new seed!”

“I just buried the seed in the hole and already it has grown into a whole plant with a flower,” said the Professor.

“It smells so strong,” said Chang, with a groan.

“Grind the flower into flour to lessen the smell,” the Professor read aloud from the instructions. “Use it to bake muffins. Eat one muffin to turn invisible.”

Chang and the Professor made muffins and spent hours turning invisible and visible again until the muffins were gone. The next morning, Chang was in mourning over the loss of the muffins, but the Professor showed him another seed.

“Hurry and bury it,” shouted Chang. “This is the best science lesson I ever had!”

Beets in Space

One of the hardest challenges our astronauts face is getting good food to eat in space! In the past, astronauts ate only foods that were freeze-dried. But some French astronauts figured out a strategy to solve the problem. They hired a famous chef to cook for them. Chefs at a cooking school in France spent many an hour figuring out how to feed a crew on a mission to Mars.

The astronauts will carry with them equipment for growing over eight kinds of food, such as beets, rice, and spirulina, an algae from the sea. The goal is for astronauts to enjoy the food they see on their plates. One dish that the chefs created is a cake with dried apricots. That sure beats drinking a glass of beet juice for dessert!

★Activity Make a list of word pairs that sound the same but are spelled differently. ★

Name _____

Preoccupied with Birds


For fifty years, John James Audobon was our country's best wildlife artist. As a young man, he started drawing birds as a hobby, and when misfortune hit his line of work, he became more serious about his art. He boated along the Mississippi River, painting the birds he saw, but the American people disregarded his pictures. Then he went to England, where the people delightfully discovered his dramatic, life-sized bird paintings. The British called him "The American Woodsman," and he became a great success.

No longer discouraged, in 1826 Audobon wrote a book called *Birds of America*, a work that continues to influence naturalists to this very day. His beautiful, detailed observations of birds and nature are an invaluable contribution to art and science. The important bird conservation organization, The Audobon Society, is named after him.

Discover Ants!

Many people misunderstand ants. Most ants are inoffensive and do not carry diseases. However, some ants may bite or sting. This can cause great discomfort. People can be displeased when they discover ants indoors because the ants get into food. Ants have a diverse diet and will eat almost anything. You can prevent ants from entering your home by putting food away.

Ants are not insignificant and should not be mistreated. Ants can help people by eating other pests, such as flies and caterpillars. Scientists predict that unless we take care, some ant species may become extinct. This would be a great misfortune for humans as well as ants. The next time you see someone about to treat an ant in an inhumane way, discourage them!

 **Activity** Write about a creature that you would like to study. Then, draw a picture of it. ☆

Name _____

Meaningless Dots and Dashes?

Imagine that you are a sleepless telegraph operator enlisted to work at night in 1850. Suddenly, you see and hear a series of dots and dashes coming out of your machine. Is it just a lot of craziness? No, it is Morse code.

Invented by Samuel Morse in the 1800s, Morse code is a way to transmit messages using a code to represent letters, numbers, and punctuation. At first, it seemed hopeless that anyone would believe messages could be sent from city to city over a wire. Nevertheless, Morse was not powerless. He was determined to see his invention get the fairness it deserved.

Eventually, his cleverness was recognized. People all over the country began to enjoy the almost effortless way they could communicate over long distances. To this day, we appreciate the willingness of Samuel Morse to work hard!

The Speechless Day

"I have to work at the library today," Mom told Tyrone. "You and Trinity will have to come with me."

"Oh no!" said Tyrone. His body sagged. It was a sunny day, and he felt restless to join his friends in the playground. "It is so joyless in the library. All we do is sit there, practically motionless. We cannot even talk!" The unfairness of the situation was depressing.

"I know how we can communicate and have fun," said Trinity. "We can write a secret code."

In the library, Trinity and Tyrone worked on their code. Suddenly, the day seemed full of sweetness. The peacefulness of the library was even better than the playground. "Secret codes are cool," Tyrone wrote in the new code. Tyrone and Trinity smiled with happiness.



Activity Create your own secret code. Then, write a message to a classmate to decode. ☆

Name _____

Lights, Camera, Action!

The creation of any movie is a big production, involving hundreds of people. But when the movie stars are humpback whales, filmmakers need to work in some strange locations. When you want to make a movie starring wild animals, you cannot predict the actions they will take. Sometimes your predictions will be correct, and sometimes whales may not cooperate. Then there can be a lot of tension on the movie set.

If you want to film whales, you need to have a passion for your mission. Filming whales is not like taking a vacation on the beach! You must work with caution and respect for these awesome animals. In the end, if your dedication is strong, you will hear the audience yell “Congratulations!” at the end of your movie.

A Huge Attraction

“What are the weather conditions at the beach?” Rosie asked Grandma. Today was the day they were going on a whale-watching expedition.



“I get the impression that it will be a great day,” said Grandma, and off they went to the train station.

When they arrived at the harbor, they paid the admission. There was already a commotion on board the boat. Many passengers were having an excited discussion.

“What is happening?” asked Rosie.

“The captain just received a transmission from the Whale-Watching Commission,” said a man. “A procession of ten whales has been seen at Seashell Junction. They are headed this way!”

“Wow,” shouted Rosie. “This is going to be the best whale-watching expedition in the whole nation!”

 **Activity** Describe what you might see on the set of a movie. 

Name _____

The Prince in the Photograph

A long time ago, there lived a princess named Allison. Allison wanted to marry a prince but was locked in a tower. One day, Allison was looking out her window with a telescope. In the distance, she saw a bubble floating toward her. Allison watched the bubble come closer and closer until it flew into her room in the tower. For a moment, the bubble hovered in front of her. It looked like plastic. Allison wondered if there was anything inside. All of a sudden, the bubble popped, and out came a fairy! Allison was so shocked, she did not know what to say.

“Well, don’t stand there with your mouth hanging open!” scolded the fairy.

“Don’t criticize me!” cried Allison. “I did not expect a fairy to come out of that bubble! Are you here to save me?”

The fairy grinned at her. “I cannot unlock the tower, but I can help you. I will put out three photographs of princes. Choose a photograph and in three days, that prince will unlock the tower and take you to his kingdom. Then you will marry that prince and live happily ever after.”

Allison studied the photographs. She did not know which to choose. Then she saw one of the photographs move. That prince gave her a big smile! She knew that was her prince. “I pick this one,” she said, pointing at the smiling prince.

The fairy gave her a hug. “Now wait three days and he will come,” she said as she flew away.

The three days were long. She passed the time walking around the perimeter of her room. On the morning of the third day, she awoke to the sound of banging on the tower door. Her prince had broken the lock! She ran down to meet him and he smiled at her like in the photograph. He whisked her to his kingdom, where they got married and lived happily ever after.

★Activity Write about what happened when the prince took Allison to his kingdom. ★

Name _____

The Mechanical Frog

Once, not very long ago, an asteroid fell to Earth near the home of a mean boy who did not know how to write. “What kind of rock is this?” said the boy. Automatically, because the boy always broke everything, he used a hammer to break the asteroid. A big cloud of dust blew in his face, and when the dust cleared, the boy saw a mechanical frog.

“Ah!” cried the boy. “An ugly frog! I will use my hammer to break it.”

Now the mechanical frog was very tricky. She could use telepathy to read the boy’s mind and discover what he was thinking. So, even before the boy could raise his hammer to strike the frog, the frog had hopped away into the boy’s house.

“Where is that frog?” cried the boy in anger. He looked behind the television, under the table with the telephone, on the shelves of his sister’s bookcase filled with myths and fairy tales, inside the box with his father’s autograph collection, and in the back seat of his mother’s automobile. He could not find the frog anywhere, so the boy raised his hammer to break everything in the house.

Again, the mechanical frog used telepathy to read the boy’s mind, and he jumped out from behind the curtains. “Boy!” said the frog. “I will make a deal with you. If you will stop breaking things, I will teach you to write.”

The boy was so surprised, he put down his hammer. “Really?” he asked. “You will do that?”

“Yes,” said the frog. “What would you like to write first?”

“My autobiography!” shouted the boy.

☆ **Activity** Write about how the mechanical frog could help you. ☆

Name _____

A Spectacular Hike

“Guess what?” said Ms. Portman. “Our class is going on a camping trip to celebrate the end of the school year!”

“Wow,” said Tammy. “What will we be doing?”

“We will be taking a three-kilometer hike in the national park,” said Ms. Portman, “and we will be making an audio recording of the birds that live there.”

The next day, the class packed up their camping gear and took public transportation to the park. Everyone was very excited to go on the hike. “Remember that we are guests in the park,” said Ms. Portman. “We must not be disrespectful. We must not commit any acts that will scare the birds.”

“What are we taking on our hike?” asked Abe.

“Let me check the information in the portfolio,” Ms. Portman responded. “All spectators need to read the information before we go on the trail. The first step it says to take is to bring a portable water supply. It can get very hot in the sun.”

The class met Miss Cosmos, who was certified to give tours. She told them never to separate from the group and to listen to all her instructions. Then they were off. Miss Cosmos knew many things about the park. She told the class that the birds there migrate to the south when the weather gets frigid. The class got a spectacular recording of the birds.

At the end of the hike, the class gave Miss Cosmos a big round of applause. Then they headed back to the campsite to make popcorn.

 **Activity** Write about other animals the class saw on the hike. 

Name _____

A Permit for Kermit

Finally, it was summer vacation and Kermit could go and work in Uncle Porter's camping store. "This is the opportunity that I have been waiting for," cried Kermit when his plane landed at the airport. "This is the year I get to supervise the supply room. Maybe Uncle Porter will let me order supplies."

When Kermit arrived at the store, Uncle Porter took off his spectacles and grinned. "I am so glad you are here," he told his nephew. "I really need your help. Just today, an inspector came and told me I need to get a special permit. I have to fill out a lot of papers to get that permit."

"What is a permit?" asked Kermit.

"A permit is like a license. It is a piece of paper that shows you are following laws," explained Uncle Porter.

"What laws do you want to follow?" asked Kermit.

"Well, part of what I do in the store is called importing and exporting," said Uncle Porter. "When I go on a trip, I bring back things from other countries to sell. These things are called imports. Also, people in other countries want to buy things from America. These things are called exports."

"Wow, can I help you get your permit?" asked Kermit.

"Yes," said Uncle Porter. "First, you can help me submit all the paperwork. We need to fill out all the forms and be careful not to omit any important facts. Then we will use my fax machine to transmit the information."

Kermit was thrilled. He loved working with Uncle Porter, and within a few weeks, he helped his uncle get the permit. "Uncle Porter," Kermit said, "I want to make a commitment. When I grow up, I want to work in your store all year long."

Uncle Porter smiled. "I have to admit, this is great news!"

★Activity Write about what you might buy, or export, from another country. ★

Name _____

Gerry and the Geologist

Gerry was bored. He had the whole summer ahead of him. What would he do? It was raining outside, so Gerry watched a show about a volcano. Dr. Vulcan was the host.

"This is an interesting show," exclaimed Gerry. "I wonder what Dr. Vulcan will explore next." Gerry turned off the television and sat on the couch.

"Why don't you go outside and play?" asked Mom. Gerry groaned. He wished the summer were over already!

The next day, Gerry saw a moving van parked in front of the house across the street. He went outside to watch the movers. A woman came out of the house and smiled. "Do I know you?" he asked.

"Perhaps you do! I am a geologist," said the woman.

"You're Dr. Vulcan!" yelled Gerry.

"That's right! You must have seen my show. Do you know where there are any good rocks around here?" asked Dr. Vulcan.

Gerry shook his head. "I do not know very much about geology."

"Would you like to learn? I need an assistant to help me with my new project about the geography of this area."

"But I am not an expert!" said Gerry. "How can I help?"

Dr. Vulcan smiled. "It does not matter. You will learn quickly. All we have to do is ask your mother if it is all right for you to explore some nearby caves."

"Caves! Wow!" Gerry was excited.

All summer long, Gerry helped collect rocks from Cosmopolitan Cave. He learned how to label each rock and record information about it in a notebook. Every day, he found dozens of interesting geological specimens. He even found fossils from thousands of years ago!

At the end of the summer, Gerry looked up at the cosmos. The stars were burning bright in the sky. Gerry made a wish. "I wish this summer would never end!"

★Activity Write about what kind of job you would like to help someone do. ★

Name _____

A Titanic Improvement

It was Cheng's first day in his new elementary school in America. Cheng was nervous. He was having a hard time adjusting to his new country. He did not understand most of what people said to him. He did not know how to speak English very well.



Cheng sat in his new class and stared at his desk. The teacher said something about reading a myth from a mythology book. Cheng did not know what she was talking about. Then she told everyone to find a partner.

"Hi," said the boy next to him. "My name is Mas. Would you like to be my partner?"

"Yes," whispered Cheng. He wanted to tell the boy more, but he did not know the words. He wanted to tell the boy how his family had moved from China to start a cosmetics company. The recipes for the cosmetics were top secret, but they were made from all-natural ingredients that came from every geographical area of China. One powder was made from the rocks of a volcano!

The boy smiled jovially. "If you need help learning English, I can come over to your house after school and teach you. I came from Japan last year and did not know how to speak English at all. My father moved here to teach geometry at the college."

Cheng smiled back. Maybe America would be an okay place to live after all. Meeting Mas made Cheng think that there were going to be some big—maybe even titanic—improvements to come!

 **Activity** Write a short story about Cheng's move to America. 

Name _____

Bicentennial Balloon Race

Sunday morning, the triplets, Tara, Kara, and Dara, ran down the stairs. At last, it was the day of the Bicentennial Celebration, the day their town was officially two hundred years old. Best of all, it was the day of the balloon race!

“Come on,” Tara told her sisters. “Get on your bicycles! A centipede could move faster than you two.”

“I am moving as fast as I can,” said Kara.

“I am not a triathlete, you know!” said Dara.

Finally, the girls rode their bicycles down Union Street. Tara stared at the huge crowd that had gathered to watch the start of the balloon race. There were little kids on tricycles, acrobats on unicycles, and pilots who had arrived by biplane.

Everyone wanted to see the amazing balloons, each painted with a different design by a local artist. One balloon had a huge unicorn painted on it. “That is pretty unique,” thought Tara.

At last, the balloons were launched. The crowd roared as one unit as the balloons sailed up into the sky. Tara imagined herself in the unicorn balloon, flying higher and higher, out into the universe. “It would be fun to fly amongst the stars,” she thought.

Suddenly, the crowd began to cheer again. The balloon with the unicorn had won by a centimeter! And when Tara looked up again, she saw the acrobats in their sparkling uniforms, doing triple flips off a trapeze.

“I wish they would do this biannually,” said Kara.

“Or bimonthly,” said Dara.

“I think they should do it triweekly!” said Tara, and everyone laughed.

★ Activity Sort words from the story that begin with *uni-*, *bi-*, *tri-*, and *cent-*. ★

Name _____

The Big Bicoastal Balloon Flight

“Hey, look at this sign,” said Kim. “It says that a hot-air balloon pilot, Tom Triangle, is looking for a companion to fly with him across the country.”

“That sounds scary,” said Ivan. “I bet you need to be pretty strong to fly a balloon, especially if there are gusty winds.”

“My father is a triathlete,” said Kim. “I can use his weights to build up my biceps and triceps. I am going to call the number on this sign and see if I can be part of that bicoastal balloon flight.”

The next day, Kim called Tom. “Well, I was looking for someone with a little more flying experience,” he said. “But maybe you can help me out.”

“How?” asked Kim.

“Do you have a camera and a tripod? I need someone to take photos of me in my balloon for the Universal Balloon Magazine contest. It is a biannual event, and they need the photographs by next week.”


“Wow, I would love to do that!” shouted Kim. “I just have to ask my father.”

“Great,” said Tom. “If he says yes, you and your father can meet me tomorrow at the corner of United Nations Avenue and Triplet Street.”

Kim was really excited when she and Dad went to meet Tom. They spent the entire day taking pictures. “I think I got some really unique shots,” said Kim.

A week later, the editor at Universal Balloon Magazine called. “These photos are fantastic! When the contest photographs are printed, I think our sales will triple! How would you like to go with our staff photographer and assist her as she takes pictures of Tom’s bicoastal balloon flight?”

Kim could hardly believe her ears. “I am the happiest girl in the whole universe!” she cried.

 **Activity** Write a poem using as many words with *uni-*, *bi-*, *tri-*, and *cent-* as possible. ☆

Name _____

Adding -able, -ible

A Remarkable Dream Come True

When Jane Goodall was a girl, she loved animals. On her second birthday, her parents gave her an adorable toy chimpanzee named Jubilee. The toy looked very real, and people said this was a horrible gift. They warned Jane's parents that it could give her terrible nightmares. But Jane loved her toy, and over seventy years later, Jubilee is still with her today.

Besides Jubilee, Jane loved books about animals. By the age of ten, Jane dreamed of going to Africa to live with animals. It was unthinkable for young girls to go on such remarkable adventures in those days, but this did not stop Jane. Jane's mother thought Jane's dreams were acceptable. She told Jane that her dream was possible, as long as she did sensible things and acted in a hardworking, reliable way.

Jane was unstoppable. When she was a young woman, she had a respectable job at a film company and then worked as a waitress to save money to go to Africa. Then, at age 23, she made the trip to Kenya by boat. Her happiness was indescribable!

Jane made an appointment to meet with the famous anthropologist, Dr. Louis Leakey, to ask him questions about animals. Then, Dr. Leakey made Jane an unbelievable offer. He asked her to work with him on his next fossil-hunting expedition.

From that day on, Jane's dream was on an irreversible path. She was finally in Africa, and with Dr. Leakey's help, she was soon able to begin studying a group of chimpanzees. At last, her childhood dream of working with animals came true, leading her to make some incredible discoveries. Today, the Jane Goodall Institute for Wildlife Research, Education, and Conservation is a very visible reminder of Jane's indestructible dream.

★ **Activity** Write a story using words with *-able* and *-ible*. ★

Name _____

The Incredible, Shrinkable Sheep

“I do not have one usable idea for the science fair,” moaned Rachel. She looked around Aunt Ida’s laboratory. It was full of experiments, specimens, and Aunt Ida’s many pets, including her sheep, Reliable Roy. “Can you help me think of something?” asked Rachel. Aunt Ida was always busy, but when it came to advice, she was dependable.

Aunt Ida smiled. “I am sure you will think of something suitable. Try to be flexible. Sometimes, even ideas that seem unworkable can be remarkable.”

Rachel petted Reliable Roy’s wooly back. Written on the blackboard was an incomprehensible formula. There were so many numbers, it was barely readable. “What does it mean?” asked Rachel. “It looks so complicated!”

Aunt Ida nodded. “It is a formula for an incredible edible powder. Whoever eats it will shrink to the size of a bug! But one thing is missing and I am not sure it is findable. I have been unable to think of the right number that is divisible by 3.”

“How about 39?” suggested Rachel.


“Baa,” said Reliable Roy.

“I guess that means we should try it,” laughed Aunt Ida. “I have been so busy, I had forgotten that one.” She used the chalk to do some long division. Her handwriting was neat and legible. “Hey!” she cried. “You solved my problem!”

Aunt Ida used the formula to mix a batch of the incredible powder. “Now, who should I feed it to?” she wondered.

“How about Reliable Roy?” asked Rachel, and the sheep opened his mouth to take a spoonful.

“Wow,” cried Aunt Ida. “Reliable Roy is shrinking! Thanks to you, Rachel, my powder works!” When Reliable Roy was the size of a bug, she put him in Rachel’s hand. “And I think we just found your science fair project!”

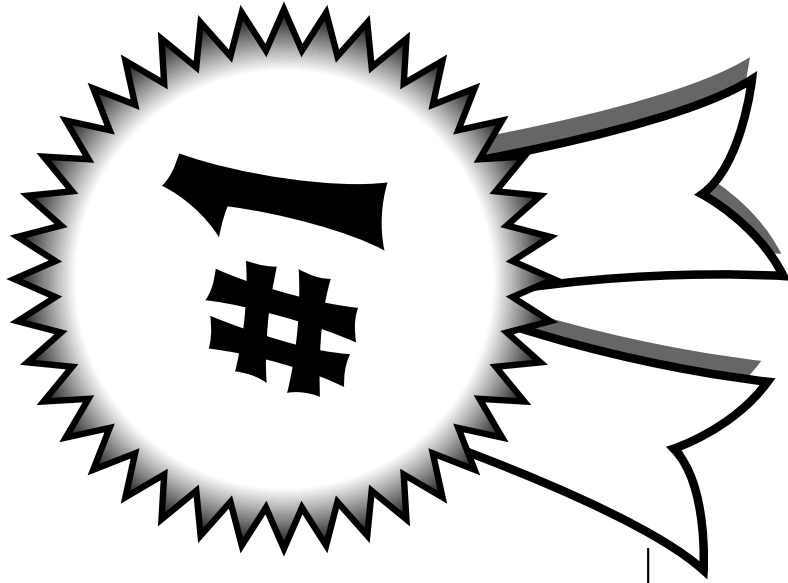
 **Activity** Write a short story about a silly invention. Use words with *-able* and *-ible*. ☆

NAME _____

Wow!

DATE _____

SIGNED _____



Word Study

Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

Sorting with Students 42

- Dr. Donald Bear's suggestions for integrating word sorts as part of word study

Spelling Word Cards..... 44

- reproducible cards for each week's words
- tested, review, and challenge words

Vocabulary Word Cards 74

- reproducible cards for each week's tested words
- blank cards for additional words

Games..... 104

- *Learning with Games* – suggestions for games that support word study strategies, dictionary skills, and comprehension skills
- boards, grids, spinners, and other ideas to customize for your class

Sound-Spelling WorkBoard..... 117

- reproducible black-and-white version for individual work
- pictures for key phonics sounds
- selected graphic organizers

Speed Drills 119

- *Using Speed Drills* – tips on using drills to improve fluency
- reproducible routine for each week's spelling pattern

Sorting with Students

Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

Getting Started

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an “open sort.” Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.

Instruction

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.

Incorporate the following activities over several days. Spend just 10–15 minutes at any one time and pick up where you left off during the next small group lesson.

For each sort, use several key words to head the sorting categories. Also include an Oddball column for words or pictures that do not fit.

- 1) Check that students can read the words of the sort.** Students must be able to read most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.

When first sorting, model for students how to read through the words. Read the word cards in an “I know it; I don’t know it” fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.

Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.

- 2) Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹
 - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

¹ Bear, D.; M. Invernizzi; S. Templeton; and F. Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. (4th ed.) Columbus, OH: Merrill/Prentice Hall, 2008.

Sorting with Students

you are doing as you compare the word or picture to the key words or pictures.

- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
 - **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
 - **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.
- 3) **Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.
- **Accuracy in sorting.** See if students sort the words in the correct columns.
 - **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
 - **Reflection and use.** See if students can explain the sort: "Why did you sort the way you did?" Look in students' first-

draft writing to see if they spell the sound or spelling pattern correctly in related words.

Sorting at Different Instructional Levels

There are several considerations when sorting across instructional levels and grades.

- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: "I am going to say two words, tell me if they sound alike in the middle."
- Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: "Look for long *a* and long *o* words that have the CVVC pattern as in *nail* and *coat*."
- Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the *-tion* suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:
Funk, W. *Word Origins: An Exploration and History of Words and Language*. NY: Wings Books, 1950.
Hoad, T. F. *The Concise Oxford Dictionary of English Etymology*. NY: Oxford University Press, 1993.

jut	nick	tenth
shrug	stuff	sense
damp	cot	fling
notch	gush	scan
batch	rough	stump
tough	laugh	guess
lead	dove	cinch
blond	past	dock
plum		

paste	bride	shave
spice	greed	plead
greet	heap	paid
coach	theme	type
oak	growth	yolk
folks	aim	prey
tow	grind	decay
lifetime	tenth	damp
stuff		

tuna	duty	lose
few	doom	bamboo
soothe	crooks	hoof
hooks	booth	handbook
prove	mute	amuse
plume	hue	view
bruise	union	strewn
accuse	theme	coach
bride		

heart	swear	aboard
squares	swore	chart
scorn	starch	source
fare	barge	thorn
marsh	force	harsh
scarce	coarse	flare
course	sword	uproar
gorge	soothe	prove
hoof		

clear	nerve	squirt
verse	surf	lurk
year	stern	spurts
lurch	blurt	thirst
spur	engineer	jeer
sneer	dreary	squirm
swerve	yearns	smear
rehearse	aboard	barge
scarce		

joint	foul	coil
hoist	stout	dawdle
mouthful	counter	brought
bawl	fountain	sprawls
douse	clause	sprouts
cautious	turmoil	scrawny
foundation	turquoise	buoyant
renown	year	thirst
squirm		

rattlers	fangs	countries
liberties	potatoes	rodeos
taxes	reptiles	surroundings
beliefs	difficulties	batches
abilities	lashes	identities
losses	possibilities	notches
zeroes	eddies	mangoes
sinews	brought	counter
coil		

jogging	dripping	skimmed
accepted	amusing	easing
regretted	forbidding	referred
injured	deserved	applied
relied	renewing	complicated
qualified	threatening	gnarled
envied	fascinated	adoring
diaries	difficulties	notches
rodeos		

you've	she'd	that's
what's	doesn't	there's
you're	wasn't	we'll
we've	we're	couldn't
I've	didn't	they're
shouldn't	wouldn't	he'd
don't	isn't	won't
aren't	dripping	applied
diaries		

dentist	jogger	fifteen
flatter	submit	mustang
absent	hollow	empire
blizzard	culture	goggles
summon	champion	kennel
valley	fragment	gallop
vulture	pigment	clammy
hammock	won't	shouldn't
we're		

minus	loser	humor
closet	recent	student
equal	profile	local
comet	vacant	punish
cavern	shiver	decent
linen	legal	panic
smoky	tyrant	fatigue
fugitive	valley	fifteen
culture		

video	poet	riot
piano	diary	radio
ideas	ruin	diet
patriot	fluid	rodeo
cruel	genuine	casual
trial	fuel	meteor
diameter	meander	situation
variety	recent	closet
minus		

footprint	fairground	although
laughter	appoint	coastal
bleachers	grownup	encounter
grouchy	flawless	lawyer
entertain	applause	faucet
caution	boundary	doubting
southern	roughness	nowadays
distraught	poet	radio
fuel		

stable	saddle	table
noble	cattle	stumble
terrible	beetle	kettle
eagle	royal	cripple
hospital	legal	label
vocal	journal	medal
several	sample	impossible
people	entertain	encounter
southern		

sugar	gentler	scissors
founder	director	scholar
saucer	labor	commander
error	crater	pillar
splendor	peddler	professor
shatter	governor	vapor
equator	soldier	refrigerator
remainder	terrible	legal
journal		

slogan	woolen	listen
heron	frighten	lengthen
captain	mountain	sandal
signal	global	bushel
marvel	barrel	practical
pretzel	fable	chuckle
angle	nozzle	dungeon
salmon	scissors	pillar
governor		

unusual	underwater	regain
repaired	unaware	unfriendly
unfinished	unimportant	refreeze
replenish	reunite	rediscover
rewrap	disconnect	discourage
dishonest	nonspecific	misguide
overwhelm	submerge	impatiently
inaccurate	listen	signal
fable		

contest	content	protest
combat	permits	rebel
present	insert	desert
subject	minute	compact
conduct	contract	refuse
conflict	research	excuse
entrance	extract	effect
affect	unusual	rewrap
dishonest		

rancher	searcher	pressure
future	butcher	measure
pleasure	mixture	treasure
feature	pasture	creature
lecture	gesture	nature
fracture	moisture	stretcher
legislature	azure	miniature
disclosure	contest	desert
entrance		

distance	importance	balance
attendance	absence	performance
dependence	substance	disturbance
appearance	assistance	ignorance
brilliance	ambulance	residence
radiance	resistance	reluctance
persistence	hesitance	vigilance
inference	creature	measure
rancher		

serious	furious	eruption
destruction	direction	position
forgetful	comfortable	finally
usually	apparently	completely
eventually	carefully	microscopic
allergic	scientific	safety
activity	sickness	aquatic
mathematics	distance	ambulance
substance		

sweet	prey	peer
pole	poll	pray
waste	manner	current
manor	pier	waist
currants	presents	counsel
presence	council	stationary
stationery	suite	kernel
colonel	eruption	forgetful
allergic		

prewash	disable	discolor
mistaken	preheats	mistrust
incorrect	disconnect	preview
prejudge	misjudge	discomfort
dismount	misunderstand	disobey
dishonest	injustice	disapprove
inexpensive	indefinite	prehistoric
misbehave	presence	stationary
current		

sadness	gladness	needless
harmless	darkness	fullness
stillness	hopeless	fearless
weakness	bottomless	foolishness
fondness	effortless	meaningless
emptiness	forgiveness	motionless
ceaseless	fierceness	weightlessness
thoughtlessness	disobey	mistrust
preview		

impress	correct	elect
discuss	locate	decorate
confuse	estimate	impression
correction	election	discussion
location	decoration	confusion
estimation	concentrate	exhaust
concentration	exhaustion	conclude
conclusion	hopeless	fearless
forgiveness		

astronaut	telephone	automobile
photography	mechanical	myth
television	phonics	automatic
photograph	telescope	mythical
telegraph	mechanic	telegram
telephoto	autograph	astronomer
disaster	homophone	videophone
photogenic	correction	discussion
decoration		

subtraction	transportation	missile
portable	export	committee
respect	transport	tractor
spectator	attraction	dismiss
inspector	distract	spectacle
inspect	mission	import
intermission	suspect	spectacular
protractor	telescope	astronaut
photograph		

clothes	January	cereal
mortal	lunar	atlas
ocean	salute	fury
echo	cycle	cyclone
gigantic	Olympics	territory
terrace	parasol	fortune
furious	gracious	jovial
venerable	suspect	inspect
mission		

tripod	triplet	unicorn
uniform	unison	biweekly
triple	bicycle	tricycle
unicycle	triangle	bisect
trio	unify	centipede
centimeter	century	binoculars
universe	university	bilingual
trilogy	cereal	terrace
atlas		

enjoyable	breakable	favorable
likable	usable	respectable
affordable	possible	unreasonable
laughable	comfortable	convertible
invisible	honorable	capable
sensible	unbelievable	bearable
collapsible	suitable	manageable
tangible	uniform	bicycle
triangle		

approached

fare

autograph

permission

blurted

scald

clenched

spectacular

couple

mournful

decency

shrieks

delivering

sympathy

injury

artifacts

exhibits

dedicated

site

equality

elegant

irresistible

forbidden

mischievous

gossiped

purchased

hesitation

reluctant

governor

patriots

inspect

stark

instruct

tyrant

navigation

depicts

obedience

detested

obvious

eldest

projects

ignored

refuge

combined

naturalist

diverse

vacant

instill

distinct

ravine

enthusiasm

suspended

horizon

swerved

presence

vastness

advertisement

original

commenced

posed

elected

sauntered

impress

wring

attorney

qualify

colonel

representative

notion

satisfactory

postpone

submit

appreciation

merchandise

burdens

treasurer

educate

unfortunate

instruct

wares

accompany

despair

consented

dismiss

delicacies

intentions

descended

seek

amusing

preserve

generations

reveal

globe

consulted

pursuit

detected

recover

previous

tasks

proceeded

urgency

corridor

location

creased

reservation

enlisted

shield

invasion

transmission

abandon

labor

dismantled

treacherous

expedition

triumph

frigid

uninhabited

adjusted

gravity

disasters

maze

environment

mission

function

zone

impact

survived

involved

violent

supplies

dangling

robot

defective

rotated

meteor

staggered

reversed

tokens

bundle

fused

coordination

guaranteed

ease

scenery

frustrated

supervise

biology

research

dormant

scoured

murky

specimens

observer

transferred

alert

species

lunging

surroundings

predators

survive

prey

vibrates

conquer

investigating

inhibit

observed

insight

anchored

inflate

companion

launched

dense

particles

hydrogen

scientific

atmosphere

destruction

available

property

contact

surge

damages

capable

luminous

categories

slumped

credit

soggy

gigantic

strands

arousing

secluded

behavior

source

glimpse

stunned

nestled

unpleasant

elementary

rigid

interact

wheelchair

physical

civilization

reflected

complex

shortage

founding

strategy

outcast

traditional

attraction

inquire

discussions

sprawled

emerged

unreasonable

focused

ventured

Learning with Games

Root Word Find

Materials

Puzzle Pieces, three pieces (p. 116)
Vocabulary Word Cards (pp. 74–103)
pencils

Skill: word parts

Prepare: Give players several copies of the three-part puzzle pieces. Have students write each of their vocabulary words onto the puzzle pieces, dividing the words into the appropriate word parts.

Play: Players name the root words, prefixes, suffixes, and/or endings of each word. Call on them or have them quiz each other in small groups.

If there is time, have players exchange their puzzle pieces with a partner. Have the partner sort the puzzle pieces and put them together to recreate the vocabulary words.

Long Vowel Slip Strips

Materials

Slip Strips or Word Wheel (p. 115,
p. 110)
pencils

Skill: build words with long vowel sounds

Prepare: Give each player a copy of the slip strips. Have students write *ay* on the rectangular box to the right of the opening.

Play: Invite players to come up with a variety of words that use the long vowel sound of *ay*. On the slip with four squares, have players write consonants and consonant blends that complete a word. (Players could also use the Word Wheel with *ay* on the outside wheel and consonants and consonant blends on the inside wheel.)

The Suffix Trail

Materials

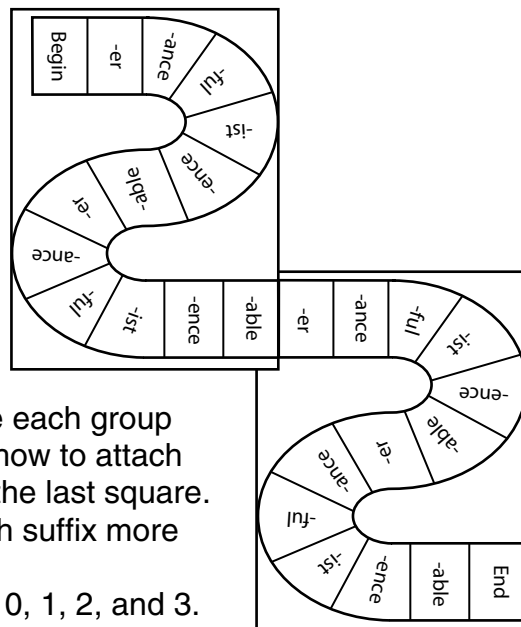
S-shaped board (p. 109)
4-part spinner (p. 107)
Spelling or Vocabulary Word Cards
(pp. 44–103)
pencils

Skill: suffixes

Prepare: This game is for three or four players. Give each group two copies of the S-shaped game board. Show them how to attach the copies. Write *begin* in the first square and *end* in the last square. Then fill the remaining squares with suffixes. Use each suffix more than once.

Each group also needs a 4-part spinner numbered 0, 1, 2, and 3.

Play: Players spin the spinner then move that number of spaces. Then the player must say a word that has the suffix shown. Players may refer to the Spelling or Vocabulary Word Cards. The game ends when a player reaches the *end* square.



Match!

Materials

Cards (p. 111)
pencils

Skill: homophones

Prepare: This game is for two players. Give each pair four copies of the cards. Have partners write homophones on the cards. They may use the following words: *would, wood; right, write; flour, flower; know, no; passed, past; here, hear; seam, seem; weak, week; maid, made; fined, find; scent, cent; patience, patients; see, sea; ate, eight; meat, meet.*

Play: Begin by dealing ten cards to each player. Each player looks for any homophone matches and places them on the table. Then players take turns asking each other if they hold the match to one of their own cards. A player draws from the remaining cards if the opposing player cannot give the requested homonym. The player who ends up with the most matches is the winner.

Four Corners

Materials

Tic-Tac-Toe grid (p. 112)
pencils
game markers

Skill: contractions

Prepare: Give each player a copy of the Tic-Tac-Toe grid. Have the players write a different contraction in each corner. You may want to write the following contractions on the board for reference: *won't, I've, wasn't, it's, doesn't, haven't, isn't, you'll, aren't, you've, let's, we're, that's, don't, couldn't, wouldn't, he's, she's.*

Play: Call out the two words that make the different contractions. Have players place a marker on the correct contraction. For example, if you call out *will + not*, the players place a marker on *won't*. The winner is the first player to place a marker in each of the four corners of the Tic-Tac-Toe grid.

Look It Up!

Materials

4-part spinner (p. 107)
Oval board (p. 108)
Vocabulary Word Cards (pp. 74–103)
dictionary
pencils

Skill: dictionary skills

Prepare: This game is for three or four players. Give each group an oval board, a blank spinner, and a dictionary. On the board, mark one square with a star to indicate the beginning and ending point. Have them fill the other squares with current and review vocabulary words. They may refer to their Vocabulary Words Cards for word suggestions.

Label the spinner 1 *Definition*, 2 *Pronunciation Key*, 3 *Word History*, and 0.

Play: Players spin the spinner and move that number of spaces. (0 = skip turn) The spinner will also tell them what they need to find out about the word they landed on. Players use the dictionary to tell the word's definition, pronunciation key, or history. The winner is the first player to reach the star.

Coin Toss

Materials

4 x 4 or 5 x 5 grid (p. 113, p. 114)
pencil
penny

Skill: fact and opinion

Prepare: This game is for four players. Give each group a copy of the 4 x 4 grid. Have each player write his or her name in the first square of one row.

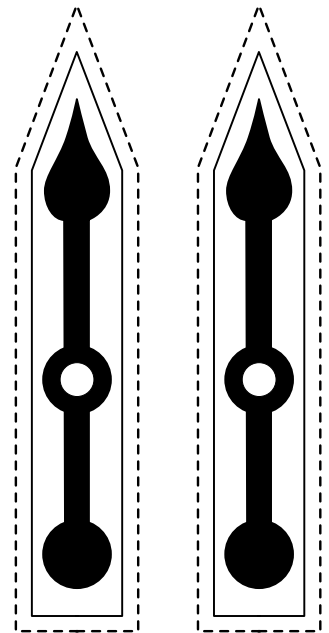
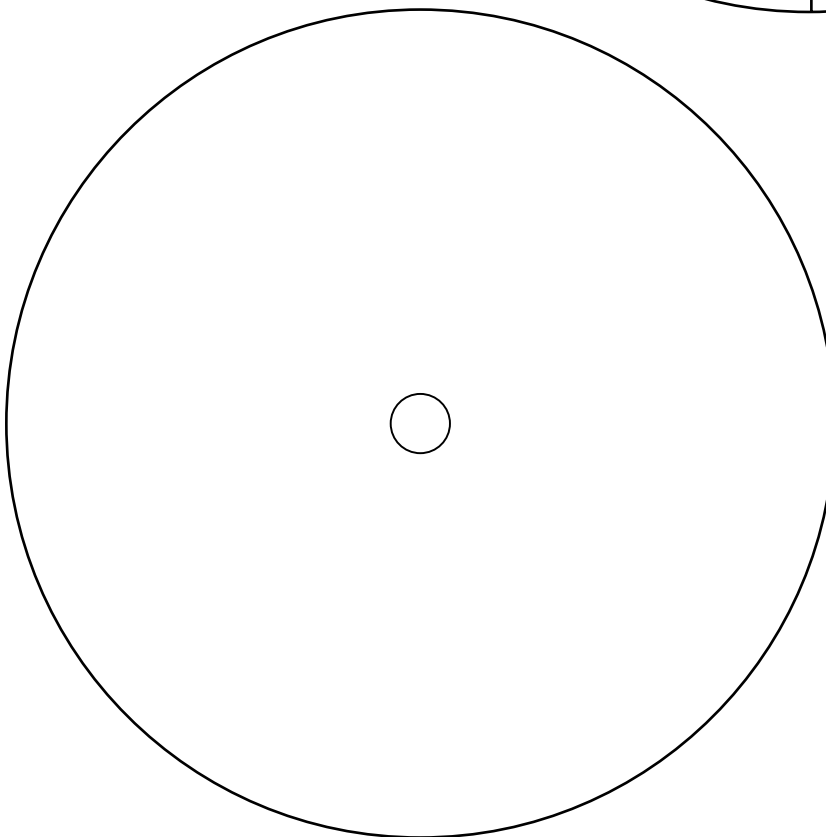
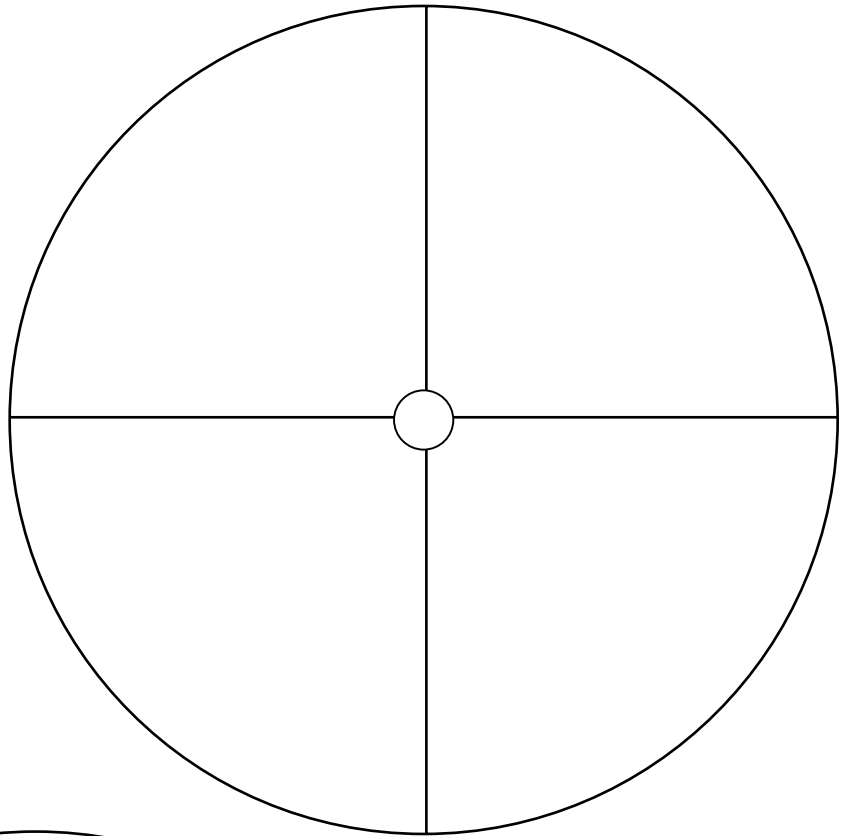
Play: The object of the game is to be the first player to color in each square in their row. Each player flips a penny. If the coin lands on “heads,” then the player tells a fact about the school. The player also colors in a square. If the coin lands on “tails,” then the player gives an opinion about the school. Players cannot color in a square if they get tails.

Use the 5 x 5 grid if there are five players in a group. To make the game more advanced, have players offer facts and opinions about stories or topics to complete the game.

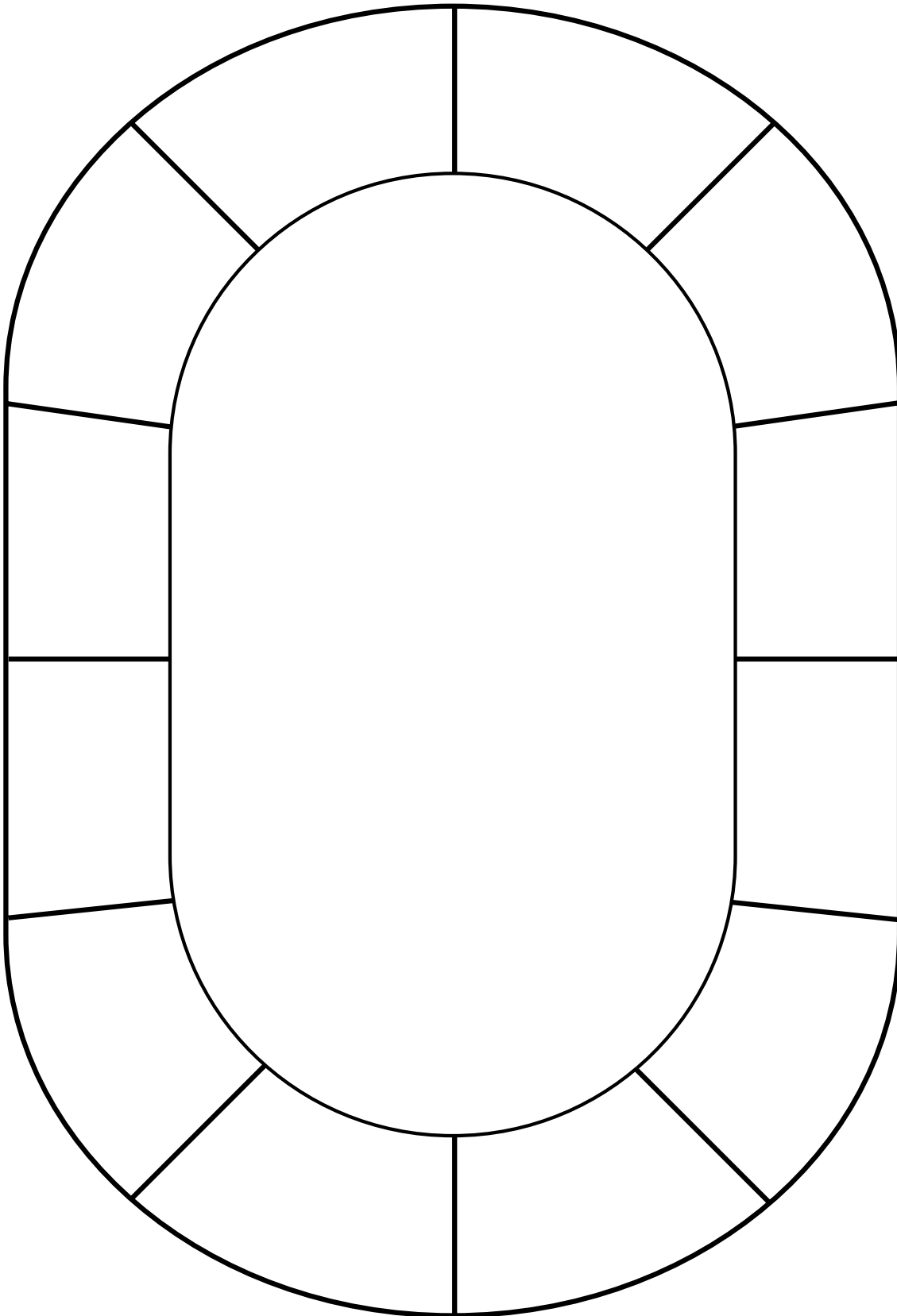
Chris			
Angelina			
Tisha			
Evin			

Spinners

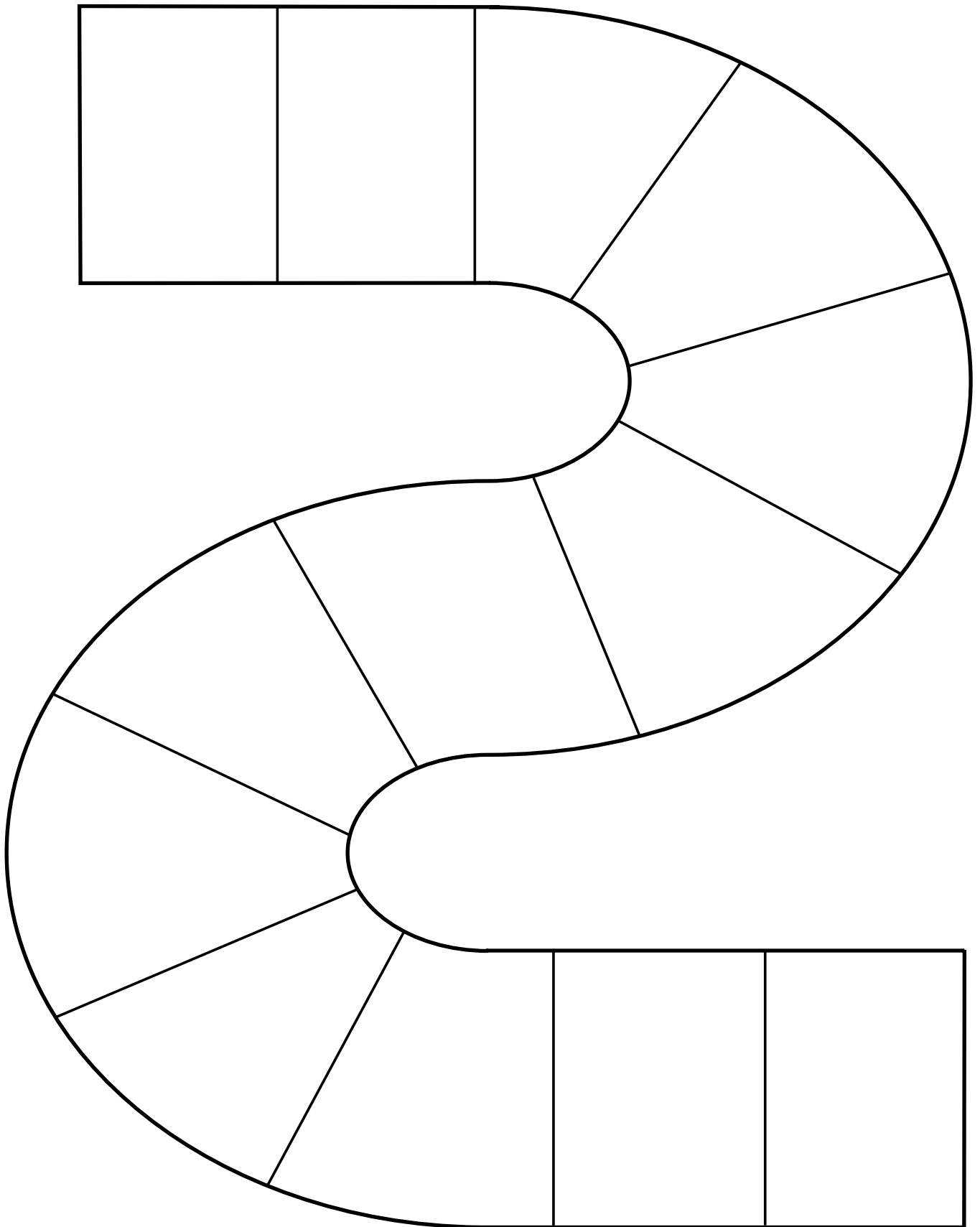
1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with brad.



Oval Game Board



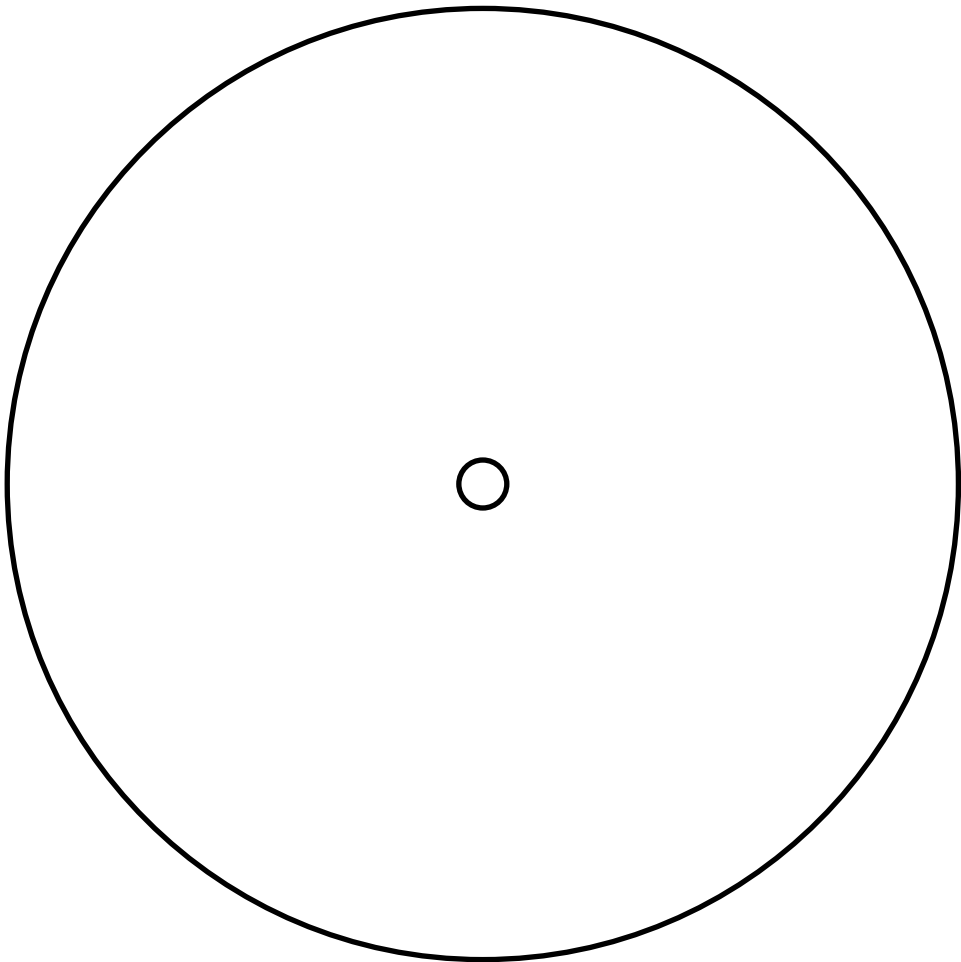
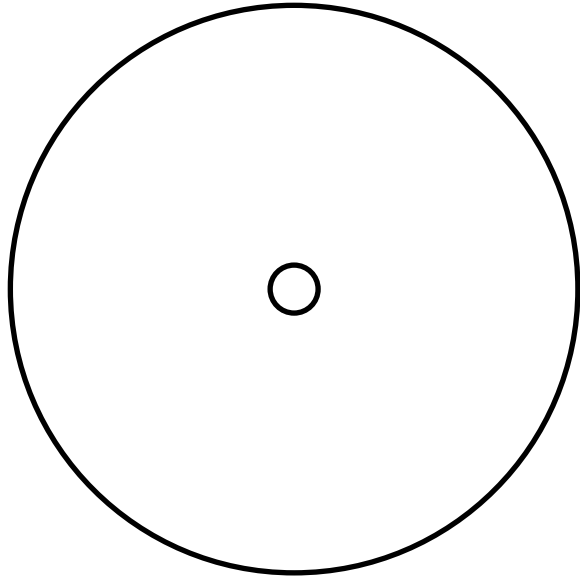
S-shaped Game Board



© Macmillan/McGraw-Hill

Word Wheel

1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.



Cards

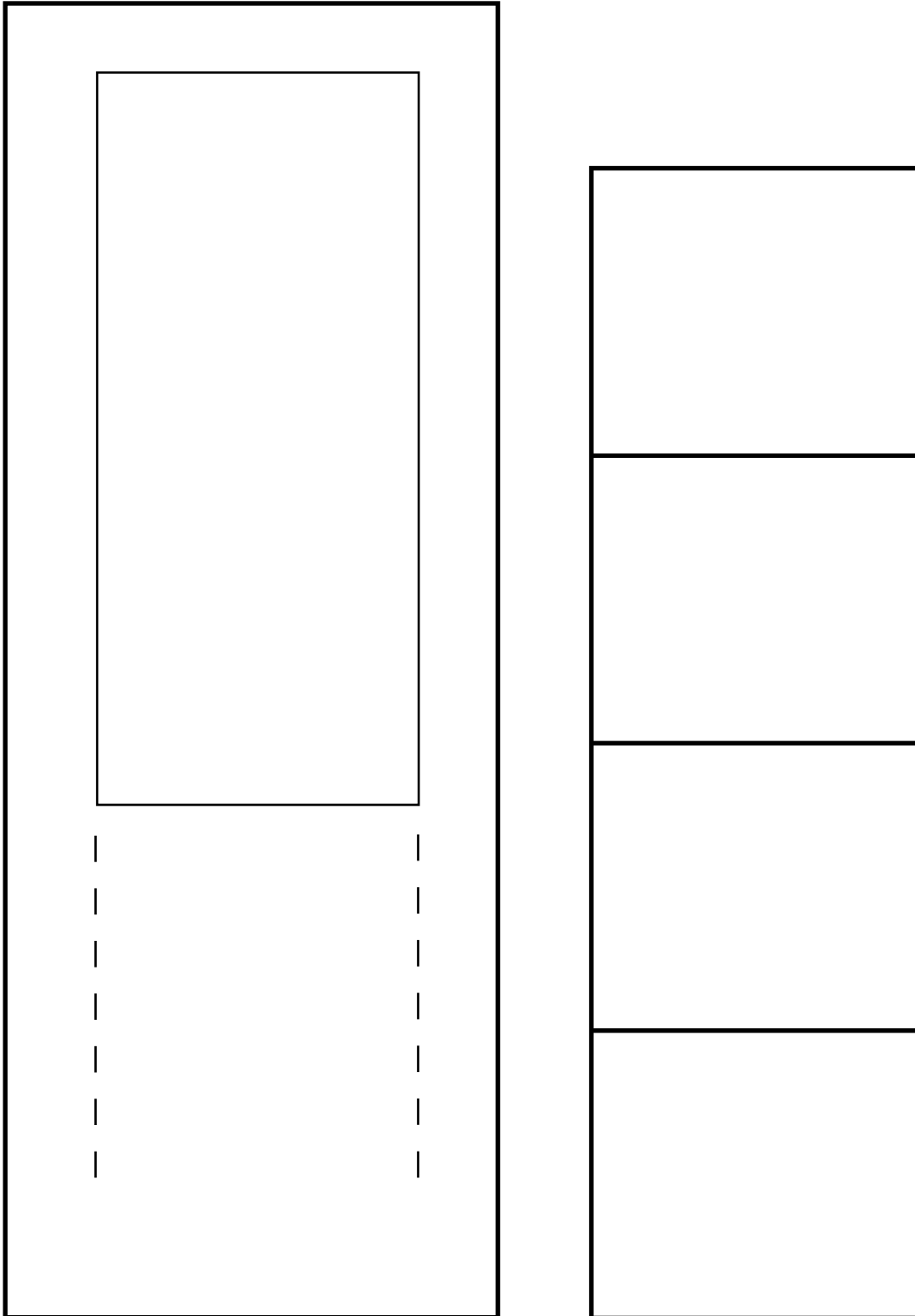
Tic-Tac-Toe

4x4 Grid

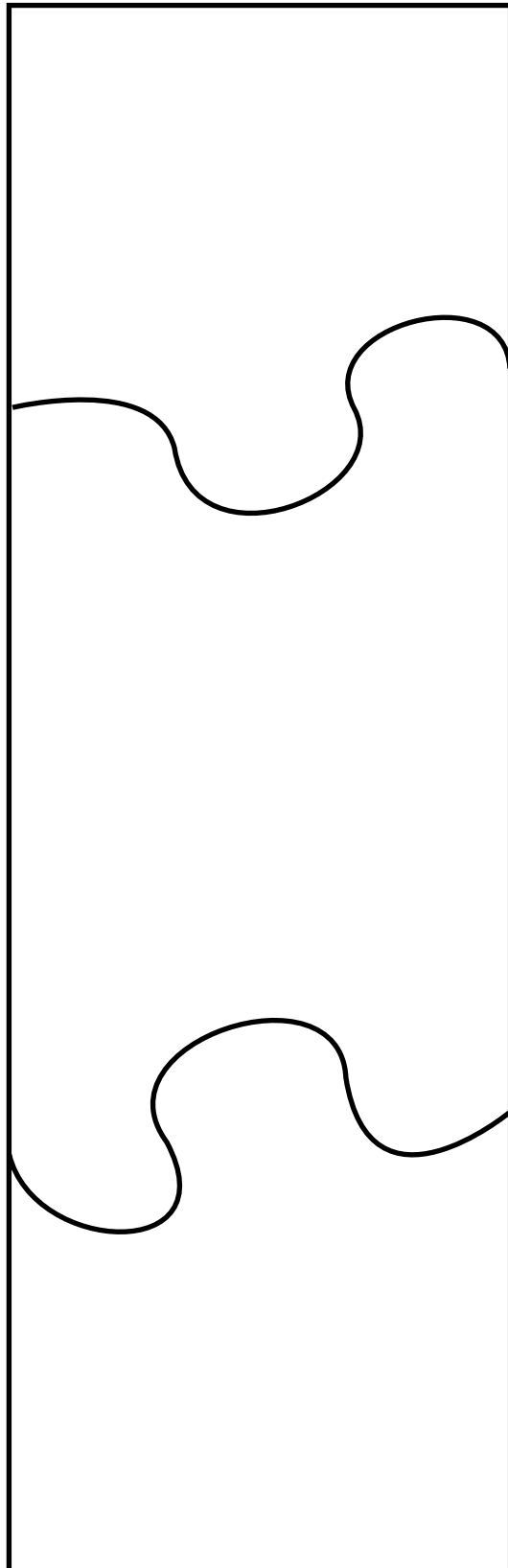
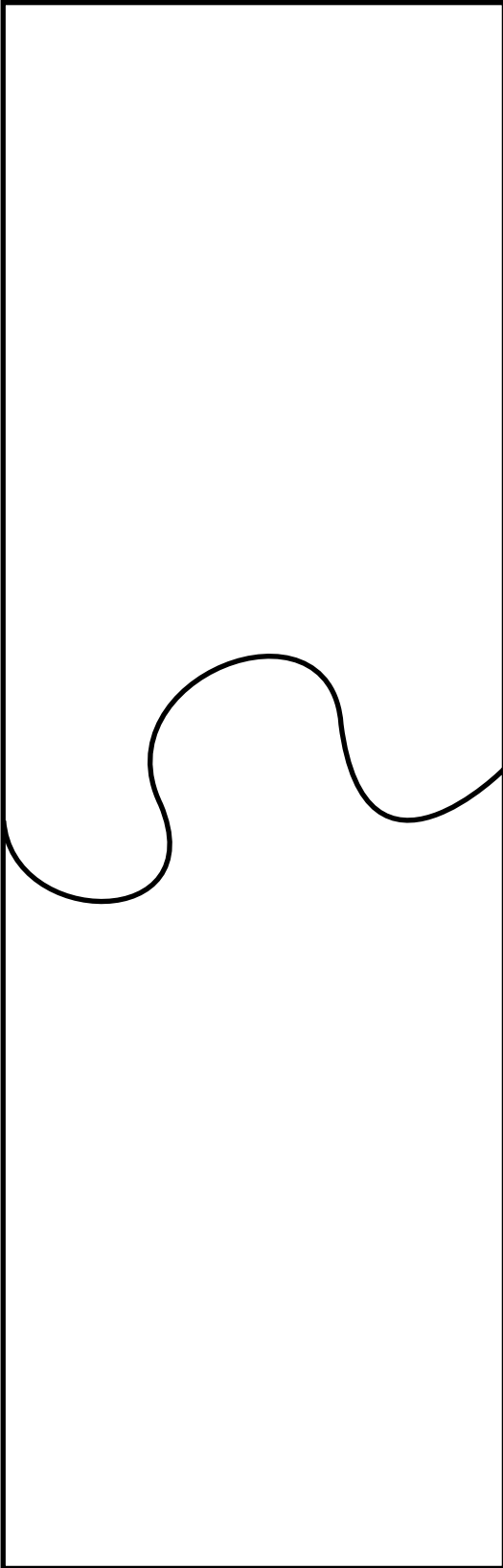
5x5 Grid

© Macmillan/McGraw-Hill


Slip Strips




Puzzle Pieces





Sound-Spelling WorkBoard


 a
ai_
a_e _ay
ea ei


5 i
_y
i_e
_ie
igh


 o
o_e
oa_
ow
_oe


 u
u_e
_ew
_ue


 e_e e
ee
ea _ie_
_y
_ey


 ar


 ir ur
er


 or
oar ore


 ow
ou

 oi _oy

 oo

 oo
u_e u
_ew ue
ui ou

 au aw

 air
are ear
ere

 th

 sh

 wh_

 ch
_tch

 _ng

Sound-Spelling WorkBoard

Main Idea/Details

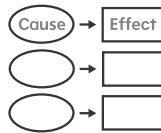
Main Idea _____

Detail 1 _____

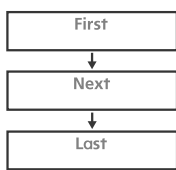
Detail 2 _____

Summary _____

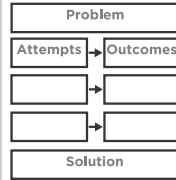
Cause/Effect



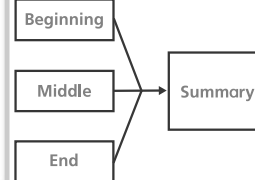
Sequence



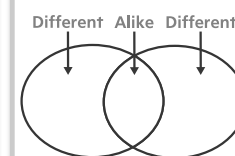
Problem/Solution



Summary



Compare/Contrast



© Stockdis/PunchStock, © Macmillan/McGraw-Hill, C Squared Studios/Getty Images, The McGraw-Hill Companies, Inc./Jacques Cornell photographer, © Perfect Picture Parts/Alamy, Nick Koudis/Getty Images, Photodisc Collection/Getty Images, Wegner, P./Peter Arnold, Inc., John A. Rizzo/Getty Images, © JUPITERIMAGES/Creatas/Alamy, C Squared Studios/Getty Images, John A. Rizzo/Getty Images, © The McGraw-Hill Companies, Inc., Ken Cavanagh photographer, © Burke/Trilo/Brand X Pictures/Jupiterimages, © Comstock/SuperStock, © Royalty-Free / CORBIS, Pudenz - StockFood Munich/Stockfood America, Siede Press/Getty Images, © Macmillan/McGraw-Hill

© Macmillan/McGraw-Hill

Using Speed Drills

Speed Drill Routine

Speed drills build fluency because they help students rapidly recognize common syllable and spelling patterns in one-syllable and multisyllabic words. And they're a lot of fun!

The speed drill reproducibles that follow can be used for students needing additional practice to achieve mastery and automaticity in reading words with the target phonics skills. These reproducibles include examples of all the sound-spellings and syllable types taught in *California Treasures, Grade 5*. There is also a blank speed drill form provided for customizing word lists with students.

Use the following Speed Drill Routine:

1. Distribute copies of the speed drill to students. Allow two minutes to underline the target syllable or spelling pattern. For example, if the skill is words ending in consonant + le, have students underline *ble*, *cle*, and *ple* in words containing these common patterns. If the skill is to recognize vowel teams, have them underline those letters.
2. When finished, have students use their speed-drill sheet to read the marked words. Help students pronounce the common syllables or spelling patterns. Students should practice reading their words throughout the week and for homework.
3. Listen to students read the words on their speed-drill sheet mid-week and/or end-of-week. Students should practice with the speed drills and be tested until they can read the words with ease. Record the number of words they read correctly in one minute on their sheet. You may need to enlist the help of peer testers to assess each student.
4. As an incentive, students may record their speed-drill scores on a separate chart. Have them record the score for each testing of the speed drill. Work with each student to set individual speed-drill goals—a set number of words read in a minute, for example.

Name _____

Short Vowels

Underline the short vowel in each word. Then practice reading the words until you are ready to be timed.

guess	lead	dove	laugh	tough
stump	roughly	scanning	batches	gushing
notches	fling	sense	shrug	tenth
blond	mist	cinch	tracks	lamp
lead	laugh	tenth	dove	guess
roughly	batches	lamp	scanning	stump
fling	shrug	tough	sense	notches
mist	tracks	gushing	cinch	blond
dove	notches	laugh	lead	tough
scanning	blond	batches	roughly	gushing
sense	guess	shrug	fling	tenth
cinch	stump	tracks	mist	lamp
laugh	dove	tough	guess	fling
batches	scanning	gushing	stump	mist
shrug	sense	tenth	notches	lead
tracks	cinch	lamp	blond	roughly
dove	lead	guess	tough	laugh
scanning	roughly	stump	gushing	batches
sense	fling	notches	tenth	shrug
cinch	mist	blond	lamp	tracks

Name _____

Underline the long vowel spelling in each word. Then practice reading the words until you are ready to be timed.

paste	bride	shave	spice	grind
greed	plead	greet	heap	paid
coach	theme	type	oak	yolk
prey	aim	decay	lifetime	tornado
bride	spice	yolk	shave	paste
plead	heap	tornado	greet	greed
theme	oak	grind	type	coach
aim	lifetime	paid	decay	prey
shave	coach	spice	bride	grind
greet	prey	heap	plead	paid
type	paste	oak	theme	yolk
decay	greed	lifetime	aim	tornado
spice	shave	grind	paste	theme
heap	greet	paid	greed	aim
oak	type	yolk	coach	bride
lifetime	decay	tornado	prey	plead
shave	bride	paste	grind	spice
greet	plead	greed	paid	heap
type	theme	coach	yolk	oak
decay	aim	prey	tornado	lifetime

Name _____

Variant Vowels
oo, ou

Underline the variant vowel spelling in each word. Then practice reading the words until you are ready to be timed.

duty	bruise	viewing	hue	plume
amuse	mute	proven	handbook	couldn't
hooks	hooves	soothe	bamboo	should
union	strewn	accuse	museum	recruit
bruise	hue	should	viewing	duty
mute	handbook	recruit	proven	amuse
hooves	bamboo	plume	soothe	hooks
strewn	museum	couldn't	accuse	union
viewing	hooks	hue	bruise	plume
proven	union	handbook	mute	couldn't
soothe	duty	bamboo	hooves	should
accuse	amuse	museum	strewn	recruit
hue	viewing	plume	duty	hooves
handbook	proven	couldn't	amuse	strewn
bamboo	soothe	should	hooks	bruise
museum	accuse	recruit	union	mute
viewing	bruise	duty	plume	hue
proven	mute	amuse	couldn't	handbook
soothe	hooves	hooks	should	bamboo
accuse	strewn	union	recruit	museum

© Macmillan/McGraw-Hill

Name _____

**r-Controlled
Vowels ar, air, or**

Underline the r-controlled vowel spelling in each word. Then practice reading the words until you are ready to be timed.

heart	swear	aboard	squares	chart
scorned	starch	source	fare	barge
coarse	marshes	forces	harshly	scarce
thorny	squares	sword	uproar	portfolio
swear	course	scarce	aboard	heart
starch	fare	portfolio	source	scorned
marshes	harshly	chart	forces	thorny
course	uproar	barge	sword	coarse
aboard	thorny	squares	swear	chart
source	coarse	fare	starch	barge
forces	heart	harshly	marshes	scarce
sword	scorned	uproar	course	portfolio
squares	aboard	chart	heart	marshes
fare	source	barge	scorned	course
harshly	forces	scarce	thorny	swear
uproar	sword	portfolio	coarse	starch
aboard	swear	heart	chart	squares
source	starch	scorned	barge	fare
forces	marshes	thorny	scarce	harshly
sword	course	coarse	portfolio	uproar

Name _____

**r-Controlled
Vowels er, ir, ur**

Underline the r-controlled vowel spelling in each word. Then practice reading the words until you are ready to be timed.

year	sternly	spurting	blurled	engineer
clear	nervous	squirted	verses	lurked
sneered	dreary	squirm	swerve	yearns
smear	rehearse	courage	surface	earthworm
sternly	blurled	yearns	spurting	year
nervous	verses	earthworm	squirted	clear
dreary	swerve	engineer	squirm	sneered
rehearse	surface	lurked	courage	smear
spurting	sneered	blurled	sternly	engineer
squirted	smear	verses	nervous	lurked
squirm	year	swerve	dreary	yearns
courage	clear	surface	rehearse	earthworm
blurled	spurting	engineer	year	dreary
verses	squirted	lurked	clear	rehearse
swerve	squirm	yearns	sneered	sternly
surface	courage	earthworm	smear	nervous
spurting	sternly	year	engineer	blurled
squirted	nervous	clear	lurked	verses
squirm	dreary	sneered	yearns	swerve
courage	rehearse	smear	earthworm	surface

© Macmillan/McGraw-Hill

Name _____

Underline the variant vowel or diphthong spelling in each word. Then practice reading the words until you are ready to be timed.

join	foul	coiling	hoisted	stout
dawdle	mouthful	counter	brought	bawling
fountain	douse	clause	sprouts	cautious
turmoil	foundation	turquoise	buoyant	renowned
foul	hoisted	cautious	coiling	join
mouthful	brought	renowned	counter	dawdle
douse	sprouts	stout	clause	fountain
foundation	buoyant	bawling	turquoise	turmoil
coiling	fountain	hoisted	foul	stout
counter	turmoil	brought	mouthful	bawling
clause	join	sprouts	douse	cautious
turquoise	dawdle	buoyant	foundation	renowned
hoisted	coiling	stout	join	douse
brought	counter	bawling	dawdle	foundation
sprouts	clause	cautious	fountain	foul
buoyant	turquoise	renowned	turmoil	mouthful
coiling	foul	join	stout	hoisted
counter	mouthful	dawdle	bawling	brought
clause	douse	fountain	cautious	sprouts
turquoise	foundation	turmoil	renowned	buoyant

Name _____

Plurals

Underline the plural ending in each word. Then practice reading the words until you are ready to be timed.

countries	liberties	potatoes	rodeos	taxes
reptiles	surroundings	beliefs	difficulties	batches
abilities	identities	possibilities	zeroes	mangoes
mosquitoes	calamities	geniuses	tiles	cities
liberties	rodeos	mangoes	potatoes	countries
surroundings	difficulties	cities	beliefs	reptiles
identities	zeroes	taxes	possibilities	abilities
calamities	tiles	batches	geniuses	mosquitoes
potatoes	abilities	rodeos	liberties	taxes
beliefs	mosquitoes	difficulties	surroundings	batches
possibilities	countries	zeroes	identities	mangoes
geniuses	reptiles	tiles	calamities	cities
rodeos	potatoes	taxes	countries	identities
difficulties	beliefs	batches	reptiles	calamities
zeroes	possibilities	mangoes	abilities	liberties
tiles	geniuses	cities	mosquitoes	surroundings
potatoes	liberties	countries	taxes	rodeos
beliefs	surroundings	reptiles	batches	difficulties
possibilities	identities	abilities	mangoes	zeroes
geniuses	calamities	mosquitoes	cities	tiles

Name _____

**Inflectional
Endings**
(change y to i)

Underline the inflectional ending in each word. Then practice reading the words until you are ready to be timed.

dripping	jogging	skimmed	accepted	amusing
easing	regretted	forbidding	referred	injured
deserved	applied	relied	renewing	complicated
qualified	threatening	gnarled	envied	fascinated
jogging	accepted	complicated	skimmed	dripping
regretted	referred	fascinated	forbidding	easing
applied	renewing	amusing	relied	deserved
threatening	envied	injured	gnarled	qualified
skimmed	deserved	accepted	jogging	amusing
forbidding	qualified	referred	regretted	injured
relied	dripping	renewing	applied	complicated
gnarled	easing	envied	threatening	fascinated
accepted	skimmed	amusing	dripping	applied
referred	forbidding	injured	easing	threatening
renewing	relied	complicated	deserved	jogging
envied	gnarled	fascinated	qualified	regretted
skimmed	jogging	dripping	amusing	accepted
forbidding	regretted	easing	injured	referred
relied	applied	deserved	complicated	renewing
gnarled	threatening	qualified	fascinated	envied

Name _____

Contractions

Practice reading the words until you are ready to be timed.
After the timed test, use each word in an oral sentence.

you've	she'd	that's	what's	won't
there's	you're	wasn't	we'll	we've
we're	couldn't	I've	didn't	they're
shouldn't	wouldn't	aren't	doesn't	don't
she'd	what's	they're	that's	you've
you're	we'll	don't	wasn't	there's
couldn't	didn't	won't	I've	we're
wouldn't	doesn't	we've	aren't	shouldn't
that's	we're	what's	she'd	won't
wasn't	shouldn't	we'll	you're	we've
I've	you've	didn't	couldn't	they're
aren't	there's	doesn't	wouldn't	don't
what's	that's	won't	you've	couldn't
we'll	wasn't	we've	there's	wouldn't
didn't	I've	they're	we're	she'd
doesn't	aren't	don't	shouldn't	you're
that's	she'd	you've	won't	what's
wasn't	you're	there's	we've	we'll
I've	couldn't	we're	they're	didn't
aren't	wouldn't	shouldn't	don't	doesn't

Name _____

Closed Syllables

Underline the closed syllable in each word. Then practice reading the words until you are ready to be timed.

dentist	napkin	fifteen	flattery	submit
mustang	absent	empire	blizzard	culture
summon	champion	valley	fragment	gallop
vulture	pigment	hammock	suspend	whimper
napkin	flattery	gallop	fifteen	dentist
absent	blizzard	whimper	empire	mustang
champion	fragment	submit	valley	summon
pigment	suspend	culture	hammock	vulture
fifteen	summon	flattery	napkin	submit
empire	vulture	blizzard	absent	culture
valley	dentist	fragment	champion	gallop
hammock	mustang	suspend	pigment	whimper
flattery	fifteen	submit	dentist	champion
blizzard	empire	culture	mustang	pigment
fragment	valley	gallop	summon	napkin
suspend	hammock	whimper	vulture	absent
fifteen	napkin	dentist	submit	flattery
empire	absent	mustang	culture	blizzard
valley	champion	summon	gallop	fragment
hammock	pigment	vulture	whimper	suspend

Name _____

Open Syllables
(v/cv)

Underline the open syllable in each word. Then practice reading the words until you are ready to be timed.

minus	humor	recent	equal	profile
local	vacant	decent	legal	smoky
tyrant	fugitive	license	utensil	tiger
solo	hero	vinyl	tirade	biceps
humor	equal	tiger	recent	minus
vacant	legal	biceps	decent	local
fugitive	utensil	profile	license	tyrant
hero	tirade	smoky	vinyl	solo
recent	tyrant	equal	humor	profile
decent	solo	legal	vacant	smoky
license	minus	utensil	fugitive	tiger
vinyl	local	tirade	hero	biceps
equal	recent	profile	minus	fugitive
legal	decent	smoky	local	hero
utensil	license	tiger	tyrant	humor
tirade	vinyl	biceps	solo	vacant
recent	humor	minus	profile	equal
decent	vacant	local	smoky	legal
license	fugitive	tyrant	tiger	utensil
vinyl	hero	solo	biceps	tirade

Name _____

Open Syllables
(v/v)

Underline the open syllable in each word. Then practice reading the words until you are ready to be timed.

video	poet	riot	piano	diary
radio	rodeo	ideas	ruin	diet
patriot	fluid	cruel	genuine	casual
trial	fuel	meteor	diameter	variety
poet	piano	casual	riot	video
rodeo	ruin	variety	ideas	radio
fluid	genuine	diary	cruel	patriot
fuel	diameter	diet	meteor	trial
riot	patriot	piano	poet	diary
ideas	trial	ruin	rodeo	diet
cruel	video	genuine	fluid	casual
meteor	radio	diameter	fuel	variety
piano	riot	diary	video	fluid
ruin	ideas	diet	radio	fuel
genuine	cruel	casual	patriot	poet
diameter	meteor	variety	trial	rodeo
riot	poet	video	diary	piano
ideas	rodeo	radio	diet	ruin
cruel	fluid	patriot	casual	genuine
meteor	fuel	trial	variety	diameter

Name _____

**Vowel Team
Syllables**

Underline the vowel team in each word. Then practice reading the words until you are ready to be timed.

roughness	southern	doubting	boundary	caution
faucet	applause	entertainment	lawyer	flawlessly
grouchy	encountered	grownup	bleachers	appointment
laughter	although	fairground	footprint	nowadays
southern	boundary	appointment	doubting	roughness
applause	lawyer	nowadays	entertainment	faucet
encountered	bleachers	caution	grownup	grouchy
although	grouchy	flawlessly	fairground	laughter
doubting	laughter	boundary	southern	caution
entertainment	faucet	lawyer	applause	flawlessly
grownup	roughness	bleachers	encountered	appointment
fairground	faucet	footprint	although	nowadays
boundary	doubting	caution	roughness	encountered
lawyer	entertainment	flawlessly	faucet	although
bleachers	grownup	appointment	grouchy	southern
footprint	fairground	nowadays	laughter	applause
doubting	southern	roughness	caution	boundary
entertainment	applause	faucet	flawlessly	lawyer
grownup	encountered	grouchy	appointment	bleachers
fairground	although	laughter	nowadays	footprint

Name _____

Consonant +
le Syllables

Underline the consonant + le syllable in each word. Then practice reading the words until you are ready to be timed.

stable	saddle	table	noble	monumental
stumble	terrible	beetle	impossible	eagle
royal	cripple	hospital	legal	label
vocal	journal	medal	several	sample
saddle	noble	label	table	stable
terrible	impossible	sample	beetle	stumble
cripple	legal	monumental	hospital	royal
journal	several	eagle	medal	vocal
table	royal	noble	saddle	monumental
beetle	vocal	impossible	terrible	eagle
hospital	stable	legal	cripple	label
medal	stumble	several	journal	sample
noble	table	monumental	stable	cripple
impossible	beetle	eagle	stumble	journal
legal	hospital	label	royal	saddle
several	medal	sample	vocal	terrible
table	saddle	stable	monumental	noble
beetle	terrible	stumble	eagle	impossible
hospital	cripple	royal	label	legal
medal	journal	vocal	sample	several

Name _____

**r-Controlled
Syllables**

Underline the r-controlled vowel syllable in each word. Then practice reading the words until you are ready to be timed.

error	soldier	equator	sugar	binocular
scissors	founder	director	scholar	saucer
laborer	commander	crater	pillar	splendor
professor	governor	vapor	refrigerator	remainder
soldier	sugar	splendor	equator	error
founder	scholar	remainder	director	scissors
commander	pillar	binocular	crater	laborer
governor	refrigerator	saucer	vapor	professor
equator	laborer	sugar	soldier	binocular
director	professor	scholar	founder	saucer
crater	error	pillar	commander	splendor
vapor	scissors	refrigerator	governor	remainder
sugar	equator	binocular	error	commander
scholar	director	saucer	scissors	governor
pillar	crater	splendor	laborer	soldier
refrigerator	vapor	remainder	professor	founder
equator	soldier	error	binocular	sugar
director	founder	scissors	saucer	scholar
crater	commander	laborer	splendor	pillar
vapor	governor	professor	remainder	refrigerator

Name _____

Endings
/əl/ and /ən/

Underline the last syllable in each word. Then practice reading the words until you are ready to be timed.

slogan	woolen	wooden	listen	frighten
lengthen	captain	mountain	sandal	signal
global	bushel	marvel	barrel	practical
salmon	fable	morsel	ample	dungeon
woolen	listen	practical	wooden	slogan
captain	sandal	dungeon	mountain	lengthen
bushel	barrel	frighten	marvel	global
fable	ample	signal	morsel	salmon
wooden	global	listen	woolen	frighten
mountain	salmon	sandal	captain	signal
marvel	slogan	barrel	bushel	practical
morsel	lengthen	ample	fable	dungeon
listen	wooden	frighten	slogan	bushel
sandal	mountain	signal	lengthen	fable
barrel	marvel	practical	global	woolen
ample	morsel	dungeon	salmon	captain
wooden	woolen	slogan	frighten	listen
mountain	captain	lengthen	signal	sandal
marvel	bushel	global	practical	barrel
morsel	fable	salmon	dungeon	ample

Name _____

Prefixes

Underline the prefix in each word. Then practice reading the words until you are ready to be timed.

unusual	underwater	regaining	repaired	unaware
unfriendly	unfinished	unimportant	refreeze	replenish
reunite	rediscover	rewrap	disconnect	discourage
dishonest	nonspecific	misguide	overwhelm	submerge
underwater	repaired	discourage	regaining	unusual
unfinished	refreeze	submerge	unimportant	unfriendly
rediscover	disconnect	unaware	rewrap	reunite
nonspecific	overwhelm	replenish	misguide	dishonest
regaining	reunite	repaired	underwater	unaware
unimportant	dishonest	refreeze	unfinished	replenish
rewrap	unusual	disconnect	rediscover	discourage
misguide	unfriendly	overwhelm	nonspecific	submerge
repaired	regaining	unaware	unusual	rediscover
refreeze	unimportant	replenish	unfriendly	nonspecific
disconnect	rewrap	discourage	reunite	underwater
overwhelm	misguide	submerge	dishonest	unfinished
regaining	underwater	unusual	unaware	repaired
unimportant	unfinished	unfriendly	replenish	refreeze
rewrap	rediscover	reunite	discourage	disconnect
misguide	nonspecific	dishonest	submerge	overwhelm

Name _____

Homographs

Practice reading the words until you are ready to be timed.
Say both pronunciations of each word.

contest	content	record	combat	produce
rebel	present	desert	subject	minute
compact	excuse	contract	refuse	conflict
object	conduct	conflict	extract	predicate
content	combat	entrance	record	contest
present	subject	predicate	desert	rebel
conduct	refuse	produce	contract	compact
excuse	extract	minute	entrance	object
record	compact	combat	content	produce
desert	object	subject	present	minute
contract	contest	refuse	conduct	conflict
entrance	rebel	extract	excuse	predicate
combat	record	produce	contest	conduct
subject	desert	minute	rebel	excuse
refuse	contract	conflict	compact	content
extract	entrance	predicate	object	present
record	content	contest	produce	combat
desert	present	rebel	minute	subject
contract	conduct	compact	conflict	refuse
entrance	excuse	object	predicate	extract

Name _____

Endings
-ture, -sure

Underline the -ture or -sure ending in each word. Then practice reading the words until you are ready to be timed.

pressure	future	measure	pleasure	mixture
treasure	feature	pasture	creature	lecture
gesture	nature	fracture	moisture	legislature
azure	miniature	disclosure	architecture	leisure
future	pleasure	legislature	measure	pressure
feature	creature	leisure	pasture	treasure
nature	moisture	mixture	fracture	gesture
miniature	architecture	lecture	disclosure	azure
measure	gesture	pleasure	future	mixture
pasture	azure	creature	feature	lecture
fracture	pressure	moisture	nature	legislature
disclosure	treasure	architecture	miniature	leisure
pleasure	measure	mixture	pressure	nature
creature	pasture	lecture	treasure	miniature
moisture	fracture	legislature	gesture	future
architecture	disclosure	leisure	azure	feature
measure	future	pressure	mixture	pleasure
pasture	feature	treasure	lecture	creature
fracture	nature	gesture	legislature	moisture
disclosure	miniature	azure	leisure	architecture

Name _____

Endings
–ance, –ence

Underline the –ance or –ence ending in each word. Then practice reading the words until you are ready to be timed.

distance	importance	balance	attendance	absence
performance	dependence	substance	disturbance	appearance
assistance	ignorance	brilliance	ambulance	residence
radiance	resistance	reluctance	persistence	inference
importance	attendance	residence	balance	distance
dependence	disturbance	inference	substance	performance
ignorance	ambulance	absence	brilliance	assistance
resistance	persistence	appearance	reluctance	radiance
balance	assistance	attendance	importance	absence
substance	radiance	disturbance	dependence	appearance
brilliance	distance	ambulance	ignorance	residence
reluctance	performance	persistence	resistance	inference
attendance	balance	absence	distance	ignorance
disturbance	substance	appearance	performance	resistance
ambulance	brilliance	residence	assistance	importance
persistence	reluctance	inference	radiance	dependence
balance	importance	distance	absence	attendance
substance	dependence	performance	appearance	disturbance
brilliance	ignorance	assistance	residence	ambulance
reluctance	resistance	radiance	inference	persistence

Name _____

Suffixes

Underline the suffix in each word. Then practice reading the words until you are ready to be timed.

eruption	furious	destruction	direction	position
forgetful	comfortable	finally	usually	apparently
completely	eventually	carefully	microscopic	allergic
scientific	sickness	aquatic	enjoyable	improvement
furious	direction	allergic	destruction	eruption
comfortable	usually	improvement	finally	forgetful
eventually	microscopic	position	carefully	completely
sickness	enjoyable	apparently	aquatic	scientific
destruction	completely	direction	furious	position
finally	scientific	usually	comfortable	apparently
carefully	eruption	microscopic	eventually	allergic
aquatic	forgetful	enjoyable	sickness	improvement
direction	destruction	position	eruption	eventually
usually	finally	apparently	forgetful	sickness
microscopic	carefully	allergic	completely	furious
enjoyable	aquatic	improvement	scientific	position
destruction	furious	eruption	position	comfortable
finally	comfortable	forgetful	completely	apparently
carefully	eventually	apparently	allergic	improvement
aquatic	sickness	scientific	improvement	allergic

Name _____

Practice reading the words until you are ready to be timed.
When the testing is over, use each word in a sentence to
check your understanding of its usage.

sweet	prey	manner	pole	poll
pray	waste	peer	current	manor
pier	council	currants	presents	presence
counsel	waist	presence	stationery	suite
prey	pole	stationary	peer	sweet
waste	current	suite	manner	pray
waist	presents	poll	currants	pier
council	stationery	manor	stationary	counsel
manner	pier	pole	waste	poll
peer	counsel	current	prey	manor
currants	sweet	presents	waist	presence
stationary	pray	stationery	council	suite
pole	manner	poll	sweet	waist
current	peer	manor	pray	council
presents	currants	presence	pier	prey
stationery	prey	suite	counsel	waste
peer	stationary	sweet	poll	pole
manner	waste	pray	manor	current
currants	waist	counsel	presence	presents
stationary	council	pier	suite	stationery

Underline the prefix in each word. Use the meaning of the prefix to state the meaning of the whole word. Then practice reading the words until you are ready to be timed.

prehistoric	disabled	discolored	mistaken	preheat
mistrust	incorrect	disconnect	preview	prejudge
misjudge	discomfort	dismount	misunderstand	disobey
dishonest	injustice	disapprove	inexpensive	indefinite
disabled	mistaken	disobey	discolored	prehistoric
incorrect	preview	indefinite	disconnect	mistrust
discomfort	misunderstand	preheat	dismount	misjudge
injustice	inexpensive	prejudge	disapprove	dishonest
discolored	misjudge	mistaken	disabled	preheat
disconnect	dishonest	preview	incorrect	prejudge
dismount	prehistoric	misunderstand	discomfort	disobey
disapprove	mistrust	inexpensive	injustice	indefinite
mistaken	discolored	preheat	prehistoric	discomfort
preview	disconnect	prejudge	mistrust	injustice
misunderstand	dismount	disobey	misjudge	disabled
inexpensive	disapprove	indefinite	dishonest	incorrect
discolored	disabled	prehistoric	preheat	mistaken
disconnect	incorrect	mistrust	prejudge	preview
dismount	discomfort	misjudge	disobey	misunderstand
disapprove	injustice	dishonest	indefinite	inexpensive

Name _____

Suffixes

Underline the suffix in each word. Then practice reading the words until you are ready to be timed.

sadness	gladness	needless	harmless	darkness
fullness	stillness	hopeless	fearless	weakness
bottomless	foolishness	fondness	effortlessly	meaningless
emptiness	forgiveness	motionless	weightlessness	merciless
gladness	harmless	meaningless	needless	sadness
stillness	fearless	merciless	hopeless	fullness
foolishness	effortlessly	darkness	fondness	bottomless
forgiveness	weightlessness	weakness	motionless	emptiness
needless	bottomless	harmless	gladness	darkness
hopeless	emptiness	fearless	stillness	weakness
fondness	sadness	effortlessly	foolishness	meaningless
motionless	fullness	weightlessness	forgiveness	merciless
harmless	needless	darkness	sadness	foolishness
fearless	hopeless	weakness	fullness	forgiveness
effortlessly	fondness	meaningless	bottomless	gladness
weightlessness	motionless	merciless	emptiness	stillness
needless	gladness	sadness	darkness	harmless
hopeless	stillness	fullness	weakness	fearless
fondness	foolishness	bottomless	meaningless	effortlessly
motionless	forgiveness	emptiness	merciless	weightlessness

Name _____

Ending -ion

Underline the -ion ending in each word. Then practice reading the words until you are ready to be timed.

impression	correction	election	discussion	location
position	decoration	confusion	estimation	concentration
exhaustion	conclusion	appreciation	motivation	division
education	relation	direction	inflection	rejection
correction	discussion	division	election	impression
decoration	estimation	rejection	confusion	position
conclusion	motivation	location	appreciation	exhaustion
relation	inflection	concentration	direction	education
election	exhaustion	discussion	correction	location
confusion	education	estimation	decoration	concentration
appreciation	impression	motivation	conclusion	division
direction	position	inflection	relation	rejection
discussion	election	location	impression	conclusion
estimation	confusion	concentration	position	relation
motivation	appreciation	division	exhaustion	correction
inflection	direction	rejection	education	decoration
election	correction	impression	location	discussion
confusion	decoration	position	concentration	estimation
appreciation	conclusion	exhaustion	division	motivation
direction	relation	education	rejection	inflection

Name _____

Underline the Greek root in each word. Practice reading the words until you are ready to be timed.

astronaut	telephone	automobile	photography	mechanical
myth	television	phonics	automatic	photograph
telescope	mythical	telegraph	mechanic	telegram
telephoto	autograph	astronomer	homophone	photogenic
telephone	photography	telegram	automobile	astronaut
television	automatic	photogenic	phonics	myth
mythical	mechanic	mechanical	telegraph	telescope
autograph	homophone	photograph	astronomer	telephoto
automobile	telescope	photography	telephone	mechanical
phonics	telephoto	automatic	television	photograph
telegraph	astronaut	mechanic	mythical	telegram
astronomer	myth	homophone	autograph	photogenic
photography	automobile	mechanical	astronaut	mythical
automatic	phonics	photograph	myth	autograph
mechanic	telegraph	telegram	telescope	telephone
homophone	astronomer	photogenic	telephoto	television
automobile	telephone	astronaut	mechanical	photography
phonics	television	myth	photograph	automatic
telegraph	mythical	telescope	telegram	mechanic
astronomer	autograph	telephoto	photogenic	homophone

Name _____

Latin Roots

Practice reading the words until you are ready to be timed.

subtraction	transportation	missile	portable	export
committee	respect	transport	tractor	spectator
attraction	dismiss	inspector	distract	spectacle
inspect	mission	import	intermission	spectacular
transportation	portable	spectacle	missile	subtraction
respect	tractor	spectacular	transport	committee
dismiss	distract	export	inspector	attraction
mission	intermission	spectator	import	inspect
missile	attraction	portable	transportation	export
transport	inspect	tractor	respect	spectator
inspector	subtraction	distract	dismiss	spectacle
import	committee	intermission	mission	spectacular
portable	missile	export	subtraction	dismiss
tractor	transport	spectator	committee	mission
distract	inspector	spectacle	attraction	transportation
intermission	import	spectacular	inspect	respect
missile	transportation	subtraction	export	portable
transport	respect	committee	spectator	tractor
inspector	dismiss	attraction	spectacle	distract
import	mission	inspect	spectacular	intermission

© Macmillan/McGraw-Hill

Name _____

Practice reading the words until you are ready to be timed.

clothes	January	cereal	mortal	lunar
atlas	ocean	salute	fury	echo
cycle	cyclone	gigantic	Olympics	territory
terrace	parasol	fortune	furious	jovial
January	mortal	territory	cereal	clothes
ocean	fury	jovial	salute	atlas
cyclone	Olympics	lunar	gigantic	cycle
parasol	furious	echo	fortune	terrace
cereal	cycle	mortal	January	lunar
salute	terrace	fury	ocean	echo
gigantic	clothes	Olympics	cyclone	territory
fortune	atlas	furious	parasol	jovial
mortal	cereal	lunar	clothes	cyclone
fury	salute	echo	atlas	parasol
Olympics	gigantic	territory	cycle	January
furious	fortune	jovial	terrace	ocean
cereal	January	clothes	lunar	mortal
salute	ocean	atlas	echo	fury
gigantic	cyclone	cycle	territory	Olympics
fortune	parasol	terrace	jovial	furious

Name _____

Number Prefixes

Underline the number prefix in each word. Use the prefix to define each word. Then practice reading the words until you are ready to be timed.

tripod	triplet	unicorn	uniform	unison
biweekly	triple	bicycle	tricycle	unicycle
triangle	bisect	trio	unify	centipede
centimeter	century	binoculars	universe	university
triplet	uniform	centipede	unicorn	tripod
triple	tricycle	university	bicycle	biweekly
bisect	unify	unison	trio	triangle
century	universe	unicycle	binoculars	centimeter
unicorn	triangle	uniform	triplet	unison
bicycle	centimeter	tricycle	triple	unicycle
trio	tripod	unify	bisect	centipede
binoculars	biweekly	universe	century	university
uniform	unicorn	unison	tripod	bisect
tricycle	bicycle	unicycle	biweekly	century
unify	trio	centipede	triangle	triplet
universe	binoculars	university	centimeter	triple
unicorn	triplet	tripod	unison	uniform
bicycle	triple	biweekly	unicycle	tricycle
trio	bisect	triangle	centipede	unify
binoculars	century	centimeter	university	universe

Name _____

Endings
-able, -ible

Underline the -able or -ible ending in each word. Then practice reading the words until you are ready to be timed.

enjoyable	breakable	favorable	likable	usable
respectable	affordable	possible	unreasonable	laughable
comfortable	convertible	invisible	honorable	capable
sensible	unbelievable	bearable	collapsible	suitable
breakable	likable	usable	favorable	enjoyable
affordable	unreasonable	capable	possible	respectable
convertible	honorable	suitable	invisible	comfortable
unbelievable	collapsible	laughable	bearable	sensible
favorable	comfortable	likable	breakable	usable
possible	sensible	unreasonable	affordable	laughable
invisible	enjoyable	honorable	convertible	capable
bearable	respectable	collapsible	unbelievable	suitable
likable	favorable	usable	enjoyable	convertible
unreasonable	possible	laughable	respectable	unbelievable
honorable	invisible	capable	comfortable	breakable
collapsible	bearable	suitable	sensible	affordable
favorable	breakable	enjoyable	usable	likable
possible	affordable	respectable	laughable	unreasonable
invisible	convertible	comfortable	capable	honorable
bearable	unbelievable	sensible	suitable	collapsible

Name _____

Pattern: _____

Work with your teacher to fill in words. In each word, underline the syllable or spelling pattern you are studying. Then practice reading the words until you are ready to be timed.

Additional Literacy Support

Use the pages in this section to support reading comprehension, writing, listening, and speaking activities.

Reader Response Sheets..... 152

- forms for fiction, non-fiction, and poetry

Writer's Checklists..... 158

- checklists for use with Unit Writing activities
- Writing Journal Checklist for use with all units

Short Response Rubric..... 165

- rubric for *Show What You Know* short response questions

Proofreading Marks..... 166

- common proofreading marks to post or hand out

Writing Rubrics 167

- four-point rubrics specific to Unit Writing activities
- rubrics to customize with students

Anchor Papers..... 175

- writing samples with each score in each unit genre
- explanation of scoring based on six traits

Picture Prompts..... 199

- *Writing to Picture Prompts* – tips on using the prompts for writing and test preparation
- prompts with illustrations and photos

Theme Project Checklists..... 206

- reproducible student checklists for the Unit Theme Projects

Listening and Speaking Checklist..... 209

- list of listening and speaking behaviors to post

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in a star.



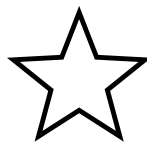
Awesome



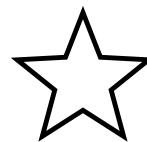
Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: Write one of the following as if it were from the point of view of a particular character.

_____ Poem

_____ One-act play

_____ Song

_____ Journal entry

Name _____

Reader Response

Title: _____ Author: _____

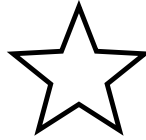
Rate this book by coloring in a star.



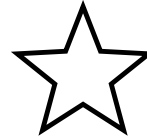
Awesome



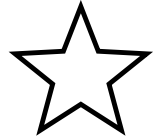
Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: Write a new ending to this story. How will it affect the rest of the story?

Name _____

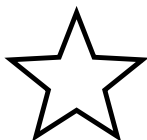
Reader Response

Title: _____ Author: _____

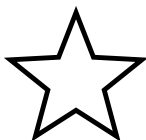
Rate this book by coloring in a star.



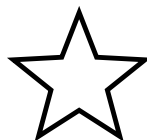
Awesome



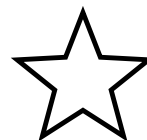
Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: What was the most surprising or interesting thing you learned?
Choose one of the following to write your response.

_____ Magazine article

_____ Book review

_____ Letter to a friend

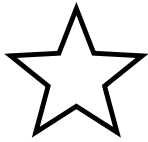
_____ Journal entry

Name _____

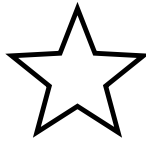
Reader Response

Title: _____ Author: _____

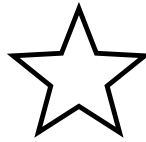
Rate this book by coloring in a star.



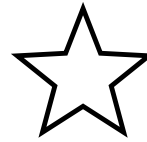
Awesome



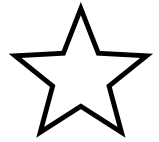
Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: Write an e-mail to the author describing what you have learned from this book.

To: _____ @example.com

Subject: _____

Dear _____:

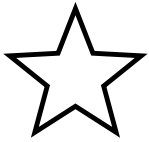
Sincerely,

Name _____

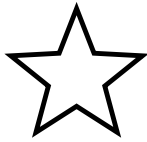
Reader Response

Title: _____ Author: _____

Rate this poem by coloring in a star.



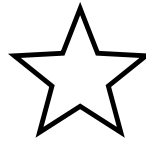
Awesome



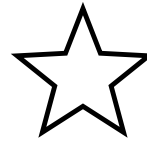
Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this poem?

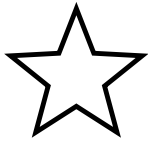
Response: Is this poem like any other poem you have read before? Why?

Name _____

Reader Response

Title: _____ Author: _____

Rate this poem by coloring in a star.



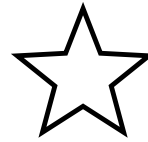
Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this poem?

Response: Describe how you feel about this poem. What do you like or dislike about this poem?

Name _____

My Writer's Checklist

Personal Narrative

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I tell a true story about something that happened to me?
<input type="checkbox"/>	Do I tell how I am feeling?
<input type="checkbox"/>	Do I tell the events of my story in the sequence in which they happened?
<input type="checkbox"/>	Do I use first person pronouns to personalize my story?
<input type="checkbox"/>	Do I use time-order words to help the reader follow the sequence of events?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

My Writer's Checklist

Research Report

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I provide facts and details to explain my main idea?
<input type="checkbox"/>	Do I have a strong introduction?
<input type="checkbox"/>	Do I close by drawing a conclusion that links to the introduction?
<input type="checkbox"/>	Do I present research from a variety of sources?
<input type="checkbox"/>	Do I connect my points with transition words?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

My Writer's Checklist

Response-to-Literature Essay

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I focus my response on a specific text?
<input type="checkbox"/>	Do I open with a question or bold statement?
<input type="checkbox"/>	Do I summarize and interpret the text?
<input type="checkbox"/>	Do I include details and excerpts to support my interpretation?
<input type="checkbox"/>	Do I tie in my own experiences and perceptions?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

My Writer's Checklist

Persuasive Essay

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I clearly state my opinion in the opening paragraph?
<input type="checkbox"/>	Do I give explanations, facts, and examples to support my opinion?
<input type="checkbox"/>	Do I present my reasons in a logical order, with the strongest reason appearing either first or last?
<input type="checkbox"/>	Do I address my readers' possible concerns?
<input type="checkbox"/>	Do I use opinion words?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

My Writer's Checklist

Compare-and-Contrast Report

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I tell what is being compared in the first sentence?
<input type="checkbox"/>	Do I provide relevant evidence to support my argument?
<input type="checkbox"/>	Do I order my information either point by point or item by item?
<input type="checkbox"/>	Do I summarize my most important points in the conclusion?
<input type="checkbox"/>	Do I use a variety of compare-and-contrast words?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

My Writer's Checklist

Persuasive Letter

✓ Put a check by the items you completed.

<input type="checkbox"/>	Do I clearly state my opinion?
<input type="checkbox"/>	Do I provide convincing reasons and facts for a specific audience?
<input type="checkbox"/>	Are my reasons presented in a logical order?
<input type="checkbox"/>	Do I tell my audience what I want them to think or do?
<input type="checkbox"/>	Do I use correct letter format, including a greeting and closing?

What did I do well in my writing?

1. _____

2. _____

What will I change when I revise this work?

1. _____

2. _____

Teacher: See also Proofreading Marks, page 166, and Writing Rubrics, pages 167–174.

Name _____

STAGE 1 Establishing Habits		
<input type="checkbox"/> Write Journal Entries	<input type="checkbox"/> Engage in Experience	<input type="checkbox"/> Develop Vocabulary
<input type="checkbox"/> Practice Skill Drills	<input type="checkbox"/> Respond to Feedback	<input type="checkbox"/> Share Writing
STAGE 2 Strengthening Voice		
Expressive Skills	Topic Development	<input type="checkbox"/> Moment <input type="checkbox"/> Object <input type="checkbox"/> Setting <input type="checkbox"/> Topic <input type="checkbox"/> Theme/argument
	Showing	<input type="checkbox"/> Choose point of view <input type="checkbox"/> Recognize showing and telling <input type="checkbox"/> Use supporting details <input type="checkbox"/> Connect observations to emotion
	Strong Verbs	<input type="checkbox"/> Recognize and use strong verbs <input type="checkbox"/> Minimize the verb "to be"
	Sensory Detail	<input type="checkbox"/> Use multiple senses <input type="checkbox"/> Choose sensory detail effectively
	Dialogue and Evidence I	<input type="checkbox"/> Include dialogue <input type="checkbox"/> Use dialogue to develop character <input type="checkbox"/> Use dialogue to move plot <input type="checkbox"/> Dialogue and narration
	Character Development	<input type="checkbox"/> Believable <input type="checkbox"/> Multi-faceted
	Logical Structure I: Distinguishing Moments	<input type="checkbox"/> Sequence events within a moment <input type="checkbox"/> Distinguish moments
Technical Skills	Sentence Mechanics & Usage I: The Complete Sentence	<input type="checkbox"/> Capitals and end punctuation <input type="checkbox"/> Parts of speech <input type="checkbox"/> Possessives <input type="checkbox"/> Commas in a series <input type="checkbox"/> Subjects and predicates <input type="checkbox"/> Correct fragments <input type="checkbox"/> Correct run-ons
	Subject/Verb Agreement I	<input type="checkbox"/> With present tense <input type="checkbox"/> With simple past tense
	Punctuating and Formatting Dialogue & Quotations	<input type="checkbox"/> Quotation marks <input type="checkbox"/> Punctuation <input type="checkbox"/> Indentation
STAGE 3 Building Structure		
Expressive Skills	Logical Structure II: The Paragraph	<input type="checkbox"/> Moment <input type="checkbox"/> Object <input type="checkbox"/> Setting <input type="checkbox"/> Topic <input type="checkbox"/> Theme/argument
	Dialogue & Evidence II	<input type="checkbox"/> Choose point of view <input type="checkbox"/> Linked to argument <input type="checkbox"/> Use supporting details <input type="checkbox"/> Credible and cited
	Setting & Context II	<input type="checkbox"/> Establish the argument <input type="checkbox"/> Setting <input type="checkbox"/> Audience and purpose
	Varying Sentence Types	<input type="checkbox"/> Variety in sentence beginnings <input type="checkbox"/> Variety in sentence types <input type="checkbox"/> Subjects and predicates
	Playing with Voice	<input type="checkbox"/> Experiment with narrator's voice <input type="checkbox"/> Experiment with character's voice
Technical Skills	Sentence Mechanics & Usage II: Sentence Structure	<input type="checkbox"/> Compound sentences <input type="checkbox"/> Complex sentences <input type="checkbox"/> Correct fragments <input type="checkbox"/> Correct run-ons
	Verb Tense	<input type="checkbox"/> Recognize different tenses <input type="checkbox"/> Consistent verb tense in sentences <input type="checkbox"/> Irregular verbs
	Subject/Verb Agreement II	<input type="checkbox"/> With singular/plural subjects <input type="checkbox"/> With verb tense

Short Response Rubric

Rubric for Short Answer Questions

Score	Description
2	The student's response demonstrates a thorough understanding of the comprehension skills needed to answer the question. Details and examples are used to support the answer and clearly come from the text.
1	The student's response demonstrates a partial understanding of the comprehension skills needed to answer the question. Some of the support and important details and/or examples are too general or are left out.
0	The student's response demonstrates a complete lack of understanding of the question or the student has left the answer blank.



Proofreading Marks

≡ Make a capital letter.

we went to the park.
≡

/ Make a small letter.

We walked by the ~~l~~ake.

⊙ Add a period.

The fish were jumping ⊙

^ Add a comma.

I saw ants, frogs, and a bird.
^

“ ” Add quotation marks.

“ What time is it? ” asked Mom.
“ ”

’ Add an apostrophe.

Dan’s watch was broken.
’

Ⓢ Check spelling.

The sky was beautiful. Ⓢ

^ Add.

we
Then ate lunch.
^

✂ Take out.

The ~~all~~ trees were very tall.
✂

Ⓣ Switch the order.

Fishermen came often to the lake. Ⓣ

⊂ Close up.

We had a prob lem.
⊂

Add a space.

Look at the sunset.

^

¶ New paragraph.

¶ The town seemed busy and noisy
after our day at the park.

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> tells an entertaining story about a personal experience and includes thoughts and feelings presents details in an easy-to-follow sequence always uses the first person and clearly expresses feelings always uses the first person and uses many time-order words varies types and lengths of sentences is free or almost free of errors is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> tells about a personal experience and includes some thoughts and feelings presents details in the correct order mostly uses the first person and expresses feelings mostly uses the first person and uses some time-order words includes both simple and compound sentences has minor errors that do not confuse the reader is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> tells about a personal experience but focus often strays from the experience includes events that are told out of order does not always use the first person and does not express enough feelings does not use the first person enough and lacks time-order words uses only simple or hard-to-follow sentences makes frequent errors that confuse the reader is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> does not share a personal experience and is not focused or entertaining tells events out of order and is confusing does not use first person and does not express feelings does not use the first person or time-order words uses fragments and run-on sentences makes serious and repeated errors is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> • uses reliable sources and has interesting, unusual facts • is well structured, with a strong introduction and a final conclusion • shows awareness of readers and a sense of purpose throughout • uses transition words and a vivid vocabulary • includes sentences that flow and hold the reader's interest • is free or almost free of errors • is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • uses reliable sources and has a main idea and supporting details • has a logical flow of facts and details • shows a good awareness of readers and a sense of purpose • uses words appropriate to topic and includes transition words to connect ideas • uses a variety of simple and complex sentences • has minor errors that do not confuse the reader • is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • presents a report with some facts based on limited research • has sections that are hard to follow • does not show awareness of readers, and shows little understanding of topic • chooses poor words for topic and includes few transition words • uses choppy sentences and awkward phrasing • makes frequent errors that confuse the reader • is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> • presents a report that is not researched with either no or inaccurate facts • is structured poorly and is impossible to follow • does not address readers and shows little or no understanding of topic • uses only basic vocabulary and does not use transition words • includes incomplete and run-on sentences • makes serious and repeated errors • is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> • presents a well-supported response with interesting personal interpretations • moves readers through a clearly ordered sequence • uses an engaging, informative voice • uses strong verbs and descriptive words • includes a variety of sentences that flow • is free or almost free of errors • is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • presents a solid, detailed response with some personal reflections • organizes the response clearly • shows interest in the material • uses some precise words • includes easy-to-follow sentences • has minor errors that do not confuse the reader • is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • attempts to respond but does not support an interpretation • presents some material out of order • shows inconsistent involvement with readers or material • uses some words that are weak or unclear • includes sentences that are understandable but awkward • makes frequent errors that confuse the reader • is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> • does not respond to a specific work or include any personal views • has no logical organization • shows no engagement with readers or material • uses words that are either incorrect or do not fit with the response • uses incomplete or confusing sentences • makes serious and repeated errors • is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> • presents a focused, clear opinion with strong supporting details • presents reasons for an opinion in a logical order, with strongest reason last • engages readers with a strong opinion and a personal tone • uses many well-chosen opinion words • uses a variety of sentence types that begin in different ways • is free or almost free of errors • is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • presents a clear opinion with some supporting details • presents reasons for an opinion in a logical order • uses a personal voice and communicates a personal opinion • uses several well-chosen opinion words • uses a variety of sentence types • has minor errors that do not confuse the reader • is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • attempts to present an opinion but does not include enough supporting details • presents reasons for the opinion, but not in the most logical order • does not communicate a personal opinion and uses little personal tone • uses only one or two opinion words that are not well-chosen • is choppy and distracting • makes frequent errors that confuse the reader • is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> • does not present an opinion • misses reasons or presents reasons in a confusing order • lacks any personal tone that engages readers • does not use opinion words • uses sentence fragments and run-on sentences • makes serious and repeated errors • is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> compares and contrasts two topics, with strong supporting details organizes the comparison in a way that guides readers, and has a conclusion that summarizes shows awareness of readers and a sense of purpose throughout uses precise compare-and-contrast words writes sentences in which ideas flow smoothly is free or almost free of errors is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> compares and contrasts two topics, with some details organizes the comparison well and draws a conclusion connects with readers in a voice that shows knowledge uses compare-and-contrast words correctly writes simple sentences that can be easily read aloud has minor errors that do not confuse the reader is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> writes an unclear comparison with few details does not organize the comparison clearly and does not include a conclusion does not connect well with reader and topics uses few compare-and-contrast words writes choppy sentences that are hard to follow makes frequent errors that confuse the reader is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> does not compare two topics has no logical organization or conclusion does not connect with readers or topics uses only basic words and no compare-and-contrast words includes incomplete and/or run-on sentences makes serious and repeated errors is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> • focuses on a relevant opinion with clear details • describes reasons in a clear, logical order • shows enthusiasm and addresses the reader clearly and concisely • uses opinion words and precise words • uses a variety of simple and complex sentences that flow • is free or almost free of errors • is easy to read and free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • provides a clear opinion and helpful details • introduces the opinion and presents reasons in a logical order • shows enthusiasm and addresses readers directly • includes some opinion words and some precise words • includes a variety of easy-to-follow sentences • has minor errors that do not confuse the reader • is mostly easy to read and mostly free of word processing or handwriting distractions 	<ul style="list-style-type: none"> • attempts to present an opinion but supporting details are weak • presents some reasons out of order • connects to the reader and topic inconsistently • includes too few opinion words and uses unclear words • includes sentences that lack variety or are hard to follow • makes frequent errors that confuse the reader • is readable, but handwriting or word processing errors are distracting 	<ul style="list-style-type: none"> • does not give an opinion • has poor organization that makes reasons unclear • does not use a personal voice and shows no connection to the topic • uses words that do not fit the letter format or are confusing • includes incomplete and confusing sentences • makes serious and repeated errors • is difficult to read because of word processing or handwriting errors

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
<ul style="list-style-type: none"> • Ideas and Content/Genre • Organization and Focus • Voice • Word Choice • Sentence Structure/Fluency • Conventions • Presentation 	<ul style="list-style-type: none"> • Ideas and Content/Genre • Organization and Focus • Voice • Word Choice • Sentence Structure/Fluency • Conventions • Presentation 	<ul style="list-style-type: none"> • Ideas and Content/Genre • Organization and Focus • Voice • Word Choice • Sentence Structure/Fluency • Conventions • Presentation 	<ul style="list-style-type: none"> • Ideas and Content/Genre • Organization and Focus • Voice • Word Choice • Sentence Structure/Fluency • Conventions • Presentation

Writing Rubric

4 Excellent	3 Good	2 Fair	1 Unsatisfactory

Personal Narrative Score: 1 Point

My New Bike by Tyler C.

My bike has a flat tire. I like dogs. I need a bike. Becuse it had a broken chane. My parents say they will buy me a bike not the one my freind Allen had. That bike costed twice as much as the one at the store. They would buy. My dad would pay half. I have to pay the other.

I walk my nayber's dog. He pays me five dollars. I like animuls. Espeshly dogs. I have a dog and it knows to do seven diffrent tricks. I start a busines. Like my freind Jeff's big brother. So I could make money.

I ask freinds. My mom helps make sins. We put the sins. People call. I have five jobs. My sister had to help. I walk the dogs for two months. Then I have enuf money. The bike was good.

Ideas and Content / Genre The writer may try to tell a personal story but the writing is not focused or entertaining to read. Some ideas do not belong in this story.

Organization and Focus The events are told out of order, without transitions, and are confusing. The piece may lack a sense of conclusion.

Voice In worse cases, the narrative may not be written in the first person. Here, it does not express the writer's feelings.

Word Choice The writer has chosen very basic, repetitive words, and has not used time-order words. Lack of modifying adjectives makes this bare-bones story uninteresting.

Sentence Structure / Fluency The sentences are fragmented, run together, or are otherwise difficult to read.

Conventions The writer makes significant errors in spelling, word choice, punctuation, and usage; in some cases this may interfere with communication.

Personal Narrative Score: 2 Points

Drawing a Blank

by Winston V.

I have a good memory. It was natural for Ms. Sears to give me the lead role in the school play. When anyone in my family forgot something I'm the one who remembered where it is.

Rehearsals went good. Some of these actors went around asking "Line, please?" How hard could it be to remember a handful of words. I am not very good at math class.

Our very last rehearsal. I waited for my cue. I walked out on stage. It was time for my first line, only what was it? I went to bed early the night before. To have enough energy for the play. But I didn't sleep very well. So I got up and made a sandwich. We were out of peanut butter.

Ms. Sears stares at me. She said my line. I remembered the next two of them, then drew another blank. Nothing in my head. She say "okay, go home and get some rest.

I went home and stared at the wall. I remember Yoga class. Breathe in, out deeply. Count to four breathing out.

People said Winston, good job! But I don't really remember the performance. I drank water and went back to school. I waited for my cue. I walked on. I opened my mouth thinking would I lose it all again? But the words came. Breathing in, breathing out.

Ideas and Content / Genre The writer relates a personal experience. The narrative is generally focused but includes extra information.

Organization and Focus The writer includes some events out of order.

Voice The writer does not convey a sufficient amount of feeling about the events. In some cases, writers may stray from the first person.

Word Choice Word choice is adequate and predictable. Using more precise nouns and verbs, sensory details, and figurative language would add interest.

Sentence Structure / Fluency The writer uses simple sentences and fragments. The reader may find it choppy.

Conventions The writer makes errors even when the skills have been taught.

Personal Narrative Score: 3 Points

In the Woods

by Sophia E.

On the second day at the campgrounds, I felt restless. My parents were occupied with getting my little sister Jenny through a cranky cold. I had finished my chores—hailed water, tidied up the tent, wrapped up garbage so bears and raccoons wouldn't get it. Now I was so bored.

I wandered away from the campsite, in search of wildflowers. There were some tiny purple ones growing close to the ground. I wasn't going to pick them, just sketch them. I made a few rough drawings then kept hiking. My sister sometimes got on my nerves, but the woods were nice.

On the way back to camp, I began to get a creepy feeling. Did anything look familiar? What about that boulder, that clump of bushes? I had been thinking about nature, not about where I was heading. And now night was coming. Tree branches waved like arms. Knotholes were mouths calling for help. I began to change direction every few minutes.

Finally I sat down on a rock. My heart was pounding. Then I started to sing. That always comforted me when I was unhappy or afraid. I sang louder and louder to drown out the crickets and the hoot owls.

The beams of a dozen flashlights found me on my rock, singing my heart out. As I let myself be folded into my parents' arms, tears of relief ran down my face. "We heard you singing, that's how we found you," Mom told me. That's what got me out of the woods.

Ideas and Content / Genre The writer relates a personal experience and includes some thoughts and feelings about the event.

Organization and Focus The writer tells the story in the correct order, with appropriate details about the events.

Voice The events are told mostly in the first person, and express the writer's feelings.

Word Choice The writer uses first-person pronouns and time-order words, as well as some figurative language.

Sentence Structure / Fluency The writer composes both simple and compound sentences. Some sections have rhythm and flow.

Conventions Incorrect elements do not interfere with meaning.

Personal Narrative Score: 4 Points

High Drama by Sierra G.

I have always been afraid of high places. That's why what happened last year at Camp Dean was so amazing.

When I first arrived at camp, a counselor assigned us teams for the week. We spent the day getting to know each other. Next we played name games and shared our biggest fears. I told them about my fear of heights.

Our last activity was a trust hike. We had to go through a maze, follow a trail and then cross a river. The maze was really challenging. I helped untangle one girl's shirt when she got stuck under a fence. Even though we struggled, our team was the first to reach the river.

That's where I froze. The river crossing was a rope bridge suspended about ten feet above the water. I knew I'd never make it. My feet felt stuck to the ground. Then I saw all my teammates standing around me. They walked with me, and they reminded me not to look down. I held my breath and let them lead the way. In a flash, we were on the other side.

My team helped me beat my fear. I was proud and excited all at once. I couldn't wait to cross the bridge again on my way back to camp!

Ideas and Content / Genre The writer creates a clear, entertaining story drawn from a personal experience. It includes the writer's thoughts and feelings about key events.

Organization and Focus The details unfold in a logical, easy-to-follow sequence.

Voice The writer relates events in the first person and clearly expresses his or her feelings.

Word Choice The writer consistently uses first-person pronouns and time-order words.

Sentence Structure / Fluency The writer consistently uses a variety of sentence types, and varies sentence length to create a natural rhythm.

Conventions The narrative is free or almost free from mechanical, grammatical, and spelling errors.

Research Report Score: 1 Point

Gateway Arch by Gil G.

Pioneers crossed the Mississippi river. A landmark is now their. It is the tallest memorial landmark in the United States. It marks their achievements.

The city of St. Louis and the federal government work together to build a park for remembering the westward growth. They also create a landmark in the park that would remind people. Great explorers who traveled beyond the banks of the Mississippi River.

A contest was held. It were to design a monument for the park. A man named Eero Saarinen won. The contest was won with a design for a really tall stainless steel arch.

The arch is above the park and the river. Stands for a gateway to the West. It's stable. Withstanding hurricane winds and earthquakes. The arch was built with deep foundations.

The Gateway Arch is good. The structure design to move as much as eighteen inches in high winds.

Ideas and Content / Genre The writer did not research the topic well, and the facts are lacking or inaccurate. Additional specific details would enliven the writing.

Organization and Focus The lack of a topic sentence and the random order of facts makes the text difficult to follow.

Voice The writer does not address the readers, or shows little to no involvement with the topic.

Word Choice Transitions are absent and only basic unimaginative vocabulary is used.

Sentence Structure / Fluency Sentence fragments are a problem and there are many short, simple sentences.

Conventions Some syntax, agreement, and spelling errors make it difficult to follow the report.

Research Report Score: 2 Points

The Eiffel Tower by Raven P.

I have always wanted to visit Paris so I'm writing about the Eiffel Tower. It is in Paris, France.

The Eiffel Tower was built from the desine of Gustave Eiffel. It is the tallest structure in Paris. It stands 1,063 feet high. It use to be the tallest in the world but that's not true anymore. It was built in 1887. When it was up, many people thought it was ugly it was very modren looking at the time.

It took three hundred workers to build it from iron. When they put it up, it was just suppose to be left standing for twenty years. But then people found there were good uses for it. So it still stands. There are even taller buildings in France these days.

Soon the tower became a symbol. A symbol of French pride. The French could not part with the Eiffel Tower after it showed what it's worth.

Today if you visit you can walk up the stairs but you need the lift to get to the third level. It is quite a climb. If it was a regular building it would be eighty-one stories high. Most skyscrapers, you take an elevator the whole way up.

Ideas and Content / Genre The writer's limited research presents some relevant facts. More details, for example about the tower's original purpose and its later uses, are needed.

Organization and Focus The paper is developed erratically; it is difficult to follow in some areas as some facts are out of order.

Voice The report lacks attention to the reader, and shows only limited understanding of the topic.

Word Choice The writer uses few transition words and shows an uneven, limited, or imprecise vocabulary.

Sentence Structure / Fluency The sentences are choppy, and the writer's phrasing may be awkward.

Conventions Knowledge of mechanics and usage is demonstrated, although the writer has not attempted to use punctuation other than comma and period. Commonly used words are generally spelled correctly.

Research Report Score: 3 Points

Mount Rushmore by Sei S.

Mount Rushmore, a famous American landmark, was a very challenging project. It is a stone carving of the faces of four U.S. presidents, George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. It was the dream of two men, the artist Gutzon Borglum and Senator Peter Norbeck of South Dakota. This impressive sculpture also has an impressive story. Some thought it couldn't be done.

Borglum wanted to create an artwork that would amaze the world. Norbeck wanted to give his home state a famous artwork. He thought it would be good to have a sculpture carved out of the Black Hills. It was Borglum's idea to carve the faces of American presidents.

Of course, this was a mighty task. Blasting rock is very difficult; experienced workers were not available. Before this, Borglum had tried another big stone carving project. So miners were brought in. Many quit. The work was just too dangerous. That was even before the Depression.

Eventually a steady crew was hired, but then the Great Depression crippled the country. The work had to stop for some years. With money from the government, which was supplying relief money to states, the project went on. It took fourteen years. In 1941, the Mount Rushmore sculpture was finally done. It was an amazing accomplishment.

Ideas and Content / Genre The writer includes a main idea and ample supporting details based on several reliable sources.

Organization and Focus The writer maintains a logical progression of facts and details, with a clear introduction, body, and conclusion. Any lapses in focus are not disturbing.

Voice The writer demonstrates a solid awareness of audience and purpose. His or her tone reflects an interest in the topic.

Word Choice The writer uses transition words and chooses vocabulary words appropriate to the topic.

Sentence Structure / Fluency The writer crafts a variety of simple and complex sentences.

Conventions Spelling, capitalization, punctuation, and usage are mostly correct.

Research Report Score: 4 Points

A Nation's Landmark by Nora W.

Who lives at 1600 Pennsylvania Avenue? If you said the American President, then you are correct. The White House is one of the most recognized U.S. landmarks.

George Washington chose the site for the White House in 1792. However, he was the only President who didn't live there. Construction was completed in 1800 when John Adams was President. From that point on, the house has served as the official residence of the President and his family.

During its eventful history, the building survived two fires, one during the War of 1812. It has been renovated and expanded as well. Another change is to its name. It was sometimes called the "Executive Mansion." President Theodore Roosevelt officially named it the White House in 1901.

Today's White House is more than 55,000 square feet and has 132 rooms with 35 bathrooms. The first floor is for public activities with special meeting rooms, such as the State Dining Room, where important leaders are entertained. The second and third floors are the President's private residence.

For more than two hundred years the White House has served as home to the President, a landmark for visitors, and a meeting place for global leaders. The White House is an important part of our nation's history.

Ideas and Content / Genre The writer uses a wide array of reliable sources to construct a detailed, focused report, filled with interesting facts.

Organization and Focus The report is logically structured, from a strong introduction to a final conclusion. The writer is able to go back and forth between current day and past history without losing focus.

Voice The writer shows a good awareness of audience and a sense of purpose throughout the report.

Word Choice The writer connects ideas with transition words, and uses precise words that best help readers to paint vivid pictures in their mind.

Sentence Structure / Fluency The writer crafts fluid sentences that hold the reader's interest. Reading the report aloud is pleasant. Opening with a question and answer shows the writer's ability to handle varied sentences.

Conventions The writer consistently demonstrates control of grammar, punctuation, and spelling.

Response to Literature Score: 1 Point

Sleds on Boston Common by Rick G.

The boy in the story lives in Boston. He wants to go sled on the common but there are soldjurs camping there. Hes supposed to be back in school at 2 so he talks to the genral and the genral tells the soldjurs to move so the kids can sled.

His dad made the sled for him and the genral said it was fine. Then the kids sled until they had to go back to school.

Ideas and Content / Genre The response does not give much of a sense of the selection, and it lacks the writer's personal reflection. Overall it is undeveloped and unsupported.

Organization and Focus There is little organization to the material presented, and details do not appear in a logical order.

Voice The writer demonstrates little awareness of audience.

Word Choice Written vocabulary is limited, although key words may have been pulled from the reading selection.

Sentence Structure / Fluency The writer's sentences are incomplete, fragmented, run-on, or otherwise difficult to understand.

Conventions The writing shows little to no use of writing conventions. There are many spelling, grammar, and usage errors.

Response to Literature Score: 2 Points

When Esther Morris Headed West by Sunjay G.

Esther Morris moved to the Wyoming territory when she was 55. There were lots of people there looking for gold. She wanted to vote. Some men didnt think women shuld vote but they did get to. Esther became a judge. In 1920 women got to vote in the whole country. Women got to vote in Wyoming first because of Esther Morris. She got a cernol to help her who was on a council.

Ideas and Content / Genre The response is generally on topic; it lacks the writer's personal opinion or reflection.

Organization and Focus There is an attempt at organization of ideas, but most appear out of logical order.

Voice The piece is hard to read aloud, although an attempt has been made to be informative to the audience.

Word Choice Key words have been pulled from the selection; however, the chosen words are repetitious and predictable.

Sentence Structure / Fluency The sentences are mostly simple constructions and do not flow smoothly.

Conventions There are spelling, grammar, and usage errors.

Response to Literature Score: 3 Points

Shiloh by Joel F.

Shiloh is a beagle that's been taken in by Marty and his family. Shiloh was mistreated by his owner so Marty took care of him and took him to the vet. At first Marty's family acts like they don't like Shiloh because he's someone else's dog, but they grow to love him.

Judd Travers is Shiloh's owner. He shows up at Marty's house one night looking for his dog. Marty and his dad talk to Judd about how hurt Shiloh is. Judd says they can keep him til he gets better but then they have to bring him back. Marty can tell Shiloh doesn't want to go back to Judd because he backs away and puts his tail between his legs. I think it's sad that someone would hurt their dog, and I think Marty should get to keep Shiloh. He deserves a good home with loving owners.

Ideas and Content / Genre The response shows that the writer understood the selection well. It is on topic and includes a brief reflection at the end.

Organization and Focus There is a basic organization of ideas, and overall the piece reads in a logical order.

Voice The writer is aware of the audience and holds the reader's attention.

Word Choice The writer has pulled key vocabulary from the selection, and also includes unique descriptive words.

Sentence Structure / Fluency The writer has attempted to use a variety of sentence structures, but still has a little trouble with fragments or run-ons.

Conventions There are some spelling, grammatical, and usage errors.

Response to Literature Score: 4 Points

The Unbreakable Code

by Collin K.

John is a Navajo boy whose mother has remarried and is moving their family to Minnesota. John gets very upset and runs into the desert, refusing to move away from his home. He is very afraid that he will forget the Navajo language.

John's grandfather finds him in the desert and tells him never to forget their language. Then he tells John about the boarding school he went to as a boy where he wasn't allowed to speak Navajo. One day he found out that the Marines needed Navajos for a special duty. So he joined the Army and helped develop a special code that the Japanese couldn't break.

John's grandfather had a wallet from a medicine man that kept him safe in the army. He gave it to John to remember the code. John learned not to be afraid of going to a new place, and he had his grandfather to thank. Family is very important, and as long as you always remember what they do for you, you will never be alone no matter how far you go.

Ideas and Content / Genre The response is on topic, well developed, and based on information from the selection. The writer includes a personal reflection.

Organization and Focus The writer's paragraphs are well organized, interesting, and read in a logical order.

Voice The writer is aware of the audience, and writes in an informative, engaging voice.

Word Choice The writer chooses appropriate words to describe what he or she has read, while also pulling key vocabulary from the selection.

Sentence Structure / Fluency The writer uses a variety of sentence constructions and has few, if any, fragments or run-ons.

Conventions The writer shows knowledge of standard conventions of spelling, grammar, punctuation, capitalization, and usage. There are few errors, although some above-level words may be misspelled.

Persuasive Essay Score: 1 Point

Make the Library More Comfortable by Dean B.

The school library is a place to read.

Now you sit at a table. With a wooden chair. This leaves the floor to sit. Pillows and beanbag chairs are more comfortable.

Students don't use the library during free time. Because it is not a good place to read. A reading corner might make you go to the library often.

Making a place where kids want to read is the best. If we give a comfortable reading corner. This would be making it.

It's a waste walking back and forth to the library. Students don't want to waste time. Plus, they would be more in the experience of reading. It would give teachers another place to have silent reading time.

Ideas and Content / Genre The writer tries to state an opinion but it is not presented clearly.

Organization and Focus The writer does not include coherent or persuasive reasons, and the details presented are in no logical order.

Voice The writer makes a limited effort to engage the audience. His or her opinions and feelings are not indicated.

Word Choice The writer does not use opinion words.

Sentence Structure / Fluency There are many sentence fragments, run-ons, or confusing sentences. This makes the argument hard to read and follow.

Conventions There are numerous errors in spelling, grammar, punctuation, and usage.

Persuasive Essay Score: 2 Points

Computers at School by Lucy F.

Right now lots have to wait to use a computer. This wastes a lot of time. And I often need to look up information on the Internet. So its a problem.

Students need the oportunity to work on a computer at school. Not everyone has the same tools to work with. If it effects your grades.

Another point is that papers need to be typed sometimes especialy if the handwriting isn't clear. Then you have to have a computer and if there isn't one at home, what are you supposed to do, you'd have to stay really late at school but that can be a conflick.

All in all, let's spend that money on the computers. That would be good.

Ideas and Content / Genre The writer communicates an idea but does not state the main focus clearly enough. Convincing support, such as "Students really need..." is sparse.

Organization and Focus The reasons are not always presented in a logical order, and the strongest reason does not appear last.

Voice The writer's opinion is not communicated strongly enough, nor are personal feelings about the difficulties and the unfairness conveyed.

Word Choice The writer only uses one or two opinion words, and those chosen are weak. In general word choice is adequate but may seem immature.

Sentence Structure / Fluency Most of the writer's sentences follow the same pattern. The text is choppy and distracting.

Conventions The writer makes some errors in spelling, grammar, punctuation, and usage.

Persuasive Essay Score: 3 Points

Let's Create a New Art Studio by Burke B.

Everyone knows that our school recently received a large donation of money. Now that we have extra funds, let's build a new art studio.

At this time, more money is poured into the sports program, and art and music just get what ever is left over. This is not a balanced way to spend the money. Many students love art just as they do sports. So it is only just and right to spread some of this money around to the art classes.

Another reason is that the art teacher does not assign more interesting projects because we simply do not have the materials. I'm certain that many students would love to construct sculptures and try their hand at jewelry making if the tools were within reach. More students would join the after-school art program, too, if it was a more exciting experience. Currently, the sports program has too many students to handle.

The strongest reason for creating a new art studio is that with better equipment and supplies, students with a passion for art will thrive. We'll have the opportunity to work on our techniques using the very best of what is available. Some of us may even grow up be profesional artists one day.

So if you care about art, support the building of a new art studio. It would be a wise use of the money.

Ideas and Content / Genre The essay presents a clear opinion with reasons that are supported by explanations, facts, and examples.

Organization and Focus The reasons for the writer's opinion are presented in a logical order.

Voice The writer addresses the audience in his or her own voice, and personal opinions are evident.

Word Choice The writer uses several well-chosen opinion words.

Sentence Structure / Fluency The writer carefully forms a variety of sentences.

Conventions The essay includes only minor errors in spelling, grammar, punctuation, and usage.

Persuasive Essay Score: 4 Points

A More Beautiful School by Keiko H.

There is no better way to spend the donation than on making our school a more beautiful place. Purchasing and planting bushes and trees would be the best way to use the money.

Currently, the school's grounds are very plain. Adding more colorful bushes and trees would improve our look and make the building more inviting.

Another great reason to use the donation to buy plants is that it would give our school community a project that we can all do together. Working together would help teachers and students build relationships with each other!

The best reason for using the donation to buy plants is that they would change the area around the playground into a pleasant park. Adding trees would give students and members of the community a cool, shady place to sit in the neighborhood. It would be the perfect place to relax and talk. Plus, as the trees grow, they will continue to add shade, benefiting everyone for many years.

I believe that buying bushes and trees is the best way to spend the donation because it will benefit all members of the community.

Ideas and Content / Genre The essay presents a focused, clear opinion with several convincing reasons. It includes explanations, facts, and examples to support reasons.

Organization and Focus The essay outlines the reasons for the writer's opinion in a logical order. The strongest reason appears last.

Voice The writer expresses a strong personal opinion and uses a uniquely personal tone to engage the audience.

Word Choice The writer uses a variety of precise opinion words that effectively persuade the reader.

Sentence Structure / Fluency The writer composes a variety of sentence types that flow naturally. The essay includes sentences that begin in different ways.

Conventions The essay is free or almost free of mechanical, grammatical, and spelling errors.

Research Report Score: 1 Point

Birds and Coffee by Shen N.

Birds mygrate to central America in the wintertime and alot of them spend the winter in trees on coffee plantashuns. Peple in the US drink the most coffee so coffee growers want to cut down trees on there plantashuns. If trees get cut down birds wont have a place to stay in the wintertime.

There are hundrids of kinds of birds and alot of them go to the coffee plantashuns in the winter. Who new coffee and birds had somthing in common.

Ideas and Content / Genre The writer did not research the topic, and facts are lacking or inaccurate.

Organization and Focus The sentences are not connected in any meaningful way, and the writer's lack of planning makes the text difficult to follow.

Voice The writer does not address the readers, and shows little to no involvement with the topic.

Word Choice The writer has not used transition words, and only basic vocabulary is used to explain ideas.

Sentence Structure / Fluency The sentences generally follow the same pattern. Run-on sentences are used frequently.

Conventions The writer repeats significant errors in spelling, word choice, punctuation, and usage.

Research Report Score: 2 Points

The Statue of Liberty by Earl P.

The Statue of liberty is a symbol of freedom. It was given to us by france. It was a present from the people of france to the people of the US. It was designed by a sculptor.

They wanted to give it to us to celebrat the Americun revolution but it wasnt deadicated until 1886. It was supposed to be on the 100th aniversery of the Americun revolution, but that's not when it was. The sculptors name was Frederic Bartholdi.

The statue is in New york city and you can get there by boat.

Ideas and Content / Genre The writer's limited research presents some relevant facts.

Organization and Focus Some organizational problems are evident, and the text is difficult to follow in areas.

Voice The report lacks attention to the reader, and shows only a limited understanding of the topic.

Word Choice The writer uses few transition words and chooses an uneven or limited vocabulary for the task.

Sentence Structure / Fluency The sentences are choppy and phrasing may be awkward.

Conventions The errors in spelling, punctuation, and grammar impede the reader's understanding of the report.

Research Report Score: 3 Points

Animal Defense Systems by Tessie R.

For animals in the wild, danger can come in many forms, so animals must defend themselves in different ways. Some use mimicry, some take flight, and some fight.

Some animals protect themselves by mimicry—imitating something else. For example, the syrphid, or hover fly, protects itself by looking like a bee or a yellow jacket, insects that can sting. In fact, the syrphid is harmless. Among other animals that fool predators are the walking stick, which can blend in with twigs, and the opossum, which curls up and plays dead.

Some animals stay out of danger by taking flight. For instance, rabbits may hop in a zigzaggy pattern, which makes them harder to follow. On the other hand, squirrels run in a straight line—right up a tall tree!

Some animals fight off predators with physical or chemical weapons. One example of this is the porcupine, which has extremely sharp quills to hurt attackers. The skunk sprays a really unpleasant smelling chemical when threatened. These are just a few examples of how animals defend themselves.

Ideas and Content / Genre The writer includes a main idea and supporting details based on several reliable sources.

Organization and Focus The writer maintains a logical progression of facts and details. A stronger conclusion would improve the report.

Voice The writer demonstrates an awareness of the audience and purpose for writing.

Word Choice The writer uses transition words, and chooses words appropriate to the topic.

Sentence Structure / Fluency The writer crafts a variety of simple and complex sentences.

Conventions Spelling, capitalization, punctuation, and usage are mostly correct.

Research Report Score: 4 Points

The Bull Moose Party by Eleanora H.

When most people think of American politics, they focus on the two main political parties. However, there have been other parties that influence politics at all levels. The Bull Moose Party is one example.

The first two decades of the 20th century were known as the Progressive Era. The progressive wing of the Republican Party wanted to protect the welfare of the ordinary people, and split from the main party in 1912. They became known as the Bull Moose Party because when they nominated former President Teddy Roosevelt to be their candidate, he proclaimed that he felt as strong as a "bull moose."

The conservative Republicans nominated William Howard Taft to run for the presidency. The competing Bull Moose Party did not win the election, but Roosevelt did receive more votes than Taft. Because the Republican votes were split, Democratic candidate Woodrow Wilson was elected president. The Bull Moose Party could not find a candidate for the next presidential election and broke apart, but the progressive faction eventually became part of the Democratic party.

The Bull Moose Party did not last, but its story shows how parties can begin, grow, and influence politics while they exist. Sometimes they help the opposing party win the presidency, but they also bring new ideas into local and state politics, as well as influencing the ideas of the nation.

Ideas and Content / Genre The writer uses a wide array of reliable sources to construct a detailed, focused report filled with interesting, unusual facts.

Organization and Focus The report is logically structured, from a strong introduction to a final conclusion.

Voice The writer shows a good awareness of audience and a sense of purpose throughout the report.

Word Choice The writer connects ideas with transition words, and uses precise words that best help readers to paint vivid pictures in their minds.

Sentence Structure / Fluency The writer crafts fluent sentences that hold the reader's interest. Reading the report aloud is pleasant.

Conventions The report is generally free of errors.

Persuasive Letter Score: 1 Point

Mayor,

I'm thinking a basketball court, tennis court and maybe even a pool. The little kids having their playground with swings and slides already. Now something for kids my age. When I go on vacation, I always swim and plays tennis.

If there is extra land thats what we shud use it for. What we need is a new sports centur. Don't make a shopping mall because we already got that. On Sunrise Ave.

A new sports centur a good idea because kids need somewhere to play thats clean and safe. The old tennis court so cracked and small anyway, besides by the gas station. In my cowsin's town, a really nice sports centur built last year.

Just where is it suposed to be anyway?

Sinserly,
Devin B.

Ideas and Content / Genre The writer tries to state an opinion, but it is not clearly presented and personal feelings are not indicated strongly.

Organization and Focus The writer's reasons for the opinion are missing, or they are presented in no logical order. There is some extraneous information.

Voice The writer makes a limited effort to engage the audience.

Word Choice Word choice is imprecise, and the letter lacks persuasive language and opinion words.

Sentence Structure / Fluency The writer uses sentence fragments, run-ons, incomplete sentences, or otherwise confusing sentences.

Conventions There are repeated errors in spelling, grammar, punctuation, or usage. Some standard parts of the letter form may be missing. In this case, the writer's address, the date, and a more complete salutation are needed.

Persuasive Letter Score: 2 Points

600 Main St. SW
Roanoke, VA 24015
November 14, 20–

Dear Mr. Martin

I think we need a ice skating rink. One where you could skate indoors all year around. Ice skating is a great sport. It is very healthy and fun. Roller skating is also fun.

It would be great to have the rink for the exersise. The best kind is where its fun. Not like push ups or running around the field for my gym class. I'm always reading about how children today don't get enough exersise.

Also if we had a ice skating rink, it would be something to do. After school and on weekends. Also it would be very good for parties and for friends to meet each other there. My last birthday party we had at a pizza restawrant.

So let's use the land like this. It's a terific idea!

*Sincerely,
Lena T.*

Ideas and Content / Genre The writer attempts to communicate an opinion, but does not state it clearly enough to convince readers.

Organization and Focus The reasons are not always presented in a logical order, and the strongest reason does not appear last. There are lapses in focus with the inclusion of irrelevant details.

Voice The writer's opinion is not communicated strongly enough, and personal feelings are not conveyed well.

Word Choice The writer uses few opinion words, and those chosen are weak.

Sentence Structure / Fluency Most of the writer's sentences follow the same pattern. The text is choppy and distracting.

Conventions The writer makes some errors in spelling, grammar, punctuation, and usage.

Persuasive Letter Score: 3 Points

50 E Main Ave.

Bismarck, ND 58501

June 12, 20–

Dear Ms. Holloway

I strongly suggest that our community uses the open land to create a nature preserve. The town already has many stores, movie theaters, a mall, and everything a person could need. What about what animals need?

If we turn this land into just another shopping center or giant movie theater, we will lose something even more important, wild land where birds and animals are safe. There are more and more people needing shelters, and less and less free land. What a shame! The country was once a beautiful place, but that is less true every year.

Also, as some of us have seen, problems can start when all the open land is use by people. Wild animals can wander into people's backyards searching for food. I read about this in a magazine. There can be clashes, sometimes dangerous, between animals and people. Children have been attacked by coyotes. Bears have been seen pawing through trash cans.

That is because we are not leaving enough of their natural habitat. By cutting down trees and clearing land, we are taking away the food these animals usually eat. This could indanger animals in the long run.

So let us use this land as a place where animals can live safely. One day, we will be glad that there are still some wild places to see.

Sincerely,

Tad G.

Ideas and Content / Genre The letter presents a clear opinion with reasons that are supported by explanations and facts.

Organization and Focus The writer presents the reasons for his or her opinion in a logical order.

Voice The writer addresses the audience in his or her own voice, and makes his or her personal opinions evident.

Word Choice The writer uses several well-chosen opinion words.

Sentence Structure / Fluency The writer forms a variety of sentences using different constructions.

Conventions The letter includes only minor errors in spelling, grammar, punctuation, and usage.

Persuasive Letter Score: 4 Points

50 W. Broadway
Anaheim, CA 92802
April 8, 20–

Dear Councilman Hernandez,

Picture yourself strolling along a winding path. Bees buzz on a warm day, zooming among blossoms. Everywhere you look are bright, fragrant flowers. It is like a wonderful dream, only it is a real flower garden.

We live surrounded by traffic, pavement, and buildings that block out the sky. If there are birds chirping, unpleasant noises drown them out. I believe we need a place of beauty and calm in our daily lives.

A flower garden is also a place where we can learn about nature. We can begin to identify different plants and blooms. Classes can take tours. We can sketch what we see and turn nature into art.

Some will say that this open land is just perfect for a new mall or other building. I say let's create that garden where anyone can walk, sit on a bench and read in the sunshine, or maybe just dream. It will be a safe place where families can relax and friends can meet.

I believe many people besides myself would get satisfaction if such a garden existed. So instead of heaping more concrete on the land, let's make way for a garden that gives something back to our earth.

Sincerely,
DeShaun P.

Ideas and Content / Genre The letter presents a focused, clear opinion with several convincing reasons. It includes explanations, facts, and examples to support the reasons.

Organization and Focus The writer outlines the reasons for an opinion in a logical order, the strongest reason appearing last.

Voice The writer expresses a strong personal opinion and uses a uniquely personal tone to engage the audience.

Word Choice The writer uses a variety of precise opinion words that effectively persuade the reader.

Sentence Structure / Fluency The writer incorporates a variety of sentence types that flow naturally. He or she has included sentences that begin in different ways.

Conventions The letter is free, or almost free, from mechanical, grammatical, and spelling errors.

Writing to a Picture Prompt

Students are sometimes asked to write about a picture instead of just responding to a writing prompt. The student will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

Use the picture prompts as additional writing practice or to help students prepare for writing tasks on standardized tests.



Instruct students to do the following:

Before Writing

1. Look closely at the picture. Think about what is happening in the picture.
2. Ask yourself questions about the picture:
 - Where and when are the events shown in the picture taking place?
 - Who or what is in the picture? What are they doing?
 - Can you tell what is happening? What event may have happened prior to this one? What do you think might happen next?
3. You can use a graphic organizer to organize your ideas before you begin to write. You can also make an outline, create an idea web, or do other prewriting work.

During Writing

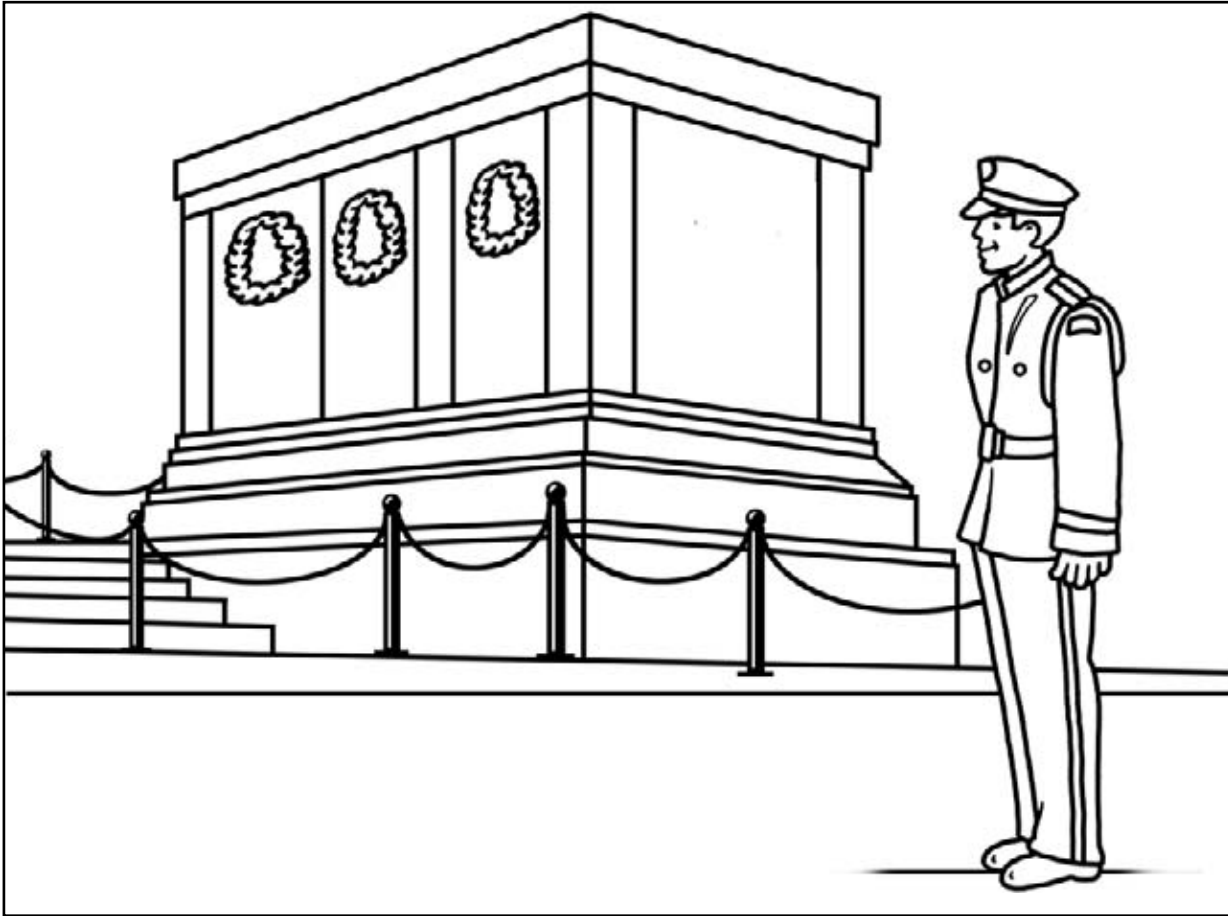
Use a graphic organizer, or other prewriting work, to write about what is happening in the picture.

After Writing

1. Use the Writer's Checklists, pages 158–164, to help you check your writing.
2. Proofread your writing using Proofreading Marks, page 166.

Name _____

Write to a picture prompt. The picture shows the tomb of the Unknowns, a memorial to American soldiers of four wars. Think about what it would be like to visit a war memorial. Then write a story about visiting a war memorial.



Writing Tips

- Use a graphic organizer to plan your ideas.
- Write your story on lined paper.
- Support your writing by focusing on the theme.
- Use a variety of sentence structures.
- Review and edit your story as needed.

Name _____

Write to a picture prompt. Suppose you are hiking with the boy in the photograph. Think about the things you would want to bring on the hike. Now write to explain what you would bring on the hike.



Writing Tips

- Use a graphic organizer to plan your writing.
- Write your story on lined paper.
- Support your ideas by giving reasons or using more details.
- Combine sentences to add variety and show emotion.
- Review and edit your story as needed.

Name _____

Write to a picture prompt. Look at the photograph. Think about someone who photographs coyotes and other animals in the wild. Now write a story about someone's experiences photographing animals in the wild.



© Macmillan/McGraw-Hill



Writing Tips

- Use a graphic organizer to plan your ideas.
- Write your story on lined paper.
- Support your story by giving reasons or using more details.
- Choose words that help readers understand your ideas.
- Review and edit your story as needed.

Name _____

Write to a picture prompt. Suppose you saw this photograph in a newspaper. The photograph shows the effects of a tornado. Think about how people could help this community. Now write to tell what people could do to help others after a tornado.



Writing Tips

- Use a graphic organizer to plan your writing.
- Write on lined paper.
- Support your ideas by giving reasons or using more details.
- Choose words that help readers understand your ideas.
- Review and edit your writing as needed.

Name _____

Write to a picture prompt. This picture shows a pet robot. Think about reasons why having a pet robot is a good idea. Write to explain why having a pet robot is a good idea.



© Macmillan/McGraw-Hill



Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write on lined paper.
- Support your ideas by giving reasons or using more details.
- Choose words that help others understand what you mean.
- Review and edit your writing.

Name _____

Write to a picture prompt. Look at the photograph below. Suppose some money becomes available to help your community. Think about what would be the best use of the money. Now write your opinion of how best to use available money to help your community.



Writing Tips

- Use a graphic organizer to plan your writing.
- Write your essay on lined paper.
- Support your ideas by giving reasons or using more details.
- Use a variety of sentence structures and consistent verb tenses.
- Review your writing and edit as needed.

Unit 1 • Taking a Stand



Research Process

- ☐ Did you develop the topic with facts, details, examples, and explanations?
- ☐ Did you research and take good notes?
- ☐ Did you create a pamphlet showing your information?

Presenting Speaking

- ☐ Did you practice your presentation?
- ☐ Did you frame questions to direct your investigation?

Representing

- ☐ Did you display your pamphlet for everyone to see?
- ☐ Did you clarify your spoken ideas?

Unit 2 • The American West

© Macmillan/McGraw-Hill

Research Process

- ☐ Did you use text features?
- ☐ Did you compare details?
- ☐ Did you draw conclusions from your sources?

Presenting Speaking

- ☐ Did you select a clear focus and establish your topic?
- ☐ Did you organize ideas in a logical sequence, including an opening, supporting details, and a closing statement?
- ☐ Did you support your main idea with details and examples?
- ☐ Could you answer audience questions?

Representing

- ☐ Did you use visuals to clarify your spoken ideas?
- ☐ Did your audience find your visuals helpful?

Unit 3 • Using Your Wits

Research Process

- ☐ Did you research and take good notes?
- ☐ Did you develop the topic with details and explanations?
- ☐ Did you tell what you think and feel?

Presenting

Speaking

- ☐ Did you emphasize points so listeners could follow the information?
- ☐ Did you include an opening, details, examples, and closing statement?
- ☐ Did you hold your audience's attention?

Representing

- ☐ Did you make note cards?
- ☐ Did you include visuals that clarified your spoken ideas?

Unit 4 • Team Up to Survive

Research Process

- ☐ Did you identify questions and events to research?
- ☐ Did you use a variety of sources?
- ☐ Did you think about the best way to use media in presenting?

Presenting

Speaking

- ☐ Did you select a focus, organizational structure, and point of view?
- ☐ Did you establish a controlling idea?
- ☐ Did you develop the topic with facts and explanations?

Representing

- ☐ Did you include a variety of media as well as notes?
- ☐ Did your visuals show important ideas or details?

Unit 5 • Investigations



Research Process

- ☐ Did you take organized notes?
- ☐ Did you cite all sources?

Presenting

Speaking

- ☐ Did you include an introduction, body, and conclusion?
- ☐ Did you speak clearly and use expressions and gestures?

Representing

- ☐ Were your visuals easy to see?
- ☐ Did your audience seem to enjoy your visuals?
- ☐ Did your visuals have a focus?
- ☐ Did you make supported inferences and draw conclusions?

Unit 6 • Changes

Research Process

- ☐ Did you research a life-changing event?
- ☐ Did you skim and scan to locate information?
- ☐ Did you evaluate sources, take notes, and cite sources?

Presenting

Speaking

- ☐ Did you practice your presentation?
- ☐ Did you use an organized structure?
- ☐ Did you include details and examples?

Representing

- ☐ Did you plan and develop a multimedia presentation?
- ☐ Did you choose and justify your media choices?
- ☐ Did you select a wide variety of media?

Good Listening and Speaking Habits

In our classroom we:

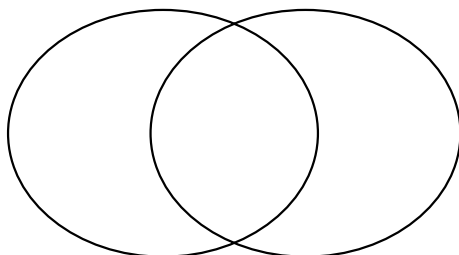
- Follow class procedures and rules
- Respect other people's feelings and ideas
- Speak clearly, adding expressions and gestures, so that others are interested
- Listen to one another thoughtfully
- Take turns speaking
- Do not criticize people because of their ideas
- Ask questions to bring out more information
- Answer questions thoughtfully and offer more information
- Do our best and encourage others to do their best
- Work collaboratively in small groups so that everyone can learn

Some of our goals:

- Interpret verbal and nonverbal communication
- Give oral presentations with focus, organization, and point of view
- Identify persuasive techniques

Graphic Organizers

Venn Diagram



212

Two-Column Chart (Four Rows)

216

Main Idea Chart

213

Two-Column Chart (Five Rows)

217

Two-Column Chart

214

Two-Column Chart (Six Rows)

218

Generalization Table

215

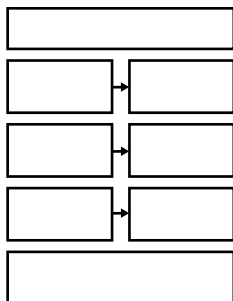
Cause and Effect Chart

	→
	→
	→
	→
	→

219

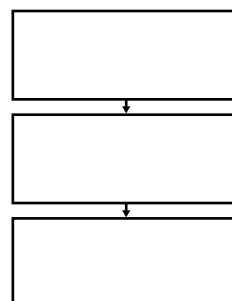
Graphic Organizers

Problem and Solution Map



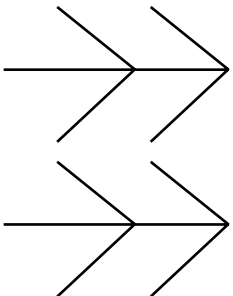
220

Sequence Map (Three Events)



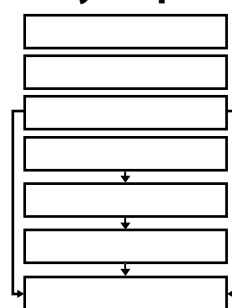
224

Conclusion Arrows



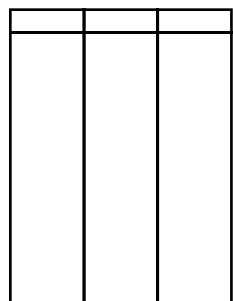
221

Story Map



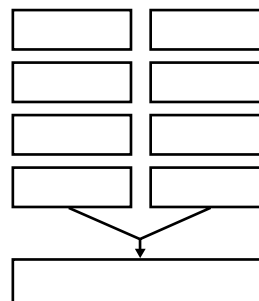
225

Know and Inference Chart



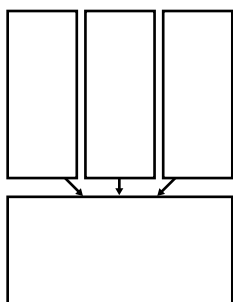
222

Character Map



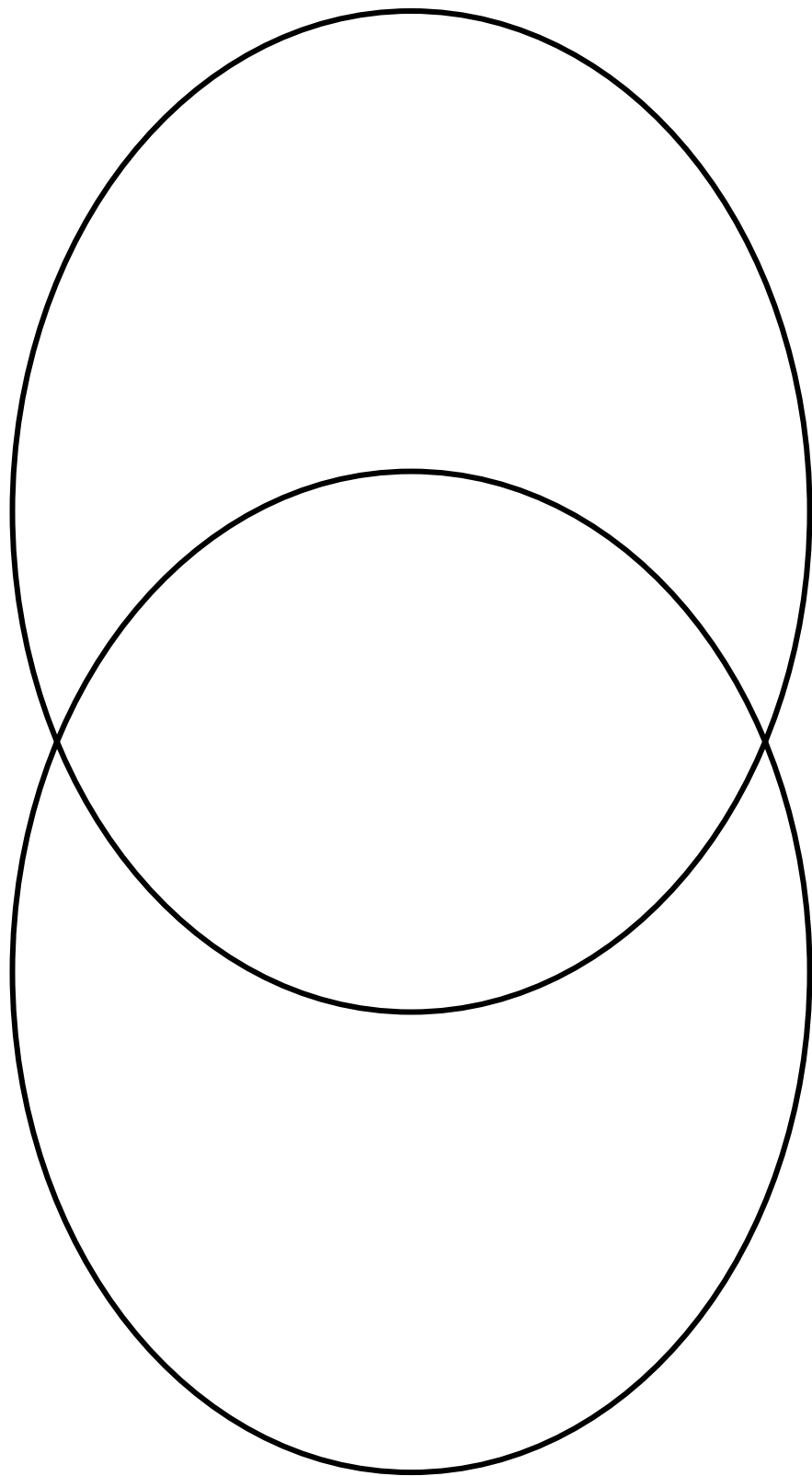
226

Detail and Main Idea Map



223

Name _____ Date _____



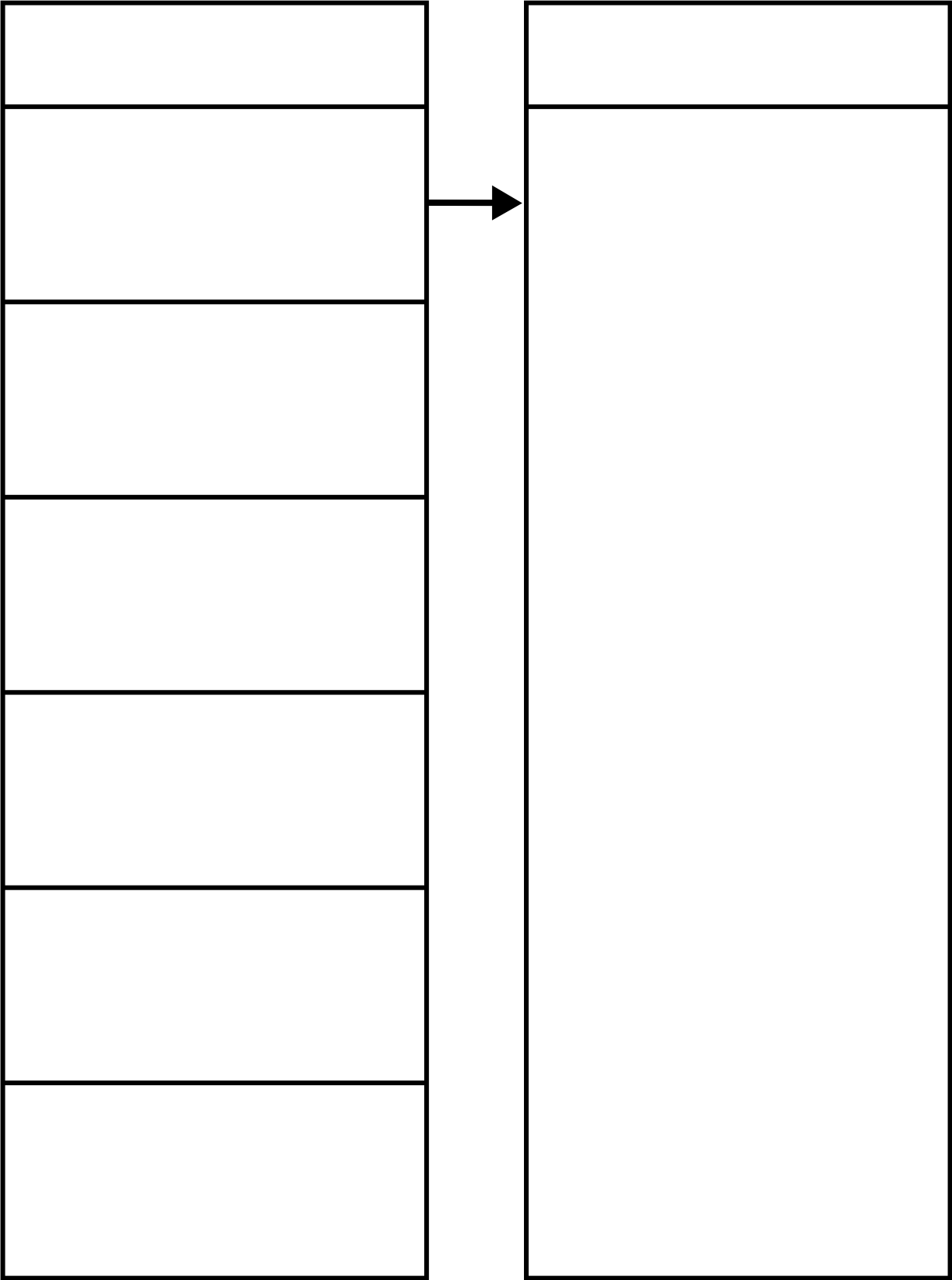
Name _____ Date _____

Main Idea	Details

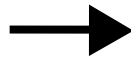
Name _____ Date _____

Information from Text	
Signal Words	
Prior Knowledge	
Generalization	

Name _____ Date _____



Name _____ Date _____



Name _____ Date _____

Problem

Attempt



Outcome

Attempt



Outcome

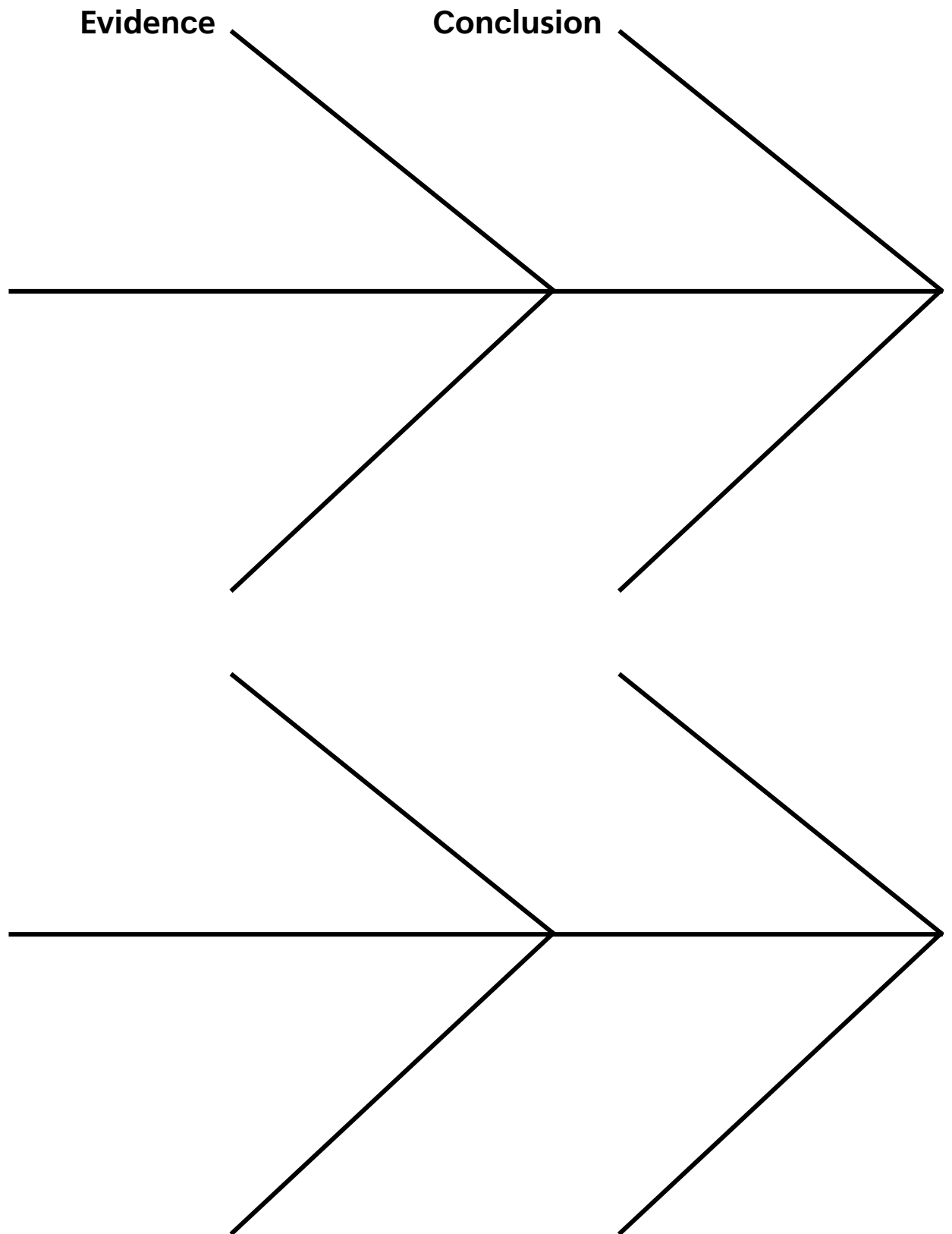
Attempt



Outcome

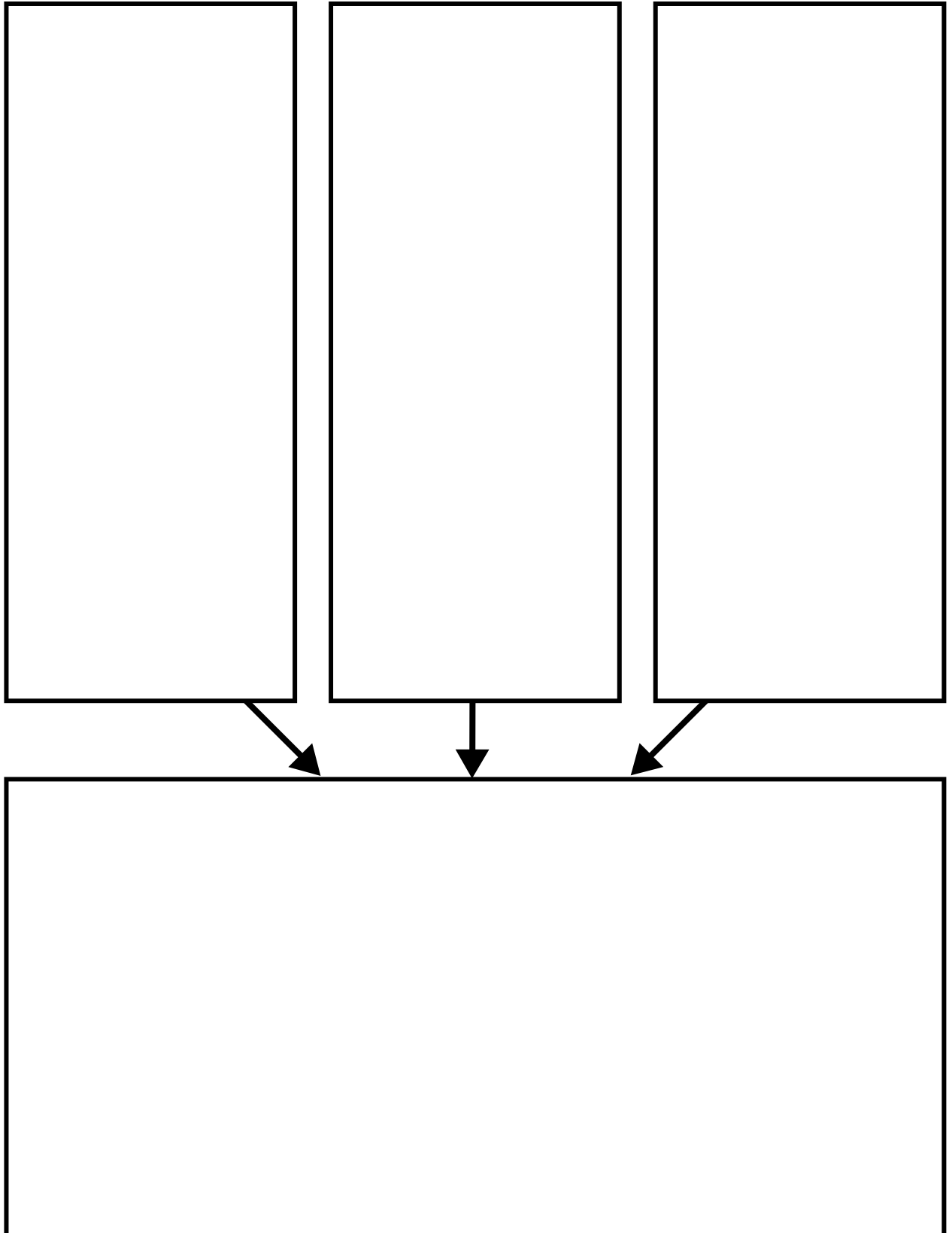
Solution

Name _____ Date _____



Text Clues	What You Know	Inferences

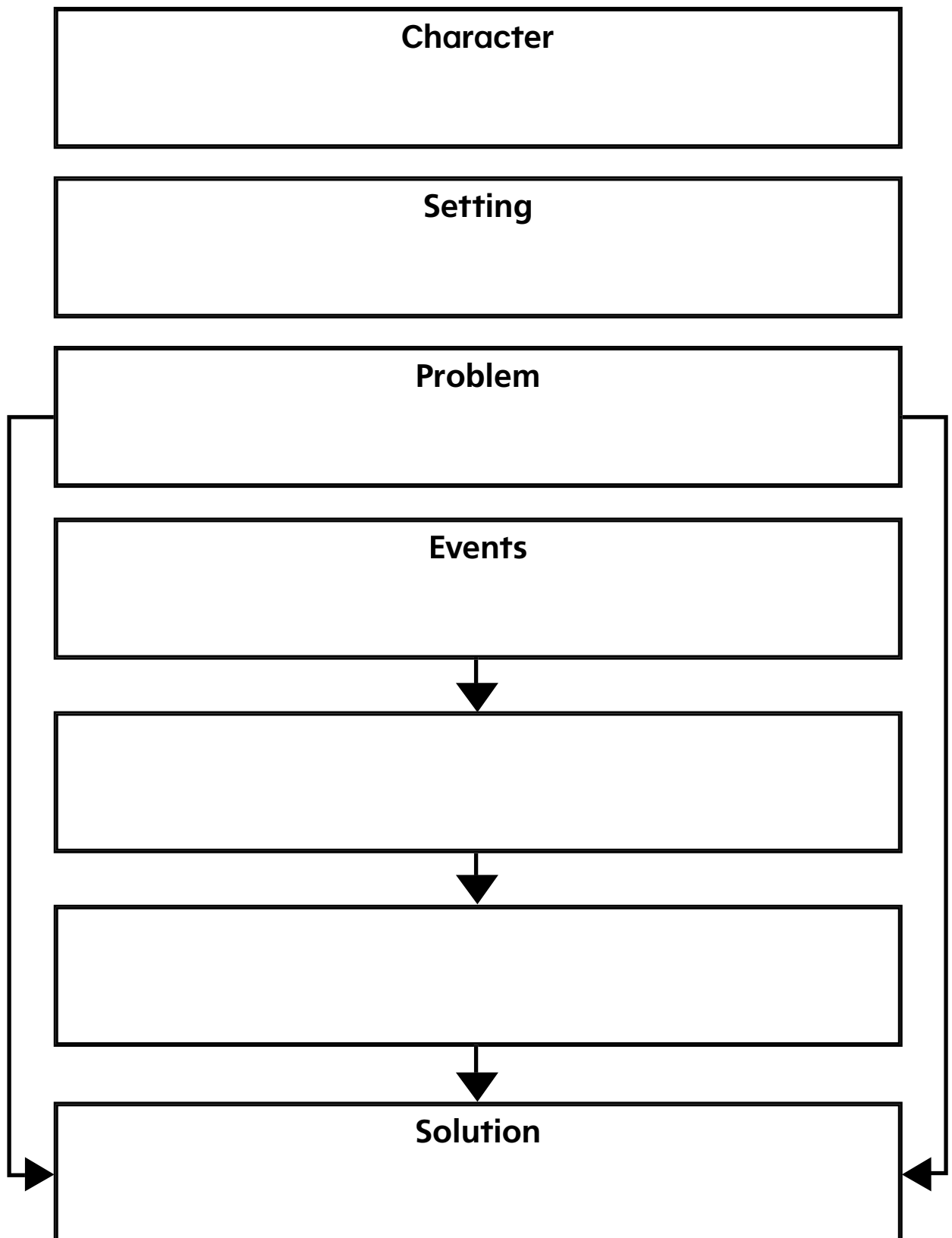
Name _____ Date _____



Name _____ Date _____



Name _____ Date _____

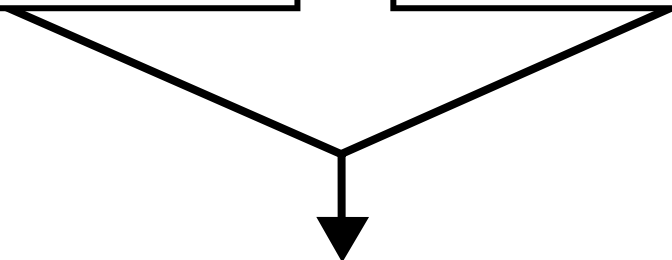


Name _____ Date _____

**What Does
the Character
Do and Say?**



**What Happens
to the
Character?**



FOLDABLES[®]

by Dinah Zike

What are Foldables[®]?

Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing.

Why use Foldables[®]?

Not only do Foldables reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning.



Dear Teacher,

A Foldable is a three-dimensional, student-made (and/or teacher-made) interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information either before, during, or after reading. In this section of the *Teacher's Resource Book*, you will find instructions for making Foldables, as well as ideas on how to use them to reinforce and practice phonics, vocabulary, spelling, and comprehension skills.



In this section, you will find Foldables to help you

- replace photocopied activity sheets with student-generated print
- present content and skills in a clear, visual, kinesthetic format
- incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences
- assess student progress and learning levels
- immerse students in new and previously learned vocabulary and reading skills
- teach students unique ways to make study guides and practice materials, and
- provide students with a sense of ownership in their learning.

I am excited to hand these Foldable ideas and activities over to you and your students. Have fun using, adding to, and amending them to meet individual needs.

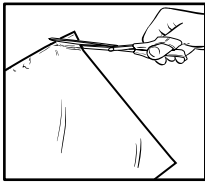
Sincerely,

A handwritten signature in cursive script that reads "Denise Fike".

Creating and Storing Foldables®

As you use the Foldables outlined in this *Teacher's Resource Book*, discuss with students how they can adapt them to make their own Foldable learning and study aids. Teach students to write—titles, vocabulary words, concepts, skills, questions, main ideas—on the front tabs of their Foldables. By doing this, key concepts are viewed every time a student looks at a Foldable. Foldables help students focus on and remember the information presented without being distracted by other print. Remind students to write more specific information—supporting ideas, examples of a concept, definitions, answers to questions, observations—under the tabs.

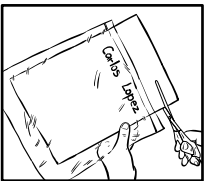
Turn one-gallon freezer bags into student portfolios and storage containers for Foldables.



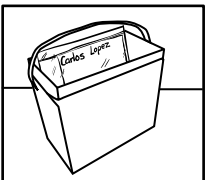
Cut the bottom corners off each bag so they won't hold air and will stack and store easily.



Write student names across the top of the plastic portfolios with a permanent marker and cover the writing with two-inch clear tape to keep it from wearing off.



Place a piece of cardboard inside each portfolio to give it strength and to act as a divider.



Store Foldables in a giant laundry soap box. Or, students can carry their portfolios in a three-ring binder if you place a strip of two-inch clear tape along one side and punch three holes through the taped edge.

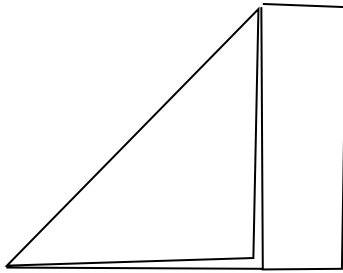
FOLDABLES® in this section

Basic Shapes.....	231
Accordion Book	232
Standing Cube.....	234
Large Word Study Book.....	236
Layered Book	238
Four-Door	240
Two- and Three-Tab	242
Four- and Eight-Tab	245
Matchbook and Portfolio	248
Shutter	250
Pyramid	252
Two- or Three-Pocket	254
Folded Tables and Charts	256
Foldables Correlated to Reading Skills.....	258

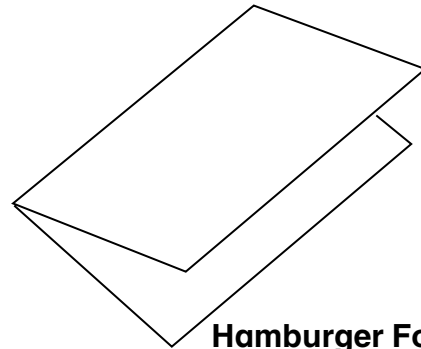
Basic Shapes

by Dinah Zike

These figures illustrate the basic folds that are referred to throughout the following section of this book.



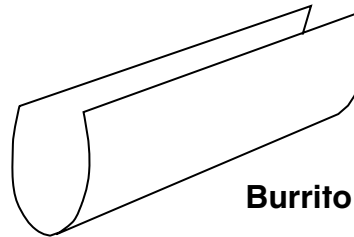
Taco Fold



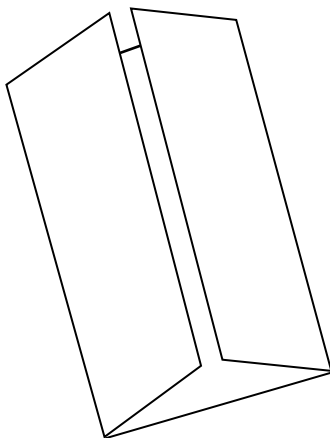
Hamburger Fold



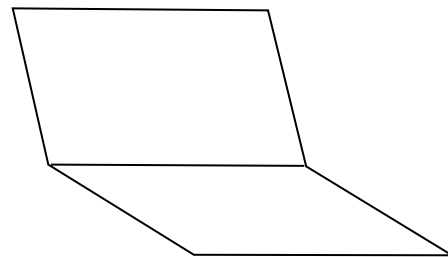
Hot Dog Fold



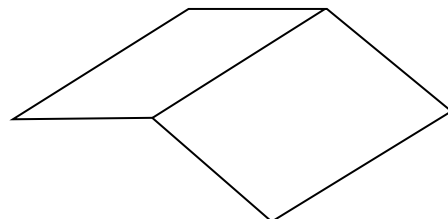
Burrito Fold



Shutter Fold



Valley Fold



Mountain Fold

Using the Accordion Book Foldable®

by Dinah Zike

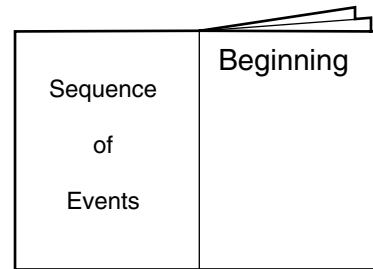
Vocabulary and Vocabulary Strategy Applications

Use this Foldable to create vocabulary books that record examples and explanations on topics such as:

- word parts
- prefixes and suffixes
- using context clues
- using a dictionary

Comprehension Application

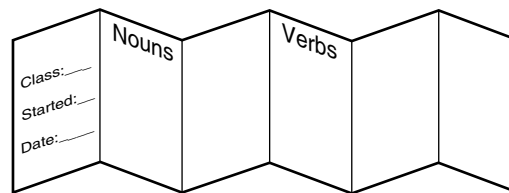
This Foldable is perfect for post-reading skills application. Use the book to record text sequence (first, next, last) or plot sequence (beginning, middle, end). Try color-coding each section so students can see the sequence clearly.



Students may wish to use this Foldable for publishing their own stories.

Grammar Application

Like the vocabulary strategy applications above, the accordion book can be used to collect and share grammar skills such as:



- nouns (proper nouns, common nouns)
- action verbs
- adjectives



Display in a workstation, center, or library corner. Store by slipping it into a binder.

Accordion Book Foldable® Directions

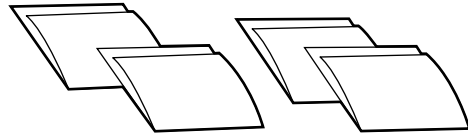
by Dinah Zike

Materials:

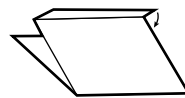
- several sheets of 11" × 17" paper
- glue

Directions:

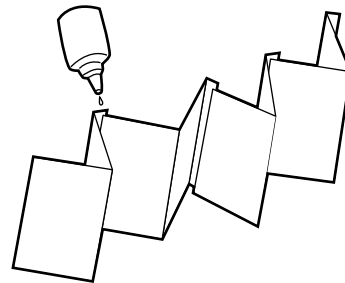
1. Fold each sheet of paper like a hamburger, but fold one side half an inch shorter than the other side. This will form a tab that is half an inch long.



2. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper. (In other words, fold it the opposite way.)



3. To form an accordion, glue a straight edge of one section into the valley of another section's tab.



Tips!

Before gluing, stand the sections on end to form an accordion. This will help you see how to glue the sections together. Use different colors of paper to indicate sections of the book. Always place the extra tab at the back of the book so you can add more pages later.

Using the Standing Cube Foldable®

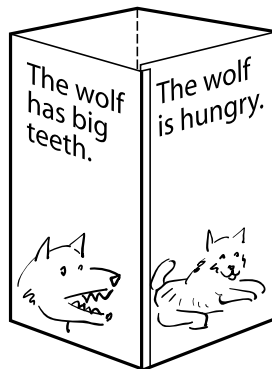
by Dinah Zike

Vocabulary Application

Use the Foldable for developing vocabulary concepts with students. Each side of the cube can show information about a word, such as its definition, example sentences, an illustration, and so on.

Comprehension Application

Have students work in small groups to create a Foldable about a story character they are studying. Each side of the Foldable should illustrate or tell about character traits.



Grammar Application

Use the Foldable to collect and share types of nouns or adjectives.



Standing Cube Foldable® Directions

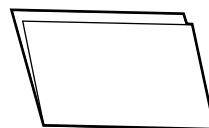
by Dinah Zike

Materials:

- two sheets of 11" × 17" paper
- glue

Directions:

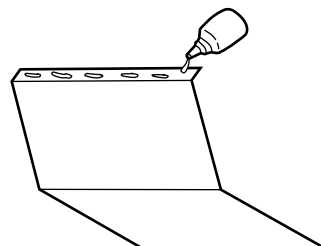
1. Fold each sheet like a hamburger, but fold one side one-half inch shorter than the other side.



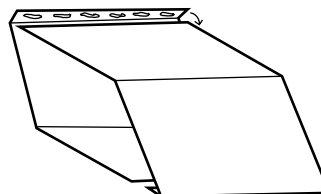
-
2. Fold the long side over the short side on both sheets of paper, making tabs.



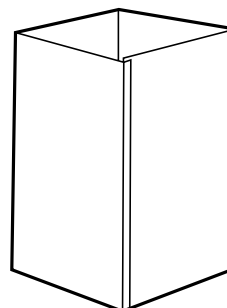
-
3. On one of the folded papers, place a small amount of glue along the tab, next to the valley but not in it.



-
4. Place the non-folded edge of the second sheet of paper square into the valley and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.



-
5. Allow the glue to dry completely before continuing. After the glue has dried, collapse the cube flat to write or draw on each side.

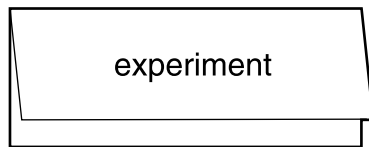


Using the Large Word Study Book Foldable®

by Dinah Zike

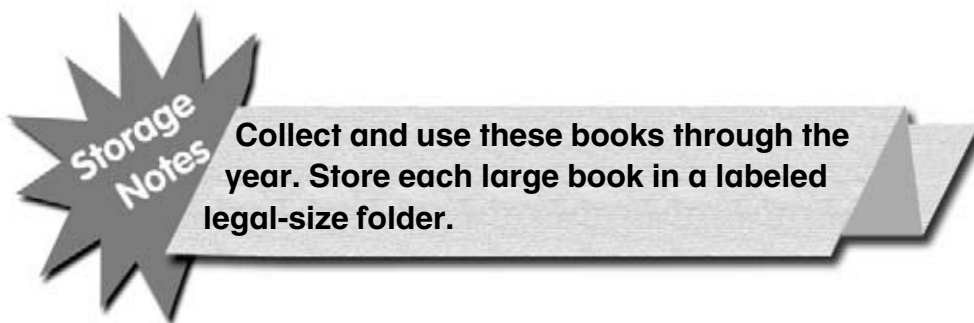
Vocabulary and Phonics/Spelling Applications

With a small group, make a Foldable for vocabulary word study/review. Display the book in a workstation for repeated review. The size and the format also make it easy for you and students to use them as lap flashcards.



a test to see how something works
The scientist did an experiment to see what kind of food mice prefer.

Students can make individual books using this Foldable.



Large Word Study Book Foldable® Directions

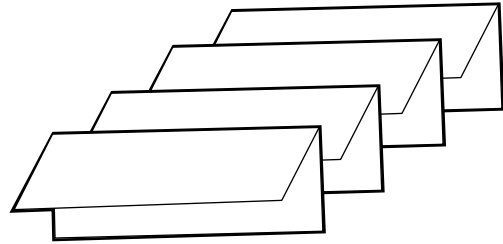
by Dinah Zike

Materials:

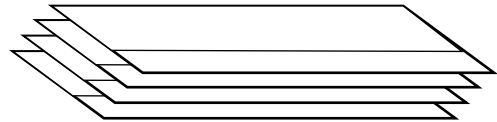
- several sheets of 11" × 17" paper (one sheet for each word studied)
- stapler

Directions:

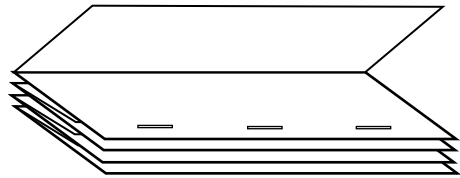
1. Fold each sheet like a hot dog, but fold one side one inch shorter than the other side.



2. Stack the sheets so the folds are side by side.



3. Staple sheets together along the tabbed end (the bottom of the pages).



You can make a large word study book as an aid for vocabulary or spelling word lists. On the front of each tab, write a vocabulary or spelling word. Open the tab and write the definition and a sample sentence.

Use this Foldable to _____

Using the Layered Book Foldable®

by Dinah Zike

Vocabulary Application

Have students create this Foldable to help them review vocabulary words. Have them write a word on each tab and then flip the tab to write the definition. The same thing can be done with antonyms and synonyms.

Phonics/Spelling Application

A review/study guide of letter sounds and word parts can be done with this Foldable. For example:

- Short vowels
- Long vowels
- Prefixes and suffixes
- Base words

Base Words
strong
fast
high
small

Comprehension Application

Use the Foldable to aid in the following skills reinforcement:

- Character study (one tab per story character)
- Summarize
- Generating Questions

Mother to Tigers
Why did she like tigers?
How did she care for them?
What was the most challenging?
When did the cubs go to the zoo?

Study Skills and Grammar Applications

This Foldable can be used to review/reinforce concepts studied.

Layered Book Foldable® Directions

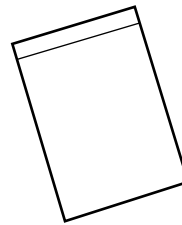
by Dinah Zike

Materials:

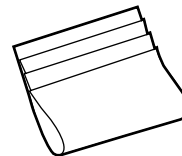
- two sheets of $8\frac{1}{2}'' \times 11''$ paper
- glue

Directions:

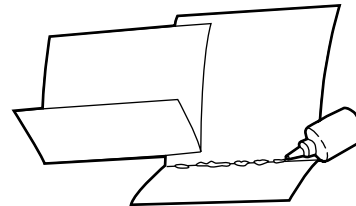
1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.



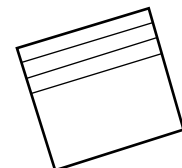
2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.



3. When all tabs are an equal distance apart, fold the papers and crease well.



4. Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.



Tip! *If you need more layers, use additional sheets of paper. Make the tabs smaller than one inch.*

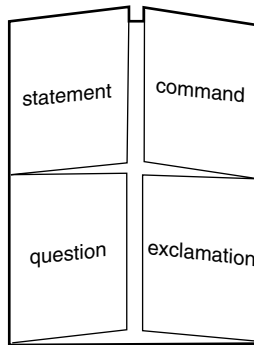
Use this Foldable to _____

Using the Four-Door Foldable®

by Dinah Zike

Grammar Application

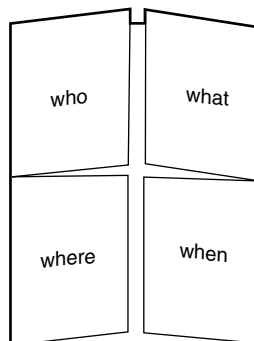
Use this Foldable for information occurring in four categories. Have students create study guides and review grammar concepts such as four types of sentences. They may label each door with a type of sentence, then define each type and provide an example inside each door.



Comprehension Application

When students are reading a selection, they can use this Foldable to record and store information for summarizing. Have students write descriptions and include illustrations inside the four doors. Guide them to choose four categories of information. For example:

- who, what, when, where
- what, where, when, why/how
- character, plot, setting, conflict and resolution



Four-Door Foldable® Directions

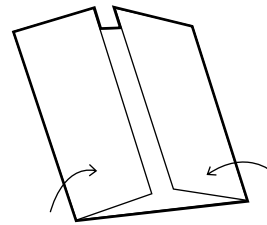
by Dinah Zike

Materials:

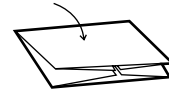
- sheet of 11" × 17" paper
- scissors

Directions:

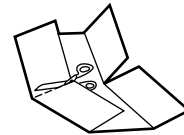
1. Make a shutter fold.



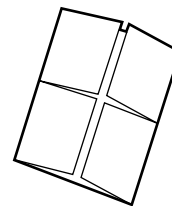
2. Fold the shutter fold in half like a hamburger. Crease well.



3. Open the folds and cut along the inside valley fold lines.



4. These cuts will form four doors on the inside of the book.



Use this Foldable to _____

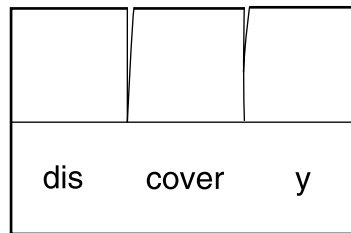
Using the Two- and Three-Tab Foldable®

by Dinah Zike

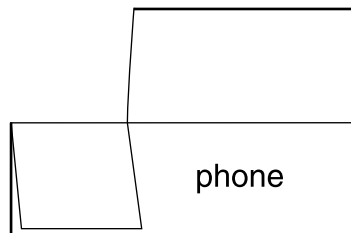
Phonics/Spelling Application

Several options adapt this Foldable for prefix, base word, suffix study and practice.

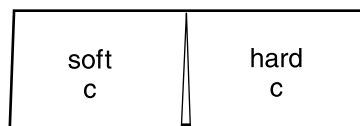
Use the Three-Tab Foldable to help students with word parts and syllabication. Open the tabs and write a base word in the center. Have students practice decoding words.



Another option is to cut only one of the valleys (see p. 244) so that the Foldable has two tabs of unequal size. Open the two tabs and write a base word on the bottom paper so that one word part is shown in each box. For further practice with pronunciation and word identification, fold the tabs over to make another word.



A third option is to make a two-tab variation. Use it to compare two different phonic/spelling elements such as soft *c* and hard *c*, vowel spellings, or word parts.



Directions and diagrams appear on page 244.

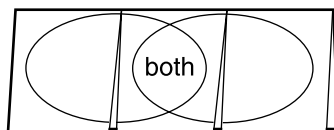
Using the Two- and Three-Tab Foldables® *continued*

by Dinah Zike

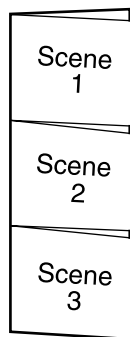
Comprehension Application

Use large poster board and choose a vertical or horizontal orientation to adapt the Three-Tab Foldable. Use it to create the following graphic organizers:

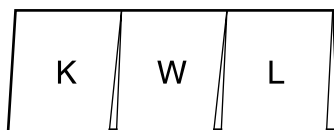
- Venn Diagram



- Story Map



- K-W-L Chart



- Nonfiction text organizer

Directions and diagrams appear on page 244.

Two- and Three-Tab Foldables® Directions

by Dinah Zike

Materials:

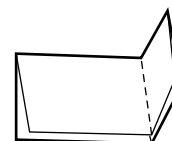
- one 8½" × 11" sheet of paper or large poster board
- scissors

Directions:

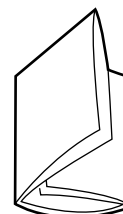
1. Fold the sheet like a hot dog.



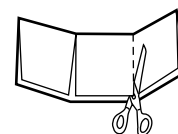
2. With the paper horizontal and the fold of the hot dog at the top, fold the right side toward the center, to cover one half of the paper.



3. Fold the left side over the right side to make three sections.



4. Open the right and left folds. Place one hand between the two thicknesses of paper and cut up the two valleys so there are three tabs.



Options:

- Cut only one of the valleys so the Foldable has two tabs of unequal size.
- Use large poster board to make a Foldable on which you can record more information.

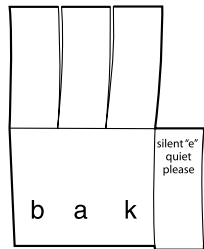
Use this Foldable to _____

Using the Four- and Eight-Tab Foldable®

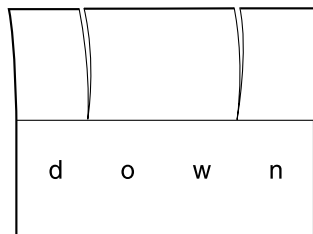
by Dinah Zike

Phonics/Spelling Application

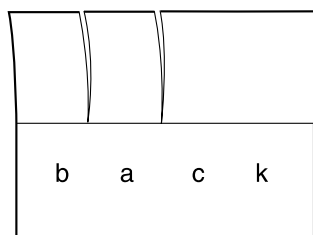
Adapt the Four-Tab Foldable to review digraphs, blends, and vowel variant letter-sounds. Open the tabs and write a CVCe word on the bottom paper so that one letter is shown in each box. Have students practice identifying words.



Another option is to make the Foldable with three tabs. At step 3 (see page 247), cut only the first and the third creases so that the middle tab is twice the size of the other two tabs. Open all three tabs and write a CVVC word on the bottom paper so that one letter is shown in each box and so that the middle two letters will be hidden by the middle tab.



Or, cut only the first and second tabs and write a word that ends with double letters.



Directions and diagrams appear on page 247.

Foldables

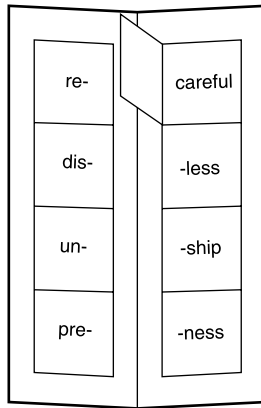
Using the Four- and Eight-Tab Foldable® *continued*

by Dinah Zike

Vocabulary and Phonics/Spelling Applications

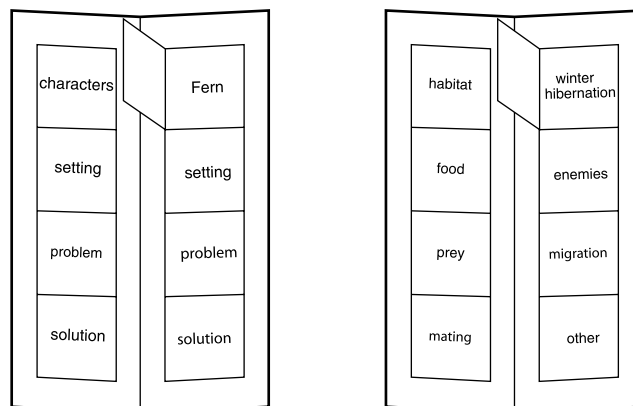
Use the Eight-Tab Foldable to study and review spelling or vocabulary words. For instance, have students do a cumulative study of one of the following:

- phonic elements such as blends and digraphs
- suffixes and prefixes



Comprehension Application

The Eight-Tab Foldable is an ideal tool for comparing two texts. Have students use the tabs to compare and contrast four elements: characters, setting, problem, solution. The Foldable is also helpful for summarizing nonfiction.



Four- and Eight-Tab Foldable® Directions

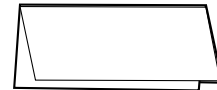
by Dinah Zike

Materials:

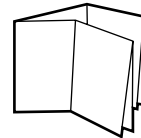
- one 8½" × 11" sheet of paper
- scissors
- add these for the Eight-Tab Foldable:*
- another 8½" × 11" sheet of paper
- one large sheet of construction paper
- glue

Directions:

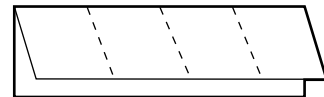
1. Fold a sheet of paper into a hot dog.



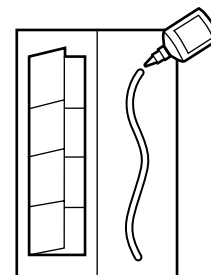
2. With the paper horizontal and the fold of the hot dog at the top, fold the hot dog into four vertical sections.



3. Open these folds. Place one hand between the folded hot dog and cut up the three fold lines so there are four tabs.



4. To make the Eight-Tab Foldable, follow steps 1-3 with a second sheet of paper. Then fold the construction paper like a hot dog. Open the construction paper. Glue the tabbed hot dogs to the inside so they open like the pages of a book.



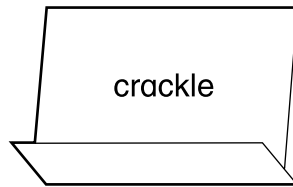
Use this Foldable to _____

Using the Matchbook Foldable® and Portfolio

by Dinah Zike

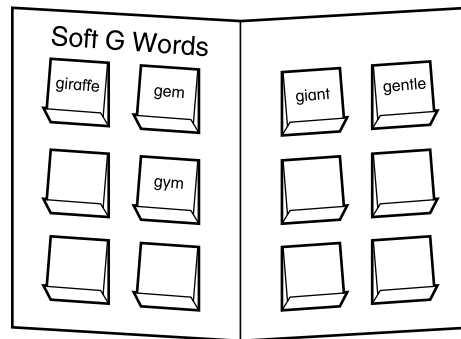
Vocabulary Application

With students, create Foldables for weekly vocabulary. Write the vocabulary word on the front. Have students write a sentence for the inside.



Phonics/Spelling Application

Use the Foldable for review of phonics and/or spelling words.



Comprehension Application

This Foldable works for reinforcing skills such as:

- Cause and effect
- Making predictions

Study Skills Application

If students are studying a list such as state capitals or even multiplication tables, the portfolio is a great small group or whole class review tool.

Matchbook Foldable® and Portfolio Directions

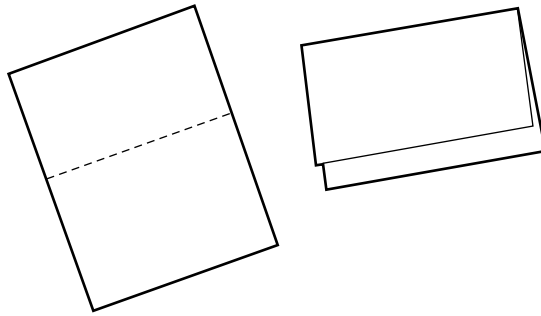
by Dinah Zike

Materials:

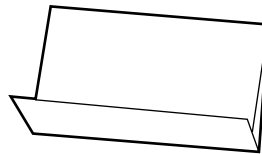
- several sheets of $8\frac{1}{2}'' \times 11''$ paper
- poster board
- scissors
- glue

Directions:

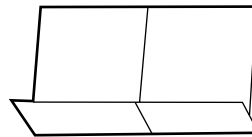
1. Fold each sheet like a hamburger, but fold it so that one side is one inch longer than the other side.



-
2. Fold the one-inch tab over the short side to form an envelope-like fold.



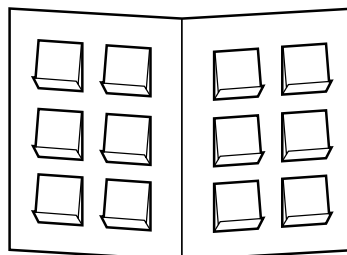
-
3. Fold each hamburger in half. Cut along the fold line.



-
4. Fold the poster board like a hamburger.



5. Use the small hamburgers to record information. Glue them onto the inside of the poster board.



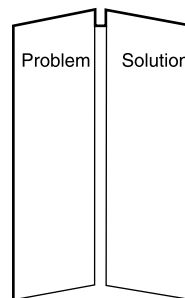
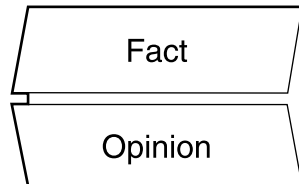
Using the Shutter Foldable®

by Dinah Zike

Comprehension Application

There are many ways to use the Shutter Foldable to review and study comprehension skills. Larger paper can be used so that a small group or a class can create one of these for literacy study. Consider having students retell or summarize the story on the middle inside panel. Then have them use the outer panels to analyze the following:

- Facts and Opinions (for nonfiction)
- Cause and Effect
- Before and After
- Fantasy and Reality
- Pros and Cons (for persuasion)
- Problem and Solution
- Compare and Contrast



Large Shutter Foldables can be stored in an empty (and clean!) pizza box.

Shutter Foldable® Directions

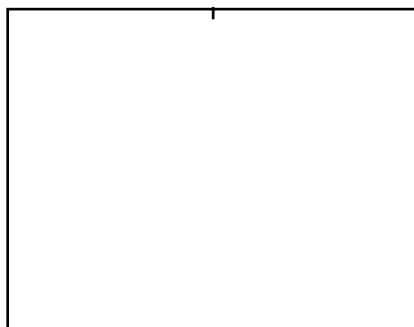
by Dinah Zike

Materials:

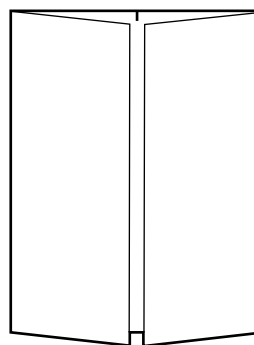
- $8\frac{1}{2}" \times 11"$ paper

Directions:

1. Begin as if you are going to make a hamburger fold, but instead of folding the paper, pinch it to show the midpoint.



2. Open the sheet. Fold both of the outside edges in to touch the middle mark.



Use this Foldable to _____

Using the Pyramid Foldable®

by Dinah Zike

Use this Foldable with data occurring in threes.

Vocabulary Application

The Pyramid Foldable can be used to sort and review concepts studied. For example, review three different inflectional endings (*-tion*, *-sion*, *-cion*).

Phonics/Spelling Application

Students can sort words into three categories. Some examples:

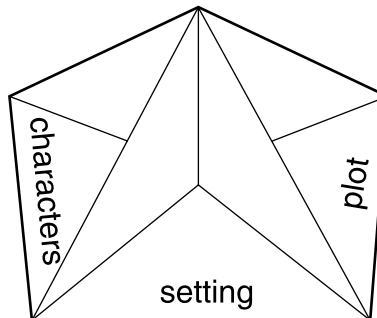
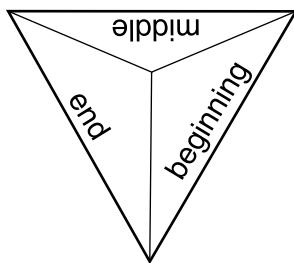
- Long vowels (such as *o_e*, *oa*, *o*)
- Blends (*sl*, *st*, *sw*) or consonant digraphs
- Inflected endings (*-ial*, *-tion*, *-ious*)

Comprehension Application

Not only can students use the pyramid to record information about what they read, they can do it in a few different ways. With one pyramid they can do things such as the following:

- Compare three different story characters
- Create a K-W-L chart
- Record information about story beginning, middle, and end

Students can glue together three pyramids to create small dioramas depicting scenes (from fiction) and concepts (from nonfiction).



Storage
Notes

Several pyramids can be strung together and hung from the ceiling for a vertical display.

Pyramid Foldable® Directions

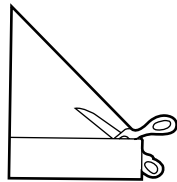
by Dinah Zike

Materials:

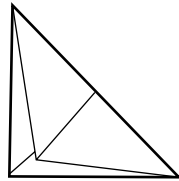
- one 8½" × 11" sheet of paper
- scissors
- glue

Directions:

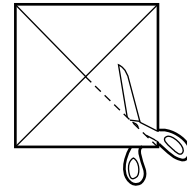
1. Fold the sheet into a taco. Cut off the excess rectangular tab formed by the fold.



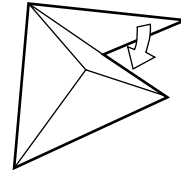
2. Open the folded taco and refold it like a taco the opposite way to create an X-fold.



3. Cut one of the valleys to the center of the X, or the midpoint, and stop. This forms two triangular flaps.



4. Glue one of the flaps under the other, forming a pyramid.



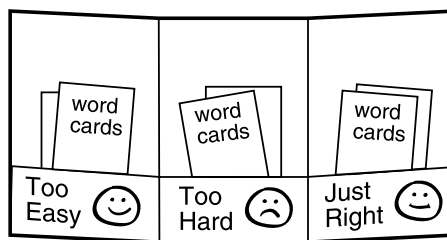
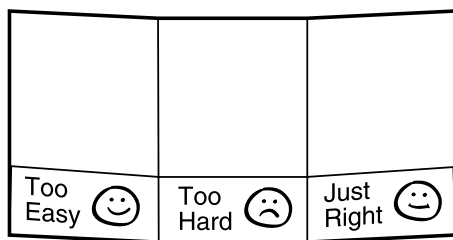
Use this Foldable to _____

Using the Two- or Three-Pocket Foldable®

by Dinah Zike

Vocabulary and Phonics/Spelling Applications

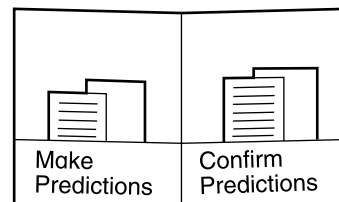
Have students use this foldable as a study aid. As they learn words, students may sort and store copies of Spelling Word Cards or Vocabulary Word Cards (see pages 44–73 and 74–103 in this book) in the pockets of this foldable. Have students label the pockets as shown below. As they study the words, have them move the cards to the appropriate pockets.



Comprehension Application

When students are comparing and contrasting ideas in a selection, they can use this foldable to record and store information for retelling or summarizing. This works with skills such as:

- Fact and opinion
- Make and confirm predictions
- Cause and Effect
- K-W-L



Tip!

Send this foldable home with students so they can review and sort words with family members.

Storage Notes

Heavy stock paper will improve durability. Post the foldable on a bulletin board for use during workstation time.

Two- or Three-Pocket Foldable® Directions

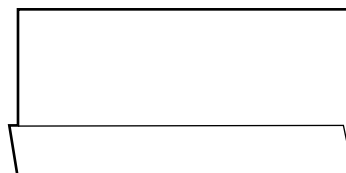
by Dinah Zike

Materials:

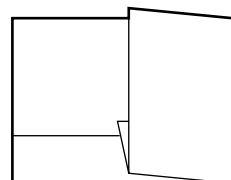
- one 11" × 17" sheet of paper
- glue

Directions:

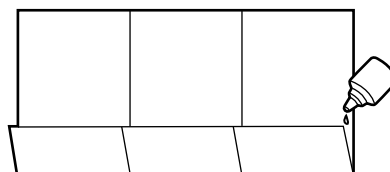
1. Begin as if you are going to make a hot dog, but fold over only about three inches.



2. Fold the right side toward the center, then fold the left side over the right side to make three sections. (Or, fold in half to make two pockets.)



3. Glue the right and left edges of the original fold so that three pockets are created.



Use this Foldable to _____

by Dinah Zike

Vocabulary and Phonics/Spelling Applications

Vocabulary Strategies Application

- prefixes and suffixes
- more than one meaning
- synonyms and antonyms

[illegible]

Tables such as these can be helpful before, during, and after reading a selection. Students can set up a simple K-W-L table, a beginning-middle-end table, or a simple sequence table.

[illegible]

Storage Notes

Set up Vocabulary or Spelling Word binders in workstations so that students have easy access to them.

Folded Tables and Charts Directions

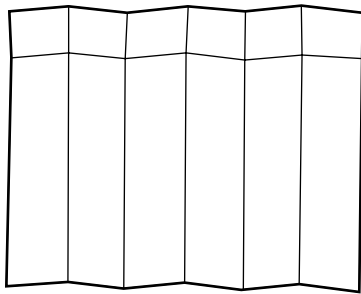
by Dinah Zike

Materials:

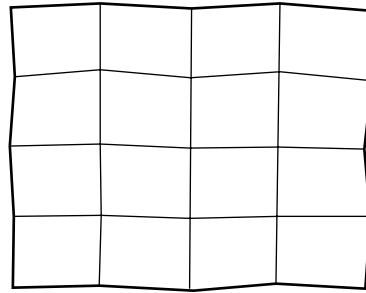
- one 11" × 17" sheet of paper

Directions:

1. Fold the number of vertical columns needed to make the table (or chart).



2. Fold the horizontal rows needed to make the table. (If you use loose-leaf paper, you may not need to do this step.)



Use this Foldable to _____



Correlated to Reading Skills

Foldable	Phonics/Spelling	Vocabulary	Vocabulary Strategies	Comprehension	Study Skills	Grammar
Accordion Book		X	X	X		X
Standing Cube		X		X		X
Large Word Study Book	X	X				
Layered Book	X	X		X	X	X
Four-Door				X		X
Two- and Three-Tab	X			X		
Four- and Eight-Tab	X	X		X		
Matchbook and Portfolio	X	X		X	X	
Shutter				X		
Pyramid	X	X		X		
Two- or Three-Pocket	X	X		X		
Folded Tables and Charts	X	X	X	X		



Learn More About Foldables®

Dinah Zike is the author of more than 150 educational books and materials. For a catalog of Dinah's current publications, as well as information on her keynotes and teacher workshops, call 1-800-99DINAH (1-800-993-4624), or visit her Web site at www.dinah.com.

Look for the PreK–2 and Grades 3–6 volumes of *Foldables and V-K-Vs for Phonics, Vocabulary, and Spelling*. These 300-page, full-color reference books illustrate how to teach basic reading skills through the use of Foldables and visual-kinesthetic-vocabulary flashcards.

The updated, full-color *Dinah Zike's Classroom Organization: It Can Be Done* is a K–6 teacher's comprehensive guide to creatively managing time, energy, and classroom materials.

Name _____

batch
nick
rough
leaddove
fling
shrug
gushstuff
notch
jut
damptenth
scan
guess
cottough
stump
laugh
sense

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Short a spelled *a*

1. _____
2. _____
3. _____

Short a spelled *au*

1. _____

Short e spelled *e*

1. _____
2. _____

Short e spelled *ue*

1. _____

Short e spelled *ea*

1. _____

Short i spelled *i*

1. _____
2. _____

Short o spelled *o*

1. _____
2. _____

Short u spelled *u*

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

Short u spelled *o*

1. _____

Short u spelled *ou*

1. _____
2. _____



Name _____

batch
nick
rough
leaddove
fling
shrug
gushstuff
notch
jut
damptenth
scan
guess
cottough
stump
laugh
sense**Definitions****Write the spelling word that matches each definition below.**

- | | |
|--------------------|------------------------|
| 1. throw _____ | 7. bird _____ |
| 2. wet _____ | 8. small cut _____ |
| 3. stick out _____ | 9. confuse _____ |
| 4. pour out _____ | 10. not smooth _____ |
| 5. mark _____ | 11. group _____ |
| 6. small bed _____ | 12. read quickly _____ |

Finish the Sentences**Write the spelling word that best completes each sentence.**

13. It was a _____ word to spell.
14. The _____ question was the hardest of all.
15. His answer did not make _____.
16. She was happy and started to _____.
17. She took a _____ because she did not know the answer.
18. He was unsure and answered the question with a _____.
19. He had too much _____ in his desk.
20. She gave him a _____ pencil for the test.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- ☒ (A) lump
- ☐ (B) lumpe
- ☐ (C) lumpp
- ☐ (D) luump

Sample B:

- ☐ (E) tacke
- ☐ (F) taak
- ☐ (G) tack
- ☐ (H) takk

- | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------------------|
| 1. <input checked="" type="radio"/> (A) batch | 6. <input type="radio"/> (E) nik | 11. <input type="radio"/> (A) gess | 16. <input type="radio"/> (E) guush |
| <input type="radio"/> (B) bach | <input type="radio"/> (F) nikke | <input type="radio"/> (B) gues | <input type="radio"/> (F) gushe |
| <input type="radio"/> (C) baatch | <input type="radio"/> (G) nicke | <input type="radio"/> (C) guess | <input type="radio"/> (G) gush |
| <input type="radio"/> (D) bache | <input type="radio"/> (H) nick | <input type="radio"/> (D) guss | <input type="radio"/> (H) gussh |
| 2. <input type="radio"/> (E) rug | 7. <input type="radio"/> (A) shrugg | 12. <input type="radio"/> (E) sense | 17. <input type="radio"/> (A) dove |
| <input type="radio"/> (F) rughe | <input type="radio"/> (B) shrug | <input type="radio"/> (F) senss | <input type="radio"/> (B) duv |
| <input type="radio"/> (G) rough | <input type="radio"/> (C) shruge | <input type="radio"/> (G) sens | <input type="radio"/> (C) duve |
| <input type="radio"/> (H) rogh | <input type="radio"/> (D) shruug | <input type="radio"/> (H) seens | <input type="radio"/> (D) dov |
| 3. <input type="radio"/> (A) stumpe | 8. <input type="radio"/> (E) tenth | 13. <input type="radio"/> (A) dampe | 18. <input type="radio"/> (E) lead |
| <input type="radio"/> (B) stuump | <input type="radio"/> (F) teenth | <input type="radio"/> (B) dammp | <input type="radio"/> (F) leede |
| <input type="radio"/> (C) stummp | <input type="radio"/> (G) tenthe | <input type="radio"/> (C) daamp | <input type="radio"/> (G) leade |
| <input type="radio"/> (D) stump | <input type="radio"/> (H) teenthe | <input type="radio"/> (D) damp | <input type="radio"/> (H) ledd |
| 4. <input type="radio"/> (E) jutt | 9. <input type="radio"/> (A) stouff | 14. <input type="radio"/> (E) cott | 19. <input type="radio"/> (A) nootch |
| <input type="radio"/> (F) jut | <input type="radio"/> (B) stuff | <input type="radio"/> (F) kott | <input type="radio"/> (B) noch |
| <input type="radio"/> (G) chut | <input type="radio"/> (C) stufe | <input type="radio"/> (G) cot | <input type="radio"/> (C) notch |
| <input type="radio"/> (H) juut | <input type="radio"/> (D) stufte | <input type="radio"/> (H) kot | <input type="radio"/> (D) noutch |
| 5. <input type="radio"/> (A) tough | 10. <input type="radio"/> (E) lafe | 15. <input type="radio"/> (A) fling | 20. <input type="radio"/> (E) scane |
| <input type="radio"/> (B) touff | <input type="radio"/> (F) laagh | <input type="radio"/> (B) flinge | <input type="radio"/> (F) scan |
| <input type="radio"/> (C) tuf | <input type="radio"/> (G) lagh | <input type="radio"/> (C) fliing | <input type="radio"/> (G) scaan |
| <input type="radio"/> (D) tugh | <input type="radio"/> (H) laugh | <input type="radio"/> (D) faling | <input type="radio"/> (H) schahn |



Name _____

folks
greet
oak
themeaim
grind
paid
brideprey
growth
paste
towyolk
heap
plead
spicegreed
coach
shave
type

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words that have long *a* spelled:

ai

1. _____
2. _____

a_e

1. _____
2. _____

ey

1. _____

Write the words that have long *e* spelled:

ee

1. _____
2. _____

ea

1. _____
2. _____

e_e

1. _____

Write the words that have long *i* spelled:

i

1. _____

y

1. _____

i_e

1. _____
2. _____

Write the words that have long *o* spelled:

o

1. _____
2. _____

oa

1. _____
2. _____

ow

1. _____
2. _____

Name _____

folks
greet
oak
themeaim
grind
paid
brideprey
growth
paste
towyolk
heap
plead
spicegreed
coach
shave
type**Replacements****Write the spelling word that can replace the underlined word or words in each sentence below.**

1. Davy wasn't like any kind of person she had ever met. _____
2. He pulled up the trees and threw them in a pile. _____
3. Davy's new wife was as strong as he was. _____
4. He used to say hello to people with a wave of his coonskin cap.

5. His goal was to pull the tail off Halley's Comet. _____
6. Davy did not want to be given money for anything he did. _____
7. The message of the story is that there is a way to solve every problem. _____
8. People everywhere had heard about Davy Crockett. _____

Definitions**Write the spelling word that matches each definition below.**

- | | |
|-------------------------|--|
| 9. part of an egg _____ | 16. desire for a lot of something
_____ |
| 10. glue _____ | 17. an increase in size
_____ |
| 11. pull _____ | 18. cut off hair _____ |
| 12. beg _____ | 19. wagon pulled by horses
_____ |
| 13. kind of tree _____ | 20. something added to food
_____ |
| 14. crush _____ | |
| 15. hunted animal _____ | |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- ☒ A doom
- ☐ B dume
- ☐ C duum
- ☐ D doome

Sample B:

- ☐ E taik
- ☐ F taak
- ☐ G take
- ☐ H tehk

- | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. <input checked="" type="radio"/> A fokes | 6. <input type="radio"/> E grete | 11. <input type="radio"/> A ohk | 16. <input type="radio"/> E heem |
| <input type="radio"/> B folks | <input type="radio"/> F greet | <input type="radio"/> B oke | <input type="radio"/> F theim |
| <input type="radio"/> C fokse | <input type="radio"/> G greit | <input type="radio"/> C oak | <input type="radio"/> G theeme |
| <input type="radio"/> D fohks | <input type="radio"/> H griet | <input type="radio"/> D ock | <input type="radio"/> H theme |
| 2. <input type="radio"/> E ame | 7. <input type="radio"/> A grinde | 12. <input type="radio"/> E paid | 17. <input type="radio"/> A brid |
| <input type="radio"/> F aame | <input type="radio"/> B grind | <input type="radio"/> F pade | <input type="radio"/> B bride |
| <input type="radio"/> G aime | <input type="radio"/> C gihnd | <input type="radio"/> G payed | <input type="radio"/> C briid |
| <input type="radio"/> H aim | <input type="radio"/> D griind | <input type="radio"/> H paad | <input type="radio"/> D briide |
| 3. <input type="radio"/> A prey | 8. <input type="radio"/> E growth | 13. <input type="radio"/> A paste | 18. <input type="radio"/> E toh |
| <input type="radio"/> B preye | <input type="radio"/> F groath | <input type="radio"/> B paist | <input type="radio"/> F towe |
| <input type="radio"/> C praiy | <input type="radio"/> G groeth | <input type="radio"/> C paast | <input type="radio"/> G tow |
| <input type="radio"/> D prai | <input type="radio"/> H grothe | <input type="radio"/> D paiste | <input type="radio"/> H tohe |
| 4. <input type="radio"/> E yok | 9. <input type="radio"/> A heep | 14. <input type="radio"/> E plead | 19. <input type="radio"/> A spyce |
| <input type="radio"/> F yolke | <input type="radio"/> B hepe | <input type="radio"/> F plede | <input type="radio"/> B spihc |
| <input type="radio"/> G yolk | <input type="radio"/> C heap | <input type="radio"/> G pleid | <input type="radio"/> C spihce |
| <input type="radio"/> H yohk | <input type="radio"/> D heape | <input type="radio"/> H plead | <input type="radio"/> D spice |
| 5. <input type="radio"/> A greed | 10. <input type="radio"/> E coche | 15. <input type="radio"/> A shaiv | 20. <input type="radio"/> E tipe |
| <input type="radio"/> B grede | <input type="radio"/> F coach | <input type="radio"/> B shave | <input type="radio"/> F type |
| <input type="radio"/> C greid | <input type="radio"/> G coch | <input type="radio"/> C shav | <input type="radio"/> G tighp |
| <input type="radio"/> D gried | <input type="radio"/> H coache | <input type="radio"/> D shaive | <input type="radio"/> H typ |



Name _____

amuse
doom
hue
handbookbamboo
few
bruise
provesoothe
view
booth
mutecrooks
hoof
lose
plumetuna
hooks
duty
union

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words that have /ü/ spelled:

u

1. _____
2. _____

o_e

1. _____
2. _____

u_e

1. _____

oo

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

ui

1. _____

Write the words that have /ū/ spelled:

u_e

1. _____
2. _____
3. _____

u

1. _____

ew

1. _____
2. _____

Write the words that have /ũ/ spelled:

oo

1. _____
2. _____

3. _____
4. _____



Name _____

amuse	bamboo	soothe	crooks	tuna
doom	few	view	hoof	hooks
hue	bruise	booth	lose	duty
handbook	prove	mute	plume	union

Fill in the Blank**Write the spelling word that best completes each sentence.**

- Banana trees, rubber trees, and _____ grow in tropical rain forests.
- The canopy of trees in a rain forest blocks the _____ of the sky.
- A _____ of smoke rose over the forest.
- _____ plants can grow in the soil of coniferous forests.
- Deciduous trees _____ their leaves in the fall.
- It is everyone's _____ to protect forests.
- The leaves have a beautiful _____ in autumn.
- He found its name in a _____ to trees in North America.

Similar Meanings**Write the spelling word that has the same, or almost the same, meaning.**

- | | |
|-----------------------------------|----------------------------|
| 9. silent _____ | 15. box-like space _____ |
| 10. bump _____ | 16. coming together _____ |
| 11. comfort _____ | 17. show _____ |
| 12. animal foot _____ | 18. large fish _____ |
| 13. entertain _____ | 19. disaster _____ |
| 14. bent pieces of metal
_____ | 20. dishonest people _____ |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ loot
Ⓑ lut
Ⓒ loote
Ⓓ lote

Sample B:

- Ⓔ tock
Ⓕ tuk
Ⓖ took
Ⓗ tuke

- | | | | |
|--|---|--|--|
| 1. Ⓐ amuse
Ⓑ amyuse
Ⓒ amyooos
Ⓓ amoose | 6. Ⓔ dume
Ⓕ doom
Ⓖ dum
Ⓗ doome | 11. Ⓐ hue
Ⓑ hoo
Ⓒ hyoo
Ⓓ hu | 16. Ⓔ handbook
Ⓕ handbuk
Ⓖ handbooke
Ⓗ handbuke |
| 2. Ⓔ bambu
Ⓕ bamboo
Ⓖ bambuu
Ⓗ bambo | 7. Ⓐ fyoo
Ⓑ few
Ⓒ foo
Ⓓ fu | 12. Ⓔ bruise
Ⓕ broose
Ⓖ broos
Ⓗ bruse | 17. Ⓐ proove
Ⓑ proov
Ⓒ prove
Ⓓ pruve |
| 3. Ⓐ soothie
Ⓑ soothe
Ⓒ southe
Ⓓ soohte | 8. Ⓔ vu
Ⓕ vyoo
Ⓖ view
Ⓗ voo | 13. Ⓐ buthe
Ⓑ boothe
Ⓒ booth
Ⓓ buth | 18. Ⓔ myoot
Ⓕ moote
Ⓖ mute
Ⓗ miut |
| 4. Ⓔ croks
Ⓕ crokes
Ⓖ crooks
Ⓗ crookes | 9. Ⓐ huf
Ⓑ hof
Ⓒ hoof
Ⓓ huuf | 14. Ⓔ lose
Ⓕ loos
Ⓖ luse
Ⓗ lus | 19. Ⓐ ploom
Ⓑ plume
Ⓒ ploome
Ⓓ pluhm |
| 5. Ⓐ toona
Ⓑ tuna
Ⓒ tuuna
Ⓓ tona | 10. Ⓔ hucks
Ⓕ hookes
Ⓖ hukes
Ⓗ hooks | 15. Ⓐ dootee
Ⓑ duty
Ⓒ dooty
Ⓓ duty | 20. Ⓔ oonon
Ⓕ unon
Ⓖ unun
Ⓗ union |



Practice

Spelling:
r-controlled Vowels
ar, air, or

Name _____

force
aboard
harsh
squares

scorn
course
marsh
swear

sword
coarse
starch
flare

swore
chart
heart
fare

source
barge
scarce
thorn

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words that have /är/ spelled:

ar

1. _____
2. _____
3. _____

4. _____

5. _____

ear

1. _____

Write the words that have /âr/ spelled:

ar

1. _____
2. _____
3. _____

are

1. _____

ear

1. _____

Write the words that have /ôr/ spelled:

our

1. _____
2. _____

ore

1. _____

or

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

oar

1. _____

2. _____



Name _____

force
aboard
harsh
squaresscorn
course
marsh
swearsword
coarse
starch
flareswore
chart
heart
faresource
barge
scarce
thorn**Fill in the Blanks****Write the spelling word that best completes each sentence.**

- Only the astronauts were allowed _____ the spacecraft.
- Her _____ beat quickly as she listened to the countdown.
- Scientists tracked the _____ of the spacecraft.
- The _____ of gravity is weaker on the Moon than on Earth.
- The astronauts' jobs for each day were listed on a _____.
- The _____ of the rockets could be seen for miles.
- Their landing was _____, but nothing was damaged.
- He _____ that he would return to the Moon one day.

Related Words**Write the spelling word that is related to the sets of words below.**

- | | |
|------------------------------|-----------------------------|
| 9. circles, triangles, _____ | 15. blade, weapon, _____ |
| 10. rough, stiff, _____ | 16. boat, ship, _____ |
| 11. swamp, bog, _____ | 17. price, charge, _____ |
| 12. needle, spike, _____ | 18. rare, limited, _____ |
| 13. soap, water, _____ | 19. hatred, dislike, _____ |
| 14. promise, pledge, _____ | 20. beginning, cause, _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ spot
Ⓑ spott
Ⓒ spote
Ⓓ spoht

Sample B:

- Ⓔ taak
Ⓕ taik
Ⓖ take
Ⓗ tak

- | | | | |
|---|--|--|--|
| 1. Ⓐ force
Ⓑ fohrce
Ⓒ fors
Ⓓ fource | 6. Ⓔ aboard
Ⓕ abourd
Ⓖ aborde
Ⓗ abord | 11. Ⓐ horsh
Ⓑ harshe
Ⓒ haarsh
Ⓓ harsh | 16. Ⓔ skwaers
Ⓕ squares
Ⓖ squeres
Ⓗ squarez |
| 2. Ⓔ skohrn
Ⓕ scorne
Ⓖ scorn
Ⓗ skorn | 7. Ⓐ corse
Ⓑ cohrrs
Ⓒ coarse
Ⓓ coors | 12. Ⓔ marsh
Ⓕ maarsh
Ⓖ morsh
Ⓗ marshe | 17. Ⓐ sware
Ⓑ swar
Ⓒ swear
Ⓓ swere |
| 3. Ⓐ sorde
Ⓑ sword
Ⓒ sord
Ⓓ soord | 8. Ⓔ corse
Ⓑ cohrrs
Ⓒ course
Ⓓ coors | 13. Ⓐ staarch
Ⓑ starche
Ⓒ starch
Ⓓ storch | 18. Ⓔ flaere
Ⓕ flar
Ⓖ flare
Ⓗ flaer |
| 4. Ⓔ swor
Ⓕ sooor
Ⓖ suore
Ⓗ swore | 9. Ⓐ chort
Ⓑ charte
Ⓒ chart
Ⓓ chorte | 14. Ⓔ haart
Ⓕ hahrt
Ⓖ heart
Ⓗ harte | 19. Ⓐ faer
Ⓑ faar
Ⓒ fare
Ⓓ fer |
| 5. Ⓐ sorce
Ⓑ source
Ⓒ sors
Ⓓ sohrce | 10. Ⓔ borje
Ⓕ barg
Ⓖ barge
Ⓗ bahrge | 15. Ⓐ scarce
Ⓑ scaerce
Ⓒ scearce
Ⓓ scarc | 20. Ⓔ thorne
Ⓕ thorn
Ⓖ thohrn
Ⓗ thourn |

Name _____

squirm

surf

lurch

jeer

dreary

lurk

blurt

sneer

nerve

swerve

thirst

clear

squirt

stern

spur

year

verse

spurts

engineer

years

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words that have /ûr/ spelled:

er

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

ir

1. _____
2. _____
3. _____

ur

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

ear

1. _____

Write the words that have /îr/ spelled:

ear

1. _____
2. _____
3. _____

eer

1. _____
2. _____
3. _____

Name _____

squirm

dreary

nerve

squirt

verse

surf

lurk

swerve

stern

spurts

lurch

blurt

thirst

spur

engineer

jeer

sneer

clear

year

yearns

Opposites**Write the spelling word whose meaning is the opposite of each clue below.**

1. smiling _____
2. applaud _____
3. cheery _____
4. be still _____
5. cloudy _____
6. smile warmly _____

Fill in the Blank**Write the spelling word that best completes each sentence.**

7. Every roof dog _____ to be free.
8. Most dogs do not have the _____ to escape.
9. They _____ in the shadows of the buildings.
10. A _____ is too long to be tied up.
11. The dogs would _____ at anyone who passed by.
12. They would bark in _____ during the day.
13. Pipiolo would _____ out a bark in reply.
14. He would _____ away from the other dogs.
15. He tried to _____ them to escape.
16. It would take an _____ to break their chains.
17. Lupe wanted to take Pipiolo for a run in the _____.
18. She liked to _____ water in his mouth.
19. He had a great _____ for water.
20. Lupe sang a _____ of her favorite song to him.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ first
Ⓑ furst
Ⓒ foorst
Ⓓ fuhrst

Sample B:

- Ⓔ deir
Ⓕ dere
Ⓖ deer
Ⓗ der

1. Ⓐ skwirm
Ⓑ squirm
Ⓒ sqirm
Ⓓ sqoorm

6. Ⓔ surf
Ⓕ sirf
Ⓖ soorf
Ⓗ surfe

11. Ⓐ lirtch
Ⓑ lirch
Ⓒ lurche
Ⓓ lurch

16. Ⓔ jeir
Ⓕ jere
Ⓖ jeer
Ⓗ jir

2. Ⓔ dreery
Ⓑ drery
Ⓒ dreary
Ⓓ drerey

7. Ⓐ lurk
Ⓑ look
Ⓒ lurke
Ⓓ lerke

12. Ⓔ blurt
Ⓑ blirt
Ⓒ blerte
Ⓓ blert

17. Ⓐ snir
Ⓑ sneer
Ⓒ snere
Ⓓ snear

3. Ⓐ nerve
Ⓑ nurv
Ⓒ nirv
Ⓓ nirve

8. Ⓔ swurve
Ⓑ swurv
Ⓒ swerve
Ⓓ swirve

13. Ⓐ thirst
Ⓑ therst
Ⓒ thirst
Ⓓ thirste

18. Ⓔ clir
Ⓑ cleer
Ⓒ clere
Ⓓ clear

4. Ⓔ skwirt
Ⓑ sqirt
Ⓒ sqoort
Ⓓ squirt

9. Ⓐ stirn
Ⓑ sturne
Ⓒ sturn
Ⓓ stern

14. Ⓔ spir
Ⓑ spurre
Ⓒ spur
Ⓓ spuhr

19. Ⓐ yir
Ⓑ yeer
Ⓒ yere
Ⓓ year

5. Ⓐ verss
Ⓑ virse
Ⓒ verse
Ⓓ virs

10. Ⓔ spurtres
Ⓑ sperts
Ⓒ spurts
Ⓓ spourts

15. Ⓐ engineer
Ⓑ enginire
Ⓒ enginir
Ⓓ enginere

20. Ⓔ yurns
Ⓑ yearns
Ⓒ yirns
Ⓓ yerns



Practice

Spelling:
Variant Vowel /ô/;
Diphthongs
oi, oy, ou, ow

Name _____

bawl

coil

joint

sprouts

clause

brought

foul

mouthful

turmoil

turquoise

cautious

foundation

dawdle

stout

douse

counter

fountain

sprawls

hoist

scrawny

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words with the sound /ô/ spelled:

aw

1. _____

2. _____

3. _____

4. _____

au

5. _____

6. _____

ou

7. _____

Write the words with the
/ou/ sound:

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Write the words with the
/oi/ sound:

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____

bawl

coil

joint

sprouts

clause

brought

foul

mouthful

turmoil

turquoise

cautious

foundation

dawdle

stout

douse

counter

fountain

sprawls

hoist

scrawny

A. Analogies

An analogy compares two pairs of words. It shows how two word pairs are similar. For example, *up* is to *down* as *in* is to *out*. Use spelling words to complete the analogies below.

1. **desk** is to **office** as _____ is to **store**
2. **hot** is to **cold** as **hurry** is to _____
3. **corner** is to **wall** as _____ is to **arm**
4. **shingle** is to **roof** as **brick** is to _____
5. **car** is to **metal** as **ring** is to _____
6. **sprinkle** is to **rain** as _____ is to **plants**
7. **took** is to **take** as _____ is to **bring**
8. **book** is to **paper** as _____ is to **water**
9. **house** is to **home** as **stretches** is to _____
10. **drawer** is to **dresser** as _____ is to **writing**

B. Antonyms

Write the spelling word that is the *opposite* of each word below.

- | | |
|-----------------------|--------------------|
| 11. dry _____ | 16. peace _____ |
| 12. release _____ | 17. enormous _____ |
| 13. careless _____ | 18. laugh _____ |
| 14. small taste _____ | 19. drop _____ |
| 15. slender _____ | 20. fair _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ baut
- Ⓑ bouht
- Ⓒ bought
- Ⓓ bawt

Sample B:

- Ⓔ spoil
- Ⓕ spoyl
- Ⓖ spoile
- Ⓗ spoyel

- | | | | |
|---|---|--|--|
| 1. Ⓐ baull
Ⓑ baul
Ⓒ bawll
Ⓓ bawl | 6. Ⓔ faul
Ⓕ foul
Ⓖ foull
Ⓗ faull | 11. Ⓐ dawdle
Ⓑ dawdel
Ⓒ daudle
Ⓓ daudlle | 16. Ⓔ hoyst
Ⓕ hoiset
Ⓖ hoiste
Ⓗ hoist |
| 2. Ⓔ braut
Ⓕ brought
Ⓖ brouht
Ⓗ braught | 7. Ⓐ foundashen
Ⓑ fowndation
Ⓒ foundation
Ⓓ foundation | 12. Ⓔ sprauls
Ⓕ sprawlz
Ⓖ sprawls
Ⓗ sprols | 17. Ⓐ clause
Ⓑ claus
Ⓒ clauze
Ⓓ clauz |
| 3. Ⓐ cautious
Ⓑ caushious
Ⓒ cautieous
Ⓓ cawtious | 8. Ⓔ fowntain
Ⓕ fountain
Ⓖ founten
Ⓗ fownten | 13. Ⓐ sprowtts
Ⓑ sproutts
Ⓒ sprowts
Ⓓ sprouts | 18. Ⓔ terquoise
Ⓕ turquoise
Ⓖ turquoyse
Ⓗ turquoize |
| 4. Ⓔ cownter
Ⓕ caunter
Ⓖ counter
Ⓗ cowntir | 9. Ⓐ joint
Ⓑ joynt
Ⓒ gioint
Ⓓ goint | 14. Ⓔ turmoil
Ⓕ termoil
Ⓖ tirmoil
Ⓗ turmmoil | 19. Ⓐ dous
Ⓑ douce
Ⓒ dawse
Ⓓ douse |
| 5. Ⓐ coil
Ⓑ coyl
Ⓒ coyel
Ⓓ coile | 10. Ⓔ mouthfull
Ⓕ mauthful
Ⓖ mouthful
Ⓗ mowthful | 15. Ⓐ staut
Ⓑ stoute
Ⓒ stout
Ⓓ stoutt | 20. Ⓔ skronny
Ⓕ skrawny
Ⓖ scrawny
Ⓗ schrawny |

Name _____

abilities	countries	batches	difficulties	eddies
fangs	identities	lashes	liberties	notches
possibilities	rattlers	reptiles	rodeos	surroundings
taxes	losses	potatoes	zeroes	beliefs

Pattern Power!

Sort the spelling words by finding the spelling pattern to which each belongs.

-es

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

-ies

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

-s

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

no change

1. _____



Name _____

abilities	countries	batches	difficulties	eddies
fangs	identities	lashes	liberties	notches
possibilities	rattlers	reptiles	rodeos	surroundings
taxes	losses	potatoes	zeroes	beliefs

Fill in the Blanks**Write the spelling word that best completes each sentence.**

- The water whirled around in the _____.
- Rattlesnakes live in several _____ with different climates.
- Miranda enjoyed making mashed _____ with gravy.
- The spy had several different _____ to fool his enemies.
- Snakes can be found at the zoo with other _____.
- The number one million contains six _____.
- Rattlers are more aware of their _____ than people are.
- The team had ten wins and three _____ in the season.

Similar Meanings**Write the spelling word that has the same, or almost the same, meaning.**

- | | |
|-------------------------|--------------------------|
| 9. talents _____ | 15. cowboy _____ |
| 10. freedoms _____ | entertainment _____ |
| 11. snakes _____ | 16. problems _____ |
| 12. values _____ | 17. eye protection _____ |
| 13. money raised _____ | 18. groups _____ |
| by government _____ | 19. suggestions _____ |
| 14. snakes' teeth _____ | 20. cuts _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ scraches
 Ⓑ scratches
 Ⓒ skratches
 Ⓓ scratchis

Sample B:

- Ⓔ snakes
 Ⓕ snakies
 Ⓖ snaks
 Ⓗ snaiks

- | | | | |
|--|---|---|---|
| 1. Ⓐ abilitys
Ⓑ abilitees
Ⓒ abilities
Ⓓ abbillities | 6. Ⓔ fangz
Ⓕ fangs
Ⓖ fanges
Ⓗ fanegs | 11. Ⓐ possibilities
Ⓑ possabilities
Ⓒ posibilities
Ⓓ possibleities | 16. Ⓔ taxs
Ⓕ taxes
Ⓖ tackses
Ⓗ taxxes |
| 2. Ⓔ countries
Ⓕ countrys
Ⓖ contries
Ⓗ countrees | 7. Ⓐ identitees
Ⓑ identitys
Ⓒ identities
Ⓓ iddentities | 12. Ⓔ rattleres
Ⓕ rattlers
Ⓖ ratlers
Ⓗ rattllers | 17. Ⓐ lossess
Ⓑ lossess
Ⓒ losses
Ⓓ lausses |
| 3. Ⓐ batches
Ⓑ batchs
Ⓒ batchess
Ⓓ baches | 8. Ⓔ lashes
Ⓕ lashs
Ⓖ lashus
Ⓗ lasshes | 13. Ⓐ reptyles
Ⓑ reptils
Ⓒ reptiles
Ⓓ repptiles | 18. Ⓔ pitatoes
Ⓕ patatoes
Ⓖ potaitoes
Ⓗ potatoes |
| 4. Ⓔ difficultys
Ⓕ dificulties
Ⓖ difficulties
Ⓗ difficullties | 9. Ⓐ libertees
Ⓑ libberties
Ⓒ libertys
Ⓓ liberties | 14. Ⓔ rodeos
Ⓕ rodeoes
Ⓖ rodios
Ⓗ rodeose | 19. Ⓐ zorse
Ⓑ zeroes
Ⓒ zerros
Ⓓ zerroes |
| 5. Ⓐ eddys
Ⓑ eddeys
Ⓒ edies
Ⓓ eddies | 10. Ⓔ notchs
Ⓕ notchas
Ⓖ notches
Ⓗ noches | 15. Ⓐ surroundings
Ⓑ suroundings
Ⓒ surrounddings
Ⓓ surroundings | 20. Ⓔ beleafs
Ⓕ beleefs
Ⓖ beliefs
Ⓗ biliefs |



Name _____

qualified
threatening
dripping
regretted
accepted

renewing
envied
complicated
injured
referred

skimmed
deserved
forbidding
applied
jogging

gnarled
amusing
relied
easing
fascinated

Sort each spelling word according to its ending. Write the spelling words that end in:

-ed

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

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Write the spelling words that end in:

-ing

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

Name _____

qualified
threatening
dripping
regretted
acceptedrenewing
envied
complicated
injured
referredskimmed
deserved
forbidding
applied
jogginggnarled
amusing
relied
easing
fascinated**Definitions****Write the spelling word that has the same, or almost the same, meaning.**

1. depended _____
2. amazed _____
3. funny _____
4. hard to understand or handle _____
5. hurt _____
6. running lightly _____
7. able; prepared for something _____
8. twisted; full of knots _____
9. read quickly _____

Sentence Completions**Complete each sentence with a spelling word.**

10. The veterans of the Vietnam War _____ to have a monument built in their honor.
11. The family thought about _____ their membership to the museum.
12. Before a monument was built just for them, some women _____ the men.
13. Maya Lin _____ to the victims of the Civil War in her speech.
14. The artist _____ an award for her work.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ runnning
- Ⓑ runing
- Ⓒ running
- Ⓓ rhunning

Sample B:

- Ⓔ amazed
- Ⓕ umazed
- Ⓖ ammazed
- Ⓗ amazzed

- | | | | |
|---|--|---|---|
| 1. Ⓐ amusing
Ⓑ ammusing
Ⓒ amussing
Ⓓ ammusing | 6. Ⓔ easing
Ⓕ easeing
Ⓖ eazing
Ⓗ eazeing | 11. Ⓐ injured
Ⓑ enjured
Ⓒ injurd
Ⓓ ingerred | 16. Ⓔ rilied
Ⓕ rellied
Ⓖ realied
Ⓗ relied |
| 2. Ⓔ applied
Ⓕ aplyied
Ⓖ aplied
Ⓗ appllied | 7. Ⓐ envyed
Ⓑ enveyed
Ⓒ envied
Ⓓ enveed | 12. Ⓔ joggging
Ⓕ joling
Ⓖ jogging
Ⓗ joggeng | 17. Ⓐ rinewing
Ⓑ rennewing
Ⓒ renewing
Ⓓ reneweing |
| 3. Ⓐ complicatted
Ⓑ komplikated
Ⓒ commplicated
Ⓓ complicated | 8. Ⓔ fascanated
Ⓕ facinated
Ⓖ fassinated
Ⓗ fascinated | 13. Ⓐ quallified
Ⓑ qualified
Ⓒ qualafied
Ⓓ qualefied | 18. Ⓔ skimmed
Ⓕ skimed
Ⓖ skimmd
Ⓗ scimmed |
| 4. Ⓔ daserved
Ⓕ diserved
Ⓖ deserved
Ⓗ desserved | 9. Ⓐ forbidding
Ⓑ forbiding
Ⓒ forebidding
Ⓓ fourbidding | 14. Ⓔ ascepted
Ⓕ acsepted
Ⓖ accepted
Ⓗ ackseptd | 19. Ⓐ thretening
Ⓑ threatning
Ⓒ threatenng
Ⓓ threatening |
| 5. Ⓐ dripping
Ⓑ dripping
Ⓒ drippping
Ⓓ drihping | 10. Ⓔ narled
Ⓕ gnarld
Ⓖ narld
Ⓗ gnarled | 15. Ⓐ regretted
Ⓑ regretd
Ⓒ reggretted
Ⓓ rigretted | 20. Ⓔ riferred
Ⓕ refered
Ⓖ referred
Ⓗ refurred |

Name _____

you've	doesn't	we'll	I've	wouldn't
she'd	there's	we've	didn't	he'd
that's	you're	we're	they're	don't
what's	wasn't	couldn't	shouldn't	isn't

Sort the spelling words by contraction endings.

'd

1. _____
2. _____

's

1. _____
2. _____
3. _____

've

1. _____
2. _____
3. _____

'll

1. _____

n't

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

're

1. _____
2. _____
3. _____



Name _____

you've	doesn't	we'll	I've	wouldn't
she'd	there's	we've	didn't	he'd
that's	you're	we're	they're	don't
what's	wasn't	couldn't	shouldn't	isn't

A. Fill in the Blank**Write the spelling word that best completes each sentence.**

1. A tall tale _____ true. It's fiction.
2. _____ read some tall tales, haven't you?
3. Here's a tall tale _____ about Paul Bunyan.
4. _____ this a picture of?
5. _____ looking at a picture of a blue ox, aren't you?
6. _____ heard about Babe, Paul's blue ox, haven't we?
7. Jen and I like tall tales. _____ reading about Pecos Bill.
8. _____ a tale about him riding a tornado, isn't there?
9. _____ wait for the biggest tornado and jump on.
10. _____ read about Febold Feboldson next.
11. "_____ heard he ended a big drought," I tell Jen.
12. Jen said that _____ like to read about that.
13. I like tall tales. _____ fun to read.

B. Opposite Meanings**Write the spelling words have the opposite meanings.**

- | | |
|------------------|-----------------|
| 14. was _____ | 18. do _____ |
| 15. does _____ | 19. would _____ |
| 16. could _____ | 20. did _____ |
| 17. should _____ | |

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ she'l
- Ⓑ shel'l
- Ⓒ she'll
- Ⓓ sh'll

Sample B:

- Ⓔ havn't
- Ⓕ haven't
- Ⓖ havent'
- Ⓗ hav'ot

- | | | | |
|--------------|----------------|----------------|----------------|
| 1. Ⓐ wel'l | 6. Ⓔ dosen't | 11. Ⓐ isnt' | 16. Ⓐ youve |
| Ⓑ we'll | Ⓕ does'nt | Ⓑ isno't | Ⓑ you've |
| Ⓒ w'ill | Ⓖ dosn't | Ⓒ is't | Ⓒ youv'e |
| Ⓓ we'll | Ⓗ doesn't | Ⓓ isn't | Ⓓ y'have |
| 2. Ⓔ did'nt | 7. Ⓐ w'ere | 12. Ⓔ there's | 17. Ⓔ was'nt |
| Ⓕ di'nt | Ⓑ wer'e | Ⓕ the'res | Ⓕ wusn't |
| Ⓖ didn't | Ⓒ we're | Ⓖ they'res | Ⓖ wasno't |
| Ⓗ didn'ot | Ⓓ we'r | Ⓗ ther'is | Ⓗ wasn't |
| 3. Ⓐ that's | 8. Ⓔ should'nt | 13. Ⓐ hee'd | 18. Ⓐ w'have |
| Ⓑ tha'ts | Ⓕ shouldn't | Ⓑ hed' | Ⓑ wev'e |
| Ⓒ thats' | Ⓖ shoul'nt | Ⓒ he'd | Ⓒ we've |
| Ⓓ tha'is | Ⓗ should't | Ⓓ h'ed | Ⓓ w'eve |
| 4. Ⓔ your're | 9. Ⓐ sh'ed | 14. Ⓔ there're | 19. Ⓔ wouldn't |
| Ⓕ you'r | Ⓑ she'd | Ⓕ they're | Ⓕ woodn't |
| Ⓖ youre' | Ⓒ shed' | Ⓖ th'are | Ⓖ would'nt |
| Ⓗ you're | Ⓓ sh'd | Ⓗ theyr'e | Ⓗ wood'nt |
| 5. Ⓐ l'ave | 10. Ⓔ what's | 15. Ⓐ coud'nt | 20. Ⓐ do'nt |
| Ⓑ lh've | Ⓕ wha's | Ⓑ could'nt | Ⓑ d'ont |
| Ⓒ l've | Ⓖ wat's | Ⓒ coudn't | Ⓒ d'not |
| Ⓓ lv'e | Ⓗ wha'ts | Ⓓ couldn't | Ⓓ don't |



Name _____

absent
empire
gallop
summon
fragmentvalley
submit
dentist
champion
hollowpigment
goggles
jogger
mustang
vultureblizzard
fifteen
kennel
flatter
culture

This week's spelling words have double consonants between two vowels. Sort the words according to the spelling pattern for the double consonants between the vowels.

double consonant repeated

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

double consonants different

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

Alphabetical Order

Use the lines below to write the spelling words in alphabetical order.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

Name _____

absent
empire
gallop
summon
fragmentvalley
submit
dentist
champion
hollowpigment
goggles
jogger
mustang
vultureblizzard
fifteen
kennel
flatter
culture**We Go Together****Write the spelling word that matches each clue below.**

- | | | | |
|----------------------|-------|--------------------|-------|
| 1. snow storm | _____ | 8. empty inside | _____ |
| 2. run | _____ | 9. not here | _____ |
| 3. winner | _____ | 10. bird of prey | _____ |
| 4. to praise | _____ | 11. small piece | _____ |
| 5. eye protection | _____ | 12. color in paint | _____ |
| 6. between mountains | _____ | 13. tooth doctor | _____ |
| 7. dog's home | _____ | 14. wild horse | _____ |

Complete the Sentence**Finish each sentence using a spelling word.**

15. The ruler took great pride in his _____.
16. His people would not _____ to his rule.
17. The Greek _____ had wonderful art and architecture.
18. My mother runs to stay healthy; she is a _____.
19. A judge can _____ you to be in court.
20. There will be _____ candles on her birthday cake.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- (A) umpirre
- (B) ummpire
- (C) umpyre
- (D) umpire

Sample B:

- (E) scalop
- (F) scallop
- (G) scallopp
- (H) scallup

- | | | | |
|---|---|--|---|
| 1. (A) abssent
(B) absint
(C) abbsent
(D) absent | 6. (E) submitt
(F) submit
(G) subnit
(H) subbmit | 11. (A) joger
(B) jogger
(C) joggerr
(D) joggir | 16. (E) flater
(F) flatter
(G) flattur
(H) flattar |
| 2. (E) vallee
(F) valley
(G) vallie
(H) valey | 7. (A) goggles
(B) gogles
(C) ghoggles
(D) goggels | 12. (E) kennal
(F) kennul
(G) kennel
(H) kennle | 17. (A) fragment
(B) fragmint
(C) fragmunt
(D) fraggment |
| 3. (A) pigment
(B) pigmint
(C) piggment
(D) pigmunt | 8. (E) fifteen
(F) fifteen
(G) fiftene
(H) fiffteen | 13. (A) summun
(B) summonn
(C) sumon
(D) summon | 18. (E) holow
(F) haullow
(G) hollo
(H) hollow |
| 4. (E) blizzard
(F) blissard
(G) blizard
(H) blisard | 9. (A) gallup
(B) galop
(C) ghallop
(D) gallop | 14. (E) champion
(F) champyon
(G) champeon
(H) champiun | 19. (A) vulture
(B) vulchure
(C) vultire
(D) vulcher |
| 5. (A) emppire
(B) empeir
(C) empyre
(D) empire | 10. (E) denttist
(F) dentisst
(G) dentist
(H) denntist | 15. (A) musttang
(B) musstang
(C) mustang
(D) mustange | 20. (E) culcher
(F) culchure
(G) culture
(H) cultture |

Name _____

 tyrant
 equal
 humor
 recent

 profile
 linen
 closet
 student

 smoky
 legal
 comet
 shiver

 minus
 loser
 punish
 cavern

 local
 decent
 vacant
 panic

Sort each spelling word by determining if it follows the V/CV pattern or the VC/V pattern. Write each word in the correct column.

V/CV Pattern

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

VC/V Pattern

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Use the spelling words above to help you write a poem of at least 4 lines.

21. _____
22. _____
23. _____
24. _____



Name _____

tyrant
equal
humor
recentprofile
linen
closet
studentsmoky
legal
comet
shiverminus
loser
punish
cavernlocal
decent
vacant
panic**A. Definitions****Write the spelling word that matches each definition below.**

1. bully _____
2. empty _____
3. cavern _____
4. one who lost _____
5. type of cloth _____
6. place for clothes _____
7. pupil _____
8. the same as _____
9. subtract _____
10. shake _____

B. Finish the Sentences**Write the spelling word that best completes each sentence.**

11. Do you think the general would _____ the children for speaking to him?
12. I was frightened, but I didn't _____ when I saw the soldiers.
13. The general laughed at him, so he must have had a sense of _____.
14. If you're looking at his _____, you're looking at the side of his face.
15. Was that a _____ event, or did it happen a long time ago?
16. They wondered if the laws that he passed were _____.
17. The soldiers had been smoking a pipe, so the room was _____.
18. The _____ streaked through the night sky.
19. The _____ pond closest to our house was full of ice.
20. They came to believe that the general was a _____ man.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ regu
Ⓑ regal
Ⓒ reasel
Ⓓ reagal

Sample B:

- Ⓔ closee
Ⓕ closer
Ⓖ closer
Ⓗ closer

- | | | | |
|--|--|---|--|
| 1. Ⓐ tyrunt
Ⓑ tyrent
Ⓒ tirant
Ⓓ tyrant | 6. Ⓔ equel
Ⓕ equul
Ⓖ equal
Ⓗ equall | 11. Ⓐ houmor
Ⓑ huemor
Ⓒ humor
Ⓓ humer | 16. Ⓔ recent
Ⓕ rescent
Ⓖ ricent
Ⓗ resint |
| 2. Ⓔ profyle
Ⓕ proffile
Ⓖ profile
Ⓗ proffille | 7. Ⓐ linnen
Ⓑ linen
Ⓒ lynen
Ⓓ lynnenn | 12. Ⓔ closset
Ⓕ closet
Ⓖ clozet
Ⓗ closett | 17. Ⓐ student
Ⓑ stoodent
Ⓒ studint
Ⓓ studdent |
| 3. Ⓐ smoky
Ⓑ smmoky
Ⓒ smokky
Ⓓ smokkey | 8. Ⓔ legal
Ⓕ legul
Ⓖ legall
Ⓗ leegal | 13. Ⓐ comet
Ⓑ commet
Ⓒ comit
Ⓓ comett | 18. Ⓔ shivver
Ⓕ schiver
Ⓖ shiver
Ⓗ shivur |
| 4. Ⓔ mihnus
Ⓕ minus
Ⓖ minis
Ⓗ mineus | 9. Ⓐ lozer
Ⓑ loozer
Ⓒ loseer
Ⓓ loser | 14. Ⓔ punissh
Ⓕ punnish
Ⓖ punish
Ⓗ puhnish | 19. Ⓐ cavnir
Ⓑ cavnur
Ⓒ cavern
Ⓓ cavvern |
| 5. Ⓐ local
Ⓑ lockal
Ⓒ locul
Ⓓ locel | 10. Ⓔ decent
Ⓕ deesent
Ⓖ desent
Ⓗ descint | 15. Ⓐ vacent
Ⓑ vaceant
Ⓒ vaccant
Ⓓ vacant | 20. Ⓔ pannick
Ⓕ pannic
Ⓖ panick
Ⓗ panic |



Name _____

ideas
poet
riot
videopiano
diary
radio
fluidfuel
rodeo
meteor
cruelcasual
trial
diet
ruinmeander
genuine
diameter
patriot

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

ea

1. _____

2. _____

eo

3. _____

4. _____

5. _____

ia

6. _____

7. _____

8. _____

9. _____

ie

10. _____

io

11. _____

12. _____

13. _____

oe

14. _____

ua

15. _____

ue

16. _____

17. _____

ui

18. _____

19. _____

20. _____

Name _____

ideas

piano

fuel

casual

meander

poet

diary

rodeo

trial

genuine

riot

radio

meteor

diet

diameter

video

fluid

cruel

ruin

patriot

A. Fill in the Blank**Write the spelling word that best completes each sentence.**

1. Esther wrote in her _____ each day.
2. Did you watch the _____ about voting rights?
3. She played the _____ while he sang.
4. Did all the angry people looking for gold cause a _____?
5. Her _____ included the belief that women should be able to vote and hold office.
6. I'd like to write a poem about her, but I am not a _____.
7. We went to Wyoming and saw horses and cowboys at the _____.
8. The horses had a _____ of oats and other grains.
9. The cowboys were not _____. They treated the horses kindly.
10. We wore _____ clothing because we were sitting on the ground.

B. Definitions**Write the spelling word that matches each definition below.**

- | | |
|---|--|
| 11. device that plays music and news _____ | 16. rock from space _____ |
| 12. real, not fake _____ | 17. type of energy, such as gasoline _____ |
| 13. line through the center of a circle _____ | 18. destroy _____ |
| 14. move or walk slowly _____ | 19. decision process in a court _____ |
| 15. one who supports his or her country _____ | 20. liquid _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ dial
Ⓑ diul
Ⓒ deal
Ⓓ diel

Sample B:

- Ⓔ audio
Ⓕ audio
Ⓖ audeo
Ⓗ auddio

- | | | | |
|---|---|--|--|
| 1. Ⓐ ideas
Ⓑ idees
Ⓒ ideaz
Ⓓ iddeas | 6. Ⓔ diery
Ⓕ dieary
Ⓖ diary
Ⓗ dyary | 11. Ⓐ meteur
Ⓑ meeteor
Ⓒ meteor
Ⓓ metior | 16. Ⓔ fuel
Ⓕ fuell
Ⓖ fule
Ⓗ fewl |
| 2. Ⓔ poett
Ⓕ poete
Ⓖ poet
Ⓗ poette | 7. Ⓐ radio
Ⓑ radeo
Ⓒ radieo
Ⓓ raidio | 12. Ⓔ crewl
Ⓕ crule
Ⓖ cruel
Ⓗ cruell | 17. Ⓐ paitriot
Ⓑ patriot
Ⓒ paytriot
Ⓓ patriet |
| 3. Ⓐ ryot
Ⓑ riot
Ⓒ riott
Ⓓ rhiot | 8. Ⓔ flewid
Ⓕ flued
Ⓖ flooid
Ⓗ fluid | 13. Ⓐ casual
Ⓑ cassual
Ⓒ casuall
Ⓓ cazual | 18. Ⓔ rhuin
Ⓕ ruine
Ⓖ ruin
Ⓗ rooin |
| 4. Ⓔ viddeo
Ⓕ vidio
Ⓖ vidieo
Ⓗ video | 9. Ⓐ jenuine
Ⓑ genuine
Ⓒ genuin
Ⓓ genuinne | 14. Ⓔ meandir
Ⓕ meannder
Ⓖ meander
Ⓗ meandar | 19. Ⓐ diet
Ⓑ diete
Ⓒ diett
Ⓓ dyet |
| 5. Ⓐ piano
Ⓑ pianno
Ⓒ peano
Ⓓ peanno | 10. Ⓔ rodeo
Ⓕ rodio
Ⓖ rodeio
Ⓗ roddeo | 15. Ⓐ diammeter
Ⓑ dyameter
Ⓒ dieameter
Ⓓ diameter | 20. Ⓔ triel
Ⓕ trial
Ⓖ triall
Ⓗ tryal |



Name _____

footprint	appoint	encounter	entertain	faucet
fairground	coastal	grouchy	applause	doubting
although	bleachers	flawless	boundary	lawyer
laughter	grownup	southern	caution	roughness

Sort each spelling word by finding the spelling pattern to which it belongs.

ea

1. _____

ou

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

ai

10. _____

oa

11. _____

aw

12. _____

13. _____

au

14. _____

15. _____

16. _____

17. _____

oo

18. _____

oi

19. _____

ow

20. _____



Name _____

footprint	appoint	encounter	entertain	faucet
fairground	coastal	grouchy	applause	doubting
although	bleachers	flawless	boundary	lawyer
laughter	grownup	southern	caution	roughness

A. Definitions**Write the spelling word that matches each definition.**

- | | |
|--|-------------------------------------|
| 1. a mark left in soft ground
_____ | 6. seats at a sports event
_____ |
| 2. near the ocean _____ | 7. dividing line _____ |
| 3. attorney _____ | 8. select for a job _____ |
| 4. in the south _____ | 9. bumpiness _____ |
| 5. part of a sink _____ | |

B. Finish the Sentences**Write the spelling word that best completes each sentence.**

10. Storytellers who tell tales _____ their audiences.
11. If the tale is really funny, you hear a lot of _____.
12. After each performance, you can hear _____.
13. Some tales have _____, sly characters in them.
14. _____ they are tricky, they are often likeable, too.
15. Some of them don't show _____ when they act.
16. As a result, they _____ problems.
17. You might find yourself _____ their cleverness.
18. When I am a _____, I want to tell tales.
19. I will get experience at the local _____.
20. I hope my storytelling will be _____.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ rainy
Ⓑ raney
Ⓒ raineer
Ⓓ rainy

Sample B:

- Ⓔ notbook
Ⓕ notebook
Ⓖ noteboock
Ⓗ noatbook

- | | | | |
|---|---|--|---|
| 1. Ⓐ lauyer
Ⓑ lawyer
Ⓒ loiyer
Ⓓ loyer | 6. Ⓔ groachy
Ⓕ growchy
Ⓖ grouchee
Ⓗ grouchy | 11. Ⓐ footprint
Ⓑ foutprint
Ⓒ footprinte
Ⓓ foutprinte | 16. Ⓔ althow
Ⓕ although
Ⓖ althogh
Ⓗ allthough |
| 2. Ⓔ uhpoint
Ⓕ apoint
Ⓖ appoint
Ⓗ uppoint | 7. Ⓐ incounter
Ⓑ incownter
Ⓒ encownter
Ⓓ encounter | 12. Ⓔ douting
Ⓕ doubting
Ⓖ dowting
Ⓗ dowbting | 17. Ⓐ faucet
Ⓑ fauset
Ⓒ faucette
Ⓓ fausit |
| 3. Ⓐ cawshun
Ⓑ caushen
Ⓒ cawtion
Ⓓ caution | 8. Ⓔ fairground
Ⓕ fareground
Ⓖ fairgrownd
Ⓗ faregrownd | 13. Ⓐ flawless
Ⓑ flaules
Ⓒ flawliss
Ⓓ flauliss | 18. Ⓔ entertean
Ⓕ entertan
Ⓖ entertane
Ⓗ entertain |
| 4. Ⓔ bleechers
Ⓕ bleachers
Ⓖ bleetures
Ⓗ bleatures | 9. Ⓐ lafter
Ⓑ lauphter
Ⓒ laughter
Ⓓ laghter | 14. Ⓔ costal
Ⓕ cowstal
Ⓖ coastal
Ⓗ coastel | 19. Ⓐ suthern
Ⓑ sauthern
Ⓒ southern
Ⓓ southen |
| 5. Ⓐ roufness
Ⓑ rouffness
Ⓒ rouphness
Ⓓ roughness | 10. Ⓔ aplause
Ⓕ applause
Ⓖ aplawse
Ⓗ applawse | 15. Ⓐ bowndry
Ⓑ boundry
Ⓒ bowndary
Ⓓ boundary | 20. Ⓔ gronup
Ⓕ grownup
Ⓖ groanup
Ⓗ groonup |



Name _____

stable	eagle	terrible	vocal	stumble
saddle	royal	beetle	sample	kettle
table	cripple	legal	noble	medal
cattle	hospital	label	journal	several

Sort each spelling word by finding the spelling pattern to which it belongs.

-ble

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

-tle

6. _____
7. _____
8. _____

-dle

9. _____

-gle

10. _____

-al

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

-ple

18. _____
19. _____

-el

20. _____

Name _____

stable
saddle
table
cattleeagle
royal
cripple
hospitalterrible
beetle
legal
labelvocal
sample
noble
journalstumble
kettle
medal
several**A. Related Words****Write the spelling word that is related to each set of words.**

- | | |
|------------------------|----------------------------|
| 1. ant, fly, _____ | 6. tag, sticker, _____ |
| 2. robin, hawk, _____ | 7. lawful, allowed, _____ |
| 3. taste, try, _____ | 8. kingly, queenly, _____ |
| 4. award, prize, _____ | 9. aristocrat, duke, _____ |
| 5. loud, noisy, _____ | |

B. Fill in the Blank**Write the spelling word that best completes each sentence.**

10. Yesterday, I faced _____ challenges.
11. I went to get my horse from the _____.
12. I put the _____ on my horse and started to ride.
13. All of a sudden, I felt my horse _____.
14. I took a _____ tumble off my horse.
15. I ended up at the _____.
16. My broken leg will _____ me for a while.
17. It will make caring for my _____ a real challenge!
18. Last night, I tried to write about my day in my _____.
19. It was a challenge just to sit at the _____.
20. I even needed help putting the _____ on to make tea.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ cassle
Ⓑ castle
Ⓒ cassel
Ⓓ castel

Sample B:

- Ⓔ peepel
Ⓕ peopel
Ⓖ peeple
Ⓗ people

- | | | | |
|---|---|--|--|
| 1. Ⓐ vockal
Ⓑ vocul
Ⓒ vogle
Ⓓ vocal | 6. Ⓔ sevrall
Ⓕ sevrel
Ⓖ several
Ⓗ severel | 11. Ⓐ label
Ⓑ lable
Ⓒ laibel
Ⓓ labal | 16. Ⓔ nobil
Ⓕ nobal
Ⓖ nobel
Ⓗ noble |
| 2. Ⓔ cattle
Ⓕ cattel
Ⓖ cattal
Ⓗ cattil | 7. Ⓐ terribal
Ⓑ terribel
Ⓒ terrible
Ⓓ terrible | 12. Ⓔ crippe
Ⓕ crippal
Ⓖ cripple
Ⓗ criple | 17. Ⓐ beetle
Ⓑ beetel
Ⓒ beatel
Ⓓ bietle |
| 3. Ⓐ eegle
Ⓑ eegal
Ⓒ eagle
Ⓓ eagal | 8. Ⓔ tabel
Ⓕ table
Ⓖ taibel
Ⓗ tabil | 13. Ⓐ jurnal
Ⓑ journal
Ⓒ jurnle
Ⓓ journle | 18. Ⓔ legle
Ⓕ legal
Ⓖ leagle
Ⓗ leagal |
| 4. Ⓔ hospitil
Ⓕ hospital
Ⓖ hospitle
Ⓗ hosputal | 9. Ⓐ kettle
Ⓑ kete
Ⓒ kettel
Ⓓ keatle | 14. Ⓔ sampil
Ⓕ sampal
Ⓖ sample
Ⓗ sampel | 19. Ⓐ roial
Ⓑ roile
Ⓒ royal
Ⓓ royle |
| 5. Ⓐ stabel
Ⓑ stable
Ⓒ stabal
Ⓓ staibil | 10. Ⓔ stumbel
Ⓕ stoumble
Ⓖ stumble
Ⓗ stumbal | 15. Ⓐ sadel
Ⓑ saddel
Ⓒ sadle
Ⓓ saddle | 20. Ⓔ medle
Ⓕ medel
Ⓖ medal
Ⓗ meddal |



Name _____

commander
gentler
labor
error
soldiervapor
shatter
peddler
pillar
scissorsprofessor
governor
splendor
sugar
equatorfounder
crater
director
saucer
scholar

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words with the /schwa-r/ spelled:

-or

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

-er

- | | |
|-----------|-----------|
| 10. _____ | 14. _____ |
| 11. _____ | 15. _____ |
| 12. _____ | 16. _____ |
| 13. _____ | 17. _____ |

-ar

- | |
|-----------|
| 18. _____ |
| 19. _____ |
| 20. _____ |



Name _____

commander
gentler
labor
error
soldiervapor
shatter
peddler
pillar
scissorsprofessor
governor
splendor
sugar
equatorfounder
crater
director
saucer
scholar**A. What's the Word?****Complete each sentence with a spelling word.**

- Danny used _____ to cut a hole in the board.
- The powdery substance on the floor looked like _____.
- The meteor made a huge _____ in the ground outside the house.
- Danny thought that he had made an _____ in the game.
- Walter hoped that the meteor wouldn't _____ the television.
- The ship's _____ pointed a laser at the Budwing house.
- Danny often wished that Walter would be _____ when he teased him.
- A flying _____ hovered several feet from the window.
- With his helmet and boots, the robot looked a little like a _____.
- The spaceship knocked out a _____ that supported the living-room ceiling.

B. Meaning Match**Write the spelling word that matches each clue below.**

- line around the middle of Earth _____
- gas _____
- hard work _____
- person in charge of a project _____
- advanced student _____
- traveling salesperson _____

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ begar
Ⓑ beggar
Ⓒ beggarr
Ⓓ baggar

Sample B:

- Ⓔ actor
Ⓕ acktor
Ⓖ acter
Ⓗ actar

1. Ⓐ directer
Ⓑ director
Ⓒ directar
Ⓓ direcktor

6. Ⓔ commandder
Ⓕ commannder
Ⓖ comander
Ⓗ commander

11. Ⓐ sissors
Ⓑ scissors
Ⓒ scissers
Ⓓ scissurs

16. Ⓔ laber
Ⓕ labar
Ⓖ labeor
Ⓗ labor

2. Ⓔ shater
Ⓑ shatter
Ⓒ shattar
Ⓓ shattur

7. Ⓐ peddlor
Ⓑ peddlar
Ⓒ peddler
Ⓓ pedler

12. Ⓔ vapper
Ⓑ vappor
Ⓒ vaper
Ⓓ vapor

17. Ⓐ foundor
Ⓑ foundar
Ⓒ foundir
Ⓓ founder

3. Ⓐ soldier
Ⓑ soldiur
Ⓒ soldiar
Ⓓ soldierr

8. Ⓔ professor
Ⓕ professor
Ⓖ professur
Ⓗ professar

13. Ⓐ scolar
Ⓑ scholar
Ⓒ scholer
Ⓓ scholor

18. Ⓔ cratear
Ⓕ crater
Ⓖ cratar
Ⓗ crator

4. Ⓔ govenor
Ⓑ governer
Ⓒ governor
Ⓓ govener

9. Ⓐ piller
Ⓑ pilar
Ⓒ pillar
Ⓓ pillur

14. Ⓔ sugar
Ⓑ sugor
Ⓒ suger
Ⓓ suggar

19. Ⓐ saucer
Ⓑ sauser
Ⓒ sauceor
Ⓓ saucear

5. Ⓐ errar
Ⓑ error
Ⓒ eror
Ⓓ errarr

10. Ⓔ splendor
Ⓕ splendor
Ⓖ splendar
Ⓗ splendur

15. Ⓐ equater
Ⓑ equateor
Ⓒ equator
Ⓓ equatar

20. Ⓔ gentlor
Ⓕ gentlur
Ⓖ gentlar
Ⓗ gentler



Name _____

practical
marvel
chuckle
sandal
heronlengthen
barrel
global
signal
listenbushel
nozzle
woolen
fable
mountainpretzel
slogan
frighten
captain
angle

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words with the /schwa-l/ spelled:

*-el**-al**-le*

1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

12. _____

Write the spelling words with the /schwa-n/ spelled:

*-on**-an*

13. _____

14. _____

*-en**-ain*

15. _____

19. _____

16. _____

20. _____

17. _____

18. _____

Name _____

Spelling:
-el, -enpractical
marvel
chuckle
sandal
heronlengthen
barrel
global
signal
listenbushel
nozzle
woolen
fable
mountainpretzel
slogan
frighten
captain
angle**A. Fill in the Blanks****Complete each sentence with a spelling word.**

1. 'Tricia Ann ate her _____ on a bench marked *Whites Only*.
2. The _____ made an announcement over the loudspeaker.
3. When 'Tricia Ann reached the library, there was mud on her left
_____.
4. The traffic _____ turned red as she crossed the street.
5. The _____ of cherries cost four dollars at the market.
6. A thin, white _____ flew across the sky.
7. She knew it was late by looking at the _____ of the sun.
8. The shoemaker tried to _____ 'Tricia Ann's boot by half an inch.
9. The man adjusted the _____ on the hose to rinse off the library steps.
10. The Mission Church had _____ blankets to keep people warm in the winter.

B. Synonyms**Write the spelling word that comes closest in meaning to each word below.**

- | | | | |
|---------------|-------|---------------|-------|
| 11. worldwide | _____ | 15. useful | _____ |
| 12. motto | _____ | 16. scare | _____ |
| 13. story | _____ | 17. container | _____ |
| 14. laugh | _____ | 18. wonder | _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ bottel
- Ⓑ botle
- Ⓒ bottle
- Ⓓ bottul

Sample B:

- Ⓔ sharpin
- Ⓕ sharpun
- Ⓖ sharppen
- Ⓗ sharpen

- | | | | |
|---------------|-----------------|----------------|---------------|
| 1. Ⓐ angul | 6. Ⓔ listin | 11. Ⓐ barrel | 16. Ⓔ pretsel |
| Ⓑ angle | Ⓕ listun | Ⓑ barel | Ⓕ pretzul |
| Ⓒ angal | Ⓖ lissen | Ⓒ barrell | Ⓖ pretzle |
| Ⓓ angull | Ⓗ listen | Ⓓ barral | Ⓗ pretzel |
| 2. Ⓔ herron | 7. Ⓐ bushel | 12. Ⓔ capten | 17. Ⓐ fable |
| Ⓕ heron | Ⓑ bushshel | Ⓕ captain | Ⓑ fabel |
| Ⓖ herun | Ⓒ bushul | Ⓖ captin | Ⓒ fabull |
| Ⓗ herrun | Ⓓ bushell | Ⓗ captun | Ⓓ fabill |
| 3. Ⓐ langthen | 8. Ⓔ signal | 13. Ⓐ frightun | 18. Ⓔ globul |
| Ⓑ lengthun | Ⓕ signul | Ⓑ friten | Ⓕ globel |
| Ⓒ lengthin | Ⓖ signall | Ⓒ frighten | Ⓖ globe |
| Ⓓ lengthen | Ⓗ cignal | Ⓓ frightin | Ⓗ global |
| 4. Ⓔ marvell | 9. Ⓐ nozzal | 14. Ⓔ slogan | 19. Ⓐ sandal |
| Ⓑ marvul | Ⓑ nozzel | Ⓕ slogean | Ⓑ sandle |
| Ⓖ marvel | Ⓒ nozzle | Ⓖ slowgan | Ⓒ sandel |
| Ⓗ marval | Ⓓ nossle | Ⓗ slogen | Ⓓ sandul |
| 5. Ⓐ woolen | 10. Ⓔ practicul | 15. Ⓐ mounten | 20. Ⓔ chuckel |
| Ⓑ woollen | Ⓕ practical | Ⓑ mountain | Ⓕ chuckle |
| Ⓒ woolun | Ⓖ practicall | Ⓒ mowntain | Ⓖ chuckil |
| Ⓓ woollun | Ⓗ practicel | Ⓓ mountan | Ⓗ chuckul |

Name _____

unusual	repaired	unfriendly	submerge	unimportant
underwater	nonspecific	discourage	unfinished	rediscover
regain	unaware	overwhelm	misguide	dishonest
disconnect	refreeze	replenish	reunite	rewrap

Sort each spelling word by finding its prefix.***un-***

1. _____

2. _____

3. _____

4. _____

5. _____

under-

6. _____

non-

7. _____

mis-

8. _____

over-

9. _____

re-

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

dis-

17. _____

18. _____

19. _____

sub-

20. _____



Name _____

unusual	repaired	unfriendly	submerge	unimportant
underwater	nonspecific	discourage	unfinished	rediscover
regain	unaware	overwhelm	misguide	dishonest
disconnect	refreeze	replenish	reunite	rewrap

A. Opposite Meanings

Write the spelling word that has the opposite, or almost opposite, meaning.

- | | |
|--------------------|--------------------|
| 1. lose _____ | 6. unwrap _____ |
| 2. exact _____ | 7. important _____ |
| 3. broken _____ | 8. forget _____ |
| 4. fasten _____ | 9. thaw _____ |
| 5. completed _____ | 10. use up _____ |

B. Fill in the Blank

Write the spelling word that best completes each sentence.

11. Our team works together to study _____ life.
12. Once I saw a walrus slide off a rock and _____.
13. Did a big wave _____ it?
14. Did it _____ with its herd in the water?
15. Our team has studied _____ fish at the ocean bottom.
16. Some of them seem to be _____ of us.
17. Others seem to be _____.
18. That's why we _____ anyone diving alone.
19. It would be _____ to say our job isn't dangerous.
20. Don't let me _____ you, though. I love my job.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ reaplaye
- Ⓑ replaye
- Ⓒ reaplay
- Ⓓ replay

Sample B:

- Ⓔ undun
- Ⓕ undone
- Ⓖ uhndun
- Ⓗ uhndone

- | | | | |
|---|--|--|--|
| 1. Ⓐ rediscover
Ⓑ ridiscover
Ⓒ redisscover
Ⓓ ridisscover | 6. Ⓔ disconnect
Ⓕ disconnect
Ⓖ disconnect
Ⓗ discunnect | 11. Ⓐ reunite
Ⓑ reyunit
Ⓒ riunite
Ⓓ riyunite | 16. Ⓔ unawair
Ⓕ uniwair
Ⓖ unaware
Ⓗ uniware |
| 2. Ⓔ subbmerdge
Ⓕ submurge
Ⓖ soubmerge
Ⓗ submerge | 7. Ⓐ riplenish
Ⓑ riplenush
Ⓒ replenish
Ⓓ replenush | 12. Ⓔ nonspesifick
Ⓕ nonspesific
Ⓖ nonspecifick
Ⓗ nonspecific | 17. Ⓐ dishonest
Ⓑ disonest
Ⓒ deshonest
Ⓓ dishonist |
| 3. Ⓐ unnfriendly
Ⓑ unnfrendly
Ⓒ unfriendly
Ⓓ unfrendly | 8. Ⓔ ripeared
Ⓕ repaired
Ⓖ ripaired
Ⓗ repeared | 13. Ⓐ regane
Ⓑ regain
Ⓒ regayne
Ⓓ rigane | 18. Ⓔ rifrieze
Ⓕ rifreeze
Ⓖ refrieze
Ⓗ refreeze |
| 4. Ⓔ inusual
Ⓕ unusual
Ⓖ inusial
Ⓗ unusial | 9. Ⓐ missgide
Ⓑ missguide
Ⓒ misgide
Ⓓ misguide | 14. Ⓔ undurwater
Ⓕ undirwater
Ⓖ underwater
Ⓗ unwater | 19. Ⓐ rerap
Ⓑ rewrap
Ⓒ rewrappe
Ⓓ rerappe |
| 5. Ⓐ disscouradge
Ⓑ disscourage
Ⓒ discouradge
Ⓓ discourage | 10. Ⓔ uninportent
Ⓕ unimportent
Ⓖ unimportant
Ⓗ inimportant | 15. Ⓐ uhnfinnished
Ⓕ uhnfinished
Ⓖ unfinnished
Ⓓ unfinished | 20. Ⓔ overwelmm
Ⓕ ovirwhelm
Ⓖ overwhelm
Ⓗ overwellm |



Name _____

refuse
insert
desert
subject
combat

contest
permits
rebel
conduct
excuse

entrance
minute
contract
research
protest

present
extract
compact
conflict
content

A. Write the spelling words in alphabetical order.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

B. Make a Puzzle

Make up a puzzle of your own using the space on this page. Give it to someone else to solve. Be sure to include at least five spelling words in your puzzle.



Name _____

refuse
insert
desert
subject
combat

contest
permits
rebel
conduct
excuse

entrance
minute
contract
research
protest

present
extract
compact
conflict
content

Where's the accent?

For each of the spelling words above, the meaning varies according to where the accent is placed. Circle the choice that best completes each sentence. The accented syllable is shown in bold.

1. There was a huge _____ between the two candidates.
(**conflict**, conflict)
2. A special team was assigned to _____ the voter data.
(research, **research**)
3. The president held a meeting to _____ his findings. (**present**, present)
4. Voting only takes one _____ of your time. (**minute**, minute)
5. The reporter tried to _____ an interview. (**conduct**, conduct)
6. You may _____ to admit how you voted. (**refuse**, refuse)
7. The Democrats wanted to _____ the results. (**contest**, contest)
8. The government _____ every citizen to vote. (**permits**, permits)
9. The Republican President spoke on the _____ of war.
(**subject**, subject)
10. The _____ of the President's speech was interesting.
(**content**, content)



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ effect
Ⓑ efect
Ⓒ iffect
Ⓓ effek

Sample B:

- Ⓔ afect
Ⓕ affect
Ⓖ afekt
Ⓗ uffect

- | | | | |
|--|--|--|---|
| 1. Ⓐ excuse
Ⓑ excusse
Ⓒ exxcuse
Ⓓ escuse | 6. Ⓔ conduct
Ⓕ condduct
Ⓖ conduct
Ⓗ connduct | 11. Ⓐ desert
Ⓑ desurt
Ⓒ dessurt
Ⓓ dezert | 16. Ⓔ compact
Ⓕ commpact
Ⓖ compcompact
Ⓗ compactt |
| 2. Ⓔ conttest
Ⓕ contest
Ⓖ conntest
Ⓗ conntttest | 7. Ⓐ subject
Ⓑ subgect
Ⓒ subbjeet
Ⓓ subjeckt | 12. Ⓔ reble
Ⓕ rebbel
Ⓖ rebel
Ⓗ rebble | 17. Ⓐ contract
Ⓑ contractt
Ⓒ contract
Ⓓ connttract |
| 3. Ⓐ conntent
Ⓑ content
Ⓒ conttent
Ⓓ connttent | 8. Ⓔ extract
Ⓕ exrtact
Ⓖ exstract
Ⓗ extrackt | 13. Ⓐ combat
Ⓑ combbat
Ⓒ combatt
Ⓓ commbat | 18. Ⓔ enttrance
Ⓕ entrence
Ⓖ entrunce
Ⓗ entrance |
| 4. Ⓔ refuze
Ⓕ reffuse
Ⓖ rifiuse
Ⓗ refuse | 9. Ⓐ permimits
Ⓑ permits
Ⓒ permitts
Ⓓ purmits | 14. Ⓔ conflikt
Ⓕ conflickt
Ⓖ connflict
Ⓗ conflict | 19. Ⓐ present
Ⓑ prezent
Ⓒ pressent
Ⓓ presunt |
| 5. Ⓐ proettest
Ⓑ prottest
Ⓒ protest
Ⓓ protestt | 10. Ⓔ inssert
Ⓕ incert
Ⓖ insert
Ⓗ insertt | 15. Ⓐ risearch
Ⓑ research
Ⓒ ressearch
Ⓓ resurch | 20. Ⓔ minnute
Ⓕ minute
Ⓖ minnut
Ⓗ minuht |

Name _____

stretcher
pasture
creature
feature
measure

legislature
lecture
rancher
moisture
azure

gesture
fracture
nature
treasure
pleasure

butcher
searcher
pressure
mixture
future

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words with the /ch[schwa]r/ spelled:

-ture

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

-cher

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

Write the spelling words with the /zh[schwa]r/ spelled:

-sure

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

-zure

1. _____

Name _____

stretcher
pasture
creature
feature
measure

legislature
lecture
rancher
moisture
azure

gesture
fracture
nature
treasure
pleasure

butcher
searcher
pressure
mixture
future

A. Fill in the Blanks**Complete each sentence with a spelling word.**

1. It's hard not to _____ when you're excited or nervous.
2. There was a small _____ in the tree branch after the hurricane hit.
3. It can feel hotter outside when there's more _____ in the air.
4. Scientists often try to _____ the humidity in the air.
5. There might be a hidden _____ somewhere on this island.
6. An increase in air _____ can signal a storm.
7. The professor gave a _____ on the topic of weather.
8. The _____ shop was full of people getting food in preparation for the storm.
9. After the storm cleared, there was a beautiful _____ sky.
10. The storm brought a _____ of wind, rain, and flooding.

B. Definitions**Write the spelling word that has the same, or almost the same, meaning.**

11. animal or living thing _____
12. person who looks for something _____
13. special attraction _____
14. law-making body _____
15. time after the present _____



Name _____

Spelling:
-ture, -sure

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ cullcher
- Ⓑ culcher
- Ⓒ cultture
- Ⓓ culture

Sample B:

- Ⓔ teechur
- Ⓕ teachur
- Ⓖ teecher
- Ⓗ teacher

- | | | | |
|--|--|--|---|
| 1. Ⓐ futur
Ⓑ fewture
Ⓒ fuchure
Ⓓ future | 6. Ⓔ gestture
Ⓕ gessture
Ⓖ gesture
Ⓗ gestur | 11. Ⓐ moistturre
Ⓑ moisturre
Ⓒ moistture
Ⓓ moisture | 16. Ⓔ stretcher
Ⓕ stretchur
Ⓖ stretchar
Ⓗ stretchure |
| 2. Ⓔ creecture
Ⓕ creature
Ⓖ creture
Ⓗ criecture | 7. Ⓐ legislatture
Ⓑ legislature
Ⓒ leggislatre
Ⓓ legislature | 12. Ⓔ naturre
Ⓕ natture
Ⓖ nachure
Ⓗ nature | 17. Ⓐ tresure
Ⓑ treasure
Ⓒ tressure
Ⓓ trezzure |
| 3. Ⓐ searchar
Ⓑ sercher
Ⓒ searcher
Ⓓ searchur | 8. Ⓔ presure
Ⓕ pressure
Ⓖ presher
Ⓗ preshure | 13. Ⓐ pasture
Ⓑ passture
Ⓒ pastture
Ⓓ pasturre | 18. Ⓔ ranchir
Ⓕ ranchur
Ⓖ ranncher
Ⓗ rancher |
| 4. Ⓔ feature
Ⓕ feeture
Ⓖ feture
Ⓗ fieture | 9. Ⓐ measure
Ⓑ meazure
Ⓒ mesure
Ⓓ mezhure | 14. Ⓔ plesure
Ⓕ pleasure
Ⓖ pleazure
Ⓗ pleazhure | 19. Ⓐ butcher
Ⓑ bucher
Ⓒ buttcher
Ⓓ butcherr |
| 5. Ⓐ fracture
Ⓑ frackture
Ⓒ fracchure
Ⓓ fractture | 10. Ⓔ mixcher
Ⓕ micksture
Ⓖ mixture
Ⓗ mixtture | 15. Ⓐ azurre
Ⓑ azzure
Ⓒ azure
Ⓓ azzurre | 20. Ⓔ leckturre
Ⓕ lecture
Ⓖ lectture
Ⓗ lectturre |



Name _____

ambulance
brilliance
balance
performance
attendance

residence
dependence
hesitance
substance
absence

assistance
persistence
ignorance
radiance
appearance

reluctance
disturbance
importance
resistance
distance

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words that contain two syllables and are spelled:

-ence

1. _____

-ance

2. _____

3. _____

4. _____

5. _____

Write the spelling words that contain three syllables and are spelled:

-ence

6. _____

7. _____

8. _____

-ance

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____

Spelling:
-ence, -ance

ambulance	residence	assistance	reluctance
brilliance	dependence	persistence	disturbance
balance	hesitance	ignorance	importance
performance	substance	radiance	resistance
attendance	absence	appearance	distance

A. Definitions**Write the spelling word that has the same, or almost the same, meaning.**

1. great intelligence; shininess _____
2. the need for someone or something _____
3. something that takes up space _____
4. the state of being against or opposed to doing something _____
5. the state of having little or no knowledge _____
6. the state of feeling unsure or having doubts _____
7. a glowing quality _____
8. opposition; a pull in the opposite direction _____
9. the act of being present _____
10. a public display or presentation _____

B. Fill in the Blanks**Complete each sentence with a spelling word.**

11. The Fisher learned the _____ of being honest.
12. The Basketmaker was unable to keep her _____ on the log.
13. The _____ to the market was a little more than one mile.
14. After tricking the people carrying food, the Fisher returned to his
_____.
15. After falling into the river, the Fisher was taken away in a(an)
_____.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ inference
- Ⓑ infurance
- Ⓒ infrence
- Ⓓ infrince

Sample B:

- Ⓔ viggilance
- Ⓕ vigilance
- Ⓖ vigilence
- Ⓗ vigilience

- | | | | |
|---|---|--|--|
| 1. Ⓐ ambulance
Ⓑ ambbulance
Ⓒ ambulence
Ⓓ ambulance | 6. Ⓔ deppendance
Ⓕ deppendence
Ⓖ dependance
Ⓗ dependence | 11. Ⓐ ignorrance
Ⓑ iggnorance
Ⓒ ignorence
Ⓓ ignorance | 16. Ⓔ resistance
Ⓕ resistence
Ⓖ ressistance
Ⓗ resisstance |
| 2. Ⓔ apearance
Ⓕ appearance
Ⓖ appeerance
Ⓗ appearence | 7. Ⓐ substence
Ⓑ substance
Ⓒ subbstance
Ⓓ subbstance | 12. Ⓔ importtence
Ⓕ importence
Ⓖ importance
Ⓗ importtance | 17. Ⓐ relluctance
Ⓑ reluctance
Ⓒ reluctence
Ⓓ relluctence |
| 3. Ⓐ assistance
Ⓑ asistance
Ⓒ assistence
Ⓓ assisstance | 8. Ⓔ dissturbance
Ⓕ disturbence
Ⓖ disturbance
Ⓗ dissturbence | 13. Ⓐ performance
Ⓑ performence
Ⓒ performmance
Ⓓ performmence | 18. Ⓔ absceance
Ⓕ abbsence
Ⓖ absance
Ⓗ absence |
| 4. Ⓔ attendance
Ⓕ atendance
Ⓖ attendence
Ⓗ attenddance | 9. Ⓐ balance
Ⓑ ballance
Ⓒ balence
Ⓓ ballence | 14. Ⓔ persistance
Ⓕ persistence
Ⓖ persistance
Ⓗ perssistance | 19. Ⓐ residence
Ⓑ ressidence
Ⓒ residance
Ⓓ ressidance |
| 5. Ⓐ brillience
Ⓑ brilliance
Ⓒ briliance
Ⓓ brilience | 10. Ⓔ hesitance
Ⓕ hesitence
Ⓖ hesatance
Ⓗ hesatence | 15. Ⓐ raddiance
Ⓑ radianse
Ⓒ radience
Ⓓ radiance | 20. Ⓔ disstance
Ⓕ distence
Ⓖ distance
Ⓗ distiance |

Name _____

serious	finally	destruction	direction	carefully
eruption	microscopic	usually	apparently	position
forgetful	safety	allergic	completely	scientific
comfortable	furious	sickness	activity	eventually

Sort each spelling word by its suffix.

-tion

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

-ful

5. _____
6. _____

-ic

7. _____
8. _____
9. _____

-able

10. _____

-ly

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

-ous

17. _____
18. _____

-ty

19. _____
20. _____

-ness

21. _____



Name _____

serious	finally	destruction	direction	carefully
eruption	microscopic	usually	apparently	position
forgetful	safety	allergic	completely	scientific
comfortable	furious	sickness	activity	eventually

A. Definitions**Write the spelling word that matches each definition.**

- angry _____
- at last _____
- most times _____
- not remembering _____
- seemingly _____
- instruction _____
- place _____
- relaxed _____
- totally _____
- not carelessly _____

B. Finish the Sentences**Write the spelling word that best completes each sentence.**

- Some scientists study _____ organisms.
- They collect and record _____ data.
- Many people have an _____ reaction to pollen.
- Scientists study this _____ pollen problem.
- Have you heard of a volcano having a huge _____?
- The lava can cause a lot of _____.
- Scientists study this volcanic _____.
- Do you know anyone with a critical _____?
- Scientists study the _____ of drugs that treat it.
- Scientists may _____ develop drugs that cure incurable diseases.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ playfull
- Ⓑ playphul
- Ⓒ playful
- Ⓓ playfil

Sample B:

- Ⓔ action
- Ⓕ acshun
- Ⓖ actshion
- Ⓗ action

- | | | | |
|--|--|--|---|
| 1. Ⓐ carefully
Ⓑ cairfully
Ⓒ carfully
Ⓓ carefully | 6. Ⓔ dierection
Ⓕ direction
Ⓖ direcshun
Ⓗ directshin | 11. Ⓐ comfortable
Ⓑ comfortible
Ⓒ comfortibel
Ⓓ comfortabel | 16. Ⓔ finilly
Ⓕ finily
Ⓖ finally
Ⓗ finaly |
| 2. Ⓔ fourgetfil
Ⓕ forgetful
Ⓖ forgetfil
Ⓗ forgetful | 7. Ⓐ alergic
Ⓑ allergick
Ⓒ alergic
Ⓓ allergic | 12. Ⓔ sereous
Ⓕ serious
Ⓖ sereus
Ⓗ serius | 17. Ⓐ aparintly
Ⓑ apparintly
Ⓒ aparently
Ⓓ apparently |
| 3. Ⓐ useually
Ⓑ usually
Ⓒ usally
Ⓓ usaly | 8. Ⓔ completely
Ⓕ completly
Ⓖ compleetly
Ⓗ compleatly | 13. Ⓐ acktivity
Ⓑ aktivty
Ⓒ activity
Ⓓ activety | 18. Ⓔ scientific
Ⓕ sientific
Ⓖ scientifick
Ⓗ sientifick |
| 4. Ⓔ safety
Ⓕ safty
Ⓖ safetey
Ⓗ saftey | 9. Ⓐ sickniss
Ⓑ sickness
Ⓒ sicnniss
Ⓓ sikness | 14. Ⓔ destruckshen
Ⓕ destrucktion
Ⓖ destrucshen
Ⓗ destruction | 19. Ⓐ eventially
Ⓑ eventialy
Ⓒ eventually
Ⓓ eventualy |
| 5. Ⓐ furyous
Ⓑ furyus
Ⓒ furious
Ⓓ furius | 10. Ⓔ erruption
Ⓕ errupshen
Ⓖ eruption
Ⓗ erupshen | 15. Ⓐ posetion
Ⓑ position
Ⓒ pozition
Ⓓ poesishen | 20. Ⓔ micrascopic
Ⓕ microscopie
Ⓖ micruscopic
Ⓗ micriscope |



Name _____

poll
presents
stationary
counsel
praycouncil
current
sweet
prey
stationerywaist
peer
manner
presence
polemanor
suite
currant
pier
waste

A. Sort each spelling word according to its number of syllables.
Then write the words on the lines below.

One syllable

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

Two syllables

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

Four syllables

1. _____
2. _____

B. Use the spelling words above to help you write a poem of at least 4 lines.

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



Name _____

poll
presents
stationary
counsel
praycouncil
current
sweet
prey
stationerywaist
peer
manner
presence
polemanor
suite
currant
pier
waste**What's the Word?****Complete each sentence with the correct spelling word.**

1. Wesley used the leaves of his plant to make _____ for writing letters.
2. The fruit in Weslandia was yellow in color and tasted _____.
3. Wesley helped the plant grow around a _____ to keep it from falling down.
4. Wesley used everything that grew in Weslandia, so there was never any _____.
5. The hawk thought the mouse would be good _____.
6. Busy in the world of Weslandia, Wesley lost track of _____ events.
7. Wesley used to be scared in the _____ of older boys.
8. The boys in the neighborhood wanted to help form a _____ for Weslandia.
9. Before creating Weslandia, Wesley always acted in a shy, quiet _____.
10. In his swing, Wesley was able to _____ around the corner without being seen.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ flowr
Ⓑ flour
Ⓒ flouer
Ⓓ flauer

Sample B:

- Ⓔ flower
Ⓕ flowr
Ⓖ flouwer
Ⓗ flowwer

- | | | | |
|--|---|---|--|
| 1. Ⓐ suite
Ⓑ suite
Ⓒ suete
Ⓓ suette | 6. Ⓔ current
Ⓕ curent
Ⓖ currennt
Ⓗ curennt | 11. Ⓐ stationarry
Ⓑ stationary
Ⓒ staitionary
Ⓓ staytionary | 16. Ⓔ prai
Ⓕ pray
Ⓖ praye
Ⓗ praey |
| 2. Ⓔ sweet
Ⓕ swete
Ⓖ swet
Ⓗ swette | 7. Ⓐ mannir
Ⓑ mannur
Ⓒ maner
Ⓓ manner | 12. Ⓔ stationery
Ⓕ staytionery
Ⓖ staitionery
Ⓗ stationerry | 17. Ⓐ pressunts
Ⓑ presunts
Ⓒ pressents
Ⓓ presents |
| 3. Ⓐ peire
Ⓑ pier
Ⓒ peir
Ⓓ pier | 8. Ⓔ mannor
Ⓕ manor
Ⓖ mannour
Ⓗ manur | 13. Ⓐ wastte
Ⓑ wasste
Ⓒ waiste
Ⓓ waste | 18. Ⓔ pressence
Ⓕ presence
Ⓖ presense
Ⓗ presensce |
| 4. Ⓔ peer
Ⓕ pere
Ⓖ perre
Ⓗ peere | 9. Ⓐ poal
Ⓑ pollel
Ⓒ pole
Ⓓ poel | 14. Ⓔ waist
Ⓕ waiset
Ⓖ waiste
Ⓗ waisst | 19. Ⓐ counncil
Ⓑ council
Ⓒ counccil
Ⓓ counsil |
| 5. Ⓐ curant
Ⓑ currant
Ⓒ currannt
Ⓓ currantt | 10. Ⓔ poll
Ⓕ pol
Ⓖ polle
Ⓗ poell | 15. Ⓐ praye
Ⓑ prey
Ⓒ preye
Ⓓ praey | 20. Ⓔ counsel
Ⓕ counssel
Ⓖ counsell
Ⓗ counssell |



Name _____

indefinite
preview
dishonest
disapprove
injusticedisable
misunderstand
inexpensive
misjudge
preheatsincorrect
disobey
prejudge
discomfort
mistrustdismount
prewash
mistaken
discolor
disconnect

Sort each spelling word according to its prefix. Then write the words on the lines below.

dis-

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

in-

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

mis-

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

pre-

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



Name _____

indefinite	disable	incorrect	dismount
preview	misunderstand	disobey	prewash
dishonest	inexpensive	prejudge	mistaken
disapprove	misjudge	discomfort	discolor
injustice	preheats	mistrust	disconnect

A. Similar Meanings**Write the spelling word that has the same, or almost the same, meaning.**

- wrong _____
- lying _____
- unsure; unclear _____
- cheap _____
- frown on _____
- go against the rules _____
- stain _____
- uneasiness _____
- divide _____
- get down or get off _____

B. Fill in the Blanks**Complete each sentence using the correct spelling word.**

- If you think that plants are not important to our survival, you are _____.
- Since Lewis and Clark had no map, it was easy to _____ distances.
- When Clark first saw the ocean, he had a _____ of what we see today.
- Joseph Andrews once tried to _____ the machines that chop down trees.
- The destruction of our natural environment is a real _____.
- We should _____ anyone who wants to destroy our surroundings.
- When you _____ your clothes, you use up more water.
- His mother _____ the oven before cooking dinner.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- (A) misshapp
- (B) mishapp
- (C) misshap
- (D) mishap

Sample B:

- (E) missuse
- (F) misuse
- (G) misusse
- (H) missusse

- | | | | |
|-------------------|-----------------------|---------------------|--------------------|
| 1. (A) dissaprove | 6. (E) misstakken | 11. (A) preheats | 16. (E) discollor |
| (B) disaprove | (F) mistakken | (B) preaheats | (F) disccolor |
| (C) dissapprove | (G) misstaken | (C) prehheats | (G) disscolor |
| (D) disapprove | (H) mistaken | (D) preheets | (H) discolor |
| 2. (E) discomfort | 7. (A) mistrust | 12. (E) inexpensive | 17. (A) disconnect |
| (F) disscomfort | (B) misstrust | (F) innexpensive | (B) disconect |
| (G) discomfot | (C) misttrust | (G) inexppensive | (C) disconnecct |
| (H) discommfort | (D) mistrustt | (H) inexpenssive | (D) disssconnect |
| 3. (A) dishonnest | 8. (E) misundderstand | 13. (A) injjustice | 18. (E) missjudge |
| (B) disshonest | (F) missunderstand | (B) injustice | (F) misjudge |
| (C) dishonest | (G) misunderstand | (C) injustisce | (G) misjuge |
| (D) disshonnest | (H) misundderstand | (D) injusstic | (H) misjudje |
| 4. (E) dismount | 9. (A) incorect | 14. (E) indefinnite | 19. (A) prejudje |
| (F) dissmount | (B) incorrect | (F) indeffinite | (B) prejudge |
| (G) dismmount | (C) incorreect | (G) inddefinite | (C) preejudge |
| (H) dissmmount | (D) inccorrect | (H) indefinite | (D) prejuge |
| 5. (A) dissobey | 10. (E) prevview | 15. (A) disabel | 20. (E) prewwash |
| (B) disobey | (F) prevewe | (B) dissable | (F) preewash |
| (C) disobbey | (G) prevew | (C) disable | (G) prewash |
| (D) dissobbey | (H) preview | (D) dissabble | (H) prewassh |



Name _____

emptiness
gladness
bottomless
foolishness
harmless

fullness
fierceness
darkness
effortless
forgiveness

motionless
stillness
sadness
needless
fearless

hopeless
ceaseless
weakness
meaningless
fondness

Sort each spelling word by its suffix. On the lines below, write the spelling words with the **-less** suffix that have:

two syllables

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

three syllables

6. _____
7. _____
8. _____
9. _____

Write the spelling words with the **-ness** suffix that have:

two syllables

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

three syllables

18. _____
19. _____
20. _____

Find the two spelling words that rhyme and write them on the lines below.

21. _____

22. _____

Name _____

emptiness	fullness	motionless	hopeless
gladness	fierceness	stillness	ceaseless
bottomless	darkness	sadness	weakness
foolishness	effortless	needless	meaningless
harmless	forgiveness	fearless	fondness

A. Definitions**Write the spelling word that comes closest in meaning to the words below.**

- | | |
|--|---------------------------------------|
| 1. still; not moving _____ | 7. the absence of light
_____ |
| 2. impossible; without a chance
_____ | 8. not requiring energy
_____ |
| 3. happiness _____ | 9. causing little or no hurt
_____ |
| 4. unafraid _____ | 10. love; affection _____ |
| 5. not stopping _____ | |
| 6. unnecessary _____ | |

B. Fill in the Blanks**Complete the sentences, using the correct spelling word.**

11. John's grandfather felt like he was in a _____ canyon.
12. When John's grandfather saw the dead soldiers, he was filled with _____.
13. After the battle, there was an eerie _____ on the field.
14. The Navajo language was _____ to the Japanese, who didn't speak it.
15. John began to appreciate the _____ of the soldiers.
16. The _____ of the battlefield showed that the war had long been over.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ useless
Ⓑ usseless
Ⓒ uselless
Ⓓ ueseless

Sample B:

- Ⓔ hapyness
Ⓕ happyness
Ⓖ hapiness
Ⓗ happiness

- | | | | |
|---|--|---|---|
| 1. Ⓐ botomless
Ⓑ bottommless
Ⓒ bottomless
Ⓓ botommless | 6. Ⓔ fearless
Ⓕ fearless
Ⓖ feerless
Ⓗ fereless | 11. Ⓐ fullness
Ⓑ fulness
Ⓒ fullnness
Ⓓ fulnness | 16. Ⓔ motionlless
Ⓕ motionnless
Ⓖ mottionless
Ⓗ motionless |
| 2. Ⓔ ceaselless
Ⓕ ceasless
Ⓖ ceaseless
Ⓗ ceeseless | 7. Ⓐ fiercenness
Ⓑ feircenness
Ⓒ fiercenness
Ⓓ feircenness | 12. Ⓔ hopelless
Ⓕ hopeless
Ⓖ hopless
Ⓗ hoppelless | 17. Ⓐ needlless
Ⓑ needeless
Ⓒ needless
Ⓓ neadless |
| 3. Ⓐ darknness
Ⓑ darkness
Ⓒ darknes
Ⓓ darkkness | 8. Ⓔ fondddnness
Ⓕ fondnness
Ⓖ fondddness
Ⓗ fondness | 13. Ⓐ gladdnnness
Ⓑ gladnness
Ⓒ gladdness
Ⓓ gladness | 18. Ⓔ stillness
Ⓕ stilness
Ⓖ stillnness
Ⓗ stilness |
| 4. Ⓔ efortlless
Ⓕ effortlless
Ⓖ efortless
Ⓗ effortless | 9. Ⓗ foolishness
Ⓑ foollishness
Ⓒ foolishnness
Ⓓ foollishnnness | 14. Ⓔ meaninglless
Ⓕ meanningless
Ⓖ meaningless
Ⓗ meaninggless | 19. Ⓐ sadnness
Ⓑ saddness
Ⓒ sadness
Ⓓ saddnness |
| 5. Ⓐ emptynness
Ⓑ emptinness
Ⓒ epmtynness
Ⓓ emptiness | 10. Ⓔ forgiveness
Ⓕ forggiveness
Ⓖ forgivenness
Ⓗ foregiveness | 15. Ⓐ harmmless
Ⓑ harmless
Ⓒ harmlless
Ⓓ harrmless | 20. Ⓔ weekness
Ⓕ weakness
Ⓖ weakeness
Ⓗ weaknness |

Name _____

exhaustion
decoration
election
impress
locate

impression
discussion
confuse
concentration
exhaust

location
discuss
estimation
correction
decorate

elect
correct
confusion
concentrate
estimate

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words with the ending spelled:

-ate

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

-ct

11. _____
12. _____

-ss

13. _____
14. _____

Write the spelling words with the ending spelled:

-se

5. _____

-st

6. _____

-tion

7. _____
8. _____
9. _____
10. _____

15. _____

16. _____

17. _____

-sion

18. _____

19. _____

20. _____



Name _____

exhaustion
decoration
election
impress
locate

impression
discussion
confuse
concentration
exhaust

location
discuss
estimation
correction
decorate

elect
correct
confusion
concentrate
estimate

A. Meaning Match**Write the spelling word that matches each clue below.**

- | | |
|--------------------------------------|--|
| 1. the state of being tired
_____ | 6. an opinion _____ |
| 2. the act of thinking _____ | 7. to talk _____ |
| 3. to guess _____ | 8. to have a strong effect on
_____ |
| 4. the result of voting _____ | 9. a place _____ |
| 5. to find _____ | 10. the act of making right
_____ |

B. Fill in the Blanks**Complete each sentence with a spelling word.**

11. Ana Rosa goes inside because when she works she needs to _____.
12. At first, there was some _____ about the truth behind the sea monster.
13. His Jeep blew _____ into the air.
14. No one had time to _____ the porch for the planning meeting.
15. Our first _____ was that it was a sea monster.
16. They decided to _____ someone to watch from the tree.
17. Their _____ about the sea monster lasted into the night.
18. Ana Rosa was _____ about there being something in the water.



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ edditt
Ⓑ eddit
Ⓒ edit
Ⓓ editt

Sample B:

- Ⓔ eddition
Ⓕ edition
Ⓖ edittion
Ⓗ eddittion

- | | | | |
|---|---|--|---|
| 1. Ⓐ concentrate
Ⓑ conncentrate
Ⓒ concenstrate
Ⓓ concentratte | 6. Ⓔ corection
Ⓕ correction
Ⓖ correcktion
Ⓗ corecktion | 11. Ⓐ esttimate
Ⓑ esstimate
Ⓒ estimmate
Ⓓ estimate | 16. Ⓔ imppresion
Ⓕ impresion
Ⓖ impression
Ⓗ impression |
| 2. Ⓔ concetration
Ⓕ concentration
Ⓖ conncetration
Ⓗ conncentration | 7. Ⓐ deccorrate
Ⓑ decorrate
Ⓒ deccorate
Ⓓ decorate | 12. Ⓔ estimation
Ⓕ esttimation
Ⓖ esttimation
Ⓗ estimation | 17. Ⓐ locate
Ⓑ loccate
Ⓒ locatte
Ⓓ loccatte |
| 3. Ⓐ confusse
Ⓑ connffuse
Ⓒ conffuse
Ⓓ confuse | 8. Ⓔ decorration
Ⓕ deccoration
Ⓖ deccorration
Ⓗ decoration | 13. Ⓐ exhaust
Ⓑ exhaust
Ⓒ exxhaust
Ⓓ exhaustt | 18. Ⓔ loccation
Ⓕ location
Ⓖ locattion
Ⓗ loccattion |
| 4. Ⓔ confusion
Ⓕ conffusion
Ⓖ confussion
Ⓗ conffussion | 9. Ⓐ ellect
Ⓑ elect
Ⓒ electt
Ⓓ elleckt | 14. Ⓔ exhaustion
Ⓕ exxhauition
Ⓖ exhaustion
Ⓗ exxauition | 19. Ⓐ discusss
Ⓑ disscus
Ⓒ disscuss
Ⓓ discuss |
| 5. Ⓐ correct
Ⓑ corect
Ⓒ correckt
Ⓓ coreckt | 10. Ⓔ election
Ⓕ ellection
Ⓖ electtion
Ⓗ ellecktion | 15. Ⓐ impress
Ⓑ immpress
Ⓒ imppress
Ⓓ impres | 20. Ⓔ discussion
Ⓕ discusion
Ⓖ disscussion
Ⓗ disccussion |



Name _____

telegram
mechanic
automobile
photography
phonics

automatic
disaster
telephoto
telescope
mechanical

homophone
telegraph
astronomer
autograph
television

myth
astronaut
photograph
telephone
mythical

Sort each spelling word according to the Greek root it contains.
Then write the words on the lines below. Some words may be
placed into more than one category.

astro

1. _____

2. _____

aster

3. _____

auto

4. _____

5. _____

6. _____

photo

7. _____

8. _____

9. _____

tele

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

phon

16. _____

17. _____

18. _____

mech

19. _____

20. _____

myth

21. _____

22. _____



Name _____

telegram	automatic	homophone	myth
mechanic	disaster	telegraph	astronaut
automobile	telephoto	astronomer	photograph
photography	telescope	autograph	telephone
phonics	mechanical	television	mythical

Complete each sentence below with a spelling word.

- Alexi gazed up at the stars through his _____.
- A _____ of the Tsar would have let Yelena the Fair see how old he was.
- Alexi had no _____, so he had to travel on a horse.
- The Golden Mare is a _____ creature.
- The word “fair” is a _____ of “fare” because it sounds the same but is spelled differently.
- If Alexi hadn’t had the ring, it would have been a _____.
- The Golden Mare told a _____ about how the ring was formed.
- An _____ taught Alexi how to travel by using the stars.
- The Tsar designed a _____ device for hunting birds.
- The _____ was not yet invented at the time of the story.

Write On!**Use each spelling word in a sentence.**

- mechanic _____
- television _____
- astronaut _____
- photography _____
- autograph _____



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ kilometer
- Ⓑ killometer
- Ⓒ kilommeter
- Ⓓ killommeter

Sample B:

- Ⓔ phoeton
- Ⓕ foton
- Ⓖ photton
- Ⓗ photon

- | | | | |
|----------------------------|--------------------------------|--------------------------------|---------------------------------|
| 1. Ⓐ astron at | 6. Ⓔ telegraph | 11. Ⓐ homop ph one | 16. Ⓔ photog g raphy |
| Ⓑ astanaut | Ⓕ telleg g raph | Ⓑ hommoph o ne | Ⓕ photto g raphy |
| Ⓒ astron au t | Ⓖ telleg g raph | Ⓒ homoph o ne | Ⓖ photag g raphy |
| Ⓓ astrana t | Ⓗ telegraph | Ⓓ hommop h phone | Ⓗ photog g raphy |
| 2. Ⓔ autagraph | 7. Ⓐ tellep h phone | 12. Ⓔ phanics | 17. Ⓐ myt th |
| Ⓕ autograph | Ⓑ telep h phone | Ⓕ phonix | Ⓑ mith |
| Ⓖ auttog g raph | Ⓒ tellep h phone | Ⓖ phonnics | Ⓒ my th |
| Ⓗ autogra f | Ⓓ telep h phone | Ⓗ phonics | Ⓓ myeth |
| 3. Ⓐ automattic | 8. Ⓔ tellescope | 13. Ⓐ disaster | 18. Ⓔ machanic |
| Ⓑ automatic | Ⓕ telescope | Ⓑ dissaster | Ⓕ mechanic |
| Ⓒ auttomatic | Ⓖ telesscope | Ⓒ disasster | Ⓖ mecanic |
| Ⓓ auttomattic | Ⓗ tellesscope | Ⓓ dissasster | Ⓗ macanic |
| 4. Ⓔ autommobile | 9. Ⓐ telle v ision | 14. Ⓔ astranomer | 19. Ⓐ mechanical |
| Ⓕ autommob il | Ⓑ telev is ion | Ⓕ astronomer | Ⓑ mecanical |
| Ⓖ automob il | Ⓒ telev is sion | Ⓖ astronommer | Ⓒ mechanacal |
| Ⓗ automobile | Ⓓ telev is sion | Ⓗ asrtonnomer | Ⓓ mecanacal |
| 5. Ⓐ my th ical | 10. Ⓔ telegram | 15. Ⓐ photog g raph | 20. Ⓔ telephoto |
| Ⓑ my th iccal | Ⓕ telleg g ram | Ⓑ photto g graph | Ⓕ tellephoto |
| Ⓒ m it hical | Ⓖ telegramm | Ⓒ photog g raph | Ⓖ telefoto |
| Ⓓ m it hiccal | Ⓗ telleg g ramm | Ⓓ photto g graph | Ⓗ tellefoto |



Name _____

transport
spectacle
distract
respect
spectatorattraction
committee
tractor
import
missionintermission
dismiss
export
suspect
subtractionportable
missile
transportation
inspector
inspect

Sort each spelling word according to the Latin root it contains.
Then write the words on the lines below.

mit/miss

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

port

6. _____ 8. _____ 10. _____
7. _____ 9. _____

spect

11. _____ 13. _____ 15. _____
12. _____ 14. _____ 16. _____

tract

17. _____ 19. _____
18. _____ 20. _____



Name _____

transport
spectacle
distract
respect
spectatorattraction
committee
tractor
import
missionintermission
dismiss
export
suspect
subtractionportable
missile
transportation
inspector
inspect**A. Definitions****Write the spelling word that has the same, or almost the same, meaning.**

1. group of people assigned to one task _____
2. person who finds out information or judges something _____
3. a task or project _____
4. to send away; a product that is sent from one country to another

5. able to be moved from one place to another _____
6. special regard for a person or thing _____
7. vehicle used for farming _____
8. the act of removing or taking away _____
9. a person who witnesses an event _____
10. to shift attention away from something _____

B. Fill in the Blanks**Complete each sentence with a spelling word.**

11. I _____ that camping is not much fun in the rain.
12. Cars, buses, trucks, and trains are all forms of _____.
13. Some people like to _____ their food before they eat it.
14. I wonder whether other countries _____ hot dogs from the United States.
15. We left the play during the _____ because we were tired.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ microscope
- Ⓑ myroscope
- Ⓒ microscope
- Ⓓ mykroscope

Sample B:

- Ⓔ eequal
- Ⓕ equal
- Ⓖ equel
- Ⓗ equall

- | | | | |
|----------------|--------------------|-----------------------|--------------------|
| 1. Ⓐ suspect | 6. Ⓔ specktacle | 11. Ⓐ transportashion | 16. Ⓔ committee |
| Ⓑ susspect | Ⓕ spectacle | Ⓑ transsparation | Ⓕ comittee |
| Ⓒ susspect | Ⓖ specttacle | Ⓒ transportation | Ⓖ commitee |
| Ⓓ suspect | Ⓗ spectackle | Ⓓ transporttation | Ⓗ comitee |
| 2. Ⓔ distract | 7. Ⓐ subbttraction | 12. Ⓔ attraction | 17. Ⓐ intermishion |
| Ⓕ disstract | Ⓑ subtttraction | Ⓕ atraction | Ⓑ intermisshion |
| Ⓖ disttract | Ⓒ subbtraction | Ⓖ attracktion | Ⓒ intermision |
| Ⓗ dissttract | Ⓓ subtraction | Ⓗ attracshion | Ⓓ intermission |
| 3. Ⓐ export | 8. Ⓔ tractor | 13. Ⓐ innspector | 18. Ⓔ porteble |
| Ⓑ exxport | Ⓕ tracter | Ⓑ inspector | Ⓕ portable |
| Ⓒ expport | Ⓖ tracktor | Ⓒ innspector | Ⓖ portabel |
| Ⓓ exporrt | Ⓗ trackter | Ⓓ inspector | Ⓗ portebel |
| 4. Ⓔ insspect | 9. Ⓐ impport | 14. Ⓔ missile | 19. Ⓐ respekt |
| Ⓕ innspect | Ⓑ immpport | Ⓕ misile | Ⓑ resspect |
| Ⓖ inspect | Ⓒ import | Ⓖ missile | Ⓒ respect |
| Ⓗ innsspect | Ⓓ importt | Ⓗ misille | Ⓓ rispect |
| 5. Ⓐ spectater | 10. Ⓔ transsport | 15. Ⓐ mishion | 20. Ⓔ dismiss |
| Ⓑ spectator | Ⓕ transport | Ⓑ mision | Ⓕ dissmis |
| Ⓒ specktator | Ⓖ transpport | Ⓒ mission | Ⓖ dissmis |
| Ⓓ specktater | Ⓗ transsportt | Ⓓ misshion | Ⓗ dismis |



Name _____

territory
atlas
gracious
terrace
clothescycle
lunar
Olympics
parasol
cerealsalute
gigantic
fortune
mortal
Januaryfurious
echo
ocean
cyclone
fury

Sort each spelling word according to the number of syllables it contains. Then write the words on the lines below.

One syllable

1. _____

Two syllables

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

7. _____

13. _____

Three syllables

14. _____

17. _____

15. _____

18. _____

16. _____

Four syllables

19. _____

20. _____

Name _____

territory
atlas
gracious
terrace
clothescycle
lunar
Olympics
parasol
cerealsalute
gigantic
fortune
mortal
Januaryfurious
echo
ocean
cyclone
fury**A. Complete each sentence below with a spelling word.**

1. Hannah helped raise money to build a _____ playground.
2. Whether you win or lose, it's important to be _____.
3. One famous athlete has his picture on a box of _____.
4. The _____ are held every four years in a different country.
5. You can look in an _____ to find a map of where the Olympics will be held.
6. The new playground will not cost a _____ to build.
7. You can hear the _____ of your own voice if the Olympic stadium is empty.
8. Many athletes train by swimming in the _____ during the warmer months.
9. Putting on _____ can sometimes be challenging for people with disabilities.
10. The new school gym program will begin in _____.

B. Write On!**Use each spelling word in a sentence.**

11. parasol _____
12. cyclone _____
13. terrace _____
14. mortal _____
15. territory _____



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ Wednesday
Ⓑ Wendsday
Ⓒ Whendsday
Ⓓ Wensday

Sample B:

- Ⓔ Saturday
Ⓕ Saturday
Ⓖ Satterday
Ⓗ Saterdag

- | | | | |
|--|---|--|--|
| 1. Ⓐ cereal
Ⓑ sereal
Ⓒ cereal
Ⓓ cerial | 6. Ⓔ ocean
Ⓕ ohcean
Ⓖ oshun
Ⓗ oacean | 11. Ⓐ moretal
Ⓑ mortle
Ⓒ mortel
Ⓓ mortal | 16. Ⓔ selute
Ⓕ salute
Ⓖ sallute
Ⓗ sellute |
| 2. Ⓔ terrace
Ⓕ terace
Ⓖ terrace
Ⓗ terase | 7. Ⓐ atlas
Ⓑ atlass
Ⓒ atlas
Ⓓ atlass | 12. Ⓔ fuery
Ⓕ fury
Ⓖ fuiry
Ⓗ furey | 17. Ⓐ cicle
Ⓑ scycle
Ⓒ cycle
Ⓓ scicle |
| 3. Ⓐ gracious
Ⓑ grashious
Ⓒ graceious
Ⓓ grayshus | 8. Ⓔ cloathez
Ⓕ clothez
Ⓖ cloathes
Ⓗ clothes | 13. Ⓐ fuirious
Ⓑ fureious
Ⓒ furious
Ⓓ fuerious | 18. Ⓔ cyclone
Ⓕ ciclone
Ⓖ scyclone
Ⓗ sciclone |
| 4. Ⓔ echoe
Ⓕ ecko
Ⓖ ecco
Ⓗ echo | 9. Ⓐ territorry
Ⓑ territory
Ⓒ teritory
Ⓓ teritorry | 14. Ⓔ January
Ⓕ Jannuary
Ⓖ Januery
Ⓗ Januarry | 19. Ⓐ loonar
Ⓑ luner
Ⓒ lunar
Ⓓ lunar |
| 5. Ⓐ giggantic
Ⓑ gigantic
Ⓒ jiggantic
Ⓓ jiggantic | 10. Ⓔ parasol
Ⓕ parassol
Ⓖ parrasol
Ⓗ parasoll | 15. Ⓐ Olympicks
Ⓑ Olimpics
Ⓒ Ollympics
Ⓓ Olympics | 20. Ⓔ foretune
Ⓕ fortune
Ⓖ fourtune
Ⓗ fortun |

Name _____

uniform

trio

universe

binoculars

triplet

unison

tripod

biweekly

unicycle

centimeter

bisect

university

triangle

centipede

triple

tricycle

unify

bicycle

unicorn

century

Sort each spelling word according to its prefix. Then write the words on the lines below.

uni-

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

bi-

8. _____

9. _____

10. _____

11. _____

tri-

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

cent-

18. _____

19. _____

20. _____



Name _____

uniform

trio

universe

binoculars

triplet

unison

tripod

biweekly

unicycle

centimeter

bisect

university

triangle

centipede

triple

tricycle

unify

bicycle

unicorn

century

A. Definitions**Write the spelling word that has the same, or almost the same, meaning.**

1. a name for three musical performers _____
2. a wormlike animal with many pairs of legs _____
3. an imaginary horselike animal with a single, long horn _____
4. a figure with three sides and three angles _____
5. occurring every two weeks _____
6. a group or set of three, usually in music _____
7. a mode of transportation that has one wheel _____
8. to cut into two equal parts _____
9. a unit of length _____
10. together or at the same time _____

B. Fill in the Blanks**Complete each sentence with a spelling word.**

11. Each member of the balloonist club wore a red _____.
12. It would be strange to see a grownup riding a _____.
13. Ballooning can bring people closer together and _____ an entire state.
14. One man improved the hot-air balloon about a _____ ago.
15. Ballooning can make you feel like you are exploring the _____.
16. Using _____, you can see people below from hundreds of feet in the air.

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ byplane
 Ⓑ biplane
 Ⓒ bipplane
 Ⓓ biplain

Sample B:

- Ⓔ triddent
 Ⓕ triedent
 Ⓖ trident
 Ⓗ trydent

- | | | | |
|---|--|---|--|
| 1. Ⓐ unnifform
Ⓑ unniiform
Ⓒ unifform
Ⓓ uniform | 6. Ⓔ uniccorn
Ⓕ unicorn
Ⓖ unnicorn
Ⓗ unicorrn | 11. Ⓐ biweekly
Ⓑ byweekly
Ⓒ bieweekly
Ⓓ biweakly | 16. Ⓔ centurury
Ⓕ centtury
Ⓖ century
Ⓗ centturury |
| 2. Ⓔ biesect
Ⓕ bissect
Ⓖ bisect
Ⓗ bysect | 7. Ⓐ unify
Ⓑ unnify
Ⓒ unefy
Ⓓ uniffy | 12. Ⓔ bynoculars
Ⓕ binnoculars
Ⓖ binoculars
Ⓗ binoculars | 17. Ⓐ centipede
Ⓑ centtipede
Ⓒ centipeed
Ⓓ centippede |
| 3. Ⓐ trycycle
Ⓑ triscyckle
Ⓒ tricycle
Ⓓ tricicle | 8. Ⓔ unisson
Ⓕ unnison
Ⓖ unison
Ⓗ unnisson | 13. Ⓐ tryangle
Ⓑ triangel
Ⓒ triangle
Ⓓ trieangle | 18. Ⓔ centimetter
Ⓕ centimmeter
Ⓖ centimeter
Ⓗ centimmetter |
| 4. Ⓔ triplet
Ⓕ tripplet
Ⓖ tripllet
Ⓗ trippllett | 9. Ⓐ univearse
Ⓑ unniverse
Ⓒ univverse
Ⓓ universe | 14. Ⓔ bisickle
Ⓕ biecycle
Ⓖ bycycle
Ⓗ bicycle | 19. Ⓐ tripod
Ⓑ triepod
Ⓒ trypod
Ⓓ trippod |
| 5. Ⓐ tripel
Ⓑ tripple
Ⓒ triple
Ⓓ trippel | 10. Ⓔ unicycle
Ⓕ unicicle
Ⓖ uniscycle
Ⓗ unnicycle | 15. Ⓐ trio
Ⓑ treeo
Ⓒ trieo
Ⓓ tryo | 20. Ⓔ universsity
Ⓕ univarseity
Ⓖ univversity
Ⓗ university |



Name _____

honorable
enjoyable
breakable
convertible
usablefavorable
collapsible
unbelievable
affordable
bearableinvisible
laughable
sensible
respectable
unreasonablelikable
suitable
possible
comfortable
capable

A. Sort each spelling word according to its ending. Then write the words on the lines below.

-able

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

-ible

- | | |
|-----------|-----------|
| 16. _____ | 19. _____ |
| 17. _____ | 20. _____ |
| 18. _____ | |

B. Make a Puzzle

Make up a puzzle of your own using the space on this page. Give it to someone else to solve. Be sure to include at least five spelling words in your puzzle.

Name _____

honorable	usable	affordable	sensible	suitable
enjoyable	favorable	bearable	respectable	possible
breakable	collapsible	invisible	unreasonable	comfortable
convertible	unbelievable	laughable	likable	capable

A. Sentence Completions**Complete each sentence below with a spelling word.**

- Many tiny creatures are _____ to the human eye without a microscope.
- Dennis likes microscopes and thinks that looking through them is _____.
- The scientists had a _____ tent that could fold up quickly.
- Those delicate glass test tubes are _____, so be careful with them.
- Dennis is a _____ scientist who can easily do many things.
- That broken microscope is not _____ and needs to be fixed.
- She is a _____ scientist because her work is always well researched.
- Being a scientist is an _____ job because it helps future generations.
- Some colleges are expensive, but others are more _____.
- We had never seen so much ash before—it was _____!

B. Similar Meanings**Write the spelling word that has the same, or almost the same, meaning.**

- | | |
|---------------------------------------|--------------------------------|
| 11. cozy _____ | 15. having good sense _____ |
| 12. pleasant _____ | 16. capable of happening _____ |
| 13. capable of being dealt with _____ | 17. funny _____ |
| 14. not practical _____ | 18. proper _____ |



Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- (A) invinceable
- (B) invincable
- (C) invincible
- (D) invinceible

Sample B:

- (E) dooible
- (F) doible
- (G) doable
- (H) dooable

- | | | | |
|---|--|--|--|
| 1. (A) collapseable
(B) collapseible
(C) collapsible
(D) collapsable | 6. (E) favoreable
(F) favorable
(G) favorable
(H) favoreible | 11. (A) invisible
(B) invisable
(C) invissible
(D) inivissable | 16. (E) possible
(F) possable
(G) posible
(H) posable |
| 2. (E) breakable
(F) breakible
(G) brakeable
(H) brakeible | 7. (A) capeible
(B) capeable
(C) capable
(D) capible | 12. (E) unreasonable
(F) unreasonible
(G) unreasonale
(H) unreasonnible | 17. (A) suitable
(B) suitible
(C) suiteable
(D) suiteible |
| 3. (A) affordable
(B) afordable
(C) affordible
(D) afordible | 8. (E) enjoyyible
(F) enjoyyable
(G) enjoyable
(H) enjoyible | 13. (A) respectable
(B) respectible
(C) respecttible
(D) respecttable | 18. (E) laghable
(F) laghible
(G) laughible
(H) laughable |
| 4. (E) usabel
(F) useible
(G) usable
(H) usable | 9. (A) honorable
(B) honorible
(C) honorrable
(D) honorrible | 14. (E) senseable
(F) sensable
(G) senseible
(H) sensible | 19. (A) likeible
(B) likable
(C) likible
(D) likkable |
| 5. (A) bearible
(B) bearable
(C) bearrable
(D) bearrible | 10. (E) convertible
(F) convertable
(G) converttible
(H) converttable | 15. (A) unbelievable
(B) unbelieveible
(C) unbelieveable
(D) unbelievable | 20. (E) comforttable
(F) comforttible
(G) comfortable
(H) comfortible |

Name _____

- A **sentence** is a group of words that express a complete thought.
- A **sentence fragment** is a group of words that does not express a complete thought.
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.

Read each group of words. Place a period on the line at the end if it is a sentence. If it is a sentence fragment, write an *F* on the line.

1. Sage missed vocabulary day because she had a cold _____
2. Finished defining the vocabulary words _____
3. Sage liked to make up her own definitions _____

Place a period on the line at the end of the sentence if it is a statement. Place a question mark at the end of the sentence if it is a question.

4. Is "Musical Performance" the theme for this week _____
5. She was looking forward to the Tenth Annual Vocabulary Parade _____
6. Starr went to the end of the line after she spelled the word correctly _____

Rewrite these sentences. Be sure to use the correct end mark.

7. Sage turned red when she heard everyone laughing

8. do you have a collection of unrelated objects

9. Mrs. Page asked the students to spell and define the words

10. why were they laughing

Name _____

- Every **sentence** begins with a capital letter.
- A **statement** ends with a period.
- A **question** ends with a question mark.
- A **command** ends with a period.
- An **exclamation** ends with an exclamation mark.

Read each sentence. On the line, place a period if the sentence is a statement or command, an exclamation mark if it is an exclamation, or a question mark if it is a question. Circle any letters that should be capitals.

1. Write the vocabulary words on a sheet of paper _____
2. Forest is a boy in Sage's class _____
3. Oh no, Starr, you're late for baseball practice _____
4. her head felt as though it were stuffed with cotton _____
5. Have you seen her gigantic red dictionary _____
6. what does Miss Alaineus have to do with categories _____
7. Go get some of that long Italian bread and two sticks of butter _____
8. She was so excited to see Miss Alaineus _____
9. miss alaineus is not on the spaghetti box _____
10. Sage's mother had a great idea _____

Rewrite each statement or command below as a question.

11. We have many vocabulary words this week.

12. Please pass me that eraser.

13. We will see Miss Alaineus tomorrow.

Name _____

Read each sentence. Write whether it is a statement, a question, a command, or an exclamation. Then rewrite the sentence so that its end mark and capitalization are correct.

1. _____ Why did Sage miss Vocabulary Day

2. _____ call Starr and ask her for the words

3. _____ Sage was propped up in bed with a box of tissues

4. _____ How hard it is to study while you're blowing your nose

5. _____ do you have a spork in your miscellaneous drawer

6. _____ have you ever seen a fossil

7. _____ Oh, I love your Vocabulary Parade costume

8. _____ did you see the look on Mr. Bell's face

9. _____ Ask Mrs. Page when the next parade is scheduled

10. _____ what will your costume be

Name _____

The **subject** of a sentence tells who or what the sentence is about. The **predicate** of a sentence tells what the subject does or is.

- The **complete subject** includes all of the words in the subject. It tells exactly who or what the sentence is about.
- The **simple subject** is the main word in the complete subject.
- The **complete predicate** includes all of the words in the predicate.
- The **simple predicate** is the main word in the complete predicate.

Read each sentence. Circle the simple subject, and underline the complete subject.

1. A brave man lived in the mountains.
2. Davy's pet bear danced in the forest.
3. The big, bad comet hurtled toward America.
4. Davy Crockett's red-hot enemy was discombobulated.
5. The beautiful Sally Sugartree married Davy.

Read each sentence. Circle the simple predicate, and underline the complete predicate.

6. The President received piles of letters.
7. Davy learned all the latest dances.
8. Sally climbed a 50-foot hickory tree.
9. Halley's Comet howled when it saw Davy.
10. The people elected Davy to Congress when he returned home.

Name _____

- Use commas to separate three or more words in a series.
- Commas separate subjects, predicates, and adjectives in a series.
- Do not use a comma after the last word in a series.

Correct each sentence. Add commas where they are needed.

1. Davy needed a comb a rake and an ax.

2. The biggest scariest meanest ball of fire was called Halley's Comet.

3. Davy grabbed Halley's Comet spun it around and hurled it back into space.

4. He could drink the water from lakes rivers and oceans.

5. Sally Sugartree was friendly pretty and smart.

6. Davy's pet bear was so fast that rocks trees cows and snakes flew out from beneath its feet.

7. Every river tree and lake could be seen from the top of Eagle Eye Peak.

8. Halley's Comet shot out sparks lightning and thunder.

Name _____

Circle the letter for each correct answer.

1. Which of the following groups of words is a complete sentence?
 - a. Davy's ax and rake.
 - b. Was elected to Congress after saving the world.
 - c. Davy could drink the Mississippi River dry.
 - d. Very strong and brave.
2. Which of the following groups of words is a sentence fragment?
 - a. The pretty girl was Sally Sugartree.
 - b. The President's law that Halley's Comet couldn't crash into Earth.
 - c. Death Hug liked to dance.
 - d. Davy was fast.
3. In which sentence is the simple subject underlined?
 - a. Davy enjoyed spending time in the forest.
 - b. Sally danced better than anyone.
 - c. Davy hurled Halley's Comet back into space.
 - d. The President thanked him for his help.

Follow each direction below.

4. Underline the simple subject of this sentence.
Davy saved the United States from trouble.
5. Underline the complete subject of this sentence.
Sally Sugartree and Davy Crockett got married after the parade.
6. Underline the complete predicate in this sentence. Circle the simple predicate.
Davy wears a coonskin cap on his head.

Name _____

- Two related sentences can be joined with a comma and *and*, *but*, or *or*.
- A sentence that contains two sentences joined by *and*, *but*, or *or* is called a **compound sentence**.

Read each pair of sentences. Rewrite them as a single sentence, using *and*, *but*, or *or* along with a comma.

1. Pakenham went searching for trees. He wrote a book about them.

2. General Sherman is the name of a person. It is also the name of a giant sequoia.

3. Would you like to visit a coniferous forest biome? Would you like to see a deciduous forest?

4. The fallen leaves enrich the soil. They allow all kinds of plant life to grow.

5. Oak, beech, ash, and maple trees are typical of a deciduous forest. Many types of insects and animals live in that habitat.



Name _____

- Use a comma before *and*, *but*, or *or* when you join two sentences to form a compound sentence.
- Begin every sentence with a capital letter.
- When you form a compound sentence, do not begin the second part with a capital letter.

Read each group of words. Then write them as correct sentences on the lines. Be sure to use capital letters and commas in the correct places.

1. trees produce oxygen and they reduce the effects of carbon dioxide.

2. Trees should be planted in certain areas or the soil could be carried away by wind and water.

3. a stone wall might be an effective way to cut down noise but a row of trees is usually more attractive

4. arbor Day was successful in 1872 but it was even more successful in 2002.

5. trees are considered to be among nature's hardest workers and this is true in any climate.

6. Could you identify the trees in your neighborhood by yourself or would you need some help?

Name _____

Circle the letter for each correct answer.

1. Which of the following sentences has a conjunction?
 - a. What are the five most common trees in the United States?
 - b. I like black cherry trees.
 - c. We planted a black cherry tree, and it is doing very well.
2. Which of the following sentences uses a comma correctly?
 - a. Tiny bonsai trees are from Japan and they can be less than a foot tall.
 - b. Tiny bonsai trees are from Japan, and they can be less than a foot tall.
 - c. Tiny bonsai trees are from Japan and they, can be, less than a foot tall.
3. Which of the following sentences is a compound sentence?
 - a. Trees absorb carbon dioxide and keep it from harming the environment.
 - b. Trees absorb carbon dioxide, and keep it from harming the environment.
 - c. Trees absorb carbon dioxide, and this absorption keeps the carbon dioxide from harming the environment.
4. Which of the following compound sentences uses a conjunction correctly?
 - a. Deciduous trees lose their leaves, in the natural decaying enriches the soil.
 - b. Deciduous trees lose their leaves, or the natural decaying enriches the soil.
 - c. Deciduous trees lose their leaves, and the natural decaying enriches the soil.
5. In the space below, draw a picture of the type of forest you like best. Under the picture, write a compound sentence that explains why you like this type of forest.



Name _____

- The conjunctions *and*, *but*, and *or* are used to form **compound sentences**.
- Some conjunctions tell *where*, *when*, *why*, *how*, or *under what conditions*. These conjunctions include *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, *whether*, and *while*.

Combine each pair of sentences, using the conjunction in parentheses.

1. They tasted space food. They wore spacesuits. (and)

2. Gum and drinks are not allowed. They can create disasters in the dirt-free zone. (because)

3. The students were told to remove their jewelry. They would not be injured. (so that)

4. The trainer would hold onto the chair. The last student had a turn. (until)

5. He volunteered to sit in the gravity chair. He realized how hard it was to move around. (before)

- Begin the greeting and the closing of a letter with capital letters.
- Use a comma after the greeting in a friendly letter and the closing in all letters.
- Use a comma between the names of a city and a state.
- Use a comma to separate the day and year in a date.

[illegible]

Name _____

A. Circle the letters of the sentences that best combine the sentence pairs below.

1. Pay attention to the leader. You do not hurt yourself while training.
 - a. Pay attention to the leader so that you do not hurt yourself while training.
 - b. Pay attention to the leader unless you do not hurt yourself while training.
 - c. Pay attention to the leader while you do not hurt yourself while training.
2. They practiced for a long time. The environment was so different from that of Earth.
 - a. They practiced for a long time before the environment was so different from that of Earth.
 - b. They practiced for a long time because the environment was so different from that of Earth.
 - c. They practiced for a long time, while the environment was so different from that of Earth.
3. They got ready for the MAT. The students removed everything from their pockets.
 - a. Until they got ready for the MAT, the students removed everything from their pockets.
 - b. They got ready for the MAT since the students removed everything from their pockets.
 - c. Before they got ready for the MAT, the students removed everything from their pockets.
4. Their time wasn't very good. The students did build the cube.
 - a. Because their time wasn't very good, the students did build the cube.
 - b. Their time wasn't very good if the students did build the cube.
 - c. Although their time wasn't very good, the students did build the cube.

B. Circle the letter of the conjunction that best completes each complex sentence.

5. _____ the students arrived at the camp, they tried on spacesuits.
 - a. When
 - b. Although
 - c. Whether
6. He did do the bunny hop, _____ it was difficult at first.
 - a. when
 - b. although
 - c. whether

Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct run-on sentences by separating the complete ideas into separate sentences or by rewriting run-on sentences as compound sentences.

Correct the following run-on sentences.

1. San Pablo Etla is on the edge of a valley Lupe's father built their house on the mountainside.

2. Lupe found Pipiolo asleep inside an old shoe she saw greatness when he opened his eyes.

3. The roof dogs guarded the roofs they would bark furiously down at Lupe and Pipiolo.

4. Pipiolo slipped into a cornfield Lupe followed him.

5. Pipiolo barked all the dogs jumped down onto the pile of oranges in the truck.

6. Lupe took a walk over to the village of Viquera it was a longer route to her school.



Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately. You can correct a run-on sentence by separating the two complete ideas into two sentences. You can also rewrite a run-on sentence as a compound sentence.
- A **sentence fragment** is a group of words that does not contain a complete thought. A fragment may be missing a subject, a verb, or both. You can correct a fragment by adding the missing part of speech.

Correct the run-on sentences below by writing separate sentences or compound sentences.

1. Pipiolo was a perky puppy he loved to run in the mountains.

2. The village of San Pablo Etla is very small it is on the edge of a wide valley in southern Mexico.

3. The roof dogs smelled the aromas of freedom they missed the smell of freshly dug earth.

Correct the sentence fragments below by adding a subject, a verb, or both. Write the new sentences on the lines provided.

4. Commanded the roof dogs to escape.

5. Was the only dog left on the truck.

6. The big truck.

Name _____

Correct the run-on sentences below. To do so, you may write two shorter sentences, or you may add a conjunction to create a compound sentence.

1. The people of San Pablo Etlá had roof dogs the dogs protected their homes from trespassers.

2. Lupe's cousin Inocencia thought that the roof dogs' escape was a miracle everyone else was upset about it.

3. Pipiolo barked loudly all of the dogs understood his message.

4. Lupe found Pipiolo when he was just a puppy he was so small he fit inside a shoe.

5. The Tienda Soliz had the only television in town its only channel showed old American westerns.

6. John Wayne jumped onto a wagon full of hay that is what gave Pipiolo the idea to free the roof dogs.



Name _____

- A **noun** names a person, place, or thing.
- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing.
- A **proper noun** begins with a capital letter.

A. Underline each common noun in the list. Circle each proper noun. Some of the words are not nouns.

Becky	Shiloh	town	money	him
trouble	family	bathroom	father	cobbler
he	skin	an	argue	Judd Travers
dog	Murphy	Sunday	head	porch
because	leg	minute	town	Marty Preston

B. Complete each sentence by using two of the nouns from the list above.

1. There may be _____ ahead for _____.
2. He has taken in a runaway _____ that belongs to _____.
3. Marty's _____ likes _____ very much.
4. Marty's _____ takes the ticks out of Shiloh's _____.
5. Marty wants to earn _____ by working in _____.

Name _____

- A **proper noun** always begins with a capital letter.
- When a **proper noun** contains more than one word, capitalize each important word.
- Capitalize the first letter of a **common noun** only if it is the first word in a sentence.

A. Write a proper noun that names an example of each common noun.

1. day of the week _____
2. month _____
3. name of a state _____
4. name of a country _____
5. name of a holiday _____

B. Write the following sentences correctly.

6. marty thinks it's strange having shiloh in the house.

7. marty could work on thursdays, fridays, and saturdays.

8. He could work in july, and in august, too.

9. marty talks about shiloh with dara lynn and becky.

10. At the grocery store, mr. wallace sees marty looking at the bulletin board.

Name _____

**In the sentences below, underline each common noun once.
Underline proper nouns twice. Rewrite each sentence correctly.**

1. shiloh is a runaway Dog that marty rescues.

2. Marty tells mr. Travers why He brought shiloh to his House.

3. Many People take Their animals to doc murphy.

4. everyone hopes that The Dog will feel better.

5. Mr. wallace has A list of six People for county Carrier.

6. Shiloh leans Away when judd travers reaches out.

7. marty preston lives in friendly, West virginia.

8. Dara lynn brushes Shiloh with an Old Hairbrush.

Name _____

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Most plural nouns are formed by adding -s or -es.

Write the plural of each noun.

1. color _____
2. pattern _____
3. food _____
4. warning _____
5. sound _____
6. head _____
7. bite _____
8. section _____
9. button _____
10. fang _____

Rewrite each sentence. Correct the underlined nouns.

11. There are 30 different kind of rattlers.

12. Rattlers can be found in almost all 50 state.

13. Rattlers live in different habitat.

14. Canebrake rattlers live in swamp.

Name _____

- In a formal letter, the greeting, the closing, and all of the proper nouns begin with capital letters.
- An **abbreviation** is the shortened form of a word.
- Most abbreviations end with a period.
- Begin the abbreviation for a proper noun with a capital letter.

Correct the following letter. Write capital letters where needed. Add periods where they belong.

january 14, 2005

dear grandpa,

On february 16, a scientist will talk to our class about rattlesnakes! The scientist is dr Tom madison. He catches rattlers and puts special tags under their skin. Then he tracks the snakes to see how much they weigh and how big they grow. He's going to show us a film of a rattlesnake being milked to get its venom!

love,

luke

Name _____

In each group of words, circle the letter beside the plural noun that is NOT correct.

- | | |
|--|--|
| 1. a. hawks
b. rattlers
c. skys
d. enemies | 6. a. searchies
b. wetlands
c. creatures
d. crashes |
| 2. a. targets
b. branchies
c. hikers
d. discoveries | 7. a. days
b. gullys
c. mountains
d. seconds |
| 3. a. emergencyes
b. births
c. delays
d. reptiles | 8. a. snakes
b. edges
c. rescues
d. foxs |
| 4. a. coyotes
b. ashes
c. medicines
d. decoyes | 9. a. masses
b. splashes
c. places
d. temperatures |
| 5. a. scents
b. predators
c. gulchs
d. classes | 10. a. memorys
b. tracks
c. mammals
d. diamondbacks |

Name _____

- To form the plural of most nouns ending in *f* or *fe*, add *-s*.
- For other nouns, change the *f* to *v* and add *-es*.

Write the plural of each noun.

1. thief _____
2. leaf _____
3. roof _____
4. half _____
5. chief _____

Read each sentence. On the line provided, write the correct form of any incorrect plural nouns.

6. Library shelf are filled with books about brave people.

7. They may have acted to improve or to save other people's life.

8. They often acted to defend strong belief. _____
9. Women who acted bravely were often wife and mothers.

10. They sometimes sacrificed themself to help others in need.

Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. Black cowboys helped settle the Old West. Black cowboys were African Americans who herded cattle.

2. These cowboys were part of the cattle drive. A cattle drive was a long trip across dangerous country.

3. Addison Jones drove cattle on the Goodnight-Loving Trail in New Mexico. He was a range boss.

4. Mr. Jones was an expert at roping horses. He was a legend in Texas and New Mexico.

5. A cowboy song was even written about Addison Jones. Addison Jones was an expert cowboy.



Name _____

In each group of words, circle the letter beside the plural noun that is NOT correct.

- | | |
|---|--|
| 1. a. selves
b. scarfs
c. igloos
d. deer | 6. a. heroes
b. leafs
c. wolves
d. feet |
| 2. a. people
b. pianos
c. knives
d. discoverys | 7. a. stereoes
b. themselves
c. women
d. banjos |
| 3. a. mice
b. chieves
c. patios
d. gentlemen | 8. a. wives
b. videos
c. tooths
d. oxen |
| 4. a. roofs
b. series
c. childrens
d. radios | 9. a. studioes
b. species
c. aircraft
d. autos |
| 5. a. lifes
b. predators
c. yourselves
d. tomatoes | 10. a. shelves
b. men
c. calfs
d. thieves |

Name _____

- A **possessive noun** is a noun that shows who or what owns or has something.
- A **singular possessive noun** is a singular noun that shows ownership.
- Form a singular possessive noun by adding an **apostrophe (')** and an **-s** to a singular noun.

Write the possessive form of each noun.

- | | |
|------------------|----------------|
| 1. sister _____ | 6. tree _____ |
| 2. lady _____ | 7. port _____ |
| 3. driver _____ | 8. night _____ |
| 4. friend _____ | 9. moon _____ |
| 5. balcony _____ | 10. sea _____ |

Rewrite each sentence. Write the correct possessive for each underlined noun.

11. Amalia idea was a good one.

12. She suggested that they ask José Manuel grandma to let him play.

13. As they planned, the girls bought ice cream from a vendor cart.

14. The sisters watched a vendor fill a woman basket with vegetables.

Name _____

- Most singular nouns do not end in s. To show the possessive form, add an apostrophe and -s to a singular noun.
- To form the possessive of a plural noun that ends in s, add an apostrophe.
- To form the possessive of a plural noun that does not end in s, add an apostrophe and -s.
- Do not confuse plural possessive nouns with plural nouns.

Study each underlined noun in these paragraphs. If it is correct, write Correct on the line with the matching number. If it is not, write the correct form.

Puerto Rico is a commonwealth of the United States. (1) Puerto Ricos' name means "rich port" in Spanish. The (2) islands people celebrate holidays with (3) festival's. One of the (4) tradition's there is walking backward into the sea at midnight. This is done to bring good luck during the next year.

The streets of Old San Juan are paved with special bricks. The (5) brick's light-absorbing (6) qualities' are said to make them show special colors. (7) Tourists' time is often spent exploring the colorful (8) shop's of Old San Juan.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Name _____

Rewrite each sentence, using the correct form of the possessive nouns.

1. Puerto Ricos mild climate makes it a popular place to visit.

2. The islands capital and largest city is San Juan.

3. The citizens main language is Spanish.

4. In the evenings, tree frogs chirps can be heard.

5. The streets interesting color comes from Spanish stones.

6. Touring Old San Juan on foot is a good idea because of the citys steep streets.

7. Old San Juans main square has four statues.

8. One of the nations main attractions is a fort called El Morro.

9. From this forts walls, the views of San Juan Bay are amazing.

10. Several museums exhibits tell about the history of San Juan.

Name _____

- A **plural noun** names more than one person, place, or thing.
- Add -s or -es to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.

Underline each noun that names more than one person, place, or thing. (Some sentences contain more than one plural noun.)

1. Bob Lemmons rode to the bluff's edge and looked down at the other cowboys.
2. They were just beginning to do their morning chores.
3. Bob's horse, Warrior, was eager to run across the plains.
4. Bob looked at the ground for tracks and other clues.
5. In the afternoon, he saw the hoofprints of mustangs.
6. Bob got down on his hands and knees to study the tracks.
7. Bob's knowledge did not come from books.
8. He could study the ground and tell about the animals that had been there.
9. He made the horses accept him as though he were one of them.
10. Bob looked for eight mares, a colt, and a stallion that had passed two days earlier.

Name _____

- Capitalize the first word, the last word, and all of the important words in a title.
- Underline or use italics for titles of books, newspapers, magazines, or movies.
- Put quotation marks around titles of poems, short stories, songs, articles, and book chapters.

Correct each sentence. Underline titles of books, newspapers, magazines, and movies. Put quotation marks around titles of any poems, short stories, songs, articles, and book chapters. Be sure to capitalize all of the important words in titles.

1. The book black cowboy wild horses was written by Julius Lester.

2. Bob Lemmons was a real cowboy who is mentioned in another book called the mustangs.

3. An artist helped him turn his story, the man who was a horse, into a picture book.

4. Some well-known songs are about cowboys, such as Home on the Range and Back in the Saddle Again.

5. A friend of mine wrote a poem called riding the open range.



Name _____

A. Read each group of words. Write Plural if the underlined noun names more than one person, place, or thing. Write Possessive if the underlined noun shows ownership.

1. the corral's gate _____
2. the cowboys at the ranch _____
3. a stallion's hooves _____
4. all the horses' dark eyes _____
5. muscles and bones in their bodies _____
6. the herd's leader _____

B. Read each sentence below. On the line, write correctly any word that needs an apostrophe. If no apostrophes are needed in a sentence, write None after the sentence.

7. The mustangs began to follow Bob. _____
8. Bobs horse, Warrior, swerved as they reached the corral.

9. The other horses moved into the fenced area. _____
10. Warriors whinnies told Bob that his horse longed to run free.

Name _____

- A **verb** is a word that shows what the subject of a sentence does or is.
- An **action verb** is a word that expresses action. It tells what a subject does or did.

Write the action verb on the line following the sentence. If the sentence does not contain an action verb, leave the line blank.

1. Many Americans opposed King George's laws. _____
2. Sam Adams and John Hancock were two famous patriots. _____
3. Henry's father sold various items in his shop. _____
4. General Thomas Gage was the new royal governor. _____
5. In June of 1774, King George closed the harbor. _____
6. The harbor's closing stopped trade. _____
7. Henry walked by Province House on his way to school. _____
8. Only King George's ships sailed out of the harbor. _____
9. Henry's father drew the maps. _____
10. King George's top general lived in Province House. _____

Name _____

- A verb must **agree** with its subject. A singular subject takes a singular verb. A plural subject takes a plural verb.
- Add -s to most verbs in the present tense if the subject is singular.
- If the subject is plural, the verb must be plural. Do not add -s to the verb if the subject is a plural noun.

Think about the story “The Catch of the Day: A Trickster Play.” Then use a verb from the box to complete each sentence in a way that makes sense. On the line following each sentence, write whether the subject of the sentence is singular or plural.

practice	listen	camps	rides	brings
ride	camp	bring	studies	listens

- Henry _____ his sled down the hill. _____
- General Gage _____ to Henry. _____
- The British soldiers _____ on Boston Common.

- Henry’s sister _____ corn bread and apple jam to the school.

- The children _____ handwriting at school. _____

Name _____

A. Write the action verb on the line that follows each sentence.

1. The students walk home for lunch. _____

2. Henry wears mittens and boots. _____

3. The soldiers dress in red coats. _____

4. General Gage's children live in England. _____

5. The children play together. _____

6. Some soldiers work at a fort. _____

B. Change the verbs so that they agree with the subjects. Keep the sentences in the present tense.

7. Americans pays taxes to King George. _____

8. Henry color the maps. _____

9. Mr. Andrews teach the lessons. _____

10. British ships sails out to sea. _____

11. Henry study hard at school. _____

12. Henry's friends worries about the harbor. _____

Name _____

- A verb in the **present tense** tells what is happening now.
- To form present-tense singular verbs, add -s to most verbs. Add -es to verbs that end in *s*, *ss*, *ch*, *sh*, *x*, or *z*.
- If a verb ends with a consonant and *y*, change the *y* to *i* before adding -es.

Read each sentence. Change the underlined verb in the sentence to the correct form of the present tense.

1. Esther Morris tryes to change the law. _____
2. Colonel William Bright agree with Esther. _____
3. Benjamin Sheeks postpone the discussion until the Fourth of July.

4. Mr. Sheeks wishes he didn't misbehave in court. _____
5. Colonel Bright finished his career in Washington, D.C. _____
6. The professor pile the stones in South Pass City. _____
7. She rememberes what happened in South Pass City. _____
8. The Secretary of State announce a change to the Constitution.

9. Time pass before the United States Constitution changes.

10. Wyoming give women the right to vote before any other state.

Name _____

- In poetry, a line may not be a complete thought or sentence. A line may “break” a sentence or an idea into two or more lines.
- Most lines of poetry end with a comma. The commas tell when the reader should pause. A period marks the end of a complete thought.
- In many poems, each new line begins with a capital letter.

Rewrite the poem. Punctuate it correctly, using commas and periods where necessary. Be sure to capitalize letters correctly. Next to each line of the poem, write whether the line is written in the past, present, or future tense.

The windows, like eyes, will help all people see _____
 you can't shut all the doors and call people "free" _____
 People break through the glass to take back their rights _____
 And run out of darkness and into the light. _____
 women, like warriors, fought for their Votes, _____
 took back their freedom, and realized their hopes? _____
 All was well once esther morris went west _____
 She had a vision to change the law for the best _____



Name _____

Read each sentence. Change the underlined verb in the sentence to a verb in the past tense.

1. Women have the right to vote in Wyoming in 1869. _____
2. The physician determine that voting was safe for women. _____
3. The man will refuse to hand over the court docket. _____
4. Esther Morris challenges the law that prevented women from voting.

Choose the correct name for the tense of the underlined verb in each sentence. Circle your answer.

- | | |
|---|--|
| 5. Mr. Sheeks <u>apologized</u> for his behavior.
a. present
b. past
c. future | 7. Mr. Sheeks <u>went</u> to Salt Lake City.
a. present
b. past
c. future |
| 6. Gold fever <u>will bring</u> more people to Wyoming.
a. present
b. past
c. future | 8. People <u>remember</u> Esther Morris.
a. present
b. past
c. future |

Name _____

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has, and had* are helping verbs.

Read the sentences. Underline the helping verb. Circle the main verb.

1. Scientists have discovered global warming.
2. Acid rain has occurred before.
3. Everyone has become more enlightened on the subject.
4. Fifth graders in Michigan have established Environmental Awareness Day.
5. Scientists have researched natural resources.
6. Recycling glass bottles has saved a lot of electricity.
7. We have begun to see positive results.
8. Animals in the wilderness have suffered from pollution.
9. The standard of living has improved steadily.
10. People had believed that technology was the answer to every problem.

Name _____

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining a verb with the word *not*.
- Sometimes the form of the verb changes when the verb becomes part of a contraction.

Rewrite each sentence. Write a contraction in place of the underlined words.

1. Many people are not concerned about global warming.

2. Natural resources will not last forever.

3. People cannot continue to throw away recyclables.

4. Do not ignore environmental warnings because they could greatly affect our future.

5. It is not helpful to try to recycle materials that cannot be recycled.

6. Some people are not educated on the importance of recycling plastic.

7. Have not you considered the long-term effects of technology?

8. You should not create your own paths in Graybeard Wilderness.

Name _____

A. Write a main verb and a helping verb to complete each sentence.

1. Scientists _____ that global warming will cause many problems.
2. Trees _____ to make paper.
3. I _____ to recycle more bottles, cans, and paper.
4. Technology _____ very far in the past twenty years.
5. Kofi Annan _____ two visions for the future.

B. Write a sentence using each helping verb.

6. (has) _____

7. (am) _____

8. (was) _____

9. (have) _____

10. (were) _____

Name _____

- A **linking verb** does not show action. A linking verb shows a state of being or states a condition.
- Common linking verbs are *am, is, are, was, were, will be, seem, appear, look, taste, feel, felt*.
- A linking verb links the subject to a noun or an adjective.
- Subjects and linking verbs must agree.

A. Draw one line under the subject of each sentence. Draw two lines under the linking verb in each sentence.

1. Fatima was the first user of the water pump.
2. The people of the village are excited.
3. The water tasted very good.
4. I am proud of my grandmother.
5. We were amazed by the new invention.

B. Write the correct form of the linking verb *be* on the line beside each sentence.

6. My grandmother always (was, am) strong. _____
7. The people of the village (was, were) mean to my grandmother.

8. The baobab tree (are, is) a great resource for water. _____
9. I (is, am) a hard worker. _____
10. You (are, is) extremely smart. _____

Name _____

- Use quotation marks to set off a direct quotation from the rest of a sentence.
- Use a comma before the quotation when the speaker's name comes first.
- Use a comma, a question mark, or an exclamation mark to end the quotation when the speaker's name comes last.

Add the correct punctuation to each sentence.

1. People always say The desert is no place for the thirsty dog.
2. My grandmother said, It's important to have more than one means to get water.
3. "Hurray " the people cheered.
4. To survive in the desert, one must be sharp as a cactus said my uncle.
5. How long do you plan on using the water pump? asked my neighbor.

Rewrite the following passage. Add the correct punctuation.

Fatima's grandmother tapped her on the shoulder. "Fatima, would you please come with me she asked. Fatima agreed and followed her grandmother outside the village limits.

When they were away from the villagers, Fatima's grandmother pointed to the baobab trees and said, "We should use these trees to store our own water.



Name _____

Choose the linking verb that best completes the sentence. Circle the letter of the correct answer.

- | | |
|---|--|
| 1. Ibrahim's words _____ encouraging.
a. is
b. was
c. am
d. were | 3. Her grandmother _____ wise.
a. is
b. are
c. be
d. appear |
| 2. She _____ proud of their culture.
a. am
b. appear
c. seems
d. were | 4. She hopes that the villagers _____ thankful someday.
a. be
b. will be
c. is
d. appear |

Choose the word that the linking verb connects to the subject of the sentence. Circle the letter of the correct answer.

- | | |
|--|---|
| 5. The water tastes very fresh.
a. very
b. water
c. fresh
d. tastes | 7. The baobab tree seems healthy for its age.
a. age
b. for
c. tree
d. healthy |
| 6. The cactus is taller than most I've seen.
a. taller
b. most
c. is
d. cactus | 8. Fatima is very pleased with the water pump.
a. pump
b. Fatima
c. pleased
d. is |

Name _____

- An **irregular verb** is a verb that does not use *-d* or *-ed* to form the past tense.

Rewrite these sentences. Change all of the incorrect verbs to their correct past tense forms.

1. Danny finded a game in the park.

2. The meteorite maked a huge hole in the ceiling.

3. Walter and Danny goed into outer space.

4. Danny throwed the ball at his brother.

5. A pirate ship flied by the boys' house.

6. The black hole rised over Walter's body.

7. The spaceship gived off a faint glow.

8. They runned away from the strange vehicle.



Name _____

- A **verb** is used to show action or state a condition.
- Use the **present tense** of a verb if the action or condition is happening now.
- Use the **past tense** of a verb to show an action that has been completed in the past.
- Some verbs do not take *-ed* to show the past tense. Remember which verbs are irregular.
- Some irregular verbs take special endings when they are used with the helping verbs *have*, *has*, or *had*. Remember which verbs use an irregular form.

Rewrite the following passage. Correct the underlined verbs.

Centuries ago people thanked that their technology was advanced. They also believe that space travel was impossible. Our ancestors feeled that they knowed so much.

Now we known that space travel is possible. We have flew on airplanes and driven in cars. Today's scientists discovered new things about our world every day. Today's medicine fought diseases in many different ways. We are lucky to live in such an advanced world.



Name _____

Write the correct form of the irregular verbs in parentheses. Use the past tense in each sentence.

1. (write) Authors of the past _____ many books about the future.
2. (break) Danny _____ his brother's walkie-talkie.
3. (go) The boys' parents _____ out for the evening.
4. (fall) The robot had _____ down beside the wall.
5. (see) Danny _____ the game leaning against the tree.
6. (give) The game _____ the boys an interesting evening.
7. (think) Walter _____ that his brother was a pain in the neck.
8. (fight) Danny and Walter _____ with each other too much.
9. (eat) They could not see what the alien had _____.
10. (feel) Danny _____ as though he was dreaming.
11. (spin) The room _____ slowly around.
12. (get) Walter _____ the game before his brother could grab it.



Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A **pronoun** may be singular or plural.
- An **antecedent** is the noun (or nouns) to which a pronoun refers.

A. On the lines following the sentences, write the antecedents for the underlined pronouns.

1. 'Tricia Ann was excited because she was going someplace special.

2. "Someplace Special" is important to 'Tricia Ann; it is her favorite spot.

3. Mama Frances said to 'Tricia Ann, "Act like you belong to somebody."

4. People got on the bus. They were carrying bags of fruits and vegetables.

5. A little boy approached 'Tricia Ann and said that he was six years old.

B. Read the sentences below. If the underlined pronoun is correct, write "C." If the pronoun is incorrect, write the correct pronoun.

6. 'Tricia Ann said that her was ready to go out by herself.

7. When 'Tricia Ann and Mama Frances rode the bus, she had to sit in the back. _____
8. At the market, 'Tricia Ann met Mrs. Grannell. We was a friend of Mama Frances. _____
9. The bus stopped in the street; it was having engine trouble.

10. Jimmy Lee gave 'Tricia Ann a pretzel, and then they pointed to a sign in Monroe's restaurant. _____

Name _____

- **Pronouns** take the place of nouns.
- A singular noun takes a singular pronoun. A plural noun takes a plural pronoun.
- The **antecedent** of a pronoun is the noun (or nouns) to which a pronoun refers.

Each sentence contains an incorrect pronoun. (There are correct pronouns in some sentences, too.) Rewrite each sentence so that all of the pronouns are correct.

1. 'Tricia Ann was excited because we was going someplace special by herself.

2. Jim Crow laws upset 'Tricia Ann; she thinks that it are unfair.

3. When 'Tricia Ann glanced at the seats in the front of the bus, she saw that them were empty.

4. 'Tricia Ann's grandfather was a stonemason, and they worked on Peace Fountain.

5. Jimmy Lee agreed with 'Tricia Ann about Jim Crow laws; you, too, thought they were unfair.

Name _____

Rewrite each sentence so that the pronouns are correct. Underline the antecedent of each pronoun.

1. 'Tricia Ann asked Mama Frances, "May me go to Someplace Special today?"

2. When the bus arrived, she came to a jerky stop and hissed.

3. 'Tricia Ann bounded up the stairs, and then her dropped the bus fare in the collection box.

4. When Mrs. Grannell and 'Tricia Ann spoke, he talked about Jim Crow laws.

5. 'Tricia Ann enjoyed the fountain's spraying waters even though she made 'Tricia Ann dizzy.

6. On the bench was a sign; we read FOR WHITES ONLY.

7. 'Tricia Ann greeted Jimmy Lee, and you handed the girl a pretzel.

8. 'Tricia Ann pulled her shoulders back; her fixed her thoughts on being in a place that had no Jim Crow signs.

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a preposition.
- *Me, you, him, her, it, us, and them* are object pronouns.

Read each sentence. Write the correct subject or object pronoun on the line.

1. Carlos and Gloria are friends. _____ have known each other for a long time.
2. When Gloria's two friends were little, Gloria's mother propped _____ on the kitchen table.
3. _____ watched the children as _____ made tortillas.
4. Now Carlos wanted Gloria to pay attention to _____.
5. Carlos started showing off for _____.
6. One evening _____ saw a familiar skunk.
7. The children had named _____ Dos Dedos.
8. Carlos said, "_____ know just how to catch a skunk."
9. When Carlos grabbed the skunk's tail, Dos Dedos sprayed Carlos's clothes so badly that Carlos had to take _____ off.
10. At home, _____ left his shoes at the back door.



Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. My mom is part of a team. My mom is a teacher at a middle school.

2. The team works together to teach math, social studies, English, and science. The team is a group of four teachers.

3. Right now, my mom is teaching a unit on botany. Botany is the study of plants.

4. Her students are working on a big project. Her students are seventh-graders.

5. Each teacher on Mom's team is assigning part of the project. The project is a report on the life cycle of a plant.



Name _____

Circle the letter of the pronoun that correctly completes each sentence.

1. Carlos could not remember how long _____ and Gloria had been friends.
 - a. him
 - b. he
 - c. us
 - d. we
2. _____ lived in the Española Valley in the mountains of northern New Mexico.
 - a. They
 - b. Him
 - c. Her
 - d. Them
3. When Carlos grabbed the skunk, the animal had a surprise for _____.
 - a. him
 - b. they
 - c. her
 - d. us
4. “You know what _____ heard?” said Carlos.
 - a. her
 - b. I
 - c. you
 - d. me
5. Carlos’s mother prepared breakfast; _____ made tortillas, fried eggs, and salsa.
 - a. me
 - b. he
 - c. her
 - d. she
6. “When _____ leave, I’ll get my shoes,” Carlos said to his mother.
 - a. him
 - b. he
 - c. we
 - d. us



Name _____

- A present-tense **verb** must agree with its **subject pronoun**.
- Add -s to most action **verbs** when their **subjects** are *he, she, and it*.
- Do not add -s to an action verb in the present tense when you use the pronouns *I, we, you, and they*.
- The verbs *have* and *be* have special forms in the present tense.

Read each sentence. On the lines provided, write the correct form of each incorrect verb.

1. John Pike walks around Las Vegas as he ask his neighbors to vote.

2. He believe that voting is important. _____
3. As citizens in a democracy, we agrees. _____
4. It form the basis of our system of government.

5. A famous musician is giving a concert because she, too, think that voting is important.

6. She want to encourage all citizens to vote.

7. Political groups are active; they tries to register new voters.

8. Members of these groups go to concerts where they meets young people who can vote. _____
9. All United States citizens can vote when they turns eighteen.

10. Does you think that voting is important? _____

Name _____

- An **abbreviation** is the shortened form of a word.
- An **abbreviation** begins with a capital letter and ends with a period.
- Abbreviate titles before names, days of the week, streets, and most months.

Read the sentences. Fill in each blank with an abbreviation from the list.

Ms. Dr. Mr. Sen. Nov. Tues. D.C. A.M.

1. The capital of the United States is Washington, _____.
2. We met one of our representatives in the U. S. Senate,
_____ Michael Eberling.
3. He encouraged us to tell our friends and families to vote in the
_____ election.
4. Election Day is always the first _____ of that month.
5. Polls open as early as 7 _____.

Read the sentences. Write the abbreviation for any word that can be abbreviated.

6. The president is inaugurated in January. _____
7. My neighbor, Mister Adams, volunteers on Election Day.

8. He gives voters their ballots at the precinct on Vine Street.

9. Many people volunteer, including Doctor Peterson. _____
10. Her office is always closed for a few hours in early November.

Name _____

Read the following paragraph. Then rewrite it, correcting any errors in pronoun-verb agreement.

What do you know about the Great Seal of the United States? You sees it on the back of a one-dollar bill. It are used on some government documents, too. At the center of the seal you sees the bald eagle. It are our national bird. In its beak it hold a banner. In one claw it hold an olive branch, a symbol of peace. In its other claw it carry arrows to symbolize war. We has a picture of the Great Seal in our classroom. I believes that it be a symbol of our country.



Name _____

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.
- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** stand alone in a sentence and function as nouns (*mine, yours, his, hers, its, ours, yours, theirs*).

Read each sentence. Fill in the missing possessive pronoun.

1. _____ English word *hurricane* comes from people who lived in the tropics long ago.
2. The ancient Mayan people called _____ storm god Hunraken, and an evil Taino god was called Huracan.
3. Possibly _____ name or Hunraken's is the source of hurricane.
4. A hurricane is the strongest type of tropical storm; _____ winds blow at speeds of 74 miles an hour or more.
5. _____ cousin Frances lives in an area that has no hurricanes; _____ house will not be in danger.
6. If you live in an area that does have hurricanes, keep _____ emergency supplies handy.
7. We keep _____ in the back of the big closet in _____ brother's room.
8. We keep a flashlight, a radio, food, and bottled water in _____ emergency kit.
9. When my mom heard news of a hurricane watch, she left _____ office to come home early.
10. The more we learn about hurricanes, the better _____ chances of coming through them safely.

Name _____

- Use a **hyphen** to show the division of a word at the end of a line. Divide the word between syllables.
- Use a **hyphen** to connect two words to form some compound words.

A. Choose the correct way to divide the words in these sentences. Circle the letter beside the correct answer.

- a. Hurricanes are huge spinning storms that develop in warm areas around the equator.

b. Hurricanes are huge spinning storms that develop in warm areas around the equator.
- a. The peak hurricane months are August and September.

b. The peak hurricane months are August and September.
- a. Hurricanes begin in the warm, moist atmosphere over tropical ocean waters.

b. Hurricanes begin in the warm, moist atmosphere over tropical ocean waters.

B. Each of these sentences contains a compound word. Rewrite the sentences, adding a hyphen to the compound word.

- Tropical depressions have steady wind speeds of thirty eight miles per hour or less.

- During hurricanes, people living in low lying areas often go to safer places.

- A battery driven radio is important to have on hand during a severe storm.



Name _____

Rewrite each sentence, correcting all pronoun errors.

1. Does yours home town get hurricanes or tornadoes?

2. Luisa and I live in Florida, and our get many hurricanes.

3. The worst hurricane to hit ours city was Hurricane Andrew in 1992.

4. Luisa's parents remember Hurricane Andrew and our heavy winds.

5. The roof of my uncle's garage was damaged, but luckily her car was untouched.

6. Along Biscayne Bay, near mine house, storm tides reached 17 feet.

7. Luisa says that's about as high as the two stories in hers house.

8. Weather forecasters can give advance warning of storms so that people can get theirs emergency equipment ready.

Name _____

- **Homophones** are words that sound the same but have different spellings and meanings.
- *Its*, *their*, and *your* are **possessive pronouns**.
- *It's*, *they're*, and *you're* are **contractions** meaning *it is*, *they are*, and *you are*.
- Do not confuse possessive pronouns with contractions that sound the same.

Read each sentence. The underlined pronouns and contractions are used incorrectly. Write the correct usage on the line.

1. Do you think your ready for the story? _____
2. Clap you're hands twice. _____
3. Its a story about a fisher who plays a trick on some people.

4. At first their fooled, but then they trick the fisher. _____
5. Its' a bad day for the fisher because he has not caught any fish to sell.

6. He tricks people into leaving they're wares on the other side of the river.

7. Their afraid of falling into the river because the log bridge is shaky.

8. They're swimming skills are not very good. _____
9. "Leave some baskets before you cross; its the only way to do it," the fisher tells the basketmaker. _____
10. The fisher promises to hold the unsteady log in it's place. _____

Name _____

- Some possessive pronouns and contractions are **homophones**. Homophones sound the same, but they are spelled differently.
- An apostrophe takes the place of letters in a contraction.
- Possessive pronouns do not have apostrophes.

Rewrite each of these sentences. Look for incorrect apostrophe usage and correct any errors.

1. Your probably wondering what the people did to trick the fisher.

2. The people think that its a good idea to trick the fisher.

3. They meet the next day to make they're plan.

4. Its' a simple plan, but everyone thinks it will work well.

5. They put the fish from the next village in there buckets.

6. "Be careful on the bridge, or your sure to fall in," the people warn the fisher.

7. The fisher doesn't know that their playing a trick on him.

8. He is not aware of they're plan.

Name _____

Rewrite each sentence, correcting any pronoun and homophone errors. If there are no errors, write *correct* on the line.

1. What's you're favorite trickster story?

2. There certainly are many to choose from.

3. I like stories in which its the trickster who gets tricked.

4. Their is a lesson for the trickster.

5. Sometimes, however, characters are tricked because of there faults.

6. There not innocent like the characters in "The Catch of the Day."

7. For example, a fox tricks a crow to get it's meal.

8. "You're song is so lovely," the fox tells the crow, and asks it to sing.

9. As the crow sings, it drops the piece of cheese it had in it's mouth.

10. The cheese lands right their at the fox's feet.

Name _____

- An **independent clause** can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence. It begins with a conjunction.
- Some **conjunctions** are *after, although, as, as if, as though, because, before, if, since, though, unless, until, when, whenever, where, wherever, and while*.

A. Underline the dependent clause in each sentence. Circle the conjunction.

1. When Dennis was ten years old, he got a microscope.
2. He collected his own specimens because he wanted to observe things that were alive.
3. After he got home from school, Dennis would hike down to a pond near his house.
4. Although he liked examining pond life, he also examined insects, seeds, fur, and anything else he could find.
5. Dennis continued to use microscopes to study biology while he was at college.

B. Write a conjunction to complete each sentence.

6. Dennis collected underwater plants and animals _____ he was scuba diving.
7. _____ he was a graduate student, Dennis conducted his own research and helped other people with theirs.
8. _____ he finished graduate school, Dennis became a botanist and studied plants.
9. _____ he was done with school, Dennis continued to observe and study plants.
10. Dennis has been a scientist _____ he turned ten years old.



Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. Dennis Kunkel is a botanist. A botanist is a scientist who studies plants.

2. Dennis has studied water samples from lakes and ponds near a volcano. Dennis is an expert on algae.

3. He collected water samples from lakes near Mount St. Helens. Mount St. Helens is a volcano in the state of Washington.

4. Right after the eruption, there was no life in the lake water. An eruption is an explosion of a volcano.

5. A few weeks later, there were algae living in the water. Algae are simple water plants.



Name _____

**A. Underline the dependent clause in each sentence.
Circle the conjunction.**

1. If you want to be a scientist, you learn to observe the things around you.
2. I sit and watch the birds in my garden whenever I have extra time.
3. Mom even got me binoculars because I like observing the birds.
4. After I observe the birds, I use my bird books to learn more about them.
5. Maybe I'll be a scientist when I grow up.

B. Rewrite each sentence correctly. Add a conjunction before the dependent clause.

6. I love science class we get to use microscopes.

7. You use a microscope to look at pond water, you see tiny animals on the slide.

8. I used the microscope, I didn't know there were tiny animals like that.

9. Now I collect specimens I go for walks.

10. I can't wait I can get my own microscope.



Name _____

- An **independent clause** can stand alone as a sentence. A **dependent clause** cannot stand alone as a sentence. It begins with a conjunction.
- A sentence that has both an independent clause and one or more dependent clauses is called a **complex sentence**.
- Use a **comma** after a dependent clause when the dependent clause comes at the beginning of the sentence.

A. Circle the letter beside the complex sentence that is written correctly.

1. **a.** If you hear a snake rattle, the snake is a rattlesnake.
b. If you hear a snake rattle the snake is a rattlesnake.
2. **a.** Rattlesnakes are deadly, because they pump poison into their prey.
b. Rattlesnakes are deadly because they pump poison into their prey.

B. Combine the independent and dependent clauses to make a complex sentence.

3. When a rattlesnake attacks its prey. It sinks its fangs in and often pumps in poison.

4. A rattlesnake usually rattles its tail in warning. When a person surprises it.

5. Although all rattlesnakes have rattles. There are many different kinds of rattlesnakes.



Name _____

- In a play, a **colon** follows the name of a character. The words that follow are the character's lines. They are not in quotation marks.
- **Italicize** or **underline** the name of a play.
- Put **quotation marks** around the name of a song, a short story, or a poem.

A. Circle the letter beside the sentence that is written correctly.

- The name of the play is: *The Rattlesnake Mystery*.
 - The name of the play is *The Rattlesnake Mystery*.
 - The name of the play is "The Rattlesnake Mystery."
- The poem *Rattlesnakes* is part of the short story "A Snake's Tale."
 - The poem "Rattlesnakes" is part of the short story: *A Snake's Tale*.
 - The poem "Rattlesnakes" is part of the short story "A Snake's Tale."

B. Rewrite the following lines of dialogue from a play. Use correct punctuation.

- Rattler Snake I read a play called Rattle Tales.

- Fang Is it about rattlesnakes like us?

- Rattler Snake Yes, and it is a musical.

- Diamondback Is it the musical that has the song Rattle Your Tail in it?



Name _____

Combine the clauses to make complex sentences. Underline the dependent clause in each of your complex sentences. Circle the conjunction.

1. Although a rattlesnake grows a rattle each time it sheds its skin. You can't tell the snake's age by counting the rattles.

2. You can't count the rattles to tell the age. Because some rattlesnakes shed their skin more than once a year.

3. If you are bitten by a rattlesnake. Go to the hospital right away.

4. A doctor can often treat you. Before you get too sick.

5. While some rattlesnakes can be six feet long. Other rattlesnakes are not even two feet long.

6. Since rattlesnakes have colors and patterns that blend in with their surroundings. It can be hard to see them.

7. Be careful. Whenever you hear a rattlesnake's rattle.

8. The rattlesnake probably won't attack you. Unless it thinks you are going to hurt it.



Name _____

- **Adjectives** describe people, places, or things.
- Add *-er* to most short adjectives to compare two people, places, or things.
- Add *-est* to most short adjectives to compare more than two people, places, or things.

Think about the comparisons in each sentence. Then rewrite the sentence with the correct form for each underlined adjective.

1. Samoa is probably warm than Canada.

2. Fire ants are small than a fingernail.

3. He said that Mr. Andrews was the nice teacher he had ever had.

4. Lewis and Clark traveled far than some other explorers.

5. Lewis thought that they were the strange squirrels in the world.

6. The next day, he saw an even large buffalo.

7. Two hundred years ago, it was hard to cross the country than it is today.

8. Birds can change direction fast than a plane.

Name _____

- Use a **colon** to separate the hour and the minute when you write the time of day.
- Use a **colon** to introduce a list.

Proofread the sentences. Add colons.

1. At 7 10 this evening, I start my homework.
2. I make this list of what I have to do science, math, Spanish.
3. In science we are learning about these inventions the wheel, the lightbulb, and the telephone.
4. At 7 40, my room is getting too dark for me to read.
5. I'm grateful that the lightbulb was invented because now I can use these things to help me see lamp, flashlight, or overhead light.
6. I hear the garage door go up at 8 02 when Dad comes home.
7. It's a good thing the wheel was invented because many things I use have wheels bicycles, cars, and buses.
8. My telephone rings at 8 15, and it's my best friend calling me.
9. We talk until 8 43.
10. I'm glad someone invented the telephone because I can talk to these people whenever I want Jenna, Frank, Iris, and Grandma.



Name _____

Read the sentence. Look at the adjective in parentheses. Fill in the correct form of the adjective on the line to complete the sentence.

1. Paul Cox climbed one of the _____ trees in Samoa. (*tall*)
2. His family thought Samoa was the _____ island in the South Pacific. (*pretty*)
3. Mr. Andrews says it is _____ to learn about nature when you are outside. (*easy*)
4. Summer in Alabama is _____ than summer in Ohio. (*hot*)
5. E. O. Wilson made a discovery at a _____ age than many other scientists. (*young*)
6. The journey was _____ than some of the men expected it to be. (*long*)
7. The _____ part of the trip was not having a good map. (*hard*)
8. They thought that prairie dogs were the _____ animals they had ever seen. (*odd*)
9. Are these feathers _____ than those feathers? (*white*)
10. Seagulls are some of the _____ eaters that I've ever seen! (*messy*)

Name _____

- In general, for adjectives of three or more syllables, use *more* and *most* to compare people, places, and things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

Rewrite the sentences. Correct any adjectives that are used incorrectly.

1. John tried to find the more pleasant place of all to stay.

2. He thought the Navajo language made the mostest amazing code.

3. Grandfather's home was most beautiful than the school.

4. Hiking was no difficulter than hauling water.

5. The Navajo language was the United States' more secret weapon.

6. Some soldiers were most experienced than others.

7. This code was most efficient than any other.

8. This is the more interesting story of all.

Name _____

- Never add *-er* and *more* to the same adjective.
- Never add *-est* and *most* to the same adjective.

Read the sentences. If the sentence is correct, write *correct* on the line. If it is not correct, rewrite the sentence using the correct form of the adjective.

1. Most importantest was that the Navajo language had no alphabet.

2. This story is the most interestingest that I have ever read.

3. Everyone tries to contribute his or her most sincere efforts in wartime.

4. The most dangerousest time was the day that the enemy shot at Grandfather.

5. It was more fascinatinger to watch the stars than to go to school.

6. John wanted to learn to write more difficult codes.

7. The Navajo language was considered more secreter than other languages.

8. A wild horse feels more comfortabler without a rope around its neck.

Name _____

Circle the letter beside the correct form of the adjective.

1. That language was the _____ weapon of all.
a. most secret
b. more secretest
c. most secretest
2. The _____ words stood for letters.
a. more commoner
b. most commonest
c. most common
3. Code talkers fought in the _____ battles.
a. most terriblest
b. most terrible
c. more terribler
4. The canyon was the _____ place that he had ever been.
a. most thrilling
b. most thrillingest
c. more thrillinger
5. Her grandmother's advice was the _____ of all.
a. more wise
b. wisest
c. more wisest
6. The island was _____ than before.
a. more beautiful
b. beautifuler
c. beautifulest
7. Hundreds of the _____ messages were passed.
a. more vitaler
b. most vitalest
c. most vital
8. It was the _____ code ever used.
a. more brillianter
b. most brilliant
c. more brilliant

Name _____

- In comparisons, the adjective *good* has an irregular form. *Better* and *best* are the irregular forms of *good*.
- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

Read each sentence. If the form of the adjective is correct, write correct on the line. If it is wrong, circle it and write the correct form.

1. Ana Rosa imagines that being a writer would be the better job in the world.

2. Mami makes better *dulces* than *batatas fritas*.

3. Many tourists think that Sosúa Bay is the bestest part of the República Dominicana.

4. Some people thought that one plan was best than the other.

5. Mami thought that Ana Rosa's story was the best story that she had ever heard.

6. Seeing a whale is even gooder than seeing a sea monster.

7. The sea monster went to the bestest underwater fiesta in the ocean.

8. Writing a story was better than putting up a billboard.

9. Mami is the goodest cook in town.

10. Ana Rosa thinks her gri gri tree is the better spot for looking around.

Name _____

- In comparisons, the adjectives *good* and *bad* have irregular forms. *Better* and *best* are the irregular forms of *good*. *Worse* and *worst* are the irregular forms of *bad*.

Read the paragraphs. Circle any errors. Rewrite each paragraph correctly in the spaces provided.

Ana Rosa knew that her gri gri tree was the bestest perch in all of Sosúa Bay. She climbed her tree almost every day, but thought that sunny days were gooder than gloomy ones. Ana Rosa had her goodest ideas for stories when she was in the gri gri tree. She was always in a more better mood after she'd had the chance to sit in her tree.

One day, the worstest storm Ana Rosa had ever seen struck the town. This was far worst than a gloomy day! For Ana Rosa, the worser part of the storm was watching the trees through her bedroom window. Ana Rosa hoped that her gri gri tree would be all right, but she dreaded that her most worst fear would come true.

Name _____

A. Circle the letter of the adjective that completes the sentence correctly.

1. It was the _____ day of Ana Rosa's life.
a. goodest
b. better
c. best
2. Angela is a _____ helper than Roberto.
a. worst
b. better
c. best
3. The story would have been _____ if Señora Perez had written it.
a. worse
b. more worse
c. worser
4. Tourist season is _____ than summer.
a. worst
b. worse
c. worstest
5. Whales are _____ swimmers than penguins.
a. best
b. gooder
c. better
6. The wind was _____ in the evening.
a. worse
b. most worse
c. worser

B. Circle the letter of the proper adjective in each sentence.

7. The American tourists enjoyed seeing the whales in Sosúa Bay.
a. Sosúa
b. American
c. Bay
8. Humpback whales inhabit Atlantic waters.
a. whales
b. Humpback
c. Atlantic
9. The gri gri tree is a South American plant.
a. South American
b. gri gri
c. plant
10. The Caribbean islands have tropical climates.
a. tropical
b. Caribbean
c. climates

Name _____

- An **adverb** is a word that tells more about a verb, an adjective, or another adverb.
- An adverb can tell *how*, *when*, or *where* an action takes place.

Underline the adverb in each sentence. On the line, write whether the adverb describes *how*, *when*, or *where*.

1. Alexi walked slowly through the woods. _____
2. The Golden Mare left early to reach the Lake of the Sun. _____
3. Angry at the Tsar's words, Alexi trembled inside. _____
4. The Golden Mare galloped rapidly through the forest. _____
5. The Firebird cried softly in its cage. _____
6. He hunted late into the night. _____
7. The Tsar treated the Firebird cruelly. _____
8. The Firebird flew high into the sky. _____
9. Alexi and Yelena the Fair were happily married. _____
10. Alexi and the Golden Mare always remained friends. _____

Name _____

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that describes a verb. *Well* tells *how* an action takes place.
- Do not confuse the adjective *good* with the adverb *well*.

Read both sentences in each pair. Circle the letter of the sentence that uses *good* or *well* correctly.

1. a. The Golden Mare was a good friend to Alexi.
b. The Golden Mare was a well friend to Alexi.
2. a. Yelena the Fair hid her plan good.
b. Yelena the Fair hid her plan well.
3. a. Alexi ruled good.
b. Alexi ruled well.
4. a. They played a good trick on the Tsar.
b. They played a well trick on the Tsar.
5. a. The Tsar did not treat Alexi well.
b. The Tsar did not treat Alexi good.

Write *well* or *good* to complete each sentence correctly. Then underline the word that *good* or *well* describes.

6. Alexi was a _____ ruler to his people.
7. The Tsar thought that if he planned _____, he could wed Yelena the Fair.
8. The Tsar would not be a _____ husband.
9. Alexi and the Golden Mare worked _____ together.
10. The Golden Mare promised to serve Alexi _____.

Name _____

A. Rewrite each sentence twice. Each time, add an adverb that tells *when, where, or how*.

1. The Golden Mare ran.

2. Alexi hunted.

3. Yelena the Fair sailed on the Lake of the Sun.

4. The Tsar gave orders.

5. The Firebird flew.

B. Write *well* or *good* to complete each sentence correctly.

6. The Tsar did not rule _____.
7. The Golden Mare advised Alexi _____.
8. The crab was a _____ swimmer.
9. The beautiful Firebird flew _____ after it had been set free.
10. Yelena the Fair had a _____ heart.

Name _____

- An **adverb** can compare two or more actions.
- Add *-er* to most short adverbs to compare two actions.
- Add *-est* to most short adverbs to compare more than two actions.

Read the sentences. Write the correct form of the adverb in parentheses.

1. (hard) Teddy pounded the tent stakes _____ than Bobby did.
2. (near) Of the three, Teddy was the one standing _____ to the raccoon.
3. (fast) It was Teddy who ran _____ of all.
4. (soon) Bobby wished that he had spoken up _____ than he did.
5. (high) The mountain rose _____ than any of San Francisco's skyscrapers.
6. (hard) Of the three of them, Uncle Curtis laughed _____.
7. (fast) Teddy walked _____ than Bobby and Uncle Curtis.
8. (soon) The raccoon arrived _____ of all.
9. (late) They arrived at the campsite _____ than Uncle Curtis expected.
10. (fast) The other campers pitched their tents _____ than Uncle Curtis did.

Name _____

- Never add *-er* and *more* to the same adverb.
- Never add *-est* and *most* to the same adverb.

Read each sentence. If the sentence uses *more* and *most* correctly, write *correct*. Otherwise, rewrite the sentence correctly using *more* and *most*.

1. The ranger spoke most knowledgeably than Uncle Curtis.

2. Teddy unpacked the car more hurriedlier than Bobby did.

3. Uncle Curtis turned more promptlier the third time they neared the exit.

4. Of the three of them, it was Teddy who looked at the raccoon most angrily.

5. The experienced campers found the trail more easilier than Uncle Curtis did.

6. Bobby asked questions most eagerly than Teddy did.

7. It was Teddy who unrolled his sleeping bag most roughliest of all.

8. The raccoon found the marshmallows more quickly than did Teddy.

Name _____

**A. Choose the sentence in each group that is written incorrectly.
Circle the letter of the incorrect sentence.**

1.
 - a. Bobby awoke sooner than did Teddy.
 - b. Bobby awoke most soonest of all.
 - c. Bobby awoke soonest of all.
2.
 - a. Uncle Curtis looked around more eagerly than Teddy.
 - b. Uncle Curtis looked around most eagerly of all.
 - c. Uncle Curtis looked around more eagerlier than Teddy.
3.
 - a. Bobby works more harder than Teddy does.
 - b. Bobby works hardest of all.
 - c. Bobby works harder than Teddy does.
4.
 - a. Uncle Curtis eyed the hot dogs more hopefully than Teddy did.
 - b. It was Uncle Curtis who eyed the hot dogs most hopefully.
 - c. Uncle Curtis eyed the hot dogs most hopefully than Teddy did.
5.
 - a. Teddy missed home more stronglier than Bobby did.
 - b. Teddy missed home more strongly than Bobby did.
 - c. Of the three campers, Teddy was the one who missed home most strongly.

**B. Choose the comparing adverb that best completes the sentence.
Circle the letter of your answer.**

6. Teddy looked for the marshmallows _____ than he looked for firewood.
 - a. eagerly
 - b. most eagerly
 - c. more eagerly
7. Uncle Curtis snored _____ than Bobby.
 - a. most loudly
 - b. loudlier
 - c. more loudly
8. Bobby searched _____ of all.
 - a. more happily
 - b. most happily
 - c. happily

Name _____

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n’t*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.

Correct the sentences by removing one of the negatives.

1. Some children never not exercise.

2. Until now, nobody never learned how to sail.

3. Yesterday she couldn’t give no directions to the taxi driver.

4. Athletes don’t never give up.

5. Hannah couldn’t play on no playgrounds.

6. Nothing nowhere was written in Braille.

7. The girl had never played with no other kids.

8. Matthew never had no fun on the swings.

9. Jennifer never forgets no kind words.

10. She can’t not stop trying.

Name _____

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n’t*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Read each group of sentences. Cross out the sentence that is incorrect.

1. Exercising inside is never as much fun as exercising outside.
Exercising inside is not as much fun as exercising outside.
Exercising inside is not never as much fun as exercising outside.
2. None of the kids remains active when they become adults.
No kids never remains active when they become adults.
No kids remain active when they become adults.
3. Carmen never goes nowhere without it.
Carmen never goes anywhere without it.
Carmen doesn’t go anywhere without it.
4. They don’t let anything hold them back.
They don’t let nothing hold them back.
They let nothing hold them back.

Read the sentences. Rewrite each sentence two different ways.

5. She couldn’t never play in the sandbox.

6. The playgrounds didn’t have no signs in Braille.

Name _____

If the sentence is correct, write **correct** on the line. If it is not correct, rewrite it correctly.

1. The classes aren't never boring.

2. Why can't we sail nowhere today?

3. Nobody never stays active.

4. Carmen wouldn't walk around her neighborhood none.

5. I've never eaten no Spanish food.

6. The guide dog didn't want treats.

7. Isn't no one going to the playground?

8. Matthew has never said nothing about his wheelchair.

9. No one should never have to wait until high school to go on a swing.

10. Jennifer has not never been lazy.

Name _____

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.
- Common prepositions are *about, above, across, after, at, behind, down, for, from, in, near, of, on, over, to, and with*.

Read each sentence. Underline the prepositions. There may be more than one preposition in each sentence.

1. The balloon flew above the village.
2. Jean-Pierre Blanchard floated over the English Channel.
3. A duck, a rooster, and a sheep rode in the basket of the balloon.
4. The balloon rose to a height of one hundred feet.
5. They floated in a new direction.
6. Weather balloons give us information about the atmosphere.
7. Buoyancy keeps balloons in the air.
8. Bertrand Piccard stayed in a balloon for 20 days.
9. The balloon dropped gently from the sky.
10. The balloon landed in a forest behind a field.



Name _____

- A prepositional phrase may come at the beginning of a sentence. A prepositional phrase that begins a sentence is also called an **introductory phrase**.
- If a prepositional phrase that begins a sentence is four or more words, place a comma after the phrase.

Read the following two paragraphs. Place commas where they are needed.

In the year 1783 scientific progress met old-fashioned beliefs. On an otherwise normal day a group of French villagers got quite a surprise. Down from the sky a strange creature slowly floated. With pitchforks and other farm tools the villagers struck the creature. Under this furious attack the creature finally stopped moving.

To the eighteenth-century villagers the object from the sky looked like a monster. At the time of the monster's visit very few people had ever seen a balloon. From his science studies Professor Jacques A. C. Charles had learned that a newly discovered gas called hydrogen weighed less than air. When he filled a sack with this gas, the sack floated into the air. From the heart of Paris Charles had released his balloon and then watched as it floated away. In their attack the villagers destroyed the first hydrogen balloon.

Name _____

Circle the letter of the preposition that fits best in each sentence.

1. Experiments _____ science led to the discovery of hydrogen gas.
 - a. near
 - b. in
 - c. at
2. The villagers _____ the ground looked up at the balloon.
 - a. on
 - b. in
 - c. after
3. _____ all the balloons in the sky, Carl liked the red and yellow one best.
 - a. Of
 - b. To
 - c. Down
4. Bertrand Piccard flew around the world _____ twenty days.
 - a. on
 - b. with
 - c. in
5. _____ the end of the day, the balloon drifted to the ground.
 - a. At
 - b. Across
 - c. Of
6. A breeze blew the balloons _____ the sky.
 - a. with
 - b. after
 - c. across
7. The first free flight in North America started _____ Philadelphia.
 - a. about
 - b. near
 - c. down
8. Many early balloon flights occurred _____ France.
 - a. on
 - b. in
 - c. under



Name _____

- A **simple sentence** expresses one complete thought.
- If two simple sentences deal with the same subject, they can be combined into a **compound sentence**.
- Sometimes you can combine two sentences by joining similar ideas.

Combine each pair of sentences. Leave out words that repeat or mean the same thing.

1. Dennis went fishing. His dad went fishing.

2. It was fun looking at creatures. The creatures were tiny.

3. Dennis studied plants. Dennis studied insects.

4. Dennis used microscopes. He used them to help other scientists.

5. He observed nature. He observed it every day.

6. Scientists ask questions. They look for answers.

7. There was a volcano blast. It was in 1980.

8. They saw dead trees. The trees were covered with ash.

9. Frogs returned to the lakes. Fish returned to the lakes.

10. Tell someone that you want to learn. Tell a scientist.

Name _____

- Use a **colon** to separate the hour, minute, and second when you write the time of day.
- Use a **colon** to introduce a list.

Proofread the sentences. Add colons.

1. At 6 25 10, I make a list of what I want to do this evening.
2. This is what is on my list finish my homework, read my book, watch television.
3. I decide to start my homework at 6 43 05.
4. By 7 10 25, I have finished this homework reading, math, and spelling.
5. At 7 20 20, I begin to read the chapter called “The Gri Gri Tree” from *The Color of My Words*.
6. Here are the names of some characters in the story Ana Rosa, Mami, Papi, Roberto, Guario.
7. Ana Rosa sees these things from her tree the ocean, people, the river, Mount Isabel de Torres, and a sea monster.
8. The sea monster looks like this tall, black, and has a white throat.
9. I finish reading the chapter at 7 45 15.
10. That means I can watch television from 8 00 00 until 8 30 00.



Name _____

A. Combine each pair of sentences. Write the new sentence on the line.

1. Dennis cared for pets. They were the family pets.

2. He went on trips. He went to collect things.

3. There was a college. It was in his home town.

4. She studied plants. They were flowering plants.

5. The boxes are full. The bottles are full.

6. They could see for miles. They could see ash.

B. Rewrite each sentence. Add punctuation and capitals.

7. scientists explore many different places

8. in only a few weeks living things returned to the lakes

9. what is your favorite thing to do outside

10. to learn more about science talk to a scientist

Madison's teacher asked the class to write letters about their summer vacations. Here is the first draft of Madison's letter. It may contain errors.

(1) Dear Mom and Dad,

(2) Thank you for letting me go. (3) To the Space Academy this summer. (4) I had such great fun. (5) Did you get my postcards. (6) We ate space food. (7) And tried on spacesuits. (8) We sat in a space capsule that was used in a mission years ago. (9) Benny, my new friend, liked that best of all. (10) Please let me go back next year.

(11) Your daughter,

Madison

1 Which of the following should end with an exclamation mark?

- A Thank you for letting me go.
- B I had such great fun.
- C Did you get my postcards.
- D We ate space food.

2 Which is the best way to combine sentences 6 and 7?

- A We ate space food and tried on spacesuits.
- B We ate space food, and tried on spacesuits.
- C We ate space food, tried on spacesuits.
- D We ate space food, and we tried on spacesuits.

3 Which of the following is a complex sentence?

- A Thank you for letting me go.
- B We sat in a space capsule that was used in a mission years ago.
- C Benny, my new friend, liked that best of all.
- D We ate space food.

4 Read this sentence.

Please let me go back next year.

How would you best describe the underlined words?

- A complete predicate
- B compound predicate
- C complete subject
- D compound subject

Brandon's teacher asked the class to recommend books for a research paper on cowboy life. Here is the first draft of Brandon's suggestion. It may contain errors.

(1) Cowboy's spent a lot of their time on horseback. (2) Horses allowed them to cover great distances when herding ranchers' cattle. (3) Mustangs, one of the most popular breeds, were fast and strong, so they made good cow ponies. (4) The book all about mustangs has pictures of them. (5) The author's experience with horses makes for insightful reading. (6) I strongly recommend this book.

1 Read this sentence.

Cowboy's spent a lot of their time on horseback.

Which is the correct way to write the underlined word?

- A Cowboy
- B Cowboys
- C Cowboys'
- D Leave as is.

2 In sentence 3, which words form an appositive?

- A Mustangs were fast and strong
- B one of the most popular breeds
- C so they made
- D good cow ponies

3 Which of the following is a plural possessive noun?

- A Horses
- B horseback
- C ranchers'
- D author's

4 Which is the correct way to write the proper noun in sentence 4?

- A The book "all about Mustangs" has pictures of them.
- B The book "All About Mustangs" has pictures of them.
- C The book *all about Mustangs* has pictures of them.
- D The book *All About Mustangs* has pictures of them.

Olivia's teacher asked the students to write about a short story. Here is a section from Olivia's first draft. It may contain errors.

The Friendly Alien

(1) We were walking down an alley when a space alien jumped out. (2) Both of us felt alarmed. (3) It rise up its left hand. (4) The space alien was large, blue, and plump. (5) He moved toward us. (6) I became very nervous. (7) He left slimy sludge on the ground where he have stand. (8) Dont be afraid he sayed.

1 Which of the following is NOT a linking verb?

- A felt
- B was
- C became
- D had

2 Which is the correct way to write sentence 3?

- A It raised up its left hand.
- B It raises up its left hand.
- C It rises up its left hand.
- D It rised up its left hand.

3 Read this sentence.

He left slimy sludge on the ground where he have stand.

Which is the correct way to write the underlined verb phrase?

- A standed
- B had stood
- C has standing
- D haved standed

4 Which is the correct way to write sentence 8?

- A "Dont be afraid," he sayed.
- B "Don't be afraid." He sayed.
- C "Do'nt be afraid," he said.
- D "Don't be afraid," he said.

Angelo's teacher asked the students to summarize a play they had seen. Here is the first draft of Angelo's report. It may contain errors.

A Tricky Play

(1) This play is an original trickster story. (2) Its main character is a fisher who is hungry because he can't catch any fish. (3) He tricks people into leaving food as they bring it to his town. (4) He pretends that the bridge is unsafe and weighs them before they cross so it won't collapse. (5) He tells them they are too heavy. (6) So they leave food behind. (7) Later on he go back to get it.

1 In sentence 3, what is the antecedent of the pronoun *it*?

- A He
- B people
- C food
- D town

2 Which word is used as an object pronoun in sentence 4?

- A He
- B them
- C they
- D it

3 Read this sentence.

He tells them they are too heavy.

Which word is a contraction of the underlined words?

- A their
- B there
- C they's
- D they're

4 Which is the correct way to rewrite sentence 7?

- A Later on he goes back to get it.
- B Later on he went back to get it.
- C Later on him go back to get it.
- D Later on him goes back to get it.

Sunee needed to write an opinion paper based on World War II. Here is the first draft of Sunee's first paragraph. It may contain errors.

Codes as Weapons

(1) Codes have been used for a long time. (2) Codes can make a message harder to understand. (3) Some of the most difficult codes change the order of letters in words. (4) The effective codes of all use a complex language. (5) One example is the navajo code, which was used during World War II. (6) Military leaders in japan were unable to break this code. (7) Some people think that the code was a good weapon than the atom bomb. (8) I tend to agree.

1 What is the best way to rewrite sentence 4?

- A The effectiver codes of all use a complex language.
- B The effectivest codes of all use a complex language.
- C The more effective codes of all use a complex language.
- D The most effective codes of all use a complex language.

2 Which is a proper adjective that should be capitalized?

- A uncommon
- B navajo
- C japan
- D atom

3 Read this sentence.

One example is the navajo code, which was used during World War II.

Which of these correctly describes the underlined words?

- A comparative adjective
- B dependent clause
- C independent clause
- D verb phrase

4 Which form of *good* should be used in sentence 7?

- A better
- B best
- C gooder
- D more good

Jens's teacher asked the class to write about someone who changes his or her life. Here is part of the first draft of Jens's profile. It may contain errors.

Into the Deep with Dennis

(1) Dennis, who is a veteran, enrolled in college when he got back from Iraq. (2) He wanted to become a marine biologist. (3) He learned how to dive in the ocean. (4) He needed to learn diving because he wanted to study ocean plants. (5) He collected many water samples. (6) He did this carefully. (7) He studied them. (8) Some nights he worked so hard he didn't get no sleep. (9) He would take a nap to feel well. (10) Then he would immediately get back to work.

1 Which of the following is a prepositional phrase?

- A who is a veteran
- B when he got back
- C how to dive
- D in the ocean

2 Which is the best way to combine sentences 5, 6, and 7?

- A He collected many water samples, carefully, and studied them.
- B He collected many careful water samples and studied them.
- C He carefully collected many water samples, and studied them.
- D He carefully collected many water samples, which he studied.

3 Read this sentence.

Some nights he worked so hard he didn't get no sleep.

Which is the best way to rewrite the underlined words?

- A he did get no sleep
- B he did get not any sleep
- C he did not get any sleep
- D he did not get no sleep

4 Which of these is the correct way to write sentence 9?

- A He would take a nap to feel better.
- B He would take a nap to feel good.
- C He would take a nap to feel more better.
- D He would take a nap to feel more well.

Scoring Chart

The Scoring Chart is provided for your convenience in grading your students' work.

- Find the column that shows the total number of possible points.
- Find the row that matches the number of scored points.
- The intersection of the row and column provides the percentage score.

	TOTAL NUMBER OF POINTS																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
NUMBER OF POINTS SCORED	1	100	50	33	25	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	3	3
	2		100	66	50	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	10	9	9	8	8	8	7	7	7	7
	3			100	75	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10
	4				100	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13
	5					100	83	71	63	56	50	45	42	38	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	17
	6						100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	21	21	20
	7							100	88	78	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23
	8								100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	35	33	32	31	30	29	28	27
	9									100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	38	36	35	33	32	31	30
	10										100	91	83	77	71	67	63	59	56	53	50	48	45	43	42	40	38	37	36	34	33
	11											100	92	85	79	73	69	65	61	58	55	52	50	48	46	44	42	41	39	38	37
	12												100	92	86	80	75	71	67	63	60	57	55	52	50	48	46	44	43	41	40
	13													100	93	87	81	76	72	68	65	62	59	57	54	52	50	48	46	45	43
	14														100	93	88	82	78	74	70	67	64	61	58	56	54	52	50	48	47
	15															100	94	88	83	79	75	71	68	65	63	60	58	56	54	52	50
	16																100	94	89	84	80	76	73	70	67	64	62	59	57	55	53
	17																	100	94	89	85	81	77	74	71	68	65	63	61	59	57
	18																		100	95	90	86	82	78	75	72	69	67	64	62	60
	19																			100	95	90	86	83	79	76	73	70	68	66	63
	20																				100	95	91	87	83	80	77	74	71	69	67
	21																					100	95	91	88	84	81	78	75	72	70
	22																						100	96	92	88	85	81	79	76	73
	23																							100	96	92	88	85	82	79	77
	24																								100	96	92	89	86	83	80
	25																									100	96	93	89	86	83
	26																										100	96	93	90	87
	27																											100	96	93	90
	28																												100	97	93
	29																													100	97
	30																														100