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Suffix -ly

DIRECTIONS On the line, write the base word of the underlined word.

1. The pillows suit the new couch quite **nicely**. _________________
2. The cat **completely** destroyed the old couch. _________________
3. The material on the new one is more **securely** sewn. _________________
4. We have **diligently** tried to keep the cat off of it. _________________
5. The dog **happily** has the couch to itself. _________________

DIRECTIONS Turn the adjective on the left into an adverb by adding -ly. Then use the adverb in a sentence with the verb on the right.

6. **constant** rains _________________
7. **original** lived _________________
8. **private** discuss _________________
9. **usual** eat _________________
10. **merry** sang _________________
11. **unfair** criticized _________________
12. **mysterious** appeared _________________
13. **beautiful** grow _________________
14. **kind** speak _________________
15. **thorough** read _________________
DIRECTIONS  Write a sentence using each word.

claimed  experiment  species

_________________________________________________________________________

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Write in Response to Reading

Reread pages 1 and 2 and pages 5 and 6. Think about how the characters Ben and Frankie speak and act. Use details from the book to compare and contrast their words and actions. Write your answer below, on a separate sheet of paper, or in a new document.

_________________________________________________________________________

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_________________________________________________________________________
Compare and Contrast Characters  On a separate sheet of paper or in a new document, write two paragraphs to compare and contrast two characters from the story. First, choose two characters to compare and contrast. Find descriptions of each character’s traits, thoughts, feelings, words, and actions. Write about one character in each paragraph.

Common and Proper Nouns

DIRECTIONS  Circle the common nouns and underline the proper nouns in these sentences.

The rattlesnakes he used to watch were at the Desert Museum in Tucson, Arizona.

In December, his dad was offered a new job, and two months later his family left Tucson for Massachusetts.
DIRECTIONS  Write a sentence using each word.

ecosystems       biomes

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reread the fifth paragraph on p. 21. Use details from the book to write an informative paragraph explaining what a *terrarium* is. Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Sentence Structure and Sensory Details

DIRECTIONS  Reread the last three full paragraphs on p. 30 of *Night of the Spadefoot Toads*.

1. What sensory words and phrases does the author use to help you visualize the setting?

   __________________________________________________________

   __________________________________________________________

2. Explain how these words and phrases help you understand how Ben feels physically in that setting.

   __________________________________________________________

   __________________________________________________________

3. What sensory words and phrases does the author use to show you what Ben’s father is like?

   __________________________________________________________

   __________________________________________________________

4. Explain how these words help you understand Ben’s father.

   __________________________________________________________

   __________________________________________________________

5. What do you notice about the sentence structure in these paragraphs?

   __________________________________________________________

   __________________________________________________________

6. What is the effect of this structure on your impression of Ben’s father?

   __________________________________________________________

   __________________________________________________________
**Lesson 2**

**Name ____________________________**

**Analyse Craft and Style**  Choose a 5–10 line passage from Chapter 2 or 3, and write several paragraphs analyzing the author’s craft and style. Make sure each paragraph has a clear topic, and use examples from the text to develop the topic and support your analysis and interpretation. Consider the author’s choices, including sentence length, word choice, and sensory details. Write about how these choices create particular effects and convey meaning. Use a separate sheet of paper or start a new document.

**Abstract Nouns**

**DIRECTIONS**  On a separate sheet of paper or in a new document, rewrite two consecutive paragraphs from Chapter 2 or 3. Add abstract nouns to both paragraphs, but be sure to keep the original meaning of the text.
Write a sentence using each word.

**wry**  **baffled**

---

Write a narrative paragraph from Ryan’s perspective. Use third-person point of view to describe what Ryan is thinking and doing during the scene on p. 38 that begins “Ryan’s not listening.” Include descriptions of Ben from Ryan’s perspective. Use evidence from the text to help you write your narrative. Write your answer below, on a separate sheet of paper, or in a new document.

---

**Students demonstrate contextual understanding of Benchmark Vocabulary.**

Students read text closely and use text evidence in their written answers.
Fishy Business!

The Columbia River flows westward for more than 1,200 miles (1,931 kilometers) across the Northwest. A paradise for fish, right? At one time, it was. Yet when humans decided to control the water rushing to the ocean, no one asked the fish what they thought.

A dam is a man-made structure built across a river. Dams both help prevent flooding and provide water for irrigation. Larger dams generate pollution-free and inexpensive hydroelectric power. Over time, more than four hundred dams have been built along the Columbia River, eleven of which extend completely across the river.

Consider, however, how these dams affect the natural environment, specifically the salmon living in these waters. Salmon make only two long journeys during their lives. Hatched in rivers far from the ocean, young salmon swim to the ocean where they spend their adult lives. Near the end of their lives, they swim back to their birthplace. In the cool streams, females lay eggs, and males fertilize them.

What happens when a young fish swimming toward the ocean encounters a dam that crosses the entire river? Water stored behind the dam rushes downward through chutes and turns huge turbines to generate electricity. Spinning blades are not a healthy environment for fish!

If the fish somehow makes it to the ocean, it must eventually swim upstream against the current to reach its spawning ground. Fish can do this for long distances when the slope is gentle. However, climbing a dam more than 100 feet (30 meters) high is quite a challenge! Because dams make it difficult for fish to spawn, salmon and trout populations along the Columbia River have dropped from 16 million to 2.5 million.

Since the 1930s, builders have added “fishways” such as fish ladders to dams. A fish ladder is a series of gradually ascending pools next to a dam that are filled with rushing water. The fish swim upstream against the current, leaping from a lower pool to a higher one. They rest in the pool before repeating the process until they are above the dam.

Fish ladders and other structures are like elevators. They fill with fish, rise to the top of the dam, and open to let the fish out. They can add millions of dollars to a dam’s cost, but isn’t the expense worth it? Causing whole populations of fish to die out is unthinkable. Preserving the environment is priceless.
Gather Evidence  On p. 8, circle the paragraph that contains three ways that dams in the Northwest have helped residents of the area. Underline the three details.

Gather Evidence: Extend Your Ideas  Briefly explain why the details are important to the article.

Ask Questions  Write three questions about salmon near the Columbia River that are answered in the text or by the images. Circle questions and answers in the text. Use one color for the first questions and answer, a second color for the second, and so on.

Ask Questions: Extend Your Ideas  Were any of the questions in the text left unanswered? If the answer is yes, explain.

Make Your Case  On p. 8, draw a box around details the writer uses to describe the structures built to help the fish. Then underline the writer’s strongest supportive details.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Plot

DIRECTIONS Using evidence from the text, answer the following questions about Chapters 6 and 7 from *Night of the Spadefoot Toads*.

1. Who are the characters in Chapters 6 and 7?

2. What are the settings in Chapters 6 and 7?

3. What is the main conflict, or problem, of Chapter 6?

4. What are the most important events in Chapter 6? Why are they important?

5. What is the main conflict, or problem, of Chapter 7?

6. What are the most important events in Chapter 7? Why are they important?
Establish a Situation  Write one page of a short story. Establish a situation using *Night of the Spadefoot Toads* as a model. Introduce and give brief background information about each main character, introduce a narrator, and establish a sequence of events. Consider your purpose (to entertain) and your audience (other students) as you write your narrative. Use a separate sheet of paper or start a new document.

Pronouns

**DIRECTIONS** Write a sentence that includes the type of pronoun identified. Then underline each example of that type of pronoun in your sentence.

1. Personal Pronoun

2. Possessive Pronoun

3. Relative Pronoun

4. Indefinite Pronoun

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write a sentence using each word.

extinct          careens

Write in Response to Reading

Reread the last full paragraph on p. 101. Write a diary entry as though you were Ben just after he arrived home from Mrs. Tibbets’s house. Explain what has happened and what you are thinking and feeling. Write about what motivated you to behave the way you did with Mrs. Tibbets. Be sure to base your diary entry on details from the text. Write your answer on a separate sheet of paper or in a new document.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

**Develop a Character**  On a separate sheet of paper or in a new document, write 2–3 paragraphs that develop a character’s traits, feelings or thoughts, and responses to events. Use concrete words or phrases and sensory details to develop the characters you introduced in Lesson 4.

**Personal Pronouns**

**DIRECTIONS**  On the line next to each sentence, write a personal pronoun that could replace each underlined word or group of words.

1. Rattlesnakes can be dangerous, so people should be careful around the animals. ______
2. Caroline went to France with her family last year. ______
3. Marcus and I have been friends for more than fifteen years. ______
4. The tour guide told John a lot of interesting facts about the house. ______
5. The movie was very boring, so the boys left early. ______
**Greek and Latin Roots**

**Greek Root Bank**

- techno, skill
- hydro, water
- phon, sound
- micro, small
- therm, heat
- bio, life

**Latin Root Bank**

- oper, work
- brevis, short
- aqua, water
- multi, many
- rupt, break
- aud, hear

**DIRECTIONS**  Use the Word Banks to find the root related to each underlined word. Write the root on the line. You may not use all of the roots, and some roots may appear more than once.

1. He spoke so quietly that his words were barely **audible**. _________________
2. I was very glad that the speech was **brief**. _________________
3. There is a bright red fire **hydrant** near my house. _________________
4. She used a **thermometer** to test the candy. _________________
5. Would you please turn your cell **phone** off now? _________________
6. We took a field trip to the **aquarium** yesterday. _________________
7. Everyone in the **audience** rose for the standing ovation. _________________
8. Maria Callas was a famous **opera** singer. _________________
9. Ben Franklin wrote a lengthy **autobiography**. _________________
10. Drawing a flower in detail requires a good **technique**. _________________
11. Please don’t cause a **disruption** in the cafeteria. _________________
Benchmark Vocabulary

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Lesson 6

Develop a Sequence of Events  On a separate sheet of paper or in a new document, write 2–3 paragraphs that develop a natural sequence of events using your narrative from Lessons 4 and 5. Organize your story into a beginning, middle, and end, and include transitions to show a sequence of events. Remember that events should relate to characters’ responses to a conflict.

Possessive Pronouns

DIRECTIONS  Underline the possessive pronoun in each sentence.

1. Frankie has the jar in his hands.
2. “Sit in your seats,” the teacher says.
3. Its feet are shaped like spades.
4. Pamela took her dog to the veterinarian.
5. We visited our grandparents yesterday.
Name ______________________________

**DIRECTIONS** Write a sentence using each word.

inherited          sinister          query          murky

________________________________________________________________________

________________________________________________________________________

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Reread the fifth full paragraph on p. 152. Do you think Ben’s impression of Mrs. Tibbets is correct? State your opinion, and support it using evidence from the text. Write your answer on a separate sheet of paper or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Lesson 7

Name ________________________________

Language Analysis

Style

DIRECTIONS  Answer the following questions about Chapter 12 of *Night of the Spadefoot Toads*.

1. Why does the author use italics on pp. 140–142? How do they help you understand the story?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What phrases does the author repeat on p. 140? Why do you think the author repeated these phrases?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Why do you think the author uses the phrase “scream bloody murder” on p. 153?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. How does the use of exclamation points on pp. 152–153 add to the meaning of the text?

   ____________________________________________________________

5. How does the use of periods to punctuate the words *dead* and *gone* on p. 154 add to the meaning of the text?

   ____________________________________________________________

Students analyze and respond to literary and informational text.
Develop Setting  On a separate sheet of paper or in a new document, write 1–2 paragraphs that develop a setting for your narrative from the previous lessons. Consider how the setting will influence your characters’ actions or create contrast. Include concrete words or phrases and sensory details to help develop your setting.

Relative Pronouns
DIRECTIONS  For each sentence below, add commas if it includes a nonrestrictive clauses or write NC next to the sentence if it includes a restrictive clause that does not need commas.

1. He talked with Mr. Phillips who is a science teacher at the local high school.
   ________________

2. The man whom Ben called has not responded yet. ________________

3. She wants to sell the land that surrounds the house. ________________

4. Spadefoot toads which rely on vernal pools are endangered in Massachusetts.
   ________________

5. The teacher whose husband inherited the land is not the land’s current owner.
   ________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Name ________________________________

**Benchmark Vocabulary**

**Lesson 8**

**DIRECTIONS** Write a sentence using each word.

- gestures
- pleading
- interfere

Reread from “He picks up on the fourth ring” on p. 164 to “He says good-bye and hangs up” on p. 168. Write an explanatory paragraph using text evidence from the passage to answer the following question: What does the phone call between Hank and Ben reveal about Ben’s character? Write your answer below, on a separate sheet of paper, or in a new document.
Write Dialogue  Write 1–2 pages of dialogue between two characters to add to your narrative. Create a natural dialogue that helps develop your character, and be sure to use concrete words and phrases. Use a separate sheet of paper or start a new document.

Indefinite Pronouns

DIRECTIONS Underline the indefinite pronoun in the sentence, and write whether it is singular or plural.

1. More were counted this year than last year. _________________
2. Most of the water had dried up. _________________
3. Somebody must answer the telephone. _________________
4. Few have kept the resolutions they made at the beginning of the year. _________________
5. Some of the children have studied for the test. _________________
DIRECTIONS  Write a sentence using each word.

lurches        clenches        trudges

________________________________________

________________________________________

________________________________________

________________________________________

Write in Response to Reading

Reread the last paragraph on p. 185 through the second paragraph on p. 187. Why did Agatha get involved? Do you think Agatha did the right thing? Write a paragraph using evidence from the text to support your opinion. Use linking words and phrases to show your reasoning. Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________

________________________________________

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________________________________________

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________________________________________
Theme

DIRECTIONS Using evidence from the text, answer the following questions about Chapter 16 from Night of the Spadefoot Toads.

1. What challenges does Ben face in Chapter 16?

2. What do we learn about Ben based on his responses to challenges?

3. How has Ben changed over the course of the novel?

4. Identify two passages in Chapter 16 that relate to the topic of change over time.

5. Have any of the other characters in the book changed over time? What caused the change?

6. Based on your responses to the previous questions, write one theme present in Night of the Spadefoot Toads.
Develop Theme and Resolution  Review your writing products from Lessons 4–8, and use them to write a story that reflects the theme depending on one another to overcome a challenge. Your story should include characters, dialogue, a detailed setting, a sequence of events, a conflict, and a resolution. Use a separate sheet of paper or start a new document.

Pronoun-Antecedent Agreement

DIRECTIONS  Complete each sentence with a pronoun that agrees with the underlined antecedent.

1. Mary played with _________________ toys.
2. Frankie bragged to _________________ friends.
3. Jenny and I missed _________________ school bus.
4. The dog barked, and then _________________ ran to catch the ball.
5. The employees received _________________ annual evaluations.
DIRECTIONS Write a sentence using each word.

treading  exasperated  skitter

Reread pp. 204–205 of *Night of the Spadefoot Toads*. Write a narrative paragraph that recounts the scene at the vernal pool from Ryan’s or Jenny’s perspective. Begin by clearly establishing the situation and characters. Include key ideas and important descriptive details. Write your answer below, on a separate sheet of paper, or in a new document.
Develop Central Conflict or Problem in a Scene  Write a new scene that contains original characters in one setting. Develop a central conflict or problem for the characters. Be sure to include descriptions with sensory details, figurative language, and precise language. Use a separate sheet of paper or start a new document.

Agreement with Indefinite Pronouns

DIRECTIONS  Complete each sentence with the correct pronoun or pronouns.

1. The teacher asked everyone to bring _________________ homework the next day.

2. Both work really hard to finish _________________ assignments in class.

3. No one should leave _________________ belongings unattended.

4. Some of the flowers had lost _________________ color.

5. Many will attend the game and bring _________________ children along.

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Compound Words

DIRECTIONS Choose the word from the Word Bank that best completes each sentence. Write the word on the line.

**Word Bank**

<table>
<thead>
<tr>
<th>postcard</th>
<th>yardstick</th>
<th>blindfold</th>
<th>crybaby</th>
<th>overjoyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>waterproof</td>
<td>fourfold</td>
<td>scrapbook</td>
<td>barefoot</td>
<td>greenhouse</td>
</tr>
<tr>
<td>pinhole</td>
<td>homesick</td>
<td>rowboat</td>
<td>downspout</td>
<td>backpacking</td>
</tr>
</tbody>
</table>

1. Rain ran from the roof to the ground through a gurgling _________________.
2. Susie was very ________________ for her friends and her own bed.
3. Through the window, she watched someone fish from a _________________.
4. She could put on her ________________ poncho and walk to the lake.
5. Instead, she decided to paste pictures into her _________________.
6. Meanwhile, Dave was running ________________ through the puddles.
7. He carried a ________________ he had just picked up from the mailroom.
8. He knew his sister would be ________________ to read it.
9. “You can stop being a ________________!” he shouted as he came in.
10. “Mom and Dad are on their way back from ________________!”

DIRECTIONS From the Word Bank, choose the word that best matches each definition. Write the word on the line.

11. a structure for growing plants
    ________________
12. a measuring tool equal to three feet
    ________________
13. four times as much as the original
    ________________
14. a cloth used to cover the eyes
    ________________
15. a very small opening
    ________________
DIRECTIONS  Write a sentence using each word.

wheedle      undergrowth

___________________________

___________________________

___________________________

___________________________

Write in Response to Reading

How has Ben changed during this story? Reread the paragraph on p. 217 that starts with “Without a word, like they speak the same silent language.” Use text evidence from the passage and earlier in the story to write an explanatory paragraph. Write your answer below, on a separate sheet of paper, or in a new document.

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

**Revise a Scene** Review your scene from Lesson 10 and, using your notes from the partner activity, revise your writing to create your desired pace. Remember that the use of dialogue, description, sentence structure, and sentence length all increase interest. Use a separate sheet of paper or start a new document.

**Conventions**

**Action Verbs**

**DIRECTIONS** Underline the action verb(s) in each sentence.

1. Mrs. Tibbets watched the snake slither through the leaves.
2. Ben walked along the dirt path and felt happy to be outdoors.
3. Although Ryan is afraid of heights, he hiked up the mountain with his friends.
4. I flew to Texas to visit my grandmother last summer.
5. Caroline feels anxious every time she speaks in front of a large group of people.
DIRECTIONS Write a sentence using each word.

fiercely  prejudiced

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Reread the dialogue on pp. 4–5, ending with “‘Michael!’ yelled Esther.” Write a short dialogue between Aunt Esther and Michael in which you show a different way that each character might respond to the situation. If possible, use repetition to reveal information about each character. Write your answer on a separate sheet of paper or in a new document.

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Repetition

DIRECTIONS Reread the paragraph that begins “Esther liked living alone” on p. 5 of “Shells.” Use evidence from the text to answer the following questions.

1. What words and phrases are repeated in this paragraph?

   ____________________________

2. What descriptive details follow each repeated phrase?

   ____________________________
   ____________________________
   ____________________________

3. Which character do these phrases and details describe?

   ____________________________

4. What do these phrases and details suggest about the character?

   ____________________________
   ____________________________
   ____________________________

5. Why do you think the author chose to include these phrases and details?

   ____________________________
   ____________________________
   ____________________________
Planning a Narrative  Use a Story Sequence B graphic organizer to plan an original short story. Think about your purpose (to entertain) and your audience (other students) as you complete the graphic organizer. Consider and develop characters and their relationships and interactions, where and when the story takes place, and the sequence of events, including a conflict. Use a separate sheet of paper or start a new document.

Use Linking Verbs

DIRECTIONS  Underline the linking verb in each sentence. Draw a box around the subject in each sentence, and circle the word that describes the subject.

1. Aunt Esther seemed interested in finding a companion for Sluggo.
2. Michael was surprised by his aunt’s sudden interest in his pet.
3. Francine often feels nervous around strangers.
4. Nicholas and his brother are mischievous.
5. Elise is tired of walking to school every day.
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Welcome to the Neighborhood?

Today more and more people live in homes built where wildlife once roamed freely. Some folks enjoy their animal neighbors. For example, they like watching deer or birds in their backyard. Others view the animals as intruders—unwelcome and annoying. Either way, the fact is that humans are increasingly moving into animal territory. Because interactions between people and wild animals can’t be completely avoided, humans must be willing to change some of their habits.

Take birds, for example. They’re often attracted to the brilliant lights of city skyscrapers, but the lights can disrupt the birds’ migration patterns. Some become exhausted and confused, repeatedly circling the buildings. As a result, the birds fall behind schedule. This increases the likelihood that they won’t survive winter storms before reaching their destination. Some cities, such as Chicago, have started voluntary Lights Out programs. Buildings dim or turn off their lights between 11 p.m. and sunrise during the migration season.

Lights on beaches affect wildlife too. Newly hatched sea turtles wait below the sand until dark. Then, instinct and the brightness of the horizon over the water lead them to the sea. If they see lights on the beach, the hatchlings may move toward them and away from the water. They can become dehydrated on land, and car traffic can also endanger them. One solution is to dim or turn the lights off during the periods in which turtle eggs hatch. Another is to direct the light straight down.

Deer, opossums, and raccoons can do serious damage to gardens and homes. Deer will eat a wide variety of plants, but a fence or bright, motion-activated lights may keep them away. By trimming tree branches, homeowners can prevent opossums and raccoons from jumping onto a roof and, from there, entering an attic or a chimney. An effective way to discourage raccoons, as well as coyotes and red foxes, is to keep garbage cans tightly closed. Also, people shouldn’t leave food outside for their pets. It may attract wildlife. Even an open bird feeder may attract more than birds.

Some people support trapping and relocating unwanted animals, but these actions are often ineffective. Studies show that more than half of the animals that are relocated won’t survive in a new place. Nobody says it will always be easy, but learning how to live side by side with wild animals might be a better solution.
**Gather Evidence**  Circle one problem that humans can cause for wildlife, and underline one problem that wildlife can cause for humans. Write a solution to each problem below.


**Gather Evidence: Extend Your Ideas**  Briefly explain how each solution identified solves the problem.


**Ask Questions**  Reread the second paragraph of the article. Write one question you have about bird migration or the Lights Out program. Include at least one detail from the text in your question.


**Ask Questions: Extend Your Ideas**  List two examples of reliable resources you could use to find the answer. Then identify another piece of information on the topic that the resource might include.


**Make Your Case**  Bracket sentences that contain details about the author’s point of view on humans and animals living side by side. Then write a sentence describing the author’s point of view.


**Make Your Case: Extend Your Ideas**  What is your viewpoint on humans and wildlife sharing the same environment? Discuss this viewpoint with a partner, and use details to support your response.
Draft a Scene in a Narrative  Draft one or more of the “events” you planned using the Story Sequence B graphic organizer in Lesson 12. Your scene should help introduce or develop your characters, be part of a larger sequence of events, use transitions to show time and place, and use dialogue and description to develop the scene and characters. Use a separate sheet of paper or start a new document.

Use Linking Verbs

DIRECTIONS  Underline the verb in each sentence. Above each verb, write A if the verb is used as an action verb or L if the verb is used as a linking verb.

1. The hermit crab grew accustomed to its new home.
2. The hermit crab grew into its new shell.
3. Gerald tasted the ice cream.
4. The ice cream tastes sweet and salty.
5. Maureen looks tired.
DIRECTIONS Write a sentence using each word.

biomes   extinct   dwindled

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Choose one of the themes found in *Night of the Spadefoot Toads* and “Shells.” Then write an informative paragraph that explains how you know that this theme appears in both texts. Include key details from the texts about Mrs. Tibbets and Aunt Esther to support your explanation. Write your answer below, on a separate sheet of paper, or in a new document.

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Compare and Contrast Characters

DIRECTIONS Using evidence from the text, answer the following questions about *Night of the Spadefoot Toads* and “Shells.”

1. How are Mrs. Tibbets and Aunt Esther similar in their responses to difficult situations?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. How are Mrs. Tibbets and Aunt Esther different in their responses to difficult situations?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What lesson might a reader learn from Mrs. Tibbets’s and Aunt Esther’s responses to difficult situations? Use text evidence to explain your answer.

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   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Revise or Rewrite a Narrative  Review another student’s narrative draft. On a separate sheet of paper, answer the questions below and suggest improvements.

1.  Do transitions clearly indicate sequence?
2.  Where could the writer add sensory details?
3.  Which verbs could be replaced to be more precise?
4.  Does the dialogue sound natural?
5.  Is the sentence structure varied?

On a separate sheet of paper or in a new document, revise your narrative using your partner’s feedback.

Use Verb Phrases
DIRECTIONS  Complete each sentence with a verb phrase that uses the verb in parentheses.

1.  Ben _____________________ (help) Mrs. Tibbets in the classroom.
2.  Michael _____________________ (talk) to Aunt Esther about Sluggo.
3.  Raquel _____________________ (go) to ballet practice yesterday.
4.  The Johnsons _____________________ (buy) a new house.
5.  We _____________________ (take) the bus to the museum.
Lesson 15

Benchmark Vocabulary

Name

Write a sentence using each word.

wilderness  gingerly  survival

_________________________________________________________

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Write in Response to Reading

Write a brief scene in which Brian responds in a different way to the situation of being injured by the porcupine. Include in your narrative specific details about Brian’s traits, feelings, thoughts, and actions based on how he is described in the text. Write your answer on a separate sheet of paper or in a new document.

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_________________________________________________________
Edit and Proofread a Narrative  Review the revised draft of a new partner, checking for correct grammar and punctuation. Answer the questions below, and write any notes on a separate sheet of paper or in a new document.

1. Are all proper nouns capitalized?
2. Is all dialogue correctly punctuated?
3. Are all words spelled correctly?

When you finish your review, discuss your edits with your partner.

Linking Verb or Helping Verb
DIRECTIONS  Underline the forms of *to be* that are used as linking verbs, and circle the forms of *to be* that are used as helping verbs.

1. Brian is aware that he is crying out of self-pity.
2. We are reading his story, and I am fascinated.
3. Francine was riding her bike yesterday, and she was amazed by how quickly she arrived at her destination.
4. Xavier is studious, but he is having trouble focusing on his work today.
5. My parents were driving to the store on the corner because they were tired.
Shades of Meaning

DIRECTIONS Read each sentence, and then underline the word in parentheses that best fits the context. Use a dictionary to check meanings if you wish.

1. He (begged, whined) to go to his best friend’s play.
2. The losers were (relieved, content) that the game was finally over.
3. Rock climbing can be a (puzzling, challenging) sport.
4. The opponents (debated, questioned) the issues.
5. (Blossoming, Promising) plants can cheer people up in the winter.
6. I admire (artful, crafty) dollhouse rooms.
7. Have you finally (found, recovered) your good health?
8. Let’s have less discussion and more (action, achievement)!
9. The triplets are (interchangeable, indistinguishable).
10. We had the (loveliest, prettiest) time on vacation.

DIRECTIONS In each line, circle the word that suggests the strongest action or feeling.

11. poke nudge touch
12. happiness joy contentment
13. ability influence control
14. guffaw laugh giggle
15. bright dazzling shiny

DIRECTIONS In each line, circle the word that conveys the weakest action or feeling.

16. investigate study scrutinize
17. mimic impersonate copy
18. happen transpire befall
19. stumble trip lurch
20. anguish agony pain
DIRECTIONS  Write a sentence using each word.

ignite  registered  painstaking  depression  gratified

Think about the two story events that you compared and contrasted. In your opinion, which event had a greater influence on Brian’s actions? State and support your opinion in a brief paragraph. Remember to sequence your ideas logically, and include relevant details from the story to support your opinion. Write your response on a separate sheet of paper or in a new document.
Publish and Present a Narrative  Publish and read aloud your narrative. Before you present your narrative to the class, annotate it to indicate where to adjust rate and expression. When you speak, adjust rate to build suspense and tension, and make sure to properly reflect characters’ emotions and moods in dialogue.

Form and Use Principle Parts of Regular Verbs

DIRECTIONS  Write the correct form of each regular verb.

1. He ____________ (*whistle*, present tense) to himself as he follows the trail.
2. Ben is ____________ (*pace*, present participle) around the kitchen, unable to sit still.
3. Mrs. Tibbets ____________ (*hesitate*, past tense) for a minute before speaking.
4. Mr. Tibbets and his sister had ____________ (*play*, past participle) in the marshes.
5. I have ____________ (*watch*, past participle) this show for eight years.
Students demonstrate contextual understanding of Benchmark Vocabulary.

Students read text closely and use text evidence in their written answers.

**DIRECTIONS** Write a sentence using each word.

inherited  
survival

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Identify how a setting similarly influences characters in both texts. Then write a blog entry explaining how each main character’s actions are influenced by the setting and how he responds as a result. Include text evidence and remember to quote accurately. Write your answer on a separate sheet of paper or in a new document.

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Compare and Contrast Setting

DIRECTIONS  Using evidence from the text, answer the following questions about *Night of the Spadefoot Toads* and *Hatchet*.

1. What is the setting of each text?

2. What passage from each text provides descriptive words and phrases about the setting?

3. What influence does each setting have on the main character’s actions?

4. How are the two characters’ actions similar?

5. How are the two characters’ actions dissimilar?
Research to Explore Theme  Use print and digital resources to conduct research about a special environment near you. Find at least two sources. For each source, record a quotation, summary, and paraphrased idea. After drafting, revise your notes to make sure your summaries and paraphrases clearly express the authors’ ideas and your quotations have quotation marks. Use a separate sheet of paper or start a new document.

Form and Use Principle Parts of Irregular Verbs

DIRECTIONS  Write the correct form of each irregular verb.

1. As Mr. Lindsey _________ (drive, present tense) away, Ben _________ (stand, present tense) by the house.
2. Earlier that day, Ben _________ (take, past tense) off his jacket and tied it around his waist.
3. Ben did not know what had happened, but he had _________ (begin, past participle) to cry.
4. Just before Michelle _________ (hide, past tense) in the closet, she had _________ (make, past participle) a loud noise.
5. When Felicia _________ (go, past tense) to the restroom, Tristan _________ (put, past tense) a note in her backpack.
DIRECTIONS Write a sentence using each word.

vernal   prejudiced   ignite

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Choose one of the themes common to at least two of the texts. Then write a brief scene in which two characters respond to a challenge. Include dialogue and descriptive details about the characters’ thoughts and actions that help reveal the theme you chose. Write your answer on a separate sheet of paper or in a new document.

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Research to Explore Theme  Continue researching and taking notes from sources related to a special natural place that shows a commitment to the environment. After you finish taking notes, write a short story using paraphrased research to support the story. Your writing should include appropriate citations for paraphrased ideas and effective transitional phrases or sentences between ideas. Your story should also have a developed character who has a commitment to the environment, along with a setting, a sequence of events, and a conclusion. Use a separate sheet of paper or start a new document.

Form and Use Principal Parts of To Be

DIRECTIONS  Write five sentences that use the verb to be. Include at least one sentence that uses the verb in the present tense, one sentence that uses the verb in the past tense, and one sentence that uses its past participle.

1.  
2.  
3.  
4.  
5.  

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Inflected Ending -ing

DIRECTIONS Change each underlined portion of the sentences so that it reports an event rather than a continuous action. Make sure to pay attention to the verb tense—past, present, or future. Write your change on the line.

1. The rooster was crowing when I woke up.  
2. Hazel is washing the tablecloth in the sink.  
3. I wonder what the announcer was thinking.  
4. Silas will be going to his grandmother’s next summer.  
5. Everybody is clapping for an encore.

DIRECTIONS Verbs with -ing can show continuous action. They can also be used as adjectives, as in “a singing bird.” Change the verb in each phrase to an adjective ending in -ing and write the new phrase on the line. Make sure to spell the adjective correctly.

6. horse that runs  
7. story in which a reader becomes absorbed  
8. puppet that is made to dance  
9. flower that wilts  
10. weather that threatens  
11. breakfast that satisfies  
12. vote that decides  
13. visitor who charms  
14. blanket that comforts  
15. gardener who digs

DIRECTIONS In each line, circle the correct spelling.

16. writting writeing writing  
17. decideing deciding decidering  
18. qualifying qualifiing qualiffying  
19. admitting admiting admetting  
20. judgeing juddging judging
DIRECTIONS  Write a sentence using each word.

reality  civilization  vied  ultimate

Describe the relationship between Shen and his sister Mei. Use evidence from the text to support your answer. Write your answer below, on a separate sheet of paper, or in a new document.
Lesson 1

Choose and Introduce a Topic  Write an introductory paragraph for an informative essay about something related to an island environment. Keep in mind that you will use this paragraph and others to develop an essay in Lessons 2–8.

Form and Use Simple Verb Tenses for Regular Verbs

DIRECTIONS  Complete each sentence with the correct form of the verb.

1. I __________ (play, present tense) tennis against Alex Chung.
2. Last week, I __________ (play, past tense) checkers with Max.
3. Tomorrow, my sister __________ (drive, future tense) to New York.
4. We __________ (walk, past tense) our dog at the park last weekend.
5. My dad __________ (cook, future tense) chili for dinner this Saturday.
DIRECTIONS  Write a sentence using each word.

shelter  rations

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a paragraph about being in the rain forest from Mrs. Walpole’s point of view. Use details from the text in your paragraph. Write your answer below, on a separate sheet of paper, or in a new document.

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Interactions Between Characters and Settings

DIRECTIONS Using evidence from the text, answer the following questions about pp. 12–17 of Washed Up!

1. What does the reader learn about Gabriela from her actions in the swamp?

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________________________________________________________________________________________
________________________________________________________________________________________

2. What does the reader learn about Mei and Shen from their actions on the mountain?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. What does the reader learn about Oliver from his actions in the rain forest?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. What does the reader learn about Mrs. Walpole from her actions in the rain forest?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Organize Ideas  Using the introduction that you wrote in Lesson 1, develop an outline for an informative essay on your topic. Use a separate sheet of paper or start a new document.

Form and Use Simple Verb Tenses for Irregular Verbs

DIRECTIONS  Write a sentence using each irregular verb in the tense identified.

1. write (past tense)

2. ride (future tense)

3. build (present tense)

4. take (past tense)

5. send (future tense)
DIRECTIONS Write a sentence using each word.

predicted  teeming

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Reread pp. 22–23. Explain how the author’s word choice in describing Mr. Garcia and his actions helps develop his character. Write your answer below, on a separate sheet of paper, or in a new document.

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The BIG Move

Ever since Hannah was an infant, she and her parents had left their tiny city apartment and spent two weeks in the country every June. They rented a big old farmhouse on a large farm. Though the farm was no longer in use, there were acres of fields and woods to explore and even a pond for swimming. Hannah considered those two weeks at the farm the best two weeks of the year.

This June, like every other, everyone packed swimsuits, shorts, and hiking shoes and eagerly headed to the country. Hannah could tell something was different, though, because her mom and dad grew especially quiet as they approached the farm. Hannah figured out why when she saw the big FOR SALE sign posted at the end of the gravel driveway. “The owners are selling the farm! What will we do next June?” Hannah exclaimed.

“How would you feel about living in the farmhouse all year?” Hannah’s dad asked. At first, Hannah thought to herself that it sounded fantastic, but then she wasn’t so sure. She had lots of questions: How could she make new friends in the country? Where would she go to school? What do people do for fun in the winter? Could she keep taking karate lessons like she did in the city?

Hannah’s parents tried to reassure her. She would adapt quickly, they explained. Hannah could have friends visit from the city, and she would certainly be able to keep studying karate. Her parents told her they would move before the school year began so that Hannah would have an easier time adjusting. By the end of the week, the decision was finalized. For the next two months, Hannah tried to stay positive. But she also made herself a list of all the things she would miss about city life—like the bright lights at night and all the stores, restaurants, and museums.

When moving day came, Hannah was both excited and nervous—just like her parents. During the first week of school, she made a new friend. Soon the girls started riding their bikes together, and they registered for the same karate class. Hannah even started to enjoy the quietness of the country. It certainly was not as exciting and busy as the city, but the farm was lovely, and the woods were filled with adventures. She could still visit the bright lights and excitement of the big city. Best of all, living in the country versus a small, cramped apartment in the city gave her the best opportunity of all—her family adopted a puppy!
**Gather Evidence**  On p. 59, circle three elements of city life, and underline three elements of country life.

**Gather Evidence: Extend Your Ideas**  Why did Hannah list the things she would miss about city life? Work with a partner and discuss how this list adds to the story.

**Ask Questions**  Draw a box around the questions Hannah asks herself when she learns about her move from the city to the country. Then bracket details in the text that answer some of these questions.

**Ask Questions: Extend Your Ideas**  List three questions that Hannah’s parents might have about moving to the country. Do they have anything in common? Explain.

**Make Your Case**  Highlight text that shows Hannah’s attitude after the big move. Use these details to write a sentence that includes Hannah’s original feelings and how they changed.

**Make Your Case: Extend Your Ideas**  What is your viewpoint on the topic of living in the city versus living in the country? Discuss this viewpoint with a partner.
Use Quotations to Develop a Topic  Revise the body paragraphs of your informative essay by including quotations. Find 1–2 quotations that relate to your topic. Incorporate the quotations into your draft, using transitions and your own explanations to show how the quotations support your point. Use correct punctuation to set off the quotations, and include the author’s last name and page number in parentheses after the quotation marks. Use a separate sheet of paper or start a new document.

Form and Use Perfect Tenses

DIRECTIONS  Complete each sentence with the appropriate perfect tense of the verb in parentheses.

1. Amy ________________ (wait, future perfect) several weeks before reading her reviews.
2. Amy’s audience ________________ (read, past perfect) her book closely, so they had a lot of questions.
3. Amy ________________ (hope, present perfect) for a best seller for years.
4. Amy ________________ (plan, past perfect) to complete her new book a month earlier.
5. Amy ________________ (sign, present perfect) many books for her fans.
Benchmark Vocabulary

Write in Response to Reading

Lesson 4

Reread pp. 24–25. Write a paragraph from Mr. Liu’s perspective that describes his response to being on the cold mountain. Use details from the text to develop your paragraph. Write your answer below, on a separate sheet of paper, or in a new document.

DIRECTIONS Write a sentence using each word.

frugally ingeniously windswept

Write in Response to Reading
Developing Theme
DIRECTIONS Using evidence from the text, answer the following questions about pp. 24–27 from Washed Up!

1. How does the cold create more than one challenge for the Liu family?

2. How do Mei and Shen respond to the challenge of finding or creating a warmer shelter?

3. What lesson might a reader learn from Mei and Shen’s response to finding or creating a warmer shelter on the cold mountain?

4. How does the environment make Shen’s plan difficult to carry out? How does Shen respond to this challenge?

5. What lesson might a reader learn from Shen’s response to this challenge?
Develop a Topic with Facts and Details  Continue to develop your informative essay by adding several paragraphs to your draft. Find facts, details, and examples related to how animals, plants, and humans are affected by what is happening in the island environment. Use Washed Up! as a guide for which pieces of information to include in your essay, and revise your paragraphs to include these facts, details, and examples. Then revise your paragraphs to vary your sentence structure and include figurative or descriptive language to create interest. Use a separate sheet of paper or start a new document.

Form and Use Perfect Tenses

DIRECTIONS  Write a sentence using each verb in the tense identified.

1. *work* (past perfect)

2. *influence* (present perfect)

3. *earn* (future perfect)

4. *want* (past perfect)

5. *complete* (future perfect)
Students demonstrate contextual understanding of Benchmark Vocabulary.
Students read text closely and use text evidence in their written answers.

DIRECTIONS  Write a sentence using each word.

yielded     glum

Why does Oliver offer to go to the beach? How have previous events led to his offer? Use evidence from the text to support your answer. Write your answer below, on a separate sheet of paper, or in a new document.
Develop a Topic with Domain-Specific Vocabulary  On a separate sheet of paper or in a new document, revise your draft from the previous lesson to include the following:

1. Accurate, precise language instead of language that is too general or vague
2. Domain-specific vocabulary that is appropriate to the topic
3. Definitions and/or explanations that help the reader understand exactly what certain words mean

Verb Sequences
DIRECTIONS  Fill in each blank with the appropriate tense of the verb in parentheses.

Rachel ____________ (crash) her bicycle last month and ____________ (fracture) her wrist. Now, she ____________ (wear) a cast on it, and it ____________ (itch) a lot. Next month, she ____________ (go) to the doctor, and he ____________ (remove) the cast.
Homographs and Homonyms

DIRECTIONS Read each sentence. The words in parentheses are **homographs**, because they have different pronunciations and meanings. Use context and, if you wish, a dictionary to determine the meanings. On the line, write the definition of the word that makes sense in the sentence.

1. When the low-ranked swimmer won, it was a big (upset, upset)!

2. The gracious loser seemed to be (content, content) with second place.

3. She is a (suspect, suspect).

4. The rope had become (wound, wound) tightly around the pole.

5. It is hard to understand the (object, object) of this game.

DIRECTIONS Read each sentence. The words in parentheses are **homonyms**, because they have the same pronunciation but different meanings. Use context and, if you wish, a dictionary to determine the meanings. On the line, write the definition of the word that makes sense in the sentence.

6. Can you (bear, bear) to wait another hour for the parade to start?

7. Although the seats in the front row were (fine, fine), we hung back.

8. Nothing can (match, match) reading as a great leisure activity.

9. He prefers the (rose, rose) to the petunia.

10. Once she drank some of the water, she was able to speak (well, well).
DIRECTIONS  Write a sentence using each word.

murky  squelchy  comfort zones

Write in Response to Reading

Reread pp. 35–36. Rewrite the last two paragraphs on p. 36 to include Gabriela’s thoughts about wandering off alone and encountering a stranger. Write your paragraphs on a separate sheet of paper or in a new document.
Develop a Topic with Visuals  On a separate sheet of paper or in a new document, continue to develop your informative essay by adding text features and visuals.

1. Add formatting, such as bold-faced or italicized words and section heads, to clarify organization and emphasize key ideas.

2. Research and add relevant visuals to emphasize and clarify information.

3. Include original captions and labels for photographs, maps, and/or illustrations so that it is clear how the visuals support your essay and add to the topic.

Use Verb Sequences

DIRECTIONS  Complete each sentence with the correct form of the verb.

1. I think Natalie ___________ (join, past tense) the chorus when she was a freshman.

2. Before she decided to join the chorus, she ___________ (play, past perfect tense) the saxophone in the band.

3. The chorus instructor believes her singing ___________ (improve, future tense) if she practices a lot.

4. She has a sore throat because she ___________ (sing, present perfect tense) the song at least a dozen times.

5. She ___________ (continue, future tense) to sing when she goes to college.
DIRECTIONS Write a sentence using each word.

conclusions precisely

________________________________________________________________________

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________________________________________________________________________

How does Gabriela’s attitude toward Oliver change in Chapter 4? Why do you think her attitude changes? Use text evidence to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Developing Theme

DIRECTIONS Using evidence from the text, answer the following questions about Chapter 4 of *Washed Up!*

1. How does Gabriela first respond to Oliver? Why does she respond this way?

2. Why is it important that Oliver shows Gabriela that there is a hole cut in the fence?

3. What else does Oliver do that helps change Gabriela’s attitude toward him? How does Gabriela change?

4. What happens when Gabriela and Oliver meet Shen?

5. How do these events help develop a theme?
Use Transitions to Link Information  On a separate sheet of paper or in a new document, revise your informative essay from the previous lessons. Make sure the organization is easy to identify and the relationships between ideas in and across body paragraphs are clear to the reader. Use cause-effect, chronological, compare-contrast, or sequence transitions to link ideas in your essay.

Use Verb Sequences

DIRECTIONS  Write sentences that include at least two verbs and use the verb tenses identified.

1. Past Perfect: ____________________________________________________________
   ____________________________________________________________

2. Future Perfect: _______________________________________________________
   ____________________________________________________________

3. Past: _________________________________________________________________
   ____________________________________________________________

4. Present Perfect: _______________________________________________________  
   ____________________________________________________________

5. Future: _______________________________________________________________
   ____________________________________________________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS Write a sentence using each word.

notoriously  gratefully  dramatically


Why do you think the Garcias choose to share their prize at the end of the story? Use evidence from the text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new word document.
Develop a Conclusion  On a separate sheet of paper or in a new document, complete your draft by developing a strong conclusion that brings together (synthesizes) the main ideas of your essay.

Use Modal Auxiliary Verbs
DIRECTIONS  Underline each verb phrase, and circle the modal auxiliary verb.

1. Her fame can give Rachel access to more science information. She should read the latest study on sea lions.

2. She might not have another opportunity like this in a long time. Rachel should take advantage of it.

3. Rachel must finish her latest article for the magazine. She might miss the deadline!

4. She can work late tonight, but her boss says she may have an extra day to work on the article.
Lesson 9

Name ________________________________

**Benchmark Vocabulary**

**Write in Response to Reading**

**DIRECTIONS** Write a sentence using each word.

- decomposers
- organism

________________________________________

________________________________________

________________________________________

________________________________________

Write an opinion paragraph agreeing or disagreeing with the following statement:
Organisms within a rain forest food chain are interchangeable. Use definitions and facts from the text to support your reasoning. Include linking words and phrases that show how your ideas and the evidence from the text are related. Write your answer below, on a separate sheet of paper, or in a new document.

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Lesson 9

Name ____________________________

Reading Analysis

Relationships Between Ideas

DIRECTIONS Using evidence from the text, answer the following questions about pp. 6–9 from Rain Forest Food Chains.

1. How are consumers categorized? What are the three types of consumers?

2. Review the text and illustration on p. 6. What is the relationship between a primary consumer and a secondary consumer?

3. Review the text and illustration on p. 7. How are food chains and food webs related?

4. Why is it good for animals to have several food sources?

5. What purpose do adaptations serve?
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

Analyze Text Features and Visuals  Write 1–2 pages analyzing the text features and visuals on pp. 4–11 of Rain Forest Food Chains. First, review the text features and visuals, and choose four or five different types that you think are most effective. Then, describe how each text feature or visual organizes or clarifies information for the reader. Finally, write a paragraph about each text feature or visual you have chosen. Use a separate sheet of paper or start a new document.

Form and Use Modal Auxiliary Verbs
DIRECTIONS  Write a sentence using each modal verb below.

1. can

2. could

3. will

4. would
Lesson 10

**Benchmark Vocabulary**

**Name**

**DIRECTIONS** Write a sentence using each word.

- producers
- relationship

__________________________

__________________________

__________________________

__________________________

Reread pp. 12–15. Use details from the text to write an informative paragraph explaining the differences between the types of producers found in the rain forest. Write your answer below, on a separate sheet of paper, or in a new document.

__________________________

__________________________

__________________________

__________________________

**Write in Response to Reading**

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Research a Topic  Go on an Internet field trip to reliable sites and find 2–3 text and visual sources about an endangered ecosystem that interests you. Then use the library to find a book on your topic. You will reference these sources in the next lesson. On a separate sheet of paper or in a new document, take one to two pages of notes on your sources, recording key quotations, paraphrases of important ideas, and citation information for each source. Finally, write a paragraph about your experience researching your topic.

Consistency in Verb Tense

**DIRECTIONS** Underline each verb. Cross out any verb tense that is incorrect, and write the correct tense above it.

1. Orchids and bromeliads bring bursts of color to the rain forest. Many orchids had striking, colorful blooms.
2. While Trudy watched a movie in the living room last night, Felix cooks dinner in the kitchen.
3. As the sun set every evening, the sky changes colors.
4. Last week Jonah rides his bike to the museum, but his sister Isabelle took the bus.
5. Movie theaters are crowded on the weekends. People needed something fun to do.
### Words from Spanish

**DIRECTIONS** Write the English word on the line next to the Spanish word that is most like it.

<table>
<thead>
<tr>
<th>1. fabuloso</th>
<th>scorpion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. soledad</td>
<td>market</td>
</tr>
<tr>
<td>3. acrobata</td>
<td>barbecue</td>
</tr>
<tr>
<td>4. siesta</td>
<td>minute</td>
</tr>
<tr>
<td>5. scorpion</td>
<td>perfect</td>
</tr>
<tr>
<td>6. nevada</td>
<td>acrobat</td>
</tr>
<tr>
<td>7. mercado</td>
<td>burro</td>
</tr>
<tr>
<td>8. minuto</td>
<td>siesta</td>
</tr>
<tr>
<td>9. exquisito</td>
<td>vanilla</td>
</tr>
<tr>
<td>10. burro</td>
<td>avocado</td>
</tr>
<tr>
<td>11. perfecto</td>
<td>fabulous</td>
</tr>
<tr>
<td>12. barbacoa</td>
<td>Nevada</td>
</tr>
<tr>
<td>13. lazo</td>
<td>solitude</td>
</tr>
<tr>
<td>14. vainilla</td>
<td>exquisite</td>
</tr>
<tr>
<td>15. aguacate</td>
<td>lasso</td>
</tr>
</tbody>
</table>
Lesson 11

Name ________________________________

Benchmark Vocabulary

**DIRECTIONS** Write a sentence using each word.

- predators
- prey
- scavenger

____________________________________

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Look at the diagram on p. 24. Use evidence from the text to write and support an opinion statement arguing which link in the food chain—producer, primary consumer, secondary consumer, or decomposer—is most important to the rain forest. Write your answer below, on a separate sheet of paper, or in a new document.

____________________________________

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____________________________________
Synthesize Information from Multiple Sources  Identify 2–3 quotations from either Washed Up! or Rain Forest Food Chains related to the topic survival. Write several paragraphs synthesizing these quotations along with a quotation or paraphrased idea from one of the digital sources you researched in Lesson 10. Be sure to include a Works Cited list for the sources you used. Use a separate sheet of paper or start a new document.

Consistency in Verb Tense  
DIRECTIONS  Underline the verbs. Write C if the verb tenses are consistent and I if they are inconsistent. If you write I, change one of the verbs in the sentence to make the tenses consistent. Cross out the verb and write the correct tense above it.

1. Last year, the scientists visit the African rain forest. There, they collected samples of many plant species. __________

2. Next month, the scientists will present their findings to the public. They will explain why protecting the rain forest is important. __________

3. Scientists often discover new species in the rain forest, though most were bugs or fungi. __________

4. In five years, we will buy a new house. It has more space than our condo. __________

5. Many species of plants and animals became extinct because people were not careful. __________
Words from French

**DIRECTIONS** Write the English word on the line next to the French word that is most like it.

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>etiquette</td>
<td>admit</td>
</tr>
<tr>
<td>disparaitre</td>
<td>beef</td>
</tr>
<tr>
<td>engager</td>
<td>enemy</td>
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<tr>
<td>lumineux</td>
<td>mathematics</td>
</tr>
<tr>
<td>carre</td>
<td>tablet</td>
</tr>
<tr>
<td>mathematiques</td>
<td>spirit</td>
</tr>
<tr>
<td>boeuf</td>
<td>engage</td>
</tr>
<tr>
<td>admettre</td>
<td>army</td>
</tr>
<tr>
<td>enemi</td>
<td>luminous</td>
</tr>
<tr>
<td>armee</td>
<td>soldier</td>
</tr>
<tr>
<td>tablette</td>
<td>balcony</td>
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<tr>
<td>esprit</td>
<td>ticket</td>
</tr>
<tr>
<td>raffiner</td>
<td>disappear</td>
</tr>
<tr>
<td>balcon</td>
<td>car</td>
</tr>
<tr>
<td>soldat</td>
<td>refine</td>
</tr>
</tbody>
</table>
DIRECTIONS Write a sentence using each word.

dense practical native sustainable

Read the “Kids Can Make a Difference” section on p. 42. Use details from the text to write a paragraph explaining what the children’s group does to save their local rain forest. Write your answer below, on a separate sheet of paper, or in a new document.
Plan an Informative Brochure  On a separate sheet of paper or in a new document, create an outline for an informative brochure about an ecosystem in jeopardy. Write the name of the ecosystem at the top of your outline. Use Roman numerals to indicate the section headings related to the ecosystem. Below each heading, add key details and terms that you want to include in each section, as well as ideas for effective visuals.

Adjectives
DIRECTIONS  Circle the adjectives in each sentence. Then underline the noun each adjective modifies.

1. Many colorful butterflies live in the forest.
2. Shaggy, red-haired orangutans are active.
3. The giant anaconda glides through the murky water.
4. Quick monkeys scamper past a sleepy sloth.
5. Long lines of ants carry green bits of leaves to their underground nest.
DIRECTIONS  Write a sentence using each word.

civilization  predators  sustainable

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write in Response to Reading

How do *Rain Forest Food Chains* and *Washed Up!* help you understand the importance of adapting to one’s habitat? Use evidence from the texts to support your answer. Write your answer below, on a separate sheet of paper, or in a new document.

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Chapter 13

The Tree of Heaven

“California, the most wonderful place on the Earth!” sang my father as we trudged through the streets of San Francisco.

I made a face. I had been in California for just a few hours, but already I was terribly homesick for our village in China.

“Here in California,” my mother explained to me, “there is wealth everywhere and plenty of jobs to be had.”

My father had been to America twice before, without us. He had gotten work in factories and on the railroad. He had saved his earnings. Now our whole family had journeyed across the Pacific to begin our new life in a new land.

“You will like it here, Mei Li,” added my mother.

I had lived in our village my whole life—all of ten years. How could I live without our little river, the rice fields, the beautiful Tree of Heaven outside our window? I had not seen a single Tree of Heaven in San Francisco.

“Life is better in America,” my father explained as we crossed the dusty street. “China has wars and floods and famines, but such disasters are almost unknown in California.”

Perhaps, I thought, but California was crowded, with strange people everywhere, people with too-pale skin and too-light hair, people who jabbered in a language I did not know. The houses looked uninviting, the air smelled different, and how, I wondered, could I ever feel at home here?

“That blue house,” said my father, pointing, “is where I lived when I worked in the fish factory seven years ago. It will be our house now that we are immigrants in this land. It can never be the same as our house in China, but we will make it a home.”

At first I looked at the house and frowned. Then I noticed something. A tree that I knew well stood outside the blue house. “A Tree of Heaven!” I cried, running to touch the familiar branches.

“A Tree of Heaven at our new home,” my father replied. “Seven years ago I took a seed from our Tree of Heaven in China, brought it across the ocean, and planted it here. I know how much you love that tree, Mei Li,” he told me, his soft voice quivering. “This house could not be our home without a Tree of Heaven outside.”

I breathed in the scent of the leaves, happier than I had been in weeks. “Thank you, Father,” I murmured. I walked up to the house and opened the door to our new life.
Lesson 13

Gather Evidence  Underline text details that reveal Mei Li’s opinion of California. Circle text details that reveal her parents’ opinions. In the space below, write at least two similarities or differences between Mei Li’s opinion and her parents’ opinions.

Gather Evidence: Extend Your Ideas  Review the text details you underlined. What does Mei Li’s opinion about California reveal about the character? Discuss your ideas with a partner.

Ask Questions  Write three questions you have about what happened to Mei Li and her family after the end of the story.

Ask Questions: Extend Your Ideas Choose one of the three questions you have about what happened to Mei Li and her family. Scan the text, and bracket any details that might suggest an answer to your question. Then use that bracketed text to write a new question you could ask about the story.

Make Your Case  Highlight words Mei Li uses to describe California. In a different color, highlight words Mei Li’s father uses to describe California. How do these descriptions differ? Write your ideas below.

Make Your Case: Extend Your Ideas Does Mei Li begin to feel more positive about her new home by the end of the story? Cite details from the text to support your answer.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

distinctive  thrived  exclusive  ornate

________________________________________________________________________

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Write in Response to Reading

Write an explanatory paragraph about what Pale Male did to settle in at Central Park. Use specific details and examples of figurative language from the text to support your explanation. Write your answer below, on a separate sheet of paper, or in a new document.

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Sentence Structure and Figurative Language

DIRECTIONS Using evidence from the text, answer the following questions about pp. 29–36 from *Pale Male*.

1. What does the description of traffic as ant-like on p. 29 help the reader understand?

2. Read the first paragraph on p. 30. How does the sentence structure connect two ideas?

3. Read the second paragraph on p. 30. How does the sentence structure help reflect a contrasting idea about Pale Male?

4. Read the first two paragraphs on p. 35. What effect does using shorter sentences in the second paragraph have on the text?

5. Read the final two sentences of the last paragraph on p. 36. What idea does their sentence structure help emphasize?
Revise or Rewrite an Informative Brochure  Work with a partner to peer review the drafts you wrote in Lesson 13. First, make sure the organization makes sense, adding transitions if necessary. Next, look for vague or general language that could be more precise, and replace it with specific language appropriate to the audience. Finally, suggest visuals that would help clarify information or support points. After you complete your peer review, use a separate sheet of paper or a new document to revise or rewrite parts of your own brochure, adding visuals and improving word choice. Refer to *Pale Male* as a guide for precise language and transitions.

Predicate Adjectives and Linking Verbs

**DIRECTIONS**  Circle the linking verbs and underline the predicate adjectives.

1. The students were upset when they saw that Pigeon Creek was full of litter. They seemed determined to clean up the creek.

2. Nancy looked relaxed as she drank a cup of tea. She felt sleepy a few minutes later.

3. Whenever Jasmine is bored, she goes to the library and looks for a book that seems interesting.

4. Sara could not understand why her mother had become so frustrated so quickly.

5. Aliyah felt sad as she watched her best friend drive away for the last time.
Benchmark Vocabulary

**DIRECTIONS** Write a sentence using each word.

substantial  perseverance  renovate

On pp. 44–45, the author describes what happens after the first of Pale Male’s three fledglings attempts to fly. Is this description effective in helping the reader visualize the events? State your opinion, and support it using reasons and evidence from the text. Write your answer below, on a separate sheet of paper, or in a new document.

Write in Response to Reading
Cause and Effect

DIRECTIONS  Using evidence from the text, answer the following questions about pp. 38–42 from *Pale Male*.

1. What caused the removal of the hawks’ nest from 927 Fifth Avenue? Cite text evidence in your answer.

2. How did this event affect “the hawks’ small fan club”?

3. The hawks rebuilt a nest on the same spot. What were some effects of this new construction?

4. Choose one of these effects and change it to a cause. What is one effect of this new cause?
Edit and Proofread an Informative Brochure  Edit and proofread the informative brochure you drafted in Lesson 13 and revised in Lesson 14. Check for complete sentences, subject-verb agreement, correct verb forms, and consistent verb tenses. Also check for correct spelling, punctuation, and capitalization. Make your edits on a separate sheet of paper or in a new document.

Predicate Adjectives and Linking Verbs

DIRECTIONS  Underline the linking verb in each sentence. In the space after the sentence, write the number of predicate adjectives that follow the linking verb.

1. The students were startled and amazed when the eggs started spinning. ____
2. The alevins looked strange with their big orange yolk sacs. ____
3. Even if a wild animal seems harmless, you should approach it carefully. ____
4. The girl became famous after appearing on a talent show. ____
5. The carpenters felt tired and sore after a long day of work. ____
### Suffixes -tion, -ion

**DIRECTIONS** Change each verb to a noun by adding the suffix *-tion* or *-ion*. Remember to change the spelling of the base word if necessary when you add the ending. Then write a sentence using the noun on the line.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1. rotate</td>
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<td>2. act</td>
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<td>3. permit</td>
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<td>4. relate</td>
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<td>5. promote</td>
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<td>6. graduate</td>
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<td>7. confuse</td>
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<td>8. explain</td>
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<td>9. invite</td>
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<td>10. revise</td>
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<td>11. operate</td>
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<td>12. admit</td>
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<td>13. attract</td>
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<tr>
<td>14. constitute</td>
<td></td>
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<tr>
<td>15. complicate</td>
<td></td>
</tr>
</tbody>
</table>
NAME

Lesson 16

Benchmark Vocabulary

DIRECTIONS Write a sentence using each word.

conservation  protests  relentless

_____________________________________________________

_____________________________________________________

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_____________________________________________________

Write in Response to Reading

Choose one of the problems Pale Male faced after he arrived in Central Park. Write an informative paragraph describing the problem and the reasons it occurred. Be sure to include specific details and examples from the text. Write your answer below, on a separate sheet of paper, or in a new document.

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Publish and Present an Informative Brochure  If available, use publishing software to create a digital version of your brochure. Otherwise, use separate sheets of paper, and cut out photos to create an interesting and informative layout. Enhance your main ideas with photos, graphs, maps, and charts. As part of a classroom “ecotourism conference,” present your brochure to inform and promote travel to your ecosystem. Adapt your speaking pace and tone to the audience and subject matter.

Degrees of Comparison

DIRECTIONS In each sentence, underline the adjective or adverb that shows a degree of comparison. On the line that follows, write PD if the word shows a positive degree of comparison, CD if it shows a comparative degree of comparison, or SD if it shows a superlative degree of comparison.

1. The students’ plans to keep Pigeon Creek clean worked really well. ______

2. The worst part about the pollution in Pigeon Creek was that it made it impossible for salmon and other living things to survive in it. ______

3. In my opinion, it is more convenient to keep the town park clean than it is to pick up trash that people have left on the ground. ______

4. Volunteering to clean up a park is a good way to contribute positively to your community. ______

5. A better way to reduce litter in your community is to always put trash in a garbage can and encourage your friends and family to do the same. ______
DIRECTIONS Write a sentence using each word.

perseverance

Write two paragraphs that analyze the word choice in *Washed Up!* and *Pale Male*. How does the author’s use of certain words add meaning in each text? Use evidence from the texts to support your answer. Write your response on a separate sheet of paper or in a new document.
**Compare and Contrast Information**  Draft an outline for your essay that includes the main idea about the two ecosystems you chose as well as 2–3 similarities and 2–3 differences between them. Use a consistent, logical organization for your outline. To clarify comparisons and contrasts among ideas, use transitions such as *similarly, however,* and *although.*

**Understand Degrees of Comparison**

**DIRECTIONS**  Write a sentence using each adjective in the form identified in parentheses.

1. *heavy* (comparative)

2. *smart* (superlative)

3. *hard* (comparative)

4. *good* (superlative)

5. *exciting* (superlative)
**DIRECTIONS** Write a sentence using each word.

organism  distinctive  conservation

How do *Washed Up!*, *Rain Forest Food Chains*, and *Pale Male* each address the way organisms (plants or animals) in a particular habitat affect each other? How are they similar or different in their approach? Use examples from the text in your response. Write your response on a separate sheet of paper or in a new document.
Multiple Accounts

DIRECTIONS Using evidence from the text, answer the following questions about "Washed Up!, Rain Forest Food Chains, and Pale Male."

1. Which passages in each text address the topic of habitats?

2. How are the passages you identified similar?

3. How are the passages you identified different?

4. Based on the similarities and differences among the texts in addressing the topic of habitats, what conclusions can you draw about each text?
**Develop an Opinion Statement**  Use the outline you created in Lesson 17 to draft an introduction, body paragraphs, and conclusion for your opinion statement. Your draft should include a clear statement of opinion, facts and evidence to support logically ordered reasons, and a conclusion that summarizes your main points and includes a call to action. Use a separate sheet of paper or start a new document.

**Form and Use Irregular Comparisons**

**DIRECTIONS** Circle the word in the parentheses that correctly completes the sentence.

1. Driving a car is (badder/worse) for the environment than riding a bike.

2. You can travel (farther/farer) on a bike than you can on foot.

3. It is (gooder/better) to recycle plastic packaging than to discard it with the regular trash, but buying fewer products packaged in plastic is (goodest/best) of all.

4. We can all feel (weller/better) about ourselves if we do our part to protect the environment.

5. “This is the (baddest/worst) hotel I have ever stayed in. Driving across town to stay at another hotel is (gooder/better) than staying here another night!” said Miles.
Words from Spanish

DIRECTIONS The Word Bank consists of English words that come from Spanish words. Use one or more of these words to complete each sentence. You will use each word just once. If you need to check the definition of a word, use a dictionary.

Word Bank

<table>
<thead>
<tr>
<th>barbecue</th>
<th>burros</th>
<th>hurricane</th>
<th>tornado</th>
<th>pueblos</th>
</tr>
</thead>
<tbody>
<tr>
<td>cargo</td>
<td>arroyos</td>
<td>canyons</td>
<td>chaps</td>
<td>papaya</td>
</tr>
<tr>
<td>corrals</td>
<td>lariat</td>
<td>ranch</td>
<td>rodeo</td>
<td>tomato</td>
</tr>
<tr>
<td>adobe</td>
<td>avocado</td>
<td>chilies</td>
<td>mesas</td>
<td>guacamole</td>
</tr>
</tbody>
</table>

1. We are going to use hot coals to ____________ the meat.
2. We will mash ____________ and add ____________ and onion to make some delicious ____________.
3. To spice up the meal, we will add some hot ____________.
4. We will chop the fruit we call ____________ and add it to the plates to help people cool their mouths.
5. Today, there is no rain and the ____________ are without water.
6. In the distance we see the ____________, which look like giant footstools made of rock.
7. Beyond those are the deep ____________ that were cut by centuries of running water.
8. Along their sides, ancient people built ____________ out of a material called ____________.
9. They used ____________ to haul ____________.
10. At the end of the day, they kept the animals in ____________.
11. Sometimes, a cowboy called a *vaquero* has to catch livestock using a rope called a ____________.
12. With a lot of practice working on the ____________, a cowboy can qualify to compete in a ____________.
13. Competitors wear ____________ to protect their legs.
14. Some of the bucking broncos are so athletic that they spin like a ____________ or a ____________.
DIRECTIONS  Write a sentence using each word.

debts  auction  master

Why do you think the narrator and her mother did not escape immediately after her father was sold? Use text evidence to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
Analyze Point of View  Analyze how point of view influences your understanding of the story. Choose a passage from Chapter 1 that shows the narrator’s point of view. Consider how the passage would be different if it were told from a different person’s point of view. On a separate sheet of paper or in a new document, write 1–2 paragraphs that analyze how the narrator offers an insight on the subject, and use text evidence to express your opinion about how the narrator’s point of view influences you.

Form and Use Gerunds

DIRECTIONS  Answer the following questions using gerunds.

1. What are your hobbies?

2. What chores are you responsible for at home?

3. What is something you are good at?

4. What is something you are not good at?

5. What is your favorite activity in PE class?
DIRECTIONS  Write a sentence using each word.

stumble  plantation  patrolled

____________________________________

____________________________________

____________________________________

____________________________________

Compare the large, two-page illustration on pages 12 and 13 to the small illustrations on pages 14 and 15. What sort of things are big illustrations good for? What sort of things are small illustrations good for? Use text evidence to support your answer. Write your answer below, on a separate sheet of paper, or in a new document.

____________________________________

____________________________________

____________________________________

____________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Illustrations

DIRECTIONS Using evidence from the text, answer the following questions about pages 10–16 from The Road to Freedom.

1. Look at the illustrations on pages 10–13. What do they show?

________________________________________________________________________

________________________________________________________________________

2. What do these illustrations say about their journey?

________________________________________________________________________

________________________________________________________________________

3. Look at the illustrations on pages 14–16. What do they show?

________________________________________________________________________

________________________________________________________________________

4. What do these illustrations say about their journey?

________________________________________________________________________

________________________________________________________________________

5. On page 15, Emma tries not to think about their cabin, her pallet, or a fire. Why do you think these details were not included in the illustrations?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.**
DIRECTIONS  Write a sentence using each word.

curled  screech  grumbled

Many writers try to make the reader feel as if he or she is a part of the story. How do the story structure and details used in the text make you feel like you are a part of the story? Support your answer with text evidence. Write your answer below, on a separate sheet of paper, or in a new document.
The Price of Freedom

What are you worth? If you were enslaved in the United States in 1850, you were a possession. Slave owners could buy and sell you for as much as $3,000. For this reason, slave owners offered rewards for the capture of enslaved people who had escaped.

The Underground Railroad was a secret network of people who believed that slavery was wrong. They risked the consequences of breaking the law to help people escape slavery and make their way to northern states or Canada, where slavery was outlawed. The use of railroad terms helped ensure secrecy. Routes between stations—homes of sympathetic families who would feed and hide the enslaved people—were called lines. Conductors guided runaways from one station to another. Fugitives were referred to as packages or freight.

Those people who contributed to the Underground Railroad included free African Americans and sympathetic whites. However, one of the best-known conductors had escaped slavery herself. Harriet Tubman was born enslaved in Maryland around 1820. By the fall of 1849, Tubman made the decision to flee. If she couldn’t have freedom, she would prefer death. A friendly white neighbor told her how to find the first safe house on her path to freedom. When she finally reached the North, where slavery was outlawed, Harriet said, “I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land.”

Harriet’s goal became to help those she had left behind, including her family members. Rather than simply enjoying her newly found freedom, she got a job in Philadelphia and saved her money. In 1850, Harriet returned to Maryland and started leading her family to freedom. Over the next ten years, she made the hazardous trip south and back numerous times. Because of Harriet’s efforts, her family and around seventy other enslaved people escaped slavery. She never “lost” a fugitive. She never allowed anyone to give up. Harriet was so determined to see these people reach freedom that she carried a gun to threaten the fugitives if they became too tired or decided to turn back. When a person’s resolve wavered, she advised, “You’ll be free or die.”

One newspaper in Maryland offered a $100 reward for her capture. But to the scores of people Harriet Tubman helped to reach freedom, she was priceless!
Gather Evidence  On page 111, underline the text details that explain why Harriet was willing to help enslaved people escape at the risk of her own freedom.

Gather Evidence: Extend Your Ideas  Review the text details. What do Harriet’s actions after she escaped slavery reveal about her? Discuss your ideas with your partner.

Ask Questions  Write two questions you have about slavery and the Underground Railroad.

Ask Questions: Extend Your Ideas  Choose one of the two questions you have about slavery and the Underground Railroad. Scan the text on page 111, and circle any details that might suggest an answer to your question. Then use that circled text to write another question.

Make Your Case  On page 111, circle descriptive details that the author uses to describe the Underground Railroad. Which ones are related? Write them below.
Analyze Author’s Style  On a separate sheet of paper or in a new document, write three or more paragraphs about the author’s style in *The Road to Freedom* based on a five- to ten-line paragraph from the text. Consider factors such as sentence length, interesting or unusual word choices, use of dialect, and use of idiomatic expressions. Explain how these choices demonstrate the author’s style. Start the paragraphs by stating your opinion on whether or not the author’s style contributes to the meaning of the text.

Infinitives

**DIRECTIONS**  Write a sentence with each infinitive below.

1. to bake ________________________________
2. to walk ________________________________
3. to look ________________________________
4. to collect ________________________________
5. to dance ________________________________
DIRECTIONS  Write a sentence using each word.

shivering  scent  quilt

Write in Response to Reading

Think about how Emma and her mother responded to the storm. How would they have responded if they were not escaped slaves? What other events in the story would they have responded to differently if they were not escaped slaves? Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Develop an Opinion Statement and Introduction  Choose a topic discussed in *The Road to Freedom,* and consider how the author develops it with details in the text. Then, formulate an opinion about the issue, and state it clearly. Finally, develop an introductory paragraph using this opinion statement. Write your paragraph on a separate sheet of paper or in a new document.

Prepositions

**DIRECTIONS**  Write five sentences describing your bedroom using prepositions.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
<th>Sentence 4</th>
<th>Sentence 5</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

DIRECTIONS  Write a sentence using each word.

conductor  slavery  shuffling

__________________________

__________________________

__________________________

__________________________

Reread the first paragraph on page 28. Why is it called the Underground Railroad even though there are no trains or tracks? Why does the old woman say her house is a station? Write your answer below, on a separate sheet of paper, or in a new document.

__________________________

__________________________

__________________________

__________________________

__________________________
Word Choice

DIRECTIONS Using evidence from the text, answer the following questions about pages 27–32 from The Road to Freedom.

1. The first sentence of the chapter describes the house as warm. What other words in the first paragraph reinforce this idea?

2. Why do you think the idea of warmth is emphasized?

3. Look at page 29. What words and phrases show a sense of urgency?

4. Look at the word choices used to describe the men who came to the house and their actions. What kind of men are they?

5. Look at the description of the boots on page 32. What do they tell you about the old woman?
Gather Evidence to Support an Opinion  Develop your opinion statement from the previous lesson. Review your introductory paragraph, gather supporting evidence (facts, details, quotations, etc.), and use the evidence to develop at least three reasons to support your opinion statement. On a separate sheet of paper or in a new document, write two to three body paragraphs that present your reasons in a logical order.

Prepositional Phrases

DIRECTIONS  Complete each sentence with a prepositional phrase.

1. I like to shop ____________________.
2. I ate potatoes ____________________.
3. I received a toy ____________________.
4. My cat likes to sleep ____________________.
5. I put syrup ____________________.
Word Families

DIRECTIONS Each web contains a word that is part of a word family. Complete each web with words from the Word Bank. Use a dictionary to check the meanings of the words.

Word Bank

<table>
<thead>
<tr>
<th>posture</th>
<th>flambé</th>
<th>ringleader</th>
<th>imposition</th>
<th>inflammatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>earring</td>
<td>superimpose</td>
<td>inflame</td>
<td>familiar</td>
<td>boring</td>
</tr>
<tr>
<td>deregulate</td>
<td>juxtapose</td>
<td>ringlet</td>
<td>clearance</td>
<td>flammable</td>
</tr>
<tr>
<td>daring</td>
<td>clarification</td>
<td>flamboyant</td>
<td>reclassify</td>
<td>ringside</td>
</tr>
<tr>
<td>clarity</td>
<td>family</td>
<td>imposing</td>
<td>impossible</td>
<td>clearing</td>
</tr>
</tbody>
</table>

Students apply grade-level phonics and word analysis skills.
DIRECTIONS  Write a sentence using each word.

- tumbled
- whinnied
- stuttered

Compare this chapter to the previous chapter. Briefly explain what is similar and what is different in these two chapters. Write your answer below, on a separate sheet of paper, or in a new document.
Organize Ideas  On a separate sheet of paper or in a new document, draft an outline to further develop your opinion paragraphs from the previous lesson. Decide on an organizational structure and sort the information you gathered into an outline. Use the outline to revise and reorganize your body paragraphs, and add transitions to link ideas and clarify organization.

Prepositions and Pronouns
DIRECTIONS  Replace the underlined word(s) with a pronoun in the correct case.

1. Sean played with Felicia and Thomas for hours. ________
2. My sister looked behind Frank and saw his mother approaching. ________
3. I reserved a table for Marissa and me at her favorite restaurant. ________
4. He gave the ball to his brothers and walked away. ________
5. Oh no! Eric is scared of Roxanne! ________
Lesson 7

Benchmark Vocabulary

Name __________________________

DIRECTIONS Write a sentence using each word.

  drifted  lantern  scattered


Write in Response to Reading

Look at the song lyrics on page 42. If you have heard the song before, describe the tone and how it fits with the story. If you have not heard the song before, what kind of tone would you guess it has? Do you think someone would sing it slowly or quickly? Do you think they would sing it loudly or softly? What emotions does this song convey? Write your answer below, on a separate sheet of paper, or in a new document.

______________________________

______________________________

______________________________

______________________________

______________________________
Strengthen Reasons and Evidence  On a separate sheet of paper or in a new document, revise your opinion essay from Lesson 6. First, find a partner and trade essays. Review your partner’s essay, looking for weak reasons and insufficient evidence. Give your suggestions to your partner, and consider his or her suggestions for your own essay. Then revise your essay by deleting any irrelevant evidence; adding relevant evidence, such as facts, precise details, and quotations; and adding transitions where needed to make connections between the evidence and your opinions clear to the reader.

Differentiate Prepositions and Adverbs

DIRECTIONS For each word, write one sentence using it as an adverb and one sentence using it as a preposition.

1. down:  
adverb __________________________________________________________

preposition __________________________________________________________

2. inside:  
adverb __________________________________________________________

preposition __________________________________________________________

3. over:  
adverb __________________________________________________________

preposition __________________________________________________________
DIRECTIONS  Write a sentence using each word.

hunched  capturing  blisters  carriage

Look at the train on page 50. Compare this train to trains you have ridden in or seen. What do you think it was like to ride on this train? Write your answer below, on a separate sheet of paper, or in a new document.
Information from Illustrations

DIRECTIONS Using evidence from the text, answer the following questions about pages 45–50 from The Road to Freedom.

1. Look at the illustration on page 45. Is this something that happened on the journey? How do you know?

2. What idea from page 46 do the illustrations on page 47 emphasize?

3. Look at the illustration on pages 48–49. Which details from the text are depicted in the illustration? What does the illustration help the reader understand about Philadelphia?

4. What does the image of the train on page 50 help you understand about the next part of Emma and Mama’s journey?
Use Transitions to Clarify an Opinion  Trade essays with a new partner, and review his or her essay. When reviewing your partner’s essay, determine the overall structure, and suggest transitions that can clarify the essay’s organization and purpose. Then identify the opinion statement, and suggest transitions that connect it to evidence and reasons. Share your suggestions with your partner, and then revise your own essay using his or her feedback. Write you revisions on a separate sheet of paper or in a new document.

Use Coordinating Conjunctions
DIRECTIONS  Add a conjunction and independent clause to each of the independent clauses below. Be sure to punctuate your sentences correctly.

1. On Friday, we saw a movie _________________________.
2. He bought some milk at the store _________________________.
3. ___________________________________ you shouldn’t eat too much.
4. The plane leaves at 8:00 a.m. _________________________.
5. ________________________ I love pizza.
DIRECTIONS  Write a sentence using each word.

surrounded  pillars  territory

What do you think is the most important theme in *The Road to Freedom*? Use evidence from the text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
Develop a Conclusion  Review your essay, and on a separate sheet of paper or in a new document, write a concluding paragraph for it. Include a brief summary of your main ideas or points, and add at least one new insight, reflection, or “call to action.”

Interjections
DIRECTIONS Write a sentence that uses an interjection to express each emotion or action below.

1. Happiness: __________________________
2. Dismay: ________________________________
3. Surprise: ________________________________
4. To attract attention: ___________________________
5. To show concern: ________________________________
DIRECTIONS Write a sentence using each word.

historical  abolish  tremendous

The methods of escape used by Emma and her mother were based on historical accounts. What are some of the methods they used? Can you think of other ways slaves may have escaped? Write your answer below, on a separate sheet of paper, or in a new document.
Compare Historical Accounts

DIRECTIONS Using evidence from the text, answer the following questions about pages 55–56 from *The Road to Freedom*.

1. Reread the last sentence of the first paragraph of the epilogue. Can you think of other examples of secret signals or codes mentioned in previous chapters of the text?

2. Based on the story and the epilogue, what are some of the reasons abolitionists helped slaves escape?

3. Based on details in the story and the epilogue, did this story take place before or after 1850?

4. The epilogue has more facts than the story. Why do you think this is?
**Analyse Multiple Perspectives**  Choose an important historical milestone or event described in *The Road to Freedom*. Then write a social media message, about 300 words long, that presents multiple perspectives on how the event impacted people. Consider how the event might have impacted an individual family, people in different areas of the country, and the country as a whole. Support your ideas with text evidence. Use a separate sheet of paper or start a new document.

**Correlative Conjunctions**

**DIRECTIONS**  Match the sentence fragments to make complete sentences.

1. When you get to the bus station, either Jared
   a. or see a movie.
2. I’m sorry, but neither Kim
   b. nor Scott will be there.
3. We can either go shopping
   c. nor play golf.
4. The burglars took not only our TV
   d. but also some of Mom’s jewelry.
5. After I injured my wrist, I could neither bowl
   e. or Jacob will pick you up.
Endings -s, -ed, -ing

DIRECTIONS Read each sentence. Then add -s, -ed, or -ing to the word in parentheses and complete the sentence using the word with the ending.

1. Yesterday, David ___________ that he lost the key. (admit)
2. I have trouble ___________ whether to take piano or karate. (decide)
3. The vice-principal ___________ the supply closet each morning. (fill)
4. Are you ___________ to include olives on the shopping list? (plan)
5. When Dad ___________ to buy them, I am annoyed. (forget)
6. I hope Rudy ___________ to walk the dog. (remember)
7. Last week’s rain completely ___________ the wicker chairs. (ruin)
8. If Amy is ___________, we’ll need to get going. (wait)
9. When you sneeze, she ___________ her face with her arm. (cover)
10. Elvio ___________ for the spaghetti last night. (ask)

DIRECTIONS Change the underlined verb in each sentence to the tense indicated. On the line, rewrite the sentence with the new tense so that it makes sense. You may need to add, delete, or change the spelling of some other words.

Change to present: Marlys kept calling the number listed in the directory.

11. ______________________________________________________

Change to in process: The phone rings, but no one answers.

12. ______________________________________________________

Change to past: Probably, the person who had that number was moving away.

13. ______________________________________________________

Change to in process: Lila tries to help Marlys get the information she needs.

14. ______________________________________________________

Change to present: The phone situation is preventing us from ordering the food.

15. ______________________________________________________
DIRECTIONS Write a sentence using each word.

neither either

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Reread “Harriet Tubman.” How does reading the poem help you understand its theme? What ideas seem to be emphasized? Write your answer below, on a separate sheet of paper, or in a new document.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Evaluate Opinion  Review *The Road to Freedom* and “Harriet Tubman,” looking for perspectives from different people. Then evaluate how effectively the texts show different perspectives. Write an essay that presents your opinion about how the combined perspectives affect readers’ understanding of Harriet Tubman. Write your essay on a separate sheet of paper, or start a new document.

Independent Clauses

**DIRECTIONS**  On the line next to each sentence, identify whether it is a compound or complex sentence.

1. My dog was happy to see me when I returned home. ____________
2. After we finished the game, the coach took us to a restaurant to celebrate. ____________
3. I’m looking for my mother, but I can’t find her anywhere. ____________
4. Before we left for our trip, we checked the locks on all the doors and windows. ____________
5. My uncle is a chef and my aunt is a programmer. ____________
DIRECTIONS Write a sentence using each word.

politics  rampant

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Reread the last paragraph on page 73 and the first three paragraphs on page 74, starting with “See? I knew you wouldn’t believe me.” How do Cornelius and Otis feel about women running for office? Use dialogue from the passage and earlier in the story to write an explanatory paragraph. Write your answer below, on a separate sheet of paper, or in a new document.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Compare and Contrast Characters

DIRECTIONS Using evidence from the text, answer the following questions about pages 68–71 from *Operation Clean Sweep*.

1. Why is the narrator confused when he hears the women talking about nominations?

2. How do the narrator and Flora react differently to the suggestion that Flora be nominated for mayor?

3. How are the narrator’s and Flora’s views about the streetlights similar?

4. How are the narrator’s and Flora’s views about Elmer Diffenbottom’s tombstone different?
Plan a Speech  Plan and prewrite a speech about an injustice or inequality in your community or the world. On a separate sheet of paper or in a new document, complete a graphic organizer or write an outline to plan your speech. Be sure to include the topic and your opinion, your purpose and audience, and three reasons (in a logical order) that support your opinion.

Dependent Clauses

DIRECTIONS  Underline the dependent clause in each complex sentence.

1. When women fought for suffrage, they faced many challenges.
2. Flora was pleased after her friends chose her to run for mayor.
3. If you see a place to park, let me know.
4. I injured my knee while we were playing soccer.
5. I love to eat bulgogi, which is a Korean beef dish.
DIRECTIONS  Write a sentence using each word.

- tallied
- underestimate

Reread the last paragraph on page 77. Do you think Dad should support the election of women or treat it as a joke and fight to get his job back? Use key details the author reveals about the character through his words, thoughts, and actions to write a paragraph explaining your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
On Loyalty to Country

Yesterday I walked the historic Freedom Trail in Boston. The Trail starts at the oldest park in the country, Boston Common, where British soldiers camped before the Revolutionary War. It ends at Bunker Hill, the site of the first major battle. The American Patriots worked hard for independence from England. Seeing Benjamin Franklin’s statue, Paul Revere’s house, and Faneuil Hall made me proud to be an American. Franklin was a political leader and signer of the Declaration of Independence. Revere made a legendary midnight ride to warn that the British were coming by sea. At Faneuil Hall, Samuel Adams gave speeches to inspire the colonists.

However, the Freedom Trail honors only those who worked for independence. My ancestors came from Great Britain in 1774. While they appreciated the opportunities they had in the colonies, they were also extremely proud of their home country. They remained loyal to England during the American Revolution. The rebels criticized them for being traitors, but the Loyalists believed they were right for being loyal to their ruler, King George III. Even William Franklin, Ben Franklin’s son, supported England. He was a respected governor of New Jersey. Disagreement over patriotic loyalties resulted in a lifetime rift between the two men.

Loyalists believed a government that worked should not be replaced. Moreover, they felt the taxes they paid the British government were not extreme. They felt that those who protested were upset because they had not paid the taxes before. Some who wanted freedom from Great Britain believed the colonies did not have enough say in the decisions of Parliament. Yet, Loyalists argued, each colony had a governor who could send a representative to Great Britain to speak before Parliament.

Some questioned the rebels’ tactics. For one, Adams wrote letters to newspapers signed with different names. He wanted to make it seem that everyone in the colonies desired independence. In fact, many colonists had not made up their minds about independence at the time the war broke out.

For these reasons, I propose that a statue be commissioned to represent a hero who fought on the side of Great Britain. One consideration could be Patrick Ferguson, who was an officer in the British Army. At the Battle of Brandywine in 1777, he acted with honor. He had an opportunity to shoot a rebel officer and did not. He later wrote that the thought of shooting someone in the back “disgusted” him. Some stories suggest that the rebel officer may have been George Washington!
Gather Evidence  On page 139, underline three Loyalist arguments against independence, and circle one Patriot argument for independence.

Gather Evidence: Extend Your Ideas  Review the arguments you underlined and circled. Why do you think the author chose to write more Loyalist arguments and fewer Patriot arguments?

Ask Questions  Write three questions a review board might ask about the proposal for the new statue.

Ask Questions: Extend Your Ideas  Choose one of the three questions above about the statue. Bracket any details in the text that could answer your question, and write your response below. If you can’t find any details in the text, create and answer a new question using specific ideas from the text.

Make Your Case  Highlight details on page 139 that show a challenge Loyalists faced during the American Revolution. Next, using the highlighted detail, write a vivid sentence of your own to describe the challenge the Loyalists faced.
Draft a Speech  Use the graphic organizer or outline you completed in Lesson 12 to draft your opinion speech. On a separate sheet of paper or in a new document, draft a speech that is engaging, interesting, and persuasive. Use devices such as repetition and figurative language to engage the audience and make important points. Include strong reasons and powerful evidence, but do not overload the speech with too many details. Keep your purpose and audience in mind as you draft your speech.

Connecting Independent Clauses

**DIRECTIONS**  Connect the two sentences in each item using **and**, **but**, or **or**.

1. Flora spoke. The women clapped and cheered.

2. We can make dinner. We can order pizza.

3. I want the large tablet. I cannot afford it.

4. He may go to the museum. He may go the aquarium.

5. Joanna went to the bank. It was not open yet.
Name

**DIRECTIONS** Write a sentence using the word.

underestimate

________________________________________________________________________

________________________________________________________________________

Write two or three explanatory paragraphs comparing and contrasting how government affects the lives of people in each story. Use details from both texts to explain. Write your answer on a separate sheet of paper or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write in Response to Reading

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Compare and Contrast Stories

DIRECTIONS Using evidence from the texts, answer the following questions about *The Road to Freedom* and *Operation Clean Sweep*.

1. Consider the mothers in *The Road to Freedom* and *Operation Clean Sweep*. How are they similar, and how are they different?

2. How do the government and laws affect families in *The Road to Freedom* and *Operation Clean Sweep*?

3. How are the topics and perspectives presented in *The Road to Freedom* and *Operation Clean Sweep* similar?

4. Which story did you enjoy more? Give specific reasons for your answer, and support them with evidence from the text.
Revise and Rewrite a Speech  On a separate sheet of paper or in a new document, make revisions to the draft of your opinion speech from Lesson 13. Use parallel structure and repetition to emphasize and clarify important reasons and ideas. Add transitions as necessary to show relationships between concepts or events. Replace vague or general language with precise words, and improve ineffective or unclear sentence structure. With a partner, peer review each other’s drafts, making sure the organization makes sense and the language is strong. Finally, revise and rewrite your opinion speech based on your peer’s feedback.

Subordinating Conjunctions

DIRECTIONS  Using subordinating conjunctions from the box below, add a dependent clause to each sentence.

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>because</th>
<th>before</th>
<th>if</th>
</tr>
</thead>
<tbody>
<tr>
<td>since</td>
<td>though</td>
<td>unless</td>
<td>when</td>
<td>while</td>
</tr>
</tbody>
</table>

1. Escaped slaves’ freedom remained in danger ________________________________

2. Abolitionists broke laws ________________________________.

3. Harriet Tubman was so successful ________________________________.

4. ________________________________, they began to run for office.

5. ________________________________, some men still did not see women as their equals.
DIRECTIONS  Write a sentence using each word.

heritage   ironic

Do you agree that Cesar Chavez should have quit school to work in the fields with his family? Support your opinion with evidence from the text. Write your answer below, on a separate sheet of paper, or in a new document.
Edit and Proofread a Speech  Exchange speeches with a new partner, and check for correct grammar, punctuation, capitalization, and spelling. Use the checklist below to guide you as you edit and proofread your partner’s speech.

1. Check for correct use of correlative and subordinating conjunctions.
2. Check for effective use of interjections, if it makes sense to include them.
3. Check to correct sentence fragments.
4. Check that quotations are accurate and correctly punctuated.
5. Check for correct spelling, particularly of proper nouns and domain-specific words.

More Subordinating Conjunctions

DIRECTIONS  Write a sentence using each of the following subordinating conjunctions.

1. after

2. although

3. before

4. while

5. whenever
Shades of Meaning

DIRECTIONS For each set of three words, write three sentences that clearly illustrate the shades of meaning among the words. Use a dictionary to determine or clarify the meanings of the words.

polite, outgoing, hospitable
1. 
2. 
3. 

shade, gloom, darkness
4. 
5. 
6. 

nibble, eat, devour
7. 
8. 
9. 

belated, overdue, slow
10. 
11. 
12. 

recall, relive, cherish
13. 
14. 
15.
DIRECTIONS Write a sentence using the word.

convince

Reread the paragraphs on pages 96–98 under the subheadings “A Real Hero” and “Living On.” How has Chavez been honored for his work? Use evidence from the text in your response. Write your answer below, on a separate sheet of paper, or in a new document.
**Present a Speech** Practice your speech in front of a partner or a small group of peers to improve your presentation. On a clean copy of your speech, mark the text to show where you will adjust your pace and tone to emphasize reasons, evidence, and interesting points. Also mark your speech to show when relevant visuals or multimedia will be displayed.

**Correcting Sentence Fragments**

**DIRECTIONS** On the line next to each item below, write *sentence* if it is complete and *fragment* if it is not. If the item is a fragment, rewrite the fragment as a complete sentence.

1. If Chavez had given up when organizing became frustrating. ________________

2. Chavez was born into a loving family. ________________

3. After the Great Depression closed many businesses. ________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

auction  quarters

In your opinion, which text’s visuals best helped you understand how people respond to injustice? Use details from each text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
Compare and Contrast Visuals

DIRECTIONS Using evidence from the texts, answer the following questions about The Road to Freedom, Operation Clean Sweep, and Cesar Chavez: Champion of Workers.

1. Compare the homes in the visuals on page 45 of The Road to Freedom and page 83 of Cesar Chavez: Champion of Workers. How are they similar? How are the people who live in these homes similar?

2. What is similar about the photograph on page 94 of Cesar Chavez: Champion of Workers and the illustration on page 76 of Operation Clean Sweep?

3. Compare the visuals on pages 70–71 of Operation Clean Sweep to page 89 of Cesar Chavez: Champion of Workers. How are they similar? What do these similarities say about Flora and Cesar?
Research Leaders in History  Research a courageous leader who responded to injustice. On separate sheets of paper or in a new document, take notes on multiple sources. If relevant to your topic, use one text from this module. Include two or three additional print and digital sources. Use the leader’s diary, public speeches, or autobiography as one source. Take notes on facts, record direct quotes, paraphrase and summarize each source’s ideas, and credit each source by title and author in your notes.

Correcting Run-on Sentences

DIRECTIONS  Correct the following run-on sentences. Rewrite each sentence as two separate sentences or as a single sentence with a semicolon or a coordinating conjunction.

1. I really enjoyed reading the books in this unit, they taught me a lot about courage.

2. I like cats, they don’t like me very much.

3. Carol went to the pharmacy, she needed to pick up some medicine.
DIRECTIONS Write a sentence using each word.

tallied
heritage

Put into order the texts you have read in this module, from the text with the simplest text structure to the text with the most complex text structure. Explain the order you selected using evidence from the texts. Write your answer below, on a separate sheet of paper, or in a new document.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

**Analyze Sources and Develop an Opinion** On separate sheets of paper or in a new document, write a two-page opinion essay in which you use your research to develop an opinion about your chosen leader’s most important contribution. First, decide on an opinion. Next, analyze your notes from the previous lesson, and identify supporting evidence. Then, draft your opinion essay. Make sure that your essay’s organization is clear and that it includes reasons, supporting evidence, and a conclusion.

**Spell Correctly**

**DIRECTIONS** Carefully read each word below, and write its correct spelling on the line.

1. releif _____________
2. favrite _____________
3. beleive _____________
4. diffrent _____________
5. arguement _____________
Greek and Latin Roots

Word Bank

erupt  subscription  interrupt  cycle
manuscript  eject  abrupt  cyclotron
injection  prescribe  project  respectfully

DIRECTIONS  Write the word from the Word Bank that has the same meaning.

1. purchase of a series of things
2. to burst out, as from a volcano
3. to write a rule or an order for medicine
4. machine sending particles around a circle
5. to stick out
6. unexpectedly sudden or steep
7. something forced into another thing
8. to break in
9. a piece of writing
10. events that repeat over and over
11. to push out
12. with an attitude of regard or esteem

DIRECTIONS  Complete each sentence. Use a dictionary if you need some help.

13. Ten in Greek is deka; ten years equals one ________.
14. Two in Latin is duo; two people sing together in a ________.
15. Eight in Greek is octo; an eight-legged sea animal is an ________.
16. One in Latin is unus; another word for oneness is ________.
17. Five in Greek is pente; a shape with five sides is a ________.
Write in Response to Reading

What are some differences between fictional superheroes and real-life superheroes such as Richard Martin? Give examples from the text as well as your own examples. Write your answer below, on a separate sheet of paper, or in a new document.

---

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

Introduce a Topic  On a separate sheet of paper or in a new document, write an introduction to an informative essay about a real-life superhero of your choice. In this essay, you will explain who this person was and what he or she did to change the world, in detail. For now, your introduction should include background information on this person and why he or she is important. Be sure to clearly state a main idea and make an observation that focuses that topic.

Subject-Verb Agreement

DIRECTIONS  Circle the subjects and underline the verbs in each sentence. If the subject and verb agree, write A on the line after the sentence. If they do not agree, write NA on the line, and rewrite the sentence so that it is correct.

1. They wants a better life.

2. Callie, William, and Martha are hopeful.

3. He go skiing every summer.

4. Juanita reads the newspaper at breakfast every morning.

5. You likes to play tennis, right?
DIRECTIONS Write a sentence using each word.

inherited  tenants  mistreated  cruelty

Look at the time line on page 4, and note where certain events in the text can be placed on the time line. Are events mentioned in the text in the same order that they would appear on the time line? Why do you think some events are not mentioned in the order in which they happened? Write your answer below, on a separate sheet of paper, or in a new document.
Text Structure

DIRECTIONS  Using evidence from the text, answer the following questions about pages 7–10 from *Real-Life Superheroes*.

1. Look at the first paragraph on page 7. What important even happens in 1794? Why is it important?

__________________________________________________________________________

__________________________________________________________________________

2. Look at the second paragraph on page 8. How does its structure help you understand the time and effort it took Martin to change people’s minds about treating animals kindly?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. On page 9, the text states that in 1822, when Richard Martin was 68 years old, he finally got laws passed to protect animals. What does this use of chronological order help communicate about Richard Martin’s character?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. The introduction on pages 2–3 can be divided into three sections: the first describing superheroes, the second describing their actions, and the third describing the lasting results of these actions. Divide the text about Richard Martin on pages 4–10 into the same three groups.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Organize Ideas  Now use either chronological (sequence) or cause-effect structure to create an outline for your explanatory essay. If you choose chronological structure, decide which important events to include, and determine the time order of events. If you choose cause-effect structure, identify and list connected causes and effects. Causes and effects should be grouped logically. First, write your method of organization and your one-page outline on a separate sheet of paper or in a new document. Then, use your outline to begin drafting two or three paragraphs of your essay.

Subject-Verb Agreement: Phrases
DIRECTIONS  Underline the word that correctly completes each sentence.

1. Her aunt with the children (was/were) never heard from again.
2. Runaways in a secret shelter (take/takes) big risks to become free.
3. The girl, unlike her brothers, (wear/wears) eyeglasses.
4. A horse with stripes (is/are) called a zebra.
5. The cards in this deck (have/has) been marked to help the magician perform her trick.
DIRECTIONS Write a sentence using each word.

missionary  poverty  destitute  affected

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Write in Response to Reading

Read the section “The First of Many” on page 14. What does raised mean in this context? What are some other words or phrases that use raise in this way? Write your answer below, on a separate sheet of paper, or in a new document.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Bound for Kansas!

Jefferson Wilson was born into slavery in the South. The North’s victory in the Civil War had promised opportunities for a better life, but the realities had fallen far short of what he expected. For all intents and purposes, as sharecroppers, Wilson and other former slaves were not truly free. No wonder they were dissatisfied with life in their Tennessee town.

A white man owned the land that Jefferson Wilson, his wife, and his three sons worked. The rent was so high and the rates for crops so low that his family was constantly in debt. The same was true for all sharecroppers. Living conditions were harsh, and racial tensions made Wilson worry for the safety of his family.

One day as he walked through Nashville, Jefferson Wilson spotted an advertisement for homesteading in Kansas. An acquaintance of his, businessman Benjamin Singleton, had posted it. Wilson investigated further and soon realized that he could afford transportation for his family if he didn’t buy seeds for another year of sharecropping. After long discussions with friends and family—many of whom chose to stay in Tennessee—the Wilsons decided to head west with Mr. Singleton and one other family to help establish the all-black community of Dunlap, Kansas. The journey was long and difficult, with yellow fever claiming the lives of several travelers. Hopes of finding new opportunities sustained the pioneers.

When the Wilsons arrived, they faced many physical and emotional challenges. Farming the Kansas land proved difficult, and they were lonely. But one thing made all the difference—Jefferson Wilson and his neighbors owned the land they worked and the houses they built. It was theirs. Though they experienced some discrimination in Kansas, they no longer lived in constant fear for their lives.

The community established its own school—The Dunlap Academy and Mission School—which Wilson was proud to say his sons attended. As time passed, more and more people came to Dunlap, creating a tight-knit community of hundreds of black families.

Despite the difficulties of constructing their sod house and clearing ground to plant, Jefferson Wilson and his wife never regretted their decision to begin a new life in Kansas. Eventually, their crops prospered, and life became easier. They had sacrificed a lot to start over, but they knew they had made the right choice for their family. Most importantly, they finally knew what freedom truly meant.
Gather Evidence  What made Jefferson Wilson want to move from Tennessee to Kansas? Underline three text details that explain Jefferson Wilson’s actions.

Gather Evidence: Extend Your Ideas  Review the text details you underlined. What conclusion can you draw about the conditions in Tennessee and Kansas?

Ask Questions  What information would help you understand what life was like in Kansas? Circle three details related to homesteading in Kansas that you would like to know more about.

Ask Questions: Extend Your Ideas  Choose one of the three topics you would like to know more about, and bracket two details in the text that are related to it.

Make Your Case  In what time period does this story take place? Highlight three clues in the text that relate to the time period.

Make Your Case: Extend Your Ideas  How does knowing the setting of the story help you better understand the events in it? Discuss your results with a partner.
Use Quotations to Develop a Topic  Select several quotations related to your chosen real-life superhero from the texts in the unit or outside texts. Be sure to choose quotations that use particularly powerful language. On separate sheets of paper or in a new document, incorporate each quotation into a body paragraph and explain why the quotation supports a main point of the essay. Use these paragraphs to add one to two pages to your explanatory essay from the previous lessons.

Subject-Verb Agreement: Indefinite Pronouns

DIRECTIONS  Everybody, neither, and someone are examples of singular indefinite pronouns. Few, several, and other are examples of plural indefinite pronouns. All, none, and some may be singular or plural. Underline the correct verb in each sentence.

1. Everybody (has/have) one bag for the journey.
2. Some of the people (wants/want) a meeting before leaving.
3. Excuse me, someone (is/are) calling my cell phone.
4. Most marsupials are found in Australia; few (lives/live) elsewhere.
DIRECTIONS  Write a sentence using each word.

tragedy  foster  charity

The introduction to the text offers a number of traits shared by real-life superheroes: they rely on inner strengths like determination and bravery, they face opposition and even danger for standing up for their beliefs, and they create lasting change in the world. Find three specific examples in the text of ways Thomas Barnardo demonstrated each of these traits. Be as specific as possible, giving names, dates, and locations when possible. Write your answer below, on a separate sheet of paper, or in a new document.
Lesson 4

Locate Key Information

DIRECTIONS Using evidence from the text, answer the following questions about pages 15–17 from Real-Life Superheroes.

1. What important decision does Barnardo make in the section “A Terrible Tragedy”?

________________________________________________________________________________________

________________________________________________________________________________________

2. How does Barnardo expand his work in the section “A New Venture”?

________________________________________________________________________________________

________________________________________________________________________________________

3. Why is Barnardo’s Copperfield Road Ragged School unique?

________________________________________________________________________________________

________________________________________________________________________________________

4. What does the section “Hard Work” communicate about the lasting effects of Barnardo’s work?

________________________________________________________________________________________

________________________________________________________________________________________

5. What does the section “Continuing His Care” communicate about the impact of Barnardo’s work?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Students analyze and respond to literary and informational text.
Develop a Topic with Facts and Details  Conduct research to find additional information about the real-life superhero you have chosen to write about. Focus on the impact this person had on other people. Using a separate sheet of paper or a new document, incorporate these facts, details, and examples into your explanatory essay from the previous lessons. Check that each paragraph includes a general topic sentence, followed by relevant facts and detail.

Subject-Verb Agreement: Collective Nouns

DIRECTIONS  Underline the correct verb in each sentence.

1. The team (is/are) going to the playoffs.
2. His group (has/have) three members.
3. The family (was/were) in separate cars.
4. In soccer, two teams (tries/try) to control a ball using their feet.
5. A committee of residents (makes/make) decisions regarding neighborhood rules and policies.

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

diplomat  persecution  deported

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write in Response to Reading

In many cases, first-person point of view is considered “stronger” at conveying emotions than third-person point of view. Why might the writer have preferred third person for this text, especially in the section about Raoul Wallenberg? Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Develop a Topic with Domain-Specific Vocabulary  Continue developing your explanatory essay. Look at the body paragraphs you have already written, and replace vague or general language with domain-specific vocabulary wherever you can. On separate sheets of paper or in a new document, write one to two additional pages, using precise language and domain-specific vocabulary. Consider your audience’s historical knowledge, and write definitions, examples, and explanations when necessary.

Subject-Verb Agreement: Special Nouns

DIRECTIONS  Write a sentence with each noun below as the subject and correct subject-verb agreement.

1. physics ________________________________
2. gymnastics ________________________________
3. politics ________________________________
4. mathematics ________________________________
Suffixes -tion, -ion

DIRECTIONS For each word, write the base word and show how its spelling changed when the suffix was added. For example, for the word abrasion, you would write abrade + sion.

1. initiation ____________________
2. exhibition ____________________
3. formation ____________________
4. vacation ____________________
5. emission ____________________
6. revision ____________________
7. immersion ____________________
8. possession ____________________
9. introduction ____________________
10. conversation ____________________
11. tension ____________________
12. relaxation ____________________
13. graduation ____________________
14. explosion ____________________
15. division ____________________
16. expansion ____________________
17. reservation ____________________
18. persuasion ____________________
19. explanation ____________________
20. compression ____________________
Raoul Wallenberg was born in Sweden, but page 24 shows a statue of him in London. Why do you think he has a statue there? Write your answer below, on a separate sheet of paper, or in a new document.
Develop a Topic with Visuals and Text Features  On a separate sheet of paper or in a new document, add formatting to your explanatory essay to clarify its organization, including section breaks and section headings. Then conduct research to add relevant visuals. Find primary sources such as posters, photographs, and advertisements, and include captions and labels for these sources.

Subject-Verb Agreement: Inverted Sentences

DIRECTIONS  Underline the correct verb for each sentence.

1. There (is/are) many questions.
2. There (is/are) a risk involved for everyone.
3. (Was/Were) we to continue traveling on that road, we would end up in St. Louis.
4. How many cats (is/are) your sister taking care of?
5. How much sugar (does/do) you want in your coffee?
Suffix -ous

DIRECTIONS Complete each sentence by adding the suffix -ous to the noun in parentheses. You will probably have to change the spelling of the base word. Check your spelling in a dictionary if you wish.

1. During the night, there was an ______________ snowstorm. (enormity)
2. Toby thought the news about school was ______________. (marvel)
3. He could do something ______________, like making a snow fort. (ambition)
4. He could do something ______________, like building a silly-looking snowman. (humor)
5. As he dressed, he considered ______________ possibilities. (variety)
6. The high school was starting on time, which she found ______________. (ridicule)
7. As the two stepped outside, Tabitha gave Toby a ______________ shove. (vigor)
8. He fell into the snow, but it felt ______________ to him. (glory)
9. Whatever he did with the extra time, he knew he was ______________. (victory)
10. Toby gave his sister a ______________ bow as she trudged off. (courtesy)
DIRECTIONS Write a sentence using each word.

segregated  discrimination  privacy  protest


A snowball effect is when a small cause creates a big effect, similar to a snowball rolling down a hill and getting bigger as more snow sticks to it. Explain how Rosa Parks’s story is an example of a snowball effect. Can you think of other examples? Write your answer below, on a separate sheet of paper, or in a new document.
Use **Transitions to Link Information** On a separate sheet of paper or in a new document, add two to three pages to the draft of your explanatory essay, using transitions to link ideas. Remember to use appropriate transitions to indicate structure, for example, cause-effect, problem-solution, chronological order, or compare-contrast.

**Punctuating Items in a Series: Commas**

**DIRECTIONS** Insert commas into the correct places in the following series.

1. Fugitives found work in various jobs, such as cook, deckhand, minister, nurse and printer.
2. The dinner special comes with a side of chicken noodle soup, Caesar salad, macaroni and cheese, or french fries.
3. On Sunshine Cruises, you can eat, play and relax all day!
4. Terrance, Claudia, Stephanie, and I played doubles tennis last weekend.
5. My brothers, my sister, and I watched a movie, had dinner at our favorite restaurant, and played card games.
DIRECTIONS Write a sentence using each word.

exodus  momentous  adversity

Reread the first full paragraph on page 2. Use the information from your completed graphic organizer to write an explanatory paragraph about the process Lawrence used in painting the Migration series. Write your answer below, on a separate sheet of paper, or in a new document.
Main Idea and Key Details

DIRECTIONS Using evidence from the text, answer the following questions about the introduction to *The Great Migration*.

1. Write a summary of the introduction, including only the main ideas. Include one quotation from the text.

2. Explain the importance of the detail “Harlem was crowded with newcomers” in your own words.

3. Based on the ideas in the introduction, make a prediction about the characters that will appear in this book.

4. Quote a phrase or sentence from the introduction that supports the main idea

*The author has a personal relationship with the topic of the book.*
Develop a Conclusion  On a separate sheet of paper or in a new document, complete your draft and write a conclusion. Make sure your conclusion summarizes the main ideas and explains why the topic is important, answers or poses a question, or quotes a person closely connected with the topic.

Punctuating Items in a Series: Semicolons

DIRECTIONS  Rewrite the following sentences, adding punctuation where needed.

1. The Great Migration brought people to Atlantic City New Jersey Pittsburgh Pennsylvania and Detroit Michigan.

2. Sarah will bring the grill and charcoal Jeff will bring the hot dogs buns and chips and Greta and will bring the ketchup mustard and soda.

3. We will visit Barcelona Spain Turin Italy and Berlin Germany.
DIRECTIONS  Write a sentence using each word.

ravaged  barren

________________________________________

________________________________________

________________________________________

________________________________________

Write an opinion paragraph about whether descriptive details effectively convey the text’s power and emotion to the reader. Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
**Compare and Contrast Visuals**  On a separate sheet of paper or in a new document, write a one- to two-page essay to compare and contrast visuals in *Real-Life Superheroes* and *The Great Migration*. First, consider the types of visuals and the purposes they serve in each text. Then compare and contrast the visuals using a Venn diagram. Organize your essay in point-by-point or block structure, and include transitions to indicate similarities and differences.

**Commas with Introductory Elements**

**DIRECTIONS** Add commas where needed in the sentences below.

1. In some places entire communities left their homes to move north.
2. As he did every morning Colin made a simple breakfast and ate it while reading the news.
3. Unlike my siblings I did not require braces while growing up.
4. While many people prefer the excitement of the city David has always enjoyed the countryside more.
5. Despite its name a glass snake is actually a type of legless lizard.
Name ________________________________

DIRECTIONS Write a sentence using each word.

agents   confined

__________________________

__________________________

__________________________

__________________________

Write in Response to Reading

How do *The Great Migration* and “Migration” (on the last page of the book) portray the movement of African Americans from the South to the North? Use evidence from both texts to support your answer. Write your answer below, on a separate sheet of paper, or in a new document.

__________________________

__________________________

__________________________

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__________________________

__________________________

__________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Multiple Accounts of an Event

DIRECTIONS Using evidence from the text, answer the following questions about pages 24–47 from *The Great Migration* and the poem “Migration.”

1. What kinds of jobs did African Americans take when they migrated north?

2. Who were the people who opposed the Great Migration, and why were they against it?

3. What are some of the benefits of moving to the North?

4. Look at the poem “Migration.” What are some of the things people brought with them?

5. What information and ideas does “Migration” add to *The Great Migration*?
Research a Topic  Go to the library to research an inspirational person from the unit. Find at least three sources, including both primary and secondary sources, about this person. Write one to two pages of notes on your sources, and include the following information about each source: author, publisher, date of publication (for print sources), and Web site and date of access (for Web sources). Use a separate sheet of paper or start a new document.

Commas with Yes and No

DIRECTIONS  Answer the following questions while correctly demonstrating the use of a comma to set off the words yes and no.

1. Do you have any brothers or sisters?

2. Do you have any pets?

3. Have you ever eaten sushi?

4. Can you wiggle your ears?

5. Are you left-handed?
Compound Words

DIRECTIONS Write the two words that make up each compound word.

1. bellybutton ________________ ________________
2. ingrown ________________ ________________
3. homestead ________________ ________________
4. standpoint ________________ ________________
5. waterproof ________________ ________________

DIRECTIONS Write a definition for each compound word based on the meanings of the two words that make up each compound word. Use a dictionary if needed.

6. heavyweight __________________________________________________________________
7. freestyle __________________________________________________________________
8. cornhusk __________________________________________________________________
9. timepiece __________________________________________________________________
10. uppermost __________________________________________________________________

DIRECTIONS Combine a word from the left and a word from the right into a compound word that matches each definition.

flex over
pin down
stop wheel
clamp time

11. an action that imposes restrictions, rules, or control ________________
12. allowing employees to set their own work hours ________________
13. the place one rests in the middle of a trip ________________
14. a toy with spinning arms attached to a stick ________________
DIRECTIONS Write a sentence using each word.

mistreated  affected  exodus

Which structure do you think is more appealing to the reader—the structure of *Real-Life Superheroes* or that of *The Great Migration*? Use details from each text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
Evaluate Sources  On a separate sheet of paper or in a new document, write a one-to two-page evaluation of your sources. First, write a brief analysis of each source’s reliability based on the author’s background and purpose, the publication date and, for Web sources, the site’s URL. Then synthesize the sources, emphasizing how different sources shed light on different aspects of the topic. Consider whether various facts are verified by more than one source. Finally, conclude by writing a Works Cited list showing which sources you plan to use in the presentation you will write in Lessons 12 and 13.

Commas with Tag Questions

DIRECTIONS  Read the sentences and add commas where needed.

1. They asked, “There’s more to the story isn’t there?”
2. We have enough bread cheese and meat for sandwiches don’t we?
3. You didn’t delete the original files yet did you?
4. Before you left the house you locked the door didn’t you?
5. There’s no more spaghetti left is there?
DIRECTIONS Write a sentence using the word.

guardian

Reread the two paragraphs on pages 101–102. Use the information from your completed graphic organizer to write an informative paragraph summarizing the main ideas and supporting key details in these two paragraphs. Make sure to present the information in your own words. Write your answer below, on a separate sheet of paper, or in a new document.

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Main Idea and Details
DIRECTIONS Using evidence from the text, answer the following questions from pages 100–101 from *Angel Island*.

1. Look at page 100. What feature on the page introduces the topic?

2. Look at page 100. What idea in the text does the map support?

3. Look at page 100. How does the caption on the map relate to the information in the text?

4. Is the name of the explorer who named the island a key detail? Why or why not?

5. What inference can you make based on the photo and caption on page 101? Cite evidence from the text to support your answer.
Plan an Informative Presentation  On a separate sheet of paper or in a new
document, plan an informative presentation about the person you researched in Lesson
10. First, determine your presentation’s purpose and audience. Then, take notes on how
to organize the main sections of your presentation. In your notes, identify text features
and multimedia components to include.

Commas to Indicate Direct Address

DIRECTIONS  Write five sentences using direct address, placing commas where
needed.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________
DIRECTIONS  Write a sentence using the word.

discrimination

Reread pages 103–104 and review the information in your graphic organizer. Which reasons and evidence about the topic of Chinese immigrants coming to the United States do you think would be most interesting to readers? Use text details to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
A Voice for Women

In 1815, when Elizabeth Cady Stanton was born in Johnstown, New York, males had much more influence and many more options for employment than females in the United States. American women could not become government leaders, preachers, or professors. Girls with an interest in public speaking or politics were steered in other directions. The law even barred women from voting. Like other girls of her time, Elizabeth was expected to become a wife and mother when she grew up—and not much else.

It’s not surprising that Elizabeth Cady Stanton eventually became a wife and mother. Though she loved her family, Stanton was passionate about politics as well. One of her causes was the effort to abolish slavery in the United States. Before her marriage in 1840, moreover, she had made supporting this movement a priority. Following her marriage, she and her husband attended an antislavery conference in England.

Stanton’s main concern, though, was fair treatment for women. In the mid-1800s, the laws recognized few rights of American women. Besides being barred from voting, women could not serve on juries and were denied an equal education. Women could not divorce their husbands. In 1848, Stanton helped organize the Women’s Rights Convention in Seneca Falls, New York. She wrote a declaration of women’s rights, which was passed by the convention’s delegates. This document demanded that the same rights be recognized for women as for men.

By the 1860s, Stanton was speaking and writing frequently about women’s rights. Many Americans—men and women alike—disagreed with her positions. Some mocked her, while others simply ignored her. Standing strong in her beliefs, Stanton continued to travel extensively, making speeches and trying to change people’s minds.

Stanton had disagreements with people on her side too. After the Civil War, which ended slavery in 1865, most women’s rights advocates supported granting voting rights to African Americans. Yet, when politicians decided to allow black men to vote—while continuing to keep women of all races from voting—Stanton became furious, adamantly refusing to support voting rights for African American men if women could not vote. Many other women’s rights activists, however, disagreed with her. The result was a split; from 1869 to 1890, the women’s rights movement formed two competing organizations.

Fighting for women’s rights into her old age, Stanton inspired thousands of Americans. Though she died in 1902, eighteen years later the United States approved the Nineteenth Amendment, which at last recognized women’s right to vote.
Gather Evidence Underline three phrases that describe the legal status of American women in the 1800s.

Gather Evidence: Extend Your Ideas Look at the underlined text. Circle three actions that Elizabeth Cady Stanton took to change the status of women.

Ask Questions Highlight one topic related to women’s rights that you would like to know more about.

Ask Questions: Extend Your Ideas Look at the topic you chose. Write two questions that you could answer by doing research.

Make Your Case What conclusion can you draw about laws in the United States in the 1800s? Bracket an example from the text to support your answer.

Make Your Case: Extend Your Ideas Name one short-term effect and one long-term effect of Elizabeth Cady Stanton’s actions, and give dates for each. Discuss your results with a partner.
Draft an Informative Presentation  On a separate sheet of paper or in a new document, draft three to five sections/slides of your informative presentation. First, refer to your Lesson 12 plans to review how the main sections are organized. Then, determine key points and facts you want to include in each section. Finally, write sentences or bullet points that present information from your research in an engaging way.

Underline Titles of Works

DIRECTIONS  Underline the titles of works in the following sentences.

1. Did you read Night of the Spadefoot Toads and Real-Life Superheroes?
2. My grandfather loved reading Grimms’ Fairy Tales.
3. The Epic of Gilgamesh is one of the oldest works of literature.
4. Inferno, Purgatorio, and Paradiso compose The Divine Comedy, which was written by Dante Alighieri.
5. Treasure Island, Kidnapped, and Strange Case of Dr. Jekyll and Mr. Hyde are three of Robert Louis Stevenson’s most famous novels.
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Craft and Structure

DIRECTIONS Using evidence from the text, answer the following questions about pages 106–107 from *Angel Island*.

1. How does the author’s use of chronological order affect the reader?

2. How would the effect differ if the author used cause-effect structure?

3. What does the author’s word choice in the last full paragraph on page 106 help you understand about the experience of Chinese immigrants in the late 1800s?

4. Look at the second full paragraph on page 107. Why does the author include a quotation?
Revise or Rewrite an Informative Presentation  Exchange drafts with a partner. On a separate sheet of paper or in a new document, take notes and make suggestions for your partner by answering the following questions about your partner’s draft:

1. What organizational structure is used? Is the organization effective?
2. Are there vague or general words that could be replaced with more precise words?
3. Could a quote from a source or a visual add authenticity and make the informative presentation come alive?
4. What visuals would help clarify information or support points?

After getting your partner’s feedback, revise your presentation.

Italics for Titles of Works

DIRECTIONS  Write a short paragraph explaining what type of titles should be put in italics. Provide examples of titles that should and should not be italicized.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

authorities  ensure

________________________________________

________________________________________

________________________________________

________________________________________

Review what you learned about the relationships and interactions between people and events on pages 108–109 and the first paragraph on page 110. Was the 1906 San Francisco earthquake and fire a complete disaster or lucky for some people? Write a paragraph responding to this question, using details from the text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Edit and Proofread an Informative Presentation  Exchange drafts of your informative presentation with a partner. Using the checklist below, edit and proofread your partner’s presentation.

☐ Correct grammar, including subject-verb agreement  ☐ Correct capitalization
☐ Correct punctuation  ☐ Correct spelling

Use a dictionary or reference source to verify spellings, in particular the spellings of proper nouns and historical terms. Use a separate sheet of paper or start a new document.

Quotation Marks for Titles of Works

DIRECTIONS  Rewrite the sentences using the correct punctuation.

1. Walter Dean Myers wrote the poem Migration.

2. My aunt’s song You Are a Star is on the radio.

3. Open your books to the section Proving Citizenship.

4. The episode Cheetahs won several awards.

5. The Tortoise and the Hare is my favorite fable.
Lesson 16

Prefixes pre-, re-

Word Bank

<table>
<thead>
<tr>
<th>construction</th>
<th>placed</th>
<th>views</th>
<th>freeze</th>
<th>occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>measured</td>
<td>arrange</td>
<td>pack</td>
<td>decorate</td>
<td>ordered</td>
</tr>
<tr>
<td>match</td>
<td>sale</td>
<td>phrase</td>
<td>rehearsed</td>
<td>set</td>
</tr>
</tbody>
</table>

DIRECTIONS Add pre- or re- to a word from the Word Bank to complete each sentence.

1. She ______________ the book before it was officially published.
2. He had to ______________ the flowers after they were delivered.
3. The ______________ did not accurately represent the movie.
4. I prefer to ______________ the oven temperature so that it warms up.
5. After the tornado, the area underwent a lot of ______________.
6. You should donate your old hats to the ______________ shop.
7. Let me ______________ that muddled sentence.
8. Dmitri ______________ the nails he had borrowed from the store.
9. Ann’s speech at our first practice session sounded ______________.
10. The piecrust ingredients were all ______________.

DIRECTIONS Add pre- or re- to a word from the Word Bank to match each definition.

11. put items into a suitcase before the day of departure ______________
12. put a thawed piece of food into the freezer again ______________
13. a new contest with the same two competitors ______________
14. caught up in one’s own thoughts ______________
15. put up new artwork and curtains ______________
Lesson 16

DIRECTIONS  Write a sentence using each word.

accompanied    withheld    sacrifices

What effect does the writer’s use of figurative language have on the overall meaning of the text? Write an explanatory paragraph below, on a separate sheet of paper, or in a new document.
Publish and Present an Informative Presentation  Prepare your informational presentation using your work from Lessons 12–15. Find and cut out photos, graphs, maps, charts, and other visuals to enhance your presentation. If available, use publishing software to add visuals and create layouts digitally. If not, use separate sheets of paper to create layouts, including text and images, by hand. Include facts and relevant descriptive details. Focus on main ideas and interesting points as you give your presentation. Speak clearly at an understandable pace.

Titles of Works

DIRECTIONS  Write underlining, italics, or quotation marks on the blank line next to each item to indicate how to correctly punctuate the title.

1. Handwritten title of a poem that is included in an anthology:  
2. Handwritten title of a movie:  
3. Typed title of an article from a magazine:  
4. Typed title of a magazine or newspaper:  
5. Typed title of a book of poetry:  

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Write in Response to Reading

Which text uses tone and voice more effectively to help readers understand individuals’ emotional responses to events? Use details from each text to support your opinion. Write your answer below, on a separate sheet of paper, or in a new document.
Lesson 17

Text Structure and Tone

DIRECTIONS Using evidence from the texts, answer the following questions about Real-Life Superheroes and Angel Island.

1. What is the connection between text structure and author’s purpose in each text?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What is the connection between tone and author’s purpose in each text?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How does the text structure in each text help develop its tone?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Students analyze and respond to literary and informational text.
Analyse Reasons and Evidence  On a separate sheet of paper or in a new document, take notes on how the author uses reasons and evidence to support points in the introduction for *The Great Migration*. Then write two pages that analyse how the author uses reasons and evidence to support his points. Be sure to identify which reasons and evidence support which points, and include an evaluation of the effectiveness of the author’s techniques.

**Spelling Correctly**

**DIRECTIONS**  Look at the words below. If the word is spelled correctly, write *correct* on the blank line. If the word is not spelled correctly, rewrite it correctly on the blank line.

1. achievement _______________
2. changable _______________
3. independant _______________
4. judgement _______________
5. experience _______________
DIRECTIONS Write a sentence using each word.

momentous  adversity  authorities

Write in Response to Reading

Choose a different topic that appears in all three texts, such as *the meaning of freedom*. Then use information from the texts to write an informative paragraph comparing and contrasting the topic across the three texts. Include facts and key details from each text to integrate information about the topic. Write your answer below, on a separate sheet of paper, or in a new document.
Compare and Contrast Texts  Draft an essay comparing and contrasting how *The Great Migration* and *Angel Island* present the migration experience. Include a clear introduction, logically organized points to compare and contrast how the texts address the topic, evidence from each text to support stated points, transitions to show comparisons (e.g., *like, both*) and contrasts (e.g., *but, however*), and a conclusion.

Verifying Spelling

**DIRECTIONS** Use an online or print dictionary to verify that all the words in the sentences below are spelled correctly. Remember that homophones, or words that sound the same but have different spellings and meanings, can often lead to spelling errors. Circle any misspelled words, and write the correct spelling on the line.

1. I finally beet my high score! __________

2. We had to weight for tickets. __________

3. Use what you learned in today’s lessen to help you with the homework. __________

Describe the steps you would take to use a dictionary to verify a word’s spelling.
Endings -ed, -ing, -s

DIRECTIONS Use the ending -ed, -ing, or -s to change the underlined verb in each sentence to the tense indicated. On the line, rewrite the sentence with the new tense so that it makes sense. You might need to add, delete, or change the spelling of some other words.

1. Change to past: Uncle Steve calls breakfast the most important meal of the day.

2. Change to present: He has been cooking eggs and spinach every morning.

3. Change to in process: I have tried to get him to cook something else.

4. Change to past: He makes his own favorite food every day without thinking.

5. Change to present: Let’s hope my most recent request is making a difference.

DIRECTIONS Read each sentence. Then add -s, -ed, or -ing to the word in parentheses and complete the sentence correctly.

6. Tomorrow, I am _____________ on vacation. (go)

7. I _____________ to go last week, but my flight was cancelled. (plan)

8. Something always _____________ in the way of my plans! (get)

9. I was already _____________ in the taxi to the airport. (ride)

10. My sister _____________ to tell me about the big storm. (call)

11. The hurricane _____________ flights from landing. (prevent)

12. Fortunately, my hotel was not _____________. (damage)

13. Now I will be _____________ the aftermath of the storm. (witness)

14. The driver is just _____________ up to the terminal. (pull)

15. I hope the plane _____________ on time today! (leave)
DIRECTIONS  Write a sentence using each word.

illusion  indignant  destructive  persisted

Do George’s parents and Eric have more similarities or differences? Cite text evidence in your response. Write your response below, on a separate sheet of paper, or in a new document.
Establish a Situation  Think about how you might introduce a narrator, characters, setting, and a conflict for your science fiction narrative. On a separate sheet of paper or in a new document, freewrite for 15 minutes. Try to write continuously, without pausing to edit or review your work. Write down all the ideas that come to your mind. You will select the best ideas at a later time.

Common and Proper Nouns
DIRECTIONS  Underline each common noun once and each proper noun twice in the sentences below.

1. Agatha bought some boots at a store in Nashville, Tennessee.
2. Luke’s mother drove him to Franklin High School so that he could watch the game.
3. Whenever Maria and Tyra go to the fair, they visit their aunt in Jackson.
4. We will read a biography of Langston Hughes and a collection of his poetry this week.
5. The twins are finishing a wreath for Mrs. Morrison’s door, and they will give it to her on Saturday.
**DIRECTIONS** Write a sentence using each word.

- offended
- enlightenment
- inquiry
- fusion

Write an explanatory paragraph about how the narrator’s point of view affects the reader’s interpretation of events. Choose one specific passage from the text to support your answer. Write your response below, on a separate sheet of paper, or in a new document.
Name ____________________________

**Point of View**

**DIRECTIONS** Using evidence from the text, answer the following questions about pages 40–42 from *George’s Secret Key to the Universe*.

1. How does George feel about taking the oath?

   ___________________________________________
   ___________________________________________
   ___________________________________________

2. Which details from the narrator’s description of George help develop this idea?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

3. How does George feel when trying to figure out which key to press on Cosmos’s keyboard?

   ___________________________________________
   ___________________________________________
   ___________________________________________

4. Which details from the narrator’s description of George help develop this idea?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

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**Students analyze and respond to literary and informational text.**
Establish a Narrator’s Point of View  On a separate sheet of paper or in a new document, add to your freewrite from Lesson 1. Use the third-person limited point of view to explain the main character’s thoughts, feelings, motivations, and reasons for his or her actions.

Concrete and Abstract Nouns

DIRECTIONS  Underline the abstract nouns in the sentences below from pages 40–41 of George’s Secret Key to the Universe.

“I shall be courageous and careful in my quest for greater knowledge about the mysteries that surround us. I shall not use scientific knowledge for my own personal gain or give it to those who seek to destroy the wonderful planet on which we live.

“If I break this oath, may the beauty and wonder of the Universe forever remain hidden from me.”
**DIRECTIONS** Write a sentence using each word.

menacing  ambling  inspiration  accelerate

---

Choose the most effective sensory description or figurative language from Chapter 7. Use details from the text to describe why the language is so effective. Write your response below, on a separate sheet of paper, or in a new document.

---

**Students demonstrate contextual understanding of Benchmark Vocabulary.**
Students read text closely and use text evidence in their written answers.
Technology and Treasure

Historians estimate that about three million shipwrecks lie on the ocean floor. Many contain gold, silver, or precious gems. Why not grab a snorkel and fins, take a few diving lessons, and head into the ocean to find a treasure? Unfortunately, it’s not that simple. Famous treasure hunter Mel Fisher and his crew spent sixteen years searching for the wreck of the seventeenth-century Spanish ship *Atocha* (ah-TOE-chah) before locating it in 1985.

High-tech electronic equipment has made the task of finding underwater treasure—like the more than 100,000 silver coins found in the *Atocha*—a lot easier than it once was. Consider the steps that many modern treasure hunters take.

Find the Wreck Sonar devices towed behind ships send out sound waves, which bounce off the ocean floor and back to the ship. A computer creates a three-dimensional map that can be used to locate hidden wrecks. Even ships completely covered by sand can be detected.

Get to the Wreck Divers use SCUBA (Self-Contained Underwater Breathing Apparatus) gear to explore wrecks in shallow water. The diver, breathing a mixture of gases held in tanks, carries a light, safety equipment, and tools. In deep water, searchers operate sophisticated robotic devices, including Remotely Operated Vehicles (ROVs).

Locate Buried Objects Sand shifts with ocean currents, so divers may use submersible detectors to locate metals below the ocean floor. Other devices similar to leaf blowers move sand and sediment away from objects. Reversing the flow of air can vacuum small items directly up to the recovery ship.

Map the Site Divers use powerful lights and high-definition cameras to take thousands of photographs. These are assembled into a detailed map of the wreck.

Recover Objects Crews on recovery ships lower baskets to bring up small objects. Cranes or robotic arms move larger items. The water dredge is another useful excavation tool. With a long tube, it functions much like an underwater vacuum cleaner.

Conserve Artifacts Objects exposed to seawater for centuries are often covered with minerals. Conservation experts use everything from dental picks to air-powered chisels to expose the treasure underneath the crust.

All this technology is not cheap. Mel Fisher spent more than $58 million in his search for the *Atocha*. Is it worth it? Many marine treasure hunters think so. Like a buried time capsule, shipwrecks may hold valuable treasures and also provide a fascinating window into the past.
Gather Evidence  On page 214, underline a text detail that suggests the author’s purpose for writing the selection.

Gather Evidence: Extend Your Ideas  How does the first paragraph support the author’s purpose for writing the selection? Write your answer below.

Ask Questions  Write two questions you could ask the author about how technology has changed searching for shipwrecks.

Ask Questions: Extend Your Ideas  Look at the two questions you wrote. List one print and one online source you could use to find the answers to your questions.

Make Your Case  Choose two scientific vocabulary terms. Use a print or online dictionary to find the definition that best relates to how the word is used in the text. Write each word and its meaning below.

Make Your Case: Extend Your Ideas  Write an original sentence for each word you chose. Discuss your sentences with a partner.
Use Descriptions to Develop Characters  On a separate sheet of paper or in a new document, write a one- to two-page character sketch for the protagonist (main character) of the story you have been working on. Using descriptive details that appeal to the five sentences and figurative language, describe the character’s appearance, actions, motivations, personality, and attitude. Remember that an effective description shows how a character feels rather than simply naming the emotion and creates a vivid picture for readers, allowing them to imagine the character in action.

Plural or Singular Nouns

DIRECTIONS  Read the first paragraph on page 69 of George’s Secret Key to the Universe. Write each singular, plural, and collective noun from the paragraph in the appropriate place on the chart below.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
<th>Collective Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS  Write a sentence using each word.

defiantly  improvised  spiraled  instinctively

--------------------------------------------------

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--------------------------------------------------

--------------------------------------------------

Explain how the sequence of events in Chapters 10 and 11 is presented as a series of scenes. Discuss how the chapter structure helps to organize events. Write your response below, on a separate sheet of paper, or in a new document.

--------------------------------------------------

--------------------------------------------------

--------------------------------------------------

--------------------------------------------------

--------------------------------------------------
Fitting Narrative Pieces Together

**DIRECTIONS** Using evidence from the text, answer the following questions about pages 95–98 of *George’s Secret Key to the Universe*.

1. What do Annie and George land on in outer space at the beginning of Chapter 11? Why does Annie choose to take him there?

2. How does this connect to previous chapters in the text?

3. What problem does George have on page 97? Why does he have this problem?

4. How does Annie respond to George? How does this help prove her point (her reason for taking him there)?
Organize Event Sequence  On a separate sheet of paper or in a new document, use a Story Sequence B graphic organizer to plan a series of main events that include elements of science fiction. Then create a series of scenes that happen during each main event. Scenes may include dialogue, a description of a new setting, an action sequence, a flashback, or background information. Finally, use this information to add to your narrative. Be sure to include appropriate transitions and time-order words to show the sequence of events.

Pronouns
DIRECTIONS  Reread page 92 of *George’s Secret Key to the Universe*. List each pronoun you find on the page in the appropriate column.
DIRECTIONS  Write a sentence using each word.

massive  divert  summon  device

What is the most suspenseful moment from Chapters 12–14? Explain your answer using evidence from the text. Write your answer below, on a separate sheet of a paper, or in a new document.
Use Pacing to Develop Events  On a separate sheet of paper or in a new document, build on your science fiction narrative by developing the rising action. Focus on pacing to slow down and speed up action as you add new events to develop the story, introduce a series of smaller conflicts leading up to the main conflict, and develop the characters’ responses to new situations. Be sure to use language and pacing that builds suspense and tension.

Personal Pronouns

DIRECTIONS  Underline the personal pronoun that serves as the subject of the sentence, and circle the personal pronoun(s) that serves as an object in the sentence.

1. But then he spotted a small chunk of rock calmly floating next to him.
2. She looked under the bed but could not find them.
3. We go to Boston every year and never take him with us.
4. You can ride a bike across it in just five minutes.
5. Will they help her move the boxes tomorrow?
Suffixes -ly, -ian

DIRECTIONS On the line, write the word from the Word Bank that matches each definition.

**Word Bank**

<table>
<thead>
<tr>
<th>politician</th>
<th>outwardly</th>
<th>secretly</th>
<th>historian</th>
<th>physician</th>
</tr>
</thead>
<tbody>
<tr>
<td>mercifully</td>
<td>antiquarian</td>
<td>calmly</td>
<td>civilian</td>
<td>unfortunately</td>
</tr>
</tbody>
</table>
| roughly | inventively | pedestrian | solidly |}

1. without any doubt ________________
2. slowly and confidently ________________
3. a person who is walking ________________
4. as far as others can see ________________
5. not as good as was hoped ________________
6. person who studies the past ________________
7. with sympathetic kindness ________________
8. hidden from view ________________
9. person who enjoys old objects ________________
10. a nonmilitary member of society ________________
11. with a lack of care or precision ________________
12. person who treats sick people ________________
13. person who runs for office ________________
14. with originality ________________

DIRECTIONS Add -ly or -ian to the underlined word to complete the sentence. Write the full word on the line.

15. ________________ He ordered new glasses from the optic.
16. ________________ The final score was high unusual.
17. ________________ Sad, our school’s team lost the debate.
18. ________________ You would have to be magic to fix that!
19. ________________ The water level is impressive high.
DIRECTIONS Write a sentence using each word.

uninhabitable  havoc  ominously  deliberately

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain how punctuation and style create natural-sounding speech in dialogue. Include text evidence and page numbers in your response. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Develop Dialogue  On a separate sheet of paper or in a new document, add dialogue to the narrative you have been working on. Focus on two or three paragraphs, and use natural-sounding dialogue to develop main characters, illustrate characters’ responses to events, and develop main events. Be sure to capitalize the appropriate words and use quotation marks and other punctuation correctly.

Possessive Pronouns

DIRECTIONS  Underline the possessive pronoun(s) in each sentence.

1. Annie pulled off her heavy space boots and spacesuit.
2. “Yeah, but you’re not allowed in my kitchen, are you?”
3. This copy of the book must be yours because I accidentally ripped the cover of my book.
4. Whenever he feels sick, he makes an appointment with his doctor.
5. The car will be ours if we can guess its price.
Name _____________________________________________

Suffix -ize

DIRECTIONS Read the paragraph. Circle each word that contains the suffix -ize. Write those words to the left of the numbers below. On the right, write a new sentence that contains the word.

Ms. Dobbs needed workers who specialize in carpentry. It took time for the thought to crystallize that we could do the work. We can customize bookcases to minimize the space they occupy while we maximize their capacity. We can accessorize the bookcases with fancy handles. Because Ms. Dobbs wants to downsize, she seized on our idea. In the next few days, we will formalize our proposal so she can authorize us to begin work.

__________ 1. __________________________________________

__________ 2. __________________________________________

__________ 3. __________________________________________

__________ 4. __________________________________________

__________ 5. __________________________________________

__________ 6. __________________________________________

__________ 7. __________________________________________

__________ 8. __________________________________________

DIRECTIONS Add the suffix -ize to the word in parentheses to complete the sentence. Change the spelling of the base word if necessary.

9. To sound good, we must (harmony). ____________

10. Darcy likes to (drama) simple disagreements. ____________

11. He was worried that someone would (burglar) his car. ____________

12. With a small engine, we can (motor) that bike. ____________

13. I can (sympathy) with people who feel sad. ____________

14. The word will stand out more if you (italic) it. ____________

15. We go to puppy play group so the dogs can (social). ____________
DIRECTIONS Write a sentence using each word.

emits  intrigued  emerged

______________________________

______________________________

______________________________

______________________________

Write in Response to Reading

Does George respond well to conflict? Use details from Chapter 19 to support your response. Write your answer below, on a separate sheet of paper, or in a new document.

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Develop Conflict  Develop internal conflict, external conflict, or both in your story by adding events that create rising action and lead to the climax of the story. Be sure to develop the characters’ interactions around science fiction topics, situations, or events. Use a separate sheet of paper or start a new document.

Proper Case for Pronouns
DIRECTIONS  Reread page 177 of George’s Secret Key to the Universe. Write each subjective, objective, and possessive pronoun in the appropriate row below.

<table>
<thead>
<tr>
<th>Subjective Pronouns</th>
<th>Objective Pronouns</th>
<th>Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS  Write a sentence using each word.

advocate  alter  fundamental  vital

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write a paragraph about the mood created by two different settings in *George’s Secret Key to the Universe*. Develop the topic with details or quotations from the text. Use linking words to show relationships between ideas, such as *in contrast* or *similarly*. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Comparing and Contrasting Settings

DIRECTIONS Using evidence from the text, answer the following questions about pages 179–182 from *George’s Secret Key to the Universe*.

1. What is the setting on pages 179–180?

2. What details help develop the setting on pages 179–180?

3. What is the setting of the rest of Chapter 20?

4. What details help develop the setting on page 182?

5. How are these settings alike or different?

6. How are they alike or different in affecting the story’s mood?
Develop Setting  Choose an event from the sequence drafted in Lesson 4, and visualize the setting for that event. On a separate sheet of paper or in a new document, write a detailed description of the setting using precise details to describe the time and place.

Relative Pronouns

DIRECTIONS  Write the relative pronoun that, which, who, or whose to correctly complete each sentence.

1. George met with his teacher, _______ gave him an assignment.
2. The iron bar became oxidized, _______ means “rusted.”
3. Eric read the note _______ contained misinformation.
4. The professor _______ thinks there is life on Mars loves to talk about it.
5. Dr. Reeper, _______ handwriting George recognized, was trying to trap Eric.
Lesson 9

Name __________________________

Benchmark Vocabulary

**DIRECTIONS** Write a sentence using each word.

- objected  
- distorted  
- erratically  
- engulf

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

What is the most effective visual element in Chapters 23–25? Use details from the text to support your response. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Lesson 9

Name _________________________________

Develop Theme and Resolve Events  On a separate sheet of paper or in a new
document, complete your story by revising it and adding a two- to three-paragraph
ending that resolves the action and conveys the theme. Focus on showing your
characters’ responses to the situation, as well as how they respond to and resolve
the conflict.

Indefinite Pronouns

DIRECTIONS  Circle the indefinite pronoun in each sentence, and write whether it is
singular or plural.

1. Most of the screen was full of stars. __________
2. Some of the books in Eric’s library were in French. __________
3. Whenever we go to the museum, someone gets lost. __________
4. Anyone can try out for the basketball team. __________
5. My father reminds me that few know how to build an engine. __________

Students write routinely for a range of tasks, purposes,
and audiences. Students practice various conventions
of standard English.
DIRECTIONS  Write a sentence using each word.

ultimate  galaxy  remnants  perplexed

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Look at the illustrations in Chapters 26–28 of *George’s Secret Key to the Universe*. Choose one illustration, and explain how it helps you understand the text. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Text Structure and Visual Elements

DIRECTIONS Using evidence from the text, answer the following questions about Chapters 26–28 of George’s Secret Key to the Universe.

1. How is the text in Chapter 26 structured?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How does the sidebar (pages 234–235) enhance the information in Eric’s book?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How is the text in Chapters 27 and 28 structured?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. How do the illustrations in Chapters 27 and 28 add to the story’s plot? Use specific examples from the text.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
**Develop a Scene**  On a separate sheet of paper or in a new document, write a two-page scene based on a topic featured in *George’s Secret Key to the Universe*. Introduce an event and use descriptive details and dialogue to develop this event over the course of the scene. Refer to your answers from the Prepare to Write section and use this information to think about how to establish a situation to orient the reader.

**Intensive Pronouns**

**DIRECTIONS** Underline the intensive pronoun in each sentence.

1. Annie decided to talk to George herself and clear up his confusion.
2. The pig shook itself and dashed through the open pigsty door; George himself was to blame for leaving the door open.
3. Michael hurt himself sliding across the court, but he could not bandage the wound himself.
4. Wanda and Fletcher would have done it themselves if they had been given enough time.
5. I finished the report myself, so I know it includes the results from all of our experiments.
Prefixes *com*-, *epi*-, *pro*-

**DIRECTIONS** Refer to the definitions of the prefixes *com*-, *epi*-, and *pro*-. Add one of the prefixes to a word from the Word Bank to complete each sentence.

*com*- with, together, thoroughly  
*epi*- on, at, before, after  
*pro*- before, forward, forth, for

**Word Bank**

<table>
<thead>
<tr>
<th>test</th>
<th>long</th>
<th>fort</th>
<th>press</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>portion</td>
<td>pound</td>
<td>center</td>
</tr>
</tbody>
</table>

1. The oversized couch is not in _____________ to the small room.
2. She had to ________________ her hour-long speech into ten minutes!
3. The ________________ preceding Chapter 1 set the tone of the book.
4. The marchers were part of a ________________ movement.
5. I hope they do not ________________ this boring play much longer.
6. Dad used warm milk to ________________ the baby.
7. Lydia located the ________________ of the earthquake on the map.
8. Detectives sent the mysterious ________________ to the lab for testing.

**DIRECTIONS** Read the meaning of each root. Add the prefix shown, write the word, and write a possible definition of the new word.

9. *bust*, to burn, + *com*- = ________________
   Definition: _____________________________

10. *voke*, voice or call, + *pro*- = ________________
    Definition: ___________________________

11. *pose*, place, + *com*- = ________________
    Definition: ___________________________

12. *trude*, push or thrust, + *pro*- = ________________
    Definition: ___________________________
**DIRECTIONS** Write a sentence using each word.

accessing  exploiting  agitated

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read the last two pages of Chapter 30. Then give your opinion as to whether Eric should try to make up with Dr. Reeper. Use evidence from the text in your response. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Expand and Revise a Draft  Review the scene you wrote in Lesson 10 and identify key events in the scene. Then think about how each character might react to those events and expand and revise your draft on a separate sheet of paper. Be sure to use precise words as well as figurative language, such as similes and metaphors, to describe your characters’ reactions. Remember to also include sensory details as you develop important character reactions.

Pronoun-Antecedent Agreement

DIRECTIONS  Complete each sentence with the correct pronoun.

1. Michael and Tristan were best friends in second grade, but now _______ do not talk to each other.

2. Annie heard _______ mother and father speaking quietly.

3. My sister and I took _______ dog with us to the park.

4. Louis cannot fix the car, so _______ will have to take it to a mechanic.

5. Most of the students have turned in _______ assignments early.
DIRECTIONS Write a sentence using each word.

vigorous commotion

Read the last sentence on page 286. Explain how the information adds to the chapter and to the text as a whole. What does it add to the theme of the novel? Use text evidence to support your response. Write your response below, on a separate sheet of paper, or in a new document.
Plan a Science Fiction Narrative  Plan an original science fiction narrative based on something you learned from George’s Secret Key to the Universe. Think about the purpose (to entertain) and determine the audience for your narrative. Then, on a separate sheet of paper or in a new document, use a Story Sequence B graphic organizer to develop its characters, setting, and events.

Pronoun-Antecedent Agreement

DIRECTIONS  Rewrite each sentence below so that the pronoun and its antecedent agree. There is more than one way to correct each sentence.

1. Each of the teachers brought their plans to the meeting. ____________________________

2. Everyone in the class had their notes at the assembly. ____________________________

3. Somebody can eat their lunch at my desk. ____________________________

4. Neither of the boys can take the game with them to school. ____________________________

5. Nobody wants their prize taken away. ____________________________
DIRECTIONS  Write a sentence using each word.

lunar  horizon  vessel

Read the second paragraph on page 6. Use details from the passage to write an informative paragraph explaining conditions on the surface of the moon. Write your response below, on a separate sheet of paper, or in a new document.

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Careers in the Space Industry

Do you like gazing at the stars on a clear night? Are you fascinated by the enormity of the universe? Do you wonder if there is life “out there”? Perhaps a career in the space industry is for you. Most of the job opportunities in space exploration or research involve science and math, but writers and artists also play a role in this exciting field.

The most common career involving space is astronomy. Astronomers use science to study the universe. These men and women study the motions, positions, sizes, and makeup of heavenly bodies, such as stars, planets, and galaxies. Astronomers often get their doctoral degrees. Their jobs might involve teaching at a university, doing research about how something in space works, or using enormous telescopes and supercomputers to analyze how objects in space move.

Some astronomers specialize in astrophysics. That is, they study the physical and chemical measurements of heavenly bodies. The astrophysicists at the National Aeronautics and Space Administration (NASA) focus on answering three main questions: How does the universe work? How did we get here? Are we alone? These specialists use their knowledge of physics, along with advanced technology, to continue to search for answers to these questions.

If this kind of science isn’t up your alley, you might be interested in another career in the space industry—engineering. Electrical engineers are responsible for designing rocket engines, propulsion devices, and satellites. They focus on the way these things will function outside Earth’s atmosphere. Mechanical engineers work on any moving parts of a spacecraft, from radios to robots. They, too, have to think about the way the space environment will affect materials. Finally, software engineers program the computers that run the spacecraft that electrical and mechanical engineers design.

If your skills are more focused in the arts, you will be happy to learn that the space industry also caters to your talents. Universities, private corporations, and government agencies all need writers to share their visions and their progress with the public. Artists might collaborate with writers to illustrate the explanations of how spacecraft work, for example.

Even if the space industry does not include the right career for you, you can still enjoy gazing at the night sky on a clear evening.
Students read text closely to determine what the text says.

Gather Evidence Underline three objects that electrical engineers design. Circle three things that astronomers study.

Gather Evidence: Extend Your Ideas What would an electrical engineer do with a satellite? What would an astronomer do with a satellite?

Ask Questions Write two questions about careers in the space industry that begin with where.

Ask Questions: Extend Your Ideas Write two questions about careers in the space industry that begin with how.

Make Your Case Select one career mentioned in the passage, and use a detail from the text to explain why it would be a satisfying or rewarding career.

Make Your Case: Extend Your Ideas Choose the career mentioned in the passage that you find most interesting. List some steps you could take to prepare yourself for that career. Discuss your result with a partner.
Draft Science Fiction  Using your Story Sequence B graphic organizer from Lesson 12, draft two to three pages of your science fiction narrative on separate sheets of paper or in a new document. Think about your purpose (to entertain), and determine your audience. Then develop your characters and create well-organized events. Be sure to include science fiction elements, such as futuristic or imagined characters, settings, and/or events, and add dialogue to help develop characters and events.

Linking Verbs

DIRECTIONS Underline the linking verbs in each sentence. Then draw a box around its subject, and circle the word or words that rename or describe that subject.

1. Neil and Buzz seemed happy after they conducted experiments on the moon.
2. William felt guilty about not returning the library book on time.
3. Laila was worried about performing in front of an audience.
4. Even though she is a musician, she rarely plays in concerts.
5. When my mother comes home from work, she always looks exhausted.
DIRECTIONS Write a sentence using each word.

atmosphere  potentially  quarantine  facility

Consider Michael Collins’s decision to never travel in space again. Do you agree or disagree with his decision? Support your answer using cause-effect relationships from the text. Write your response below, on a separate sheet of paper, or in a new document.
Causes-Effect Relationships

DIRECTIONS Using evidence from the text, answer the following questions about pages 12–17 from *The Man Who Went to the Far Side of the Moon*.

1. On page 12, how does weightlessness in space affect the way astronauts eat food?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. On page 14, what results from the mice surviving in the quarantine trailer with the astronauts? Why does this occur?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. On page 15, why are there scientific experiments, television cameras and cables, Hasselblad cameras, and empty food packages still on the moon?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. On page 17, why does Collins feel lucky to live on Earth?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Revise or Rewrite Science Fiction  Exchange your science fiction narrative with a partner. As you review your partner’s draft, consider the following questions:

1. Does the organization and sequence make sense? Are there transitions?
2. Are there vague or general words that should be replaced with more concrete words?
3. Does the dialogue sound natural?
4. Is the sentence structure effective, and does it vary throughout?

Using the feedback from your partner, revise or rewrite your narrative on separate sheets of paper or in a new document. Add transitions to clarify organization; develop characters by elaborating with concrete details, sensory details, and stronger word choice; use fragments and slang to make dialogue more realistic; and combine, expand, or reduce sentences to vary structure.

Linking Verbs
DIRECTIONS  Write A if the underlined verb is used as an action verb or L if it is used as a linking verb.

1. Michael thought the freeze-dried shrimp cocktail tasted great. ________
2. He tasted the fruit cocktail and did not like it ________
3. Luella grew tomatoes and cucumbers in her garden. ________
4. When the plantains smelled sweet, they were ripe enough to cook. ________
5. Kyrie could smell the flowers on the table from his bedroom. ________
**DIRECTIONS** Write a sentence using each word.

- illusion
- vigorous
- atmosphere
- potentially

Write a paragraph that explains the traits an astronaut needs. Use evidence from both texts in your response. Write your response below, on a separate sheet of paper, or in a new document.
Lesson 15

Name ________________________________

**Compare and Contrast Characters**

**DIRECTIONS** Using evidence from the texts, answer the following questions about *George’s Secret Key to the Universe* and *The Man Who Went to the Far Side of the Moon*.

1. How are Eric’s and Michael’s attitudes about their work exploring space similar?
   __________________________________________
   __________________________________________
   __________________________________________

2. How are Eric’s and Michael’s attitudes about their work exploring space different?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. How are Eric’s and Michael’s views about Earth similar and different?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. How are Eric’s and Michael’s views about family similar or different?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Edit and Proofread Science Fiction  Find a new partner and exchange revised drafts of your science fiction narratives. Use the checklist below to review your partner’s narrative for correct grammar, punctuation, spelling, and use of pronouns.

- All proper nouns are capitalized.
- All dialogue is correctly punctuated.
- All words are spelled correctly.
- Narration uses complete sentences.
- Pronouns are used correctly.

Verb Phrases

DIRECTIONS Underline the verb phrase(s) in each sentence. Then circle the helping verb(s).

1. I am traveling to San Francisco by train.
2. The Flemings should adopt another dog.
3. She has been writing this book for over six months now.
4. Nancy and Isabelle will visit their aunt during the holiday break.
5. Jeremiah must finish his chores before he can play basketball with his friends.
Idioms

DIRECTIONS Read the paragraph below. Using your knowledge of the ordinary meanings of words, decide which underlined phrases are idioms. Then use context clues and print or digital resources to determine the meaning of the idioms. Write the idioms and their meanings on the lines.

Lan had performed flawlessly. The curtains parted for her bow. Suddenly, Alvin leapt onto the stage. He completely stole her thunder! The audience kept applauding, but Lan gestured to the stagehands to pull the plug on the curtain call. To add insult to injury, Alvin grabbed her arm. The applause quieted. Alvin held her hand and knelt down. “This is the last straw!” Lan hissed. Alvin knew he was going out on a limb. “Marry me, Lan,” he whispered, “and I will love you till the cows come home.”

1. ______________

Definition: ____________________________

2. ______________

Definition: ____________________________

3. ______________

Definition: ____________________________

4. ______________

Definition: ____________________________

5. ______________

Definition: ____________________________

6. ______________

Definition: ____________________________
DIRECTIONS  Write a sentence using each word.

mayday    manual    radiation

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Write in Response to Reading

Use details from the text to write an opinion paragraph explaining whether you would like or dislike traveling to Mars with Justin and Alicia as your fellow pilots. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Publish and Present Science Fiction  Prepare to present the science fiction narrative you created in Lessons 12–15. Cut out photos, graphs, maps, charts, and other visuals that you can use in a presentation about your narrative, and create layouts by hand. Focus on presenting main ideas and interesting points from your story, including information about the characters and key events. Then annotate your narrative in order to decide how to adjust rate and expression to reflect emotion and intensity in your narrative.

Linking Verb or Helping Verb

DIRECTIONS  Read each sentence carefully. Then underline the form of the verb be that serves as a linking verb, and circle the form of the verb be that serves as a helping verb.

1. “I am the captain of this space pod, and we are going to crash!”

2. She was calling “Mayday” for help, but she was calm.

3. Moira will be watching the game tonight, but Frank is too tired to join her.

4. We were frustrated because the mover was driving so slowly.

5. The plane is flying over the Grand Canyon, but Wesley is scared and will not look out of the window.
DIRECTIONS Write a sentence using each word.

enlightenment  inquiry  vital  mayday

Choose a theme common to both texts. Choose one character from each text, and compare and contrast how the two characters help develop the theme in their respective texts. Include each character’s attitude toward the theme, as well as the characters’ responses to actions or events that help develop the theme. Write your response below, on a separate sheet of paper, or in a new document.
Compare and Contrast Themes

DIRECTIONS Using evidence from the texts, answer the following questions about *George’s Secret Key to the Universe* and “Mayday on Moon of Jupiter.”

1. What are some key events that occur in Chapters 30–32 of *George’s Secret Key to the Universe*?

2. What are some key events that occur in “Mayday on Moon of Jupiter”?

3. How do the characters’ actions develop the theme(s) of each text?

4. What theme(s) do the two texts share?
Conduct Research to Explore Theme  Conduct print and digital research about a real person you read about in the unit who has turned his or her curiosity about space into a career related to space exploration. Focus your research on the theme (curiosity and space exploration). Write notes on the sources you find on separate sheets of paper or in a new document. Be sure to do the following:

1. Find at least three sources, including both primary and secondary sources.
2. Paraphrase, summarize, and quote directly to take notes on your sources.
3. Cite correct source information.

Principal Parts of Regular Verbs
DIRECTIONS  On the line next to each sentence, identify whether the underlined verb is the present tense, present participle, past tense, or past participle form of a regular verb.

1. She said that she would bring the keys tonight. __________________
2. Morgan and Betty are walking down the block. __________________
3. The group has filed a petition to change the ordinance. __________________
4. Lillian is working on an important report this week. __________________
5. Christopher likes his new home and his new school. __________________
DIRECTIONS  Write a sentence using each word.

instinctively  atmosphere  potentially  radiation

Write in Response to Reading

Unlike “Mayday on Moon of Jupiter,” the rising action in *George’s Secret Key to the Universe* develops over the course of several chapters. Because of this, the pacing is different in the two texts. Which text was more exciting to read? Why was the text you selected more exciting to read? Explain your answer using evidence from both texts. Write your response below, on a separate sheet of paper, or in a new document.
Use Research to Explore Theme  Use your research about a person involved in space exploration to write a one-page fictional journal entry from that person’s perspective about the importance of curiosity in space exploration. Use details, facts, examples, and other information from your research to make the journal entry as vivid and authentic as possible. Write the journal entry on a separate sheet of paper or start a new document.

Principal Parts of Irregular Verbs

DIRECTIONS  Complete each sentence with the correct form of the irregular verb.

1. As Justin _____________ (fly, present tense) the aircraft, Alicia reads the mission manual.

2. After the science competition ended, Susan _______________ (drive, past tense) George and his new computer home.

3. George discovered that the boys had ________________ (steal, past participle) Cosmos for Dr. Reeper.

4. When George _______________ (go, past tense) to Eric’s house, there were scientists in Eric’s library.

5. Annie had _______________ (become, past participle) angry, and she was determined to prove to George that she was telling the truth.
Name ________________________________

**Synonyms**

**DIRECTIONS** From the Word Bank, choose a synonym for each underlined word. Write the synonym on the line.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>muttered</td>
</tr>
<tr>
<td>meal</td>
</tr>
<tr>
<td>parading</td>
</tr>
</tbody>
</table>

1. Jonas sat in class, daydreaming about his **lunch**.
2. The sandwich had meatloaf, his **favorite** leftover.
3. Because of band **practice**, he had missed breakfast.
4. Playing the tuba took a lot of **skill**.
5. It also demanded an **astonishing** amount of energy!
6. Just imagine, Jonas thought, **marching** with a tuba.
7. The band would be **performing** at Friday’s game.
8. Band members had **spotless** new uniforms.
9. The **event** promised to be a feast for the eyes and ears.
11. Jonas sat up **abruptly** and blinked his eyes
12. Had he **murmured**, or had he missed a question?
13. “Are tubas incredibly **heavy**?” the teacher clarified.
14. “Not for someone like me!” Jonas **replied**.
15. “That’s a relief,” said the teacher, **smiling**.
Benchmark Vocabulary

Lesson 1

DIRECTIONS Write a sentence using each word.

allergic embarrassing cultures stern

Based on details in pages 4–9, what can you infer about Jess and Layla’s friendship? Use evidence from the text to support your response. Write your response below, on a separate sheet of paper, or in a new document.
Choose and Introduce a Topic  Write one or two paragraphs that introduce a topic related to an important historical discovery about a part of our solar system. Your topic should be clear, and your introduction should interest the reader and help tell what the rest of your writing will be about. Write your paragraph(s) on a separate sheet of paper or in a new document.

Verb Tense: Simple Tenses

DIRECTIONS  Circle the verb in each sentence. On the line next to each sentence, write PR if the verb is in the present tense, PA if the verb is in the past tense, or F if the verb is in the future tense.

1. The particles clumped together into masses called planetesimals. _______
2. Our weather and climate depend on the sun. _______
3. Suzanne purchased a hat for each of her grandchildren. _______
4. Alisha will bike to work for the entire week. _______
5. Dorian will invite a few of his coworkers to his birthday party. _______
DIRECTIONS Write a sentence using each word.

interactive obvious theories

Reread pages 11–14 of Jess and Layla’s Astronomical Assignment, and write a paragraph that compares and contrasts the students in Dr. Goggles’s classroom. Use evidence from the text in your response. Write your response below, on a separate sheet of paper, or in a new document.
Compare and Contrast Characters

DIRECTIONS Using evidence from the text, answer the following questions about pages 10–14 from *Jess and Layla’s Astronomical Assignment.*

1. How is Layla similar to her classmates Danny Phillips and Jade Jefferson?

______________________________________________________________________________

______________________________________________________________________________

2. Which details from the text support your answer?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. How are Jess and Dr. Goggles similar?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. Which details from the text support your answer?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Organize Ideas  On a separate sheet of paper or in a new document, create an outline or plan for your writing that develops two or three main ideas about your topic from Lesson 1. Research to find ideas and details to add to the main ideas in your outline or plan.

**Verb Tense: Simple Tenses**

**DIRECTIONS** For each verb below, write one sentence that uses the verb in the present tense, one that uses the verb in the past tense, and one that uses the verb in the future tense.

1. crash

   ________________________________
   ________________________________
   ________________________________

2. stop

   ________________________________
   ________________________________
   ________________________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Lesson 3

Name ________________________________

**Benchmark Vocabulary**

DIRECTIONS Write a sentence using each word.

inspiration  disbelief

____________________________________

____________________________________

____________________________________

____________________________________

Reread paragraph 6 on page 20, which describes the meteors that Jess and Layla see. How does the author’s word choice help you understand the event? Use specific examples from the text in your response. Write your response below, on a separate sheet of paper, or in a new document.

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Charlotte’s Space Travel

Charlotte loved when her uncle visited. Uncle Ty was an engineer who worked for NASA (National Aeronautics and Space Administration). He told great stories about the rockets he helped design, and he often brought Charlotte books filled with beautiful photographs taken from space. She loved technology and science, and she was fairly adventurous. For those reasons, her family kept telling Charlotte she should be an astronaut when she grew up, but she just wasn’t sure.

One Saturday, Charlotte and Uncle Ty took a trip to the city. They spent the day at the Museum of Natural History, which was hosting an exhibit on space travel. Uncle Ty provided a running narrative about various spacecraft and added interesting facts about the display of space suits and other astronaut gear. Charlotte was thrilled to try operating two model robot arms. These devices fascinated her.

By the time they got on the bus to return home, Charlotte was exhausted. Closing her eyes, she thought about what it would be like to zoom into space. As she drifted off to sleep, Charlotte started to feel the weightlessness astronauts must feel when they float in zero gravity. The next thing she knew, she was looking out the window not of a bus but of a space shuttle. She could see the vivid colors of Earth—brilliant blues and greens like she had never before witnessed.

Just then, one of her crew members floated over and nudged Charlotte, telling her she had to finish the task at hand quickly. Charlotte realized that she was maneuvering a giant robotic arm outside the space shuttle to tighten a loose panel. The pressure was on, and she felt nervous. But she kept at it. Soon enough the whole crew was celebrating Charlotte’s success.

After a snack of granola, dried fruit, and nuts, the crew hooked their sleeping bags to the wall. They settled in for a good night’s sleep after a long day. Charlotte dozed off, feeling proud of her accomplishment with the robotic arm and excited for the experiments they would set up the next day.

She felt like she had barely slept when all of a sudden she heard Uncle Ty’s voice. “Wake up, Char,” Uncle Ty whispered. “We’re back home now.” When Charlotte opened her eyes, she realized she had been dreaming, but this she knew for sure—she wanted to be an astronaut one day and couldn’t wait for her first trip into space.
Gather Evidence  Underline Charlotte’s character traits that suggest to her family why she should be an astronaut.

Gather Evidence: Extend Your Ideas  Circle the actions in the second paragraph that connect to the personality traits that you underlined.

Ask Questions  Write two questions you would ask the author about elements of Charlotte’s dream.

Ask Questions: Extend Your Ideas  Write an additional question about the dream that is answered in the text. Underline the answer in the text.

Make Your Case  List character traits and actions for Uncle Ty. Compare these with Charlotte’s traits and actions that you underlined and circled earlier.

Make Your Case: Extend Your Ideas  Use evidence from the text to support your opinion about whether Charlotte or Uncle Ty is more interesting. Discuss your opinion and evidence with a partner.


**Research Scientific Texts** On a separate sheet of paper or in a new document, take notes on two or three sources about your topic. Record the title, author, and/or URL for the source before you begin taking notes. As you take notes, be sure to use your own words to paraphrase and summarize information from your sources.

---

**Perfect Tenses**

**DIRECTIONS** Circle the verb in each sentence. On the line next to each sentence, write PRP if the verb is in the present perfect tense, PAP if the verb is in the past perfect tense, and FP if the verb is in the future perfect tense.

1. Dr. Li has studied the planet Venus for the past decade. __________
2. By the end of next year, the institute will have created thousands of new images. __________
3. Corrine and Elliot had watched movies for more than five hours. __________
4. We will have collected enough signatures to submit the petition by next Friday. __________
5. They had finished all of the research for their final paper. __________
DIRECTIONS  Write a sentence using each word.

skidded  hesitated  fizzing

How do the illustrations on pages 22–24 help you better understand the story? Use evidence from the text to support your response. Write your response below, on a separate sheet of paper, or in a new document.
Analyze Images

**DIRECTIONS** Using evidence from the text, answer the following questions about pages 22–24 from *Jess and Layla’s Astronomical Assignment*.

1. Look at the illustration on pages 22–23. What details from the story are depicted in the illustration?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

2. How does the illustration help you understand the emotions of the scene?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

3. Look at the illustration on page 24. What details from the story are depicted in the illustration?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

4. How does the illustration help you understand Jess and Layla’s surprise and confusion?

   ______________________________________________________

   ______________________________________________________
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

Research Digital Sources  Find two or three reliable digital sources that will support the main ideas from your outline or plan for writing in Lesson 2. On a separate sheet of paper or in a new document, take one or two pages of notes on these sources.

Perfect Tenses

DIRECTIONS  Write a sentence using each verb below in the tense identified.

1. cause (past perfect) __________________________________________________________

2. work (future perfect) _______________________________________________________

3. plan (past perfect) _________________________________________________________

4. listen (present perfect) _____________________________________________________

5. ask (present perfect) _______________________________________________________

Conventions
DIRECTIONS  Write a sentence using each word.

afterthought  shrieked  hazily

Write a paragraph that explains how the lesson Dr. Goggles teaches about astronomy affects Layla’s choices about what time periods to travel to in the van. Use evidence from the text in your response. Write your response below, on a separate sheet of paper, or in a new document.
Develop the Topic  Synthesize the information you gathered from sources in Lessons 3 and 4. Review your sources, and determine which information you might quote directly in your informative essay and which information you might include as summaries or paraphrases. Then write or find the proper citations for the information you will use. Finally, draft your essay, developing your topic according to the outline or plan you created in Lesson 2 (or a better structure you have developed) and synthesizing the information from your sources and your own ideas. Write your draft on a separate sheet of paper or in a new document.

Use Verb Tense to Convey Sequences

DIRECTIONS  Fill in each blank with the correct form of the verb in parentheses to create an appropriate sequence of tenses.

1. After William ________________ (walk) for nearly ten miles, he finally stopped to rest.
2. Nikki will stay in Maine next summer, but her brother Nick ________________ (go) to Florida.
3. Before Sonya ________________ (move) to Chicago, she had visited the city twice.
4. Civil rights activists of the 1950s and 1960s knew that segregation ________________ (be) wrong.
5. Nora realized that she had the wrong workbook after she ________________ (answer) all of the questions.
Lesson 6

Prefix *im-*

**DIRECTIONS** Find the word in the Word Bank that best matches each definition. Write the word on the line.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>immense</td>
</tr>
<tr>
<td>immaculate</td>
</tr>
<tr>
<td>impermeable</td>
</tr>
<tr>
<td>impolite</td>
</tr>
</tbody>
</table>

1. unfair or uneven
2. so vast that it cannot be measured
3. not allowed according to the rules
4. not likely to happen
5. prevented from moving
6. likely to disappear eventually
7. neither courteous nor considerate
8. unrealistic, unworkable
9. hazy, confusing, and unclear
10. not yet full grown

**DIRECTIONS** Read each root and its definition. On the line, write the word from the Word Bank that means the opposite of the root.

11. The root *mensus* means “measured.”
12. The root *macula* means “spot” or “blemish.”
13. The root *pudens* means “ashamed.”
14. The root *permeare* means “to pass through.”
15. The root *memoria* means “memory.”
16. The root *mutabilis* means “changeable.”
17. The root *palpabilis* means “that may be felt.”
18. The root *perturbare* means “to disturb.”
19. The root *placabilis* means “easily satisfied.”
20. The root *ponderare* means “consider.”

Students apply grade-level phonics and word analysis skills.
Benchmark Vocabulary

DIRECTIONS Write a sentence using each word.

astonishment  portrait  admirer

Reread page 37. What do you think the word *balderdash* means? What clues from the text helped you determine its meaning? Why do you think Galileo uses the word to describe Pythagoras’s model? Write your response below, on a separate sheet of paper, or in a new document.
Develop and Link Ideas  Develop and link ideas in the essay you drafted in Lesson 5. You can develop your ideas by using and explaining domain-specific words. You can link ideas by using words to show the order in which events occurred, to show cause and effect, to compare and contrast, or to show other relationships between words, phrases, and sentences. First, work with a partner to evaluate each other’s work and determine where to add transitions, domain-specific language, and explanations or definitions of domain-specific language. Then write your revised essay on a separate sheet of paper or in a new document.

Verb Tense to Convey Sequences

DIRECTIONS  Write three sentences below that contain a sequence of verbs that includes the present perfect tense. Underline the verb in the present perfect tense in each sentence.

1. __________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. __________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. __________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

pompously    sarcastic    bickering

How do the illustrations on pages 39–41 help you better understand the relationship between the different astronomers’ ideas? Use evidence from the text in your response. Write your response below, on separate sheet of paper, or in a new document.
Use Illustrations

DIRECTIONS Using evidence from the text, answer the following questions about pages 39–41 from *Jess and Layla’s Astronomical Assignment.*

1. How does this illustration on page 39 help you better understand an important idea or event in the story?

2. How does this illustration on page 40 help you better understand an important idea or event in the story?

3. How does this illustration on page 41 help you better understand an important idea or event in the story?
Incorporate Visuals and Multimedia  Use the steps from the lesson (review, choose, and research) to incorporate visuals and multimedia elements into your informative essay. Link them to your essay by either providing a caption that identifies the illustration or multimedia element or introducing it in your text. On a separate sheet of paper or in a new document, revise your draft to incorporate the visuals or multimedia elements and their captions or introductions in the text.

Modal Auxiliaries

DIRECTIONS  Complete each sentence with an appropriate modal auxiliary verb.

1. Leslie’s mother says that she ________________ go to the mall with us on Saturday.

2. Winona ________________ do her chores before she goes outside to play.

3. Our neighbors ________________ become angry if we walk on their lawn.

4. Kyle ________________ dance, but he does not want to dance to this song.

5. I know that I ________________ get up earlier in the morning, but I am always sleepy.
Lesson 8

Benchmark Vocabulary

DIRECTIONS Write a sentence using each word.

distraught  detour  hurtled  unison

Reread pages 46–48. Describe how the astronomers respond to one another’s ideas as they travel through space. What might a reader learn from their interactions? Use text evidence to support your answer. Write your response below, on a separate sheet of paper, or in a new document.

Write in Response to Reading

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Create a Works Cited List  On a separate sheet of paper or in a new document, create a Works Cited list for your essay. First, identify all of the sources you used in your essay, and determine each source’s medium (print, Web site, etc.). Then, use the format provided in the lesson to create a citation reference for each source. Finally, list your sources in alphabetical order.

Modal Auxiliaries

DIRECTIONS  For each modal auxiliary verb, write two sentences using it correctly.

1. can ____________________________________________________________

2. could _________________________________________________________
DIRECTIONS Write a sentence using each word.

- glittering
- investigated
- souvenir

Choose one of the astronomers from *Jess and Layla’s Astronomical Assignment*. Think about his dialogue and behavior. Describe his personality and some ways it was or wasn’t what you expected for a historical scientist. Use text evidence to support your answer. Write your response below, on a separate sheet of paper, or in a new document.
Develop a Conclusion  On a separate sheet of paper or in a new document, write a concluding paragraph for your research paper. Develop a transition sentence to introduce the conclusion, identify and briefly summarize the main points of the essay, and offer additional insight based on what you learned while drafting your research paper.

Use Consistent Verb Tenses

DIRECTIONS  Underline both verbs in each sentence or sentence pair. Change the second verb to make the tense consistent, and write the new verb on the line.

1. Uranus’s moon Miranda features huge canyons, ropelike markings, and deep grooves. Ridges also marked its surfaces. __________
2. Pythagoras also studied mathematics and proves the Pythagorean theorem. __________
3. The astronomer Tycho Brahe lost his nose in a sword fight! He makes a new nose out of copper. __________
4. Some people call Venus the sister planet to Earth because it was similar in size. __________
5. Halley’s Comet will return in 2061 and then is visible again 75 years later. __________
DIRECTIONS  Write a sentence using each word.

- gazed
- muttering
- filed
- sculptures

Write in Response to Reading

Look at the time line on page 64. Write the sequence of events from the story in the order they would appear on the time line. Why do you think the author chose to describe the events as they are experienced by Jess and Layla, rather than in the order they occurred in history? Write your response below, on a separate sheet of paper, or in a new document.
Story Structure
DIRECTIONS Using evidence from the text, answer the following questions about Jess and Layla’s Astronomical Assignment.

1. In what order did Jess and Layla meet the astronomers? Why do you think this order was chosen?

2. Tycho Brahe was an astronomer who believed the Sun revolved around the Earth and the other planets revolved around the Sun. If he were in this story, when do you think Jess and Layla would have picked him up?

3. On page 62, Jade Jefferson says, “Copernicus ate my homework.” What does she mean?

4. Why do you think this detail is included?
Research a Current Topic  On separate sheets of paper or in a new document, draft one to two pages of notes about a recent discovery related to the solar system. List the source information for each article you review, using the formats for citation that you learned in Lesson 8 of this unit. Then briefly summarize the main ideas of each article, and explain what relevant information the article offers about your topic.

Consistency in Verb Tense

DIRECTIONS  Underline all the verbs. Write C if the verb tenses are consistent and I if they are inconsistent. If you write I, change the verbs in the second sentence to make the tenses consistent and correct.

1. Comets orbit the sun, but they are quite unlike planets. A comet changed when it swept past the sun. _________________________

2. Mercury is the fastest planet. It orbits the sun once every 116 days. _______ _________________________

3. Mars has two moons, Phobos and Deimos. They were strangely shaped, so scientists think they will be actually captured asteroids. ____________________

4. Neil Armstrong and Buzz Aldrin were the first people on the moon. The third member of the team, Michael Collins, will stay behind in the command module. ____________________

5. It will probably be a couple decades before a manned ship will visit Mars. The trip took several weeks. ____________________
Acronyms

DIRECTIONS Draw a line to match each acronym on the left with its source on the right.

1. AWOL  Organization of Petroleum Exporting Countries
2. SCUBA  read-only memory
3. radar  radio detecting and ranging
4. NATO  unknown subject
5. sonar  absent without leave
6. OPEC  self-contained underwater breathing apparatus
7. SCOTUS  North Atlantic Treaty Organization
8. UNSUB  Supreme Court of the United States
9. SARS  sound navigation and ranging
10. ROM  severe acute respiratory syndrome

Students apply grade-level phonics and word analysis skills.
DIRECTIONS Write a sentence using each word.

unpredictable   accumulated   hypothesis   theory   revolutionary

Write in Response to Reading

Agree or disagree with the following statement: Visual elements in informative texts are most effective when combined with other visual elements. Write a paragraph using reasons, facts, and details from the text to support your point of view. Write your response below, on a separate sheet of paper, or in a new document.

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Evaluate Sources  Evaluate your sources from Lesson 10, and put aside those that are not relevant, credible, current, or accurate. If there are any gaps in information, further research may be necessary to fully address all aspects of the topic. After reviewing and organizing your notes, write one page synthesizing all your sources on a separate sheet of paper or in a new document. On another sheet of paper or another page in your document, write a correctly formatted Works Cited page listing all the print and digital sources you used in your one-page report.

Adjectives

DIRECTIONS Circle the adjective in each sentence below. Then underline the noun it modifies. (Ignore all articles.)

1. The twin telescopes are located on the summit of Mauna Kea in Hawaii.
2. Stonehenge in England was used as an astronomical calendar.
3. The Jovian planets are also called gas giants.
4. Scientist believe the dinosaurs were killed when a large asteroid struck the Earth.
5. Some describe Pluto as a trans-Neptunian object.
DIRECTIONS  Write a sentence using each word.

recognized    churning

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Write in Response to Reading

Read pages 16–21. Write an explanatory paragraph, including text evidence, about the ways that astronomers classify stars. Write your paragraph below, on a separate sheet of paper, or in a new document.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Domain-Specific Vocabulary

DIRECTIONS Using evidence from the text, answer the following questions about pages 18–19 from *Our Mysterious Universe*.

1. What is a neutron star?

2. What is a supernova?

3. What is a black hole?

4. Explain how neutron stars, supernovas, and black holes are related.
Plan an Informative Journal Article  Plan an informative journal article by first reviewing the sources you used in Lesson 10 and the page you wrote in Lesson 11. Next, consider how to use the journal article format to present your research about a recent important discovery related to space exploration. Then clearly state the topic you will write about and indicate the article’s focus. Finally, on separate sheets of paper or in a new document, use a graphic organizer to show how you will group information in your journal article and make notes about visual elements that would enhance your article. Be sure to consider your purpose (to inform) and your audience (other students).

Adverbs
DIRECTIONS  Underline the adverbs in the sentences below. Then draw two lines under the word or words each adverb modifies.

1. Energy built up in the sun’s atmosphere suddenly releases.
2. The solar heat quickly turns some of the comet’s snow to a gas.
3. The Very Large Array is an observatory with a very boring name.
4. Supernovas shine brightly before fading away.
5. Traveling at that speed is physically impossible.
DIRECTIONS  Write a sentence using each word.

expanding  interacted

What piece of technology is more important: the Hubble Space Telescope or the Arecibo dish? Use details from the text to write a paragraph supporting your opinion. Write your response below, on a separate sheet of paper, or in a new document.

---

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Moving to Mars?

I was thinking last week about what it would be like if I moved to another planet. I see some advantages right away, of course. First, I might get my name into the history books as the First Resident in Space, which would be totally awesome. Second, it would be a great opportunity to get away from the bully down the street. And third, a planet like Mars has so little gravity that people can jump about three times higher there than they can on Earth. With a vertical leap like that, I’d be virtually unstoppable on the basketball court.

But I recognize downsides to the idea, too. For one thing, moving is a humongous hassle. Even if you just move across the state, you need to pack, say goodbye to neighbors, and take care of a lot of other stuff. Now imagine how much worse that would be if you were moving across the solar system. If you forget to pack even one thing, you might never see it again. And as for connecting with family and friends, I don’t think you can rely on webcams on Mercury.

Then there’s the little problem of always having to wear a space suit. Did you know that Earth is the only planet with enough oxygen to keep us alive? Temperatures are another big issue. It gets up to 460°C (860°F) on Venus—hot enough to fry not just an egg but also a person. As for Saturn, even the most powerful furnaces in the universe aren’t going to keep you warm when it’s around –178°C (–288ºF) outdoors. I guess you’d probably live in a big dome so you could move around some, but not getting to go outside at all—that’s harsh.

Oh, and a lot of these planets are—well, let’s just say that they’re not like Earth. For instance, Jupiter consists mostly of gases like hydrogen and helium, so there isn’t exactly anywhere to stand, let alone to play basketball. Venus has almost zero water, so can you imagine the cost of trying to ship some in from Earth? And the gusts on Neptune are almost ten times stronger than the winds we get here—good for extreme kite-flying, I guess, but not for much else.

So all in all, I plan on staying here on Earth if folks begin settling the other planets. Definitely. It’s the only decision that makes any sense.
Sleuth Work

Students read text closely to determine what the text says.

Gather Evidence  Underline the three advantages that the writer gives as reasons for moving to another planet.

Gather Evidence: Extend Your Ideas  Which of the three underlined advantages includes factual evidence?

Ask Questions  What two questions would you ask about Mars, Mercury, Venus, Saturn, Jupiter, or Neptune?

Ask Questions: Extend Your Ideas  Look at the two questions you wrote. List one print and one online source you could use to find the answers to your questions.

Make Your Case  The writer mentions several obstacles in his case for space settlement. Which is the most effective?

Make Your Case: Extend Your Ideas  Even though there are many obstacles to living on another planet, do you think you would want to settle elsewhere in the solar system someday? Discuss your opinion with a partner.
Draft an Informative Journal Article  Begin drafting your informative journal article based on your graphic organizer from Lesson 12. First, review your notes on sources and select facts, concrete details, and examples. Next, choose interesting images to accompany the facts and details in your journal article. Then, on separate sheets of paper or in a new document, write a rough draft of your journal article. Include an introduction, body paragraphs that present factual information, and a conclusion that summarizes the topic and makes a suggestion for further research. Be sure to properly cite all sources for both written information and images. If possible, also create layouts showing what information and visual elements you will include in a presentation.

Linking Verbs and Subject Complements

DIRECTIONS  In each sentence, circle the subject of the sentence and underline its subject complement.

1. Edwin Hubble  was a famous astronomer who measured the red shift.

2. The  astronomer  who measured the red shift was he.

3. The first  person  to go to outer space was Yuri Gagarin.

4. Perhaps the first  human  on Mars will be you!

5. Saturn’s largest  moon  is Titan.
DIRECTIONS  Write a sentence using each word.

hypothesis  theory  astronomy

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Write in Response to Reading

How might Jess and Layla’s adventure have changed if they met Edwin Hubble? What would he say to Jess and Layla? What would he say to the other astronomers? Where or when would he want to go in the van? Use evidence from the texts to support your answers. Write your response below, on a separate sheet of paper, or in a new document.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Revise or Rewrite an Informative Journal Article  Peer review a partner’s informative journal article, recording your comments on a separate sheet of paper or a new document. Evaluate the organization of your partner’s article. Identify any vague language in your partner’s article, and suggest precise or domain-specific language to use instead. Suggest where to include visuals in your partner’s article. Then, on a separate sheet of paper or in a new document, revise and edit your own journal article based on your peer’s feedback.

Linking Verbs and Subject Complements
DIRECTIONS  In each sentence, circle the subject of the sentence and underline its subject complement.

1. Quasars seemed quite small.

2. Neptune is one of the Jovian planets.

3. Laika the dog became the first animal to orbit Earth.

4. Scientists think a planet called Theia crashed into Earth a long time ago, and the debris became the moon.

5. In many science fiction stories, black holes are doorways to other times and places because they are so mysterious.
Benchmark Vocabulary

DIRECTIONS  Write a sentence using each word.

inescapable  intense  boundary  frenzy

Which examples of imagery best describe black holes? Use text evidence to support your opinion. Write your response below, on a separate sheet of paper, or in a new document.

Write in Response to Reading

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Imagery and Repetition

DIRECTIONS  Using evidence from the text, answer the following questions about pages 30–35 of *A Black Hole is NOT a Hole*.

1. What phrase is repeated on the first page of the selection?

   _____________________________________________________________

2. Why is this phrase important?

   _____________________________________________________________

   _____________________________________________________________

3. What is the effect of this repetition?

   _____________________________________________________________

   _____________________________________________________________

4. Look at page 35. What phrase on this page is similar to the repeated phrase above?

   _____________________________________________________________

5. Remember that a simile compares two different things using the words *like* or *as*. What does the simile on page 35 compare?

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

6. How does this image help you visualize black holes?

   _____________________________________________________________

   _____________________________________________________________
Edit and Proofread an Informative Journal Article  Review the edited and proofread draft of your informative journal article. Then ask your partner any questions you have about his or her edits. Finally, on separate sheets of paper or in a new document, write or type an updated version of your journal article, incorporating your partner’s changes.

Degrees of Comparison

DIRECTIONS  In each sentence, underline the adjective or adverb that shows a degree of comparison. After each sentence, write $CD$ if it is comparative or $SD$ if it is superlative.

1. Jupiter is the largest planet in our solar system. ________

2. The large meteorite burned brighter than the comet that passed close to Earth. ________

3. A black hole’s pull is the strongest pull in the entire universe. ________

4. Globular clusters are bigger and brighter than open clusters. ________

5. Aristotle was not only an astronomer but was also a researcher of biology and physics and is considered one of the greatest philosophers in the world. ________
Greek and Latin Roots

DIRECTIONS Write the word from the Word Bank that best summarizes each group. Use a dictionary for help if you wish.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>journalism</td>
</tr>
<tr>
<td>heroism</td>
</tr>
<tr>
<td>pedometer</td>
</tr>
</tbody>
</table>

1. soprano, alto, bass, baritone
2. fear, panic, anxiety
3. living things, the environment, interactions
4. love of country, loyalty to the flag
5. public show, elaborate performance
6. upset, break apart, force to change
7. writing, reporting, news
8. rough draft, unpublished book
9. distance, watch, start, space
10. courage, bravery, fortitude
11. letters, sentences, literature
12. brilliant, gleaming, like fireworks
13. addition, subtraction, multiplication, division
14. walk, steps, measure
15. instructions, orders, formula
DIRECTIONS  Write a sentence using each word.

colossal  imploded  relatively  intermediate  probe  symmetric

Based on the vocabulary provided, write sentences for each word.

Choose a domain-specific vocabulary word from the text, and write a paragraph summarizing how the author uses it to explain a concept. Write your response below, on a separate sheet of paper, or in a new document.

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Publish and Present an Informative Journal Article  On separate sheets of paper or in a new document, make a clean copy of the latest draft of your informative journal article. Highlight main ideas and key details that you want to include in a presentation, and take notes on the information. Consider how to introduce the topic to engage the audience, and choose or create relevant visuals to add to your presentation. If possible, use publishing software to make a presentation. Finally, deliver an oral presentation based on your article.

Degrees of Comparison

DIRECTIONS  Read the sentences and look at the underlined adjective or adverb. Determine what degree of comparison it is and add it to the chart. Then fill in the other degrees of comparison.

1. Being sucked into a black hole would be downright scary.
2. The most intriguing aspect of a black hole is how it gets started.
3. A supermassive black hole is much more exciting than a regular black hole.

<table>
<thead>
<tr>
<th>Question</th>
<th>Positive Degree</th>
<th>Comparative Degree</th>
<th>Superlative Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS  Write a sentence using each word.

inspiration   intense

________________________
________________________
________________________
________________________

How do these texts explain scientific concepts in a way that is memorable and understandable? Which text do you think is more effective and why? Write your response below, on a separate sheet of paper, or in a new document.

________________________
________________________
________________________
________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Compare and Contrast Texts  Begin by reviewing the texts and then create an outline based on the similarities and differences listed in your T-chart or Venn diagram. Choose the best organization for your essay and be sure to include concrete and relevant details from each text.

Irregular Comparisons
DIRECTIONS Circle the word in parentheses that correctly completes the sentence.

1. Uranus is (farest/farther) from the Sun than Mercury is.
2. We can all feel (betterest/good) about the results of the latest astronomy experiment.
3. The (best/goodest) black hole images taken with the telescope camera will be published in a book.
4. The explosion of the space shuttle was one of the (worst/worsest) disasters in the history of spaceflight.
5. I don’t know astronomy very (well/weller); I thought a pulsar was a science fiction device.
DIRECTIONS  Write a sentence using each word.

universe    revolutionary    probe

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a short explanatory paragraph about our solar system and where it fits into the universe. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Compare and Contrast Genres

DIRECTIONS Using evidence from the texts, answer the following questions about Jess and Layla’s Astronomical Assignment, Our Mysterious Universe, and A Black Hole is NOT a Hole.

1. What does each text have to say about stars?

2. What is the genre of each text?

3. Which text do you think is most effective in expressing scientific concepts? Explain your answer.
**Develop a Compare-Contrast Essay**

On separate sheets of paper or in a new document, develop a compare-contrast essay. First, organize your draft using your outline from Lesson 17. Include well-organized text evidence (facts, details, examples, and quotes) from the texts. Use transitions to link ideas within paragraphs and between paragraphs, and include a strong conclusion that highlights the significance of the similarities or differences across texts.

**Avoiding Double Comparisons**

**DIRECTIONS** Write *C* if the underlined comparisons are correct and *I* if they are incorrect. If you write *I*, write the correct form of the comparison.

1. Neptune is **most farthest** from the sun than any other planet in the solar system.
   
   ____________

2. I think the **best** view of Venus is at dusk.
   
   ________________

3. The issue of “space junk” is becoming **more worse** every year.
   
   ________________

4. If our sun were **more bigger**, it would eventually go supernova.
   
   ________________

5. Finding extraterrestrial life could be the **most importantest** scientific discovery in history.
   
   ________________

---

**Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.**
Complex Spelling Patterns

DIRECTIONS Use the ending -ous, -eous, or -ious to change the underlined noun in each sentence to an adjective. On the line, write a new sentence with the new adjective. The new sentence may, but does not have to, say the same thing as the original sentence.

1. Drake experienced an attack of nerves.

2. Marla’s behavior toward the queen was a model of courtesy.

3. The virus is quite likely to cause an infection.

4. That question always gets a variety of answers.

5. Leon’s new bedroom has an incredible amount of space.

6. Have you ever known a person who is full of ambition?

7. Randy was full of fury when he got the letter with his score.

8. Please exercise caution when you climb down the ladder.

9. Neptune, Jupiter, Saturn, and Uranus are made mostly of gas.

10. The baby birds whose mother flew away cause me to feel pity.
Benchmark Vocabulary

Students demonstrate contextual understanding of Benchmark Vocabulary.

Students read text closely and use text evidence in their written answers.

DIRECTIONS Write a sentence using each word.

route   legendary   trade   secretive

Write two paragraphs stating and supporting your opinion as to how well the author organizes information about Marco Polo’s life. If you were the author, would you have organized the information differently? Write your response below, on a separate sheet of paper, or in a new document.

Write in Response to Reading

Students demonstrate contextual understanding of Benchmark Vocabulary.

Students read text closely and use text evidence in their written answers.
Analyze Author’s Viewpoint  On a separate sheet of paper or in a new document, write three or four paragraphs explaining how the author uses his purpose and viewpoint to shape the information on pages 4–7 of Explorers: Triumphs and Troubles. Use specific examples from the text to support your ideas.

Verbals: Gerunds

DIRECTIONS  Complete the sentences by using the present participle form (the gerund) of the verbs in parentheses.

1. __________ (travel) to the South Pole was dangerous.

2. The writer whom Marco Polo met in prison aided history by __________ (document) the explorer’s journey.

3. ________ (find) a new route to Asia was Christopher Columbus’s goal.

4. Some explorers concentrated on ________ (race) to be the first to reach a location.

5. Other explorers focused on ________ (look) for silver and gold.
Morphemes

DIRECTIONS Use the given base word and one or more word parts from the Morpheme Bank to create a new word that matches each definition. Write the new word on the line.

Morpheme Bank

<table>
<thead>
<tr>
<th>im-</th>
<th>bi-</th>
<th>un-</th>
<th>pro-</th>
<th>-ed</th>
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<tbody>
<tr>
<td>-ly</td>
<td>-ize</td>
<td>-ous</td>
<td>-tion</td>
<td>-able</td>
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</table>

1. comfort: not able to experience comfort __________
2. annual: two times a year __________
3. introduce: the act of introducing __________
4. maximum: make the largest it can be __________
5. poison: causing illness or death __________
6. expect: with a surprising effect __________
7. theory: what people who develop theories do __________
8. motion: advancement to the next level __________
9. polite: with a lack of politeness __________
10. deny: must be acknowledged __________

DIRECTIONS Identify the morphemes in each word. On the line, show the morphemes by writing the letters that represent each one, leaving a space between each set. For example: im person al.

________________________ 11. forgetful
________________________ 12. remarkable
________________________ 13. semiconductor
________________________ 14. resettlement
________________________ 15. preapproval
Lesson 2

Name ____________________________

DIRECTIONS Write a sentence using each word.

banned    scorched    campaign    territory

Read pages 8–11. Write an explanatory paragraph about the “official” and “unofficial” reasons Francis Younghusband visited Tibet. What were his suspicions about the country? Write your response below, on a separate sheet of paper, or in a new document.

Write in Response to Reading
**Historical Context**

**DIRECTIONS** Using evidence from the text, answer the following questions about pages 8–11 from *Explorers: Triumphs and Troubles*.

1. Look at the map on page 8. How does it help the reader understand Younghusband’s reasons for leading an expedition to Tibet?

2. Why did the Tibetans block the road to Lhasa?

3. Why did the British choose not to turn back when they saw the road was blocked?

4. What effect did the Tibetan’s “scorched earth” campaign have? Explain.

5. What did the British make the Tibetans do in order for the British to stop occupying part of their territory?
Analyze Visual Elements  Write three paragraphs analyzing how the author uses visuals. First, find one or two images in the sections you have read so far. Second, briefly state the author’s viewpoint or purpose. Last, explain how each image you chose either helps the author achieve his purpose or adds support in general. Some images may do both. Write your paragraphs on a separate sheet of paper or in a new document.

Verbals: Participles
DIRECTIONS  Underline the participle used as an adjective in each sentence.

1. The advancing British soldiers attacked the Tibetans.
2. The infuriated Tibetans tried to hold off the British.
3. The British soldiers’ sparkling weapons flashed in the sun.
4. The Tibetans tried the “scorched earth” campaign.
5. The British forced the defeated Tibetans to sign an agreement.
DIRECTIONS  Write a sentence using each word.

<table>
<thead>
<tr>
<th>temples</th>
<th>fortune</th>
<th>technically</th>
<th>rival</th>
<th>tactic</th>
<th>ruthless</th>
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Read pages 12–15. Write a paragraph that discusses the author’s use of adjectives and adverbs in the text. How do the adjectives and adverbs add to the reader’s understanding of the text? Write your response below, on a separate sheet of paper, or in a new document.
A Man of Persistence

Explorer Sir Ernest Shackleton might be the most persistent man who ever lived. On December 5, 1914, he and twenty-seven men set out on a ship called *Endurance*. They hoped to reach the Antarctic continent and become the first people to cross the land on foot.

Despite the predictions of a terrible winter, *Endurance* left South Georgia Island, a remote island in the southern Atlantic Ocean. It headed for Vahsel Bay on Antarctica. Just two days later, the vessel ran into pack ice. For the next six weeks, the ship wove through ice floes.

On January 18, 1915, one day short of landing, the ship hit another thick pack ice. By the next morning, ice had enclosed the ship. Shackleton soon realized the ship was securely stuck in the ice and would remain stuck through many long winter months. During this time, Shackleton had his crew stick to their routines and exercise the sled dogs they had brought with them.

Ten months later, the crew still remained on board. In October 1915, pressure from the ice began to damage the ship, and it began slowly sinking. Shackleton and his crew abandoned the ship and made camp on the surrounding ice. On November 21, 1915, *Endurance* sank completely.

The crew camped on the ice for several months, and in April 1916, the ice floe broke in half, causing the crew to flee in lifeboats. Days later, they landed on Elephant Island, about 350 miles from where the *Endurance* sank.

Shackleton knew he had to take a drastic step if they were ever to be rescued. Elephant Island was too remote for a rescue attempt. So a group of six men set off in a lifeboat for South Georgia Island, where their journey had begun.

The lifeboat landed on the west side of South Georgia Island in May 1916. The whaling stations—the only source of rescue—were on the east side. Shackleton and two others left on foot to travel the twenty-two miles to the nearest stations.

Within thirty-six hours, the men had made it to a whaling station and began planning the crew’s rescue. Finally, on August 30, 1916, the crew was rescued from Elephant Island. After almost two years, the ordeal was over, and not one crew member had died. It was an amazing expedition with a happy ending because of one man’s persistence to bring everyone home.
Gather Evidence  Underline events that highlight Shackleton’s persistence.

Gather Evidence: Extend Your Ideas  Add brackets around the events that caused Shackleton to draw on his personal resolve and determination.

Ask Questions  Write two questions you would ask a crew member about Shackleton’s leadership skills.

Ask Questions: Extend Your Ideas  Write an additional question about Shackleton’s leadership skills that is answered in the text. Circle the answer in the text.

Make Your Case  How important was Shackleton’s persistence to himself and the crew of the Endurance?

Make Your Case: Extend Your Ideas  Use evidence from the text to support your opinion about which act of Shackleton's was the bravest. Discuss your results with a partner.
**Analyze Author’s Style**  Select a passage from the sections of *Explorers: Triumphs and Troubles* the class has read so far. The passage should include at least one full paragraph. Make sure you select a passage in which you think the author’s style reinforces his viewpoint or his purpose. After you select a passage, study sentence length and variety. You might want to use an organizer to list interesting or unusual words and phrases, idioms and other examples of familiar language, and descriptive details or striking images. Highlight figurative language. Then, on a separate sheet of paper or in a new document, write three or more paragraphs analyzing the author’s style and explaining how it affects your response to the author’s viewpoint. Use text evidence to support your points.

**Verbals: Infinitives**

**DIRECTIONS**  Underline the infinitives in each sentence from pages 12–13 of *Explorers: Triumphs and Troubles*.

1. They went to find riches, and they weren’t afraid to fight for them.
2. Their next step was to take over the mainland of Mexico.
3. The Aztec temples were said to be full of gold.
4. On hearing this, Cortés decided to head for Tenochtitlán, the Aztec capital city, to find his fortune.
5. However, the Tlaxcalan leaders then decided to join the Spanish conquistadors.
DIRECTIONS  Write a sentence using each word.

limitless    fierce    mythical    brilliant    catastrophe

Read pages 16–19. Using details from the text, write an informative paragraph that explains what Orellana’s actions in the New World reveal about him. Write your response below, on a separate sheet of paper, or in a new document.
Develop an Opinion Statement and Introduction  Write an introduction for an opinion essay that responds to the following question about explorers’ motivations: Did explorers desire personal gain, or were they intent on advancing people’s knowledge of the world? Write your introduction on a separate sheet of paper or in a new document.

Prepositions

DIRECTIONS  Circle the prepositions in each sentence from pages 16–19 of Explorers: Triumphs and Troubles.

1. He was said to be a local ruler with almost limitless supplies of gold, and the conquistadors wanted to get their hands on it!

2. At first, things did not go well for Orellana and his men—they got so hungry searching for food that they ate the boiled soles of their shoes!

3. Orellana claimed that his men refused to return to their companions, and the river’s powerful flow made it impossible anyway.

4. A fierce band of what they thought were women then attacked the explorers.

5. Orellana was a ruthless adventurer, prepared to cheat and kill for wealth.
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Determine Viewpoint

DIRECTIONS  Using evidence from the text, answer the following questions about pages 20–25 from Explorers: Triumphs and Troubles.

1. On page 20, the author writes that Scott “prepared carefully for the journey.” Why do you think the author provides this detail?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. Does the author consider Scott’s expedition a success because his team reached the South Pole, or does the author consider the expedition a failure because none of the team’s members made it back alive?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. What is the author’s viewpoint about the conflict he describes in the first paragraph on page 24? How do you know?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. How is this viewpoint supported by the author’s use of details on pages 24–25?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Gather Evidence  On a separate sheet of paper or in a new document, write complete sentences for each reason in your graphic organizer, using details that support your viewpoint.

Prepositional Phrases
DIRECTIONS  Circle the prepositions in each sentence from pages 20–25 of Explorers: Triumphs and Troubles. Then underline the prepositional phrases.

1. In 1911, no explorer had ever reached the South Pole.
2. Scott prepared carefully for the journey.
3. Their journey from Britain to Australia had taken 250 days, and they had endured storms, shortages of food and water, and even a mutiny.
4. They thought this allowed them to claim the territory for Britain.
5. By 1790, many Eora were frustrated by the new arrivals.
Prefixes over-, in-

DIRECTIONS Read the paragraph. Identify each word that contains either the prefix over- or the prefix in-. Write those words to the left of the numbers below, and write a definition for the word on the right. Feel free to consult a dictionary for help.

The insufferable heat beat down on the overheated engine. Big birds circled overhead. Sally and Patrick rested in the inadequate shade of a cactus. Soon, the noon sun would overtake the shadow. Sally’s inefficient phone searched for a signal; the emergency number she tried had been inactivated. Patrick was incapable of overcoming his regret. He had overlooked the jugs of water when they left.

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

DIRECTIONS Add the prefix over- or the prefix in- to each base word in parentheses. Then use the word to complete the sentence. You will have to adjust the ending of the word to make it fit in the sentence. Feel free to consult a dictionary or thesaurus for help.

11. Sally’s positive attitude was (destroy), however.
12. At first, the approaching truck was (audio).
13. Very quickly, though, its arrival was (escape)!
14. (Joy), Sally yanked Patrick to his feet.
15. They jumped and yelled with (power) feelings of relief.
DIRECTIONS  Write a sentence using each word.

venomous    exhausted    ambition    contempt    decimated

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Use time-order words such as *first*, *next*, and *last* to describe the events on pages 26–29 in *Explorers: Triumphs and Troubles* in order. Write your response below, on a separate sheet of paper, or in a new document.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Organize Reasons and Evidence  Order the evidence you gathered in the previous lesson in a logical way that makes sense to you (for instance, order of importance, time order, or cause/effect), and show the order in an outline. Write your point of view about explorers’ motivations at the top, and support it with at least three different pieces of evidence. Write your opinion and outline on a separate sheet of paper or in a new document.

Prepositional Phrases and Compound Objects

DIRECTIONS  On the lines below, write five sentences that include prepositional phrases with compound objects.

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________

4. ________________________________________________________________
   ________________________________________________________________

5. ________________________________________________________________
   ________________________________________________________________

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

fortune  limitless  ambition  traditional  property

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Write in Response to Reading

Read pages 26–29 of Explorers: Triumphs and Troubles. What factors led to Burke’s failure to reach the north coast of Australia, his death, and the deaths of some of his men? Support your opinion with text evidence. Write your response below, on a separate sheet of paper, or in a new document.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
**Strengthen Reasons and Evidence** Draft, peer review, and revise your essay, using your outline from the previous lesson to guide you. Remember that when you review your partner’s feedback and begin the revision process, you should look back over each chapter of the text in search of new information or ways to revise existing information. Remember that supporting information can include additional facts, precise details, and quotations. Try to include at least one quotation in your essay. Write your first draft and your revised draft on separate sheets of paper or in new documents.

**Prepositions with Adjective and Adverb Phrases**

**DIRECTIONS** Look at the underlined prepositional phrases in each sentence. On the line, write *adjective* or *adverb* to identify the type of phrase. Then circle the word or words that the phrases modify.

1. This the oldest coin in my collection. ______________
2. She walked along the trail. ______________
3. Nick is sitting between his parents ______________
4. The writer from New York City has just arrived. ______________
5. The painting on the wall was a gift from my husband. ______________
DIRECTIONS  Write a sentence using each word.

legendary    occupied    bold    catastrophe

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Reread pages 22–25. Write two paragraphs about the effects of the arrival of the British on the Aboriginal and the Torres Strait Islander peoples. Write your response below, on a separate sheet of paper, or in a new document.

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Relationships Between Individuals and Concepts

DIRECTIONS  Using evidence from the text, answer the following questions about pages 16–19 of *Explorers: Triumphs and Troubles*.

1. What sparked the Spanish expedition through South America led by Gonzalo Pizarro?

2. What might have motivated Orellana, or his men, to continue downriver instead of returning to the rest of the group with the food they found?

3. What were the effects of Spanish exploration, including Orellana’s journey, on the peoples of the Amazon region?

4. What other effect did Orellana’s journey have? What specific event caused this effect?
Add Transitions  Review your essay from Lesson 7. On a separate sheet of paper or in a new document, add or correct transitional words to make your reasoning clear. Remember to use transitions that match the organizational structure you have chosen for your essay.

Conjunctions

DIRECTIONS  Circle the conjunction that would best complete each sentence.

1. The Tlaxcalan people (and/or) the Spanish conquistadors attacked the Aztecs.
2. The Tibetans tried to fight off the British, (for/but) they realized they could not do it.
3. Marco Polo (and/nor) his father traveled on the Silk Road.
4. Exploring can be dangerous, (or/so) it is wise to be prepared.
5. Explorers in the Arctic had used sled dogs (and/nor) skis for many years, (for/yet) Robert Scott decided to use motorized sleds and ponies.
DIRECTIONS  Write a sentence using each word.

 dedicate  capable  sullenly

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Write in Response to Reading

Read the second paragraph on page 68. How would the feelings and ideas in the paragraph be different if it were written from the point of view of an observer on the dock? Write your response below, on a separate sheet of paper, or in a new document.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Point of View

DIRECTIONS Using evidence from the text, answer the following questions about pages 68–73 of Pedro’s Journal.

1. How does Pedro’s description of his mother affect the reader’s understanding of her character?

2. How do Pedro’s journal entries affect the reader’s understanding of the journey?

3. How does Pedro’s description of the crew affect the reader’s impression of the men working on the ship?

4. Write two sentences explaining how the reader’s impression of the captain is influenced by Pedro.
Develop a Conclusion  Reread your revised essay, and draft your conclusion on a separate sheet of paper or in a new document. Team up with another student and review each other’s conclusions. Ask your partner to check the following and provide feedback:

1. Does the conclusion restate the opinion given at the beginning of the essay?
2. Does the conclusion refer to the supporting evidence and reasons?
3. Does the conclusion include a final thought for the reader—something new that the writer has not yet mentioned?

Revise your conclusion based on feedback from you partner, if necessary.

Interjections
DIRECTIONS  Underline the interjection that fits the emotion of the sentence.

1. (Oh no! / Wow!) The captain offered 10,000 maravedis to the first man to spot land.
2. (Hooray! / Oh no!) The food supplies and morale are running low.
3. (Oops! / Ugh!) I left the keys in the house.
4. (Hey! / Yikes!) You’re not listening.
5. (Ugh! / Bravo!) I am so seasick.
**DIRECTIONS** Write a sentence using each word.

betrayal    assent    dispersed

__________________________

__________________________

__________________________

__________________________

Read page 77 of the entry for October 11. Write a paragraph analyzing the effects of descriptive details and dialogue on this page. Write your response below, on a separate sheet of paper, or in a new document.

__________________________

__________________________

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__________________________

__________________________

__________________________
Conduct Research  Research multiple sources about Christopher Columbus. On a separate sheet of paper or in a new document, take notes on your findings using a variety of methods (paraphrasing, summarizing, and using direct quotes).

Correlative Conjunctions
DIRECTIONS  On the lines below, write three sentences using *either/or* and two sentences using *neither/nor*.

1. 

2. 

3. 

4. 

5. 

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Compound Words

DIRECTIONS Combine two words from the Word Bank to form a compound word that will complete each sentence. You will use some words more than once.

<table>
<thead>
<tr>
<th>Word Bank</th>
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<tbody>
<tr>
<td>hearted fire bound</td>
</tr>
<tr>
<td>place clothes night</td>
</tr>
<tr>
<td>over bells coat grand</td>
</tr>
<tr>
<td>out side mother warm</td>
</tr>
<tr>
<td>doors sleigh book</td>
</tr>
<tr>
<td>story snow ball</td>
</tr>
<tr>
<td>in shoes pie drifts</td>
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<tr>
<td>pot storms</td>
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</tbody>
</table>

1. An ________________ is a great garment to wear on a chilly day.
2. Dana’s ________________ has an attic full of cold-weather gear.
3. Some of it is so old it could be from ________________ times.
4. The ________________, for example, could have been worn by explorers.
5. Horses wearing ________________ could have trotted down snowy roads.
6. Families could have been ________________ in their houses.
7. They would gather around the ________________ and do projects.
8. Dana imagines pioneer women sewing ________________ for the family.
9. Perhaps there would be a delicious ________________ to eat.
10. Although snow fell ________________, the family would be warm and dry.
11. Dana asks, “What did you do during ________________, Nana?”
12. “Oh,” she says, “we loved to have ________________ fights!”
13. “We tunneled into ________________ and built forts.”
14. “Why didn’t you huddle by the fire ________________?” Dana asks.
15. “Playing was just too much fun,” her ________________ Nana says.
Name ________________________________

**Benchmark Vocabulary**

**Lesson 11**

**DIRECTIONS** Write a sentence using each word.

- maneuvering
- solemn
- docile

Write in **Response to Reading**

Reread the paragraph on page 82. Use details from the text to write an opinion paragraph evaluating what Columbus and the crew members did to the native people. Write your response below, on a separate sheet of paper, or in a new document.
Name ________________________________

Synthesize Research  On a separate sheet of paper or in a new document, write a one-page opinion report about Christopher Columbus. Be sure to do the following:

1. Focus your research mainly on recent information about the explorer.
2. Use your research findings to develop and state an opinion.
3. Synthesize your research findings to support your stated opinion.
4. Include direct quotes, paraphrases, and summaries of your source material.
5. Credit your sources in a properly formatted Works Cited list.

Correlative Conjunctions

DIRECTIONS  On the line, write the correlative conjunction that pairs correctly with the boldfaced word or words in the sentence.

1. __________ did the people smile at us but they also brought us gifts.
2. I had to either stay on the island __________ return to the ship.
3. We gave the people __________ beads and bells.
4. Pedro didn’t know whether they would take native men back to Spain with them __________ if the men would all escape.
5. Neither Pedro __________ the other men expected the native people to appear.
DIRECTIONS  Write a sentence using each word.

interpreter  meager  pompous

________________________________________
________________________________________
________________________________________
________________________________________

Write in Response to Reading

Use details from the book to write an informative paragraph explaining how characters’ motivations help develop the theme, or message, of the text. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Character Motivation

DIRECTIONS Using evidence from the text, answer the following questions about page 84 from Pedro’s Journal.

1. How does Pedro react to the news of a man’s head being found in a basket? Why does he react this way?

2. What does Columbus tell Diego to do? What can you infer about Diego from his response?

3. What is the motivation of the group who join Pedro, Diego, Columbus, and the interpreter? How can you tell? Use examples from the text.

4. How do the interpreter and Columbus respond to the group’s actions? Explain their reactions.
Plan an Opinion Essay  Conduct research about how Columbus has been portrayed. Review the information presented in *Pedro’s Journal* and at least two other sources. Then, on a separate sheet of paper or in a new document, write an opinion about how Columbus has been portrayed, and organize facts and evidence to support your opinion in an outline or graphic organizer. Remember to base your opinion on the facts and evidence you’ve gathered.

Independent and Dependent Clauses

**DIRECTIONS** Circle independent clauses and underline dependent clauses in the sentences below. Remember that independent clauses can be connected with the coordinating conjunctions *and, but, for, or, nor, so,* and *yet.*

1. When traveling from island to island, it is difficult to keep a journal.
2. There will always be some conflict during a long journey because people with different personalities are together for a long time.
3. Columbus tried to trade with the native people, but they did not trust him.
4. He laughed at the native people after they ran away.
5. Columbus was arrogant, and his translator was cautious.
Name

DIRECTIONS Write a sentence using each word.

  distract   enchanted   striving

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Read the second sentence in the entry on page 90. Write a paragraph discussing how the imagery and figurative language in this sentence appeals to the senses of hearing, touch, and sight. Write your response below, on a separate sheet of paper, or in a new document.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Pants with History

Did you know those denim pants you see everywhere are part of American history? This is the story of how two hardworking and creative immigrants came together to produce the first blue jeans.

In 1848, a young German named Loeb Strauss immigrated to New York with his mother and two sisters. His older brothers owned a company that sold fabric and clothing there. After gold was discovered in California, Strauss saw it as a business opportunity. Gold was a valuable resource. Some gold prospectors “struck it rich.” Many other people grew wealthy providing the more mundane goods and services to the miners and other California settlers. In 1853, young Strauss, now called Levi, traveled to California. He began distributing his brothers’ fabric and clothing.

Contrary to popular myth, however, Levi Strauss did not invent the blue jeans known as “Levi’s.” Born in Latvia (LAT-vee-uh), Jacob Davis was a tailor who made clothing. He also made items like horse blankets. The demand for heavy-duty work clothes grew. Davis, who lived in Nevada, began making “waist-high overalls” from cotton duck fabric, which is like canvas. He purchased the cotton duck from Strauss. The term blue jeans comes from a fabric called “jean.” It is much like denim and was used to make pants in the nineteenth century.

Because thread alone wasn’t strong enough to fasten the pockets onto the pants, Jacob decided to add copper rivets. He had successfully used rivets on horse blankets. As the durable pants became more popular with miners, ranchers, and farmers, Davis decided to obtain a patent. In 1872, he wrote to Strauss. He offered to share the rights to the riveting process if Strauss would help mass market the product.

Strauss then brought Davis to San Francisco to supervise the manufacture of riveted jeans by Levi Strauss & Co. On May 20, 1873, the patent was granted. That day is considered the official birthday of blue jeans. The pants soon became a best seller. Strauss and Davis had struck “blue gold.”
Gather Evidence  Underline the event that inspired Levi Strauss to move away from his family and strike out on his own.

Gather Evidence: Extend Your Ideas  Write the activities of others that encouraged Strauss as he began his new business.

Ask Questions  Write two questions you would ask Levi Strauss and Jacob Davis about challenges they faced.

Ask Questions: Extend Your Ideas  Write an additional question about challenges that is answered in the text. Underline the answer in the text.

Make Your Case  List the contributions each partner made to the development of blue jeans.

Make Your Case: Extend Your Ideas  Who was more instrumental in the eventual worldwide success of blue jeans, Strauss or Davis? Discuss your results with a partner.
Draft an Opinion Essay  Write a first draft of your opinion essay. Base your essay on the following prompt: Based on what you know and have read about Christopher Columbus, do you think Columbus is portrayed fairly in *Pedro’s Journal*? Use the outline or graphic organizer you created in Lesson 12 as a guide as you develop your draft. Write your draft on a separate sheet of paper or in a new document.

Connecting Independent Clauses

**DIRECTIONS**  Connect the two independent clauses in each item with the best coordinating conjunction: *and, but, so, or yet*. Use each conjunction only once.

1. I wanted to sleep in this morning, __________ the crew had too much work to do.

2. We could stop at the island that the man mentioned, __________ we could sail home.

3. I could not sleep, __________ I decided to get up.

4. I went onto the deck, __________ I found the captain alone there.

5. I was eager to go on this voyage, __________ I don’t want to go on another one.
DIRECTIONS  Write a sentence using each word.

pompous      bold

Write a paragraph that explains how the text structure of either Explorers: Triumphs and Troubles or Pedro’s Journal helps the reader better understand the author’s purpose. Cite text evidence to support your response. Write your response below, on a separate sheet of paper, or in a new document.

Write in Response to Reading
Revise and Rewrite  Pair up with another student, and review his or her essay, suggesting revisions and rewrites. Check for the following:

1. The opinion statement is clear and supported with reasons and evidence.
2. The sentence structure is effective, and the writer uses parallel structure.
3. The writer uses precise, specific language instead of vague, general words.
4. The organization of ideas is logical, and transitions make clear connections between ideas and paragraphs.

After reviewing your partner’s draft, revise or rewrite parts of your essay as needed based on the comments you receive. Use a separate sheet of paper or start a new document.

Use Subordinating Conjunctions

DIRECTIONS  Write five sentences that include a subordinating conjunction. Underline the independent clause and circle the dependent clause in each sentence.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
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5. __________________________________________________________________________
   __________________________________________________________________________
Students demonstrate contextual understanding of Benchmark Vocabulary.

Students read text closely and use text evidence in their written answers.

**Lesson 15**

**Benchmark Vocabulary**

**Write in Response to Reading**

**DIRECTIONS** Write a sentence using each word.

advantage  immensity  solitude  unison

Based on Ría’s and Derrick’s actions, are Brandon’s opinions of them fair and accurate? Support your opinion with evidence from the text. Write your response below, on a separate sheet of paper, or in a new document.

_________________________

_________________________

_________________________

_________________________

_________________________
Point of View

DIRECTIONS Using evidence from the text, answer the following questions about pages 91–93 from “Secrets of the Canyon Cave.”

1. What are Brandon’s feelings about the scavenger hunt?

2. How does the reader know how Brandon feels about the scavenger hunt? Use evidence from the text to explain your answer.

3. How does Brandon feel about their decision to use the route he chose?

4. How does the reader know that Brandon feels this way? Use evidence from the text to explain your answer.
Edit and Proofread an Opinion Essay  Exchange drafts with a partner who did not review your draft in Lesson 14, and review his or her revised draft to check for proper grammar, usage, spelling, punctuation, and capitalization. Remember to create and use a checklist to check for conventions covered in this module. After you and your partner have edited each other’s work, incorporate your partner’s edits into your essay. Create a clean final draft on a separate sheet of paper or in a new document.

Correcting Sentence Fragments

DIRECTIONS  On the line next to each item from pages 93 and 95 of “Secrets of the Canyon Cave,” write S if the word group is a sentence and F if the word group is not a sentence. If it is a fragment, rewrite it to create a complete sentence.

1. In unison with nature. ____________________________
2. In a word—incredible. ____________________________
3. Brandon couldn’t believe their luck. __________________
4. “Go that way.” ____________________________
5. A cave dwelling? ____________________________
Word Analysis

Words from Russian

DIRECTIONS In each sentence below, a word from Russian is misspelled. Write the correct spelling on the line.

1. The babooshka is a very warm scarf. ______________
2. The animal known as the sabel is sleek and brown. ______________
3. Nicholas was the last Russian zar. ______________
4. A head covering with eyeholes might be a baklava. ______________
5. Outside of Moscow there were many dakkas. ______________
6. Often, the baluga whale is nearly white. ______________
7. Tea from a semmivor tastes special. ______________
8. One Russian instrument is called a balalalaka. ______________
9. Many mamoths lived in grasslands. ______________
10. The cahzmonaut stayed in space for a year. ______________
11. Tunder is a cold area of the world. ______________
12. If you have beets in your garden, make borst. ______________
13. Many fir trees grow in the area called tagai. ______________
14. A jacket with a furry hood might be a praka. ______________
15. The steps are a kind of Russian grassland. ______________
DIRECTIONS  Write a sentence using each word.

unfurled  detected  interconnected  ingenious

Use descriptive details about the “ancient device” Ría and Brandon discovered to write an informative paragraph about what it looked like, how it was designed, and how it worked. Write your response below, on a separate sheet of paper, or in a new document.
**Publish and Present an Opinion Essay** Your teacher will divide your class into two groups according to the opinions expressed about Christopher Columbus in Lesson 12. With your group, plan and then engage in a debate, which should consist of the following:

1. An opening argument, in which each group presents its opinion and supports it with reasons and evidence
2. A response to the opposing group’s counterarguments
3. A closing statement, in which each group summarizes its main points

All students in your group should participate in planning the group’s argument and should have a chance to speak during the debate. Take notes on your group’s plan for the debate on a separate sheet of paper or in a new document.

---

**Correct Run-On Sentences**

**DIRECTIONS** Correct each run-on sentence below by creating two sentences, by using a semicolon, and by using a coordinating conjunction.

They found shelter in a cave, they spent the night.

1. _________________________________
2. _________________________________
3. _________________________________

The clouds cleared, the stars were visible.

4. _________________________________
5. _________________________________
6. _________________________________
Benchmark Vocabulary

Write in Response to Reading

DIRECTIONS Write a sentence using each word.

various  generation  disgrace

____________________________

____________________________

____________________________

____________________________

In “Turtle’s Race with Bear,” who responds more effectively to the situation—Turtle or Bear? Write an opinion paragraph citing details from the text to support your answer. Write your response below, on a separate sheet of paper, or in a new document.

____________________________

____________________________

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Compare and Contrast Responses to Events

DIRECTIONS Using evidence from the texts, answer the following questions about “Turtle’s Race with Bear” and “How the Butterflies Came to Be.”

1. How does Turtle respond when Bear calls him “Slow One”?

2. During his race with Turtle, how does Bear respond to what is happening? What does he do after the race is over?

3. How do the songbirds respond to Elder Brother’s action?

4. How does Elder Brother respond to the songbirds?

5. How are the characters in the stories alike and different in the way they respond to being offended or learning a lesson?
Plan an Opinion Essay Plan an opinion essay that responds to the following prompt: Determine the most important theme or issue that the texts in the module reveal about the experience of exploration. On a separate sheet of paper or in a new document, write a clear opinion statement. Then create an outline that lists reasons and evidence from the texts in the module. Use either a block or point-by-point organizational structure.

Spell Correctly
DIRECTIONS Carefully read each word below, and rewrite it spelled correctly.

1. peice ______________
2. cieling ______________
3. feild ______________
4. freind ______________
5. reciept ______________
6. wierd ______________
Write in Response to Reading

Use details from all three texts to write an informative paragraph about some of the tools explorers use. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
**Complex Spelling Patterns**

**DIRECTIONS** From each set of words, choose the one in which the letters *ci* or *ti* spell the /sh/ sound or the letters *ous* spell the /əs/ sound. Write the word on the line.

<table>
<thead>
<tr>
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<th>1. positive / position / possible</th>
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<tr>
<td></td>
<td>2. house / momentous / trousers</td>
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<td>3. fraction / plentiful / festive</td>
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<td>4. slicing / glacier / recite</td>
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<td>5. grouse / roustabout / fabulous</td>
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<td>6. tactical / spatial / effective</td>
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<td>7. acoustic / hilarious / joust</td>
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<td>8. mousse / blouse / curious</td>
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<td>9. society / physician / prettily</td>
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<td>11. devious / rousing / thousand</td>
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<td>12. mention / politics / reptilian</td>
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<td>13. anonymous / lousy / ouster</td>
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<td></td>
<td>14. retired / convertible / dictionary</td>
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<tr>
<td></td>
<td>15. scientist / especially / cicada</td>
</tr>
</tbody>
</table>
DIRECTIONS  Write a sentence using each word.

wager    wondrous    barbarous    pondered

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Read pages 4–7. Use details from the text to write a paragraph describing two ways that Sarah and her father are alike and two ways that they are different. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Choose an Issue  Choose an issue related to *Beyond the Horizon*, such as whether expanding trade during the Age of Exploration was worth the consequences to explorers and the people they encountered in other lands. Then write a one-paragraph summary of the issue from the point of view of someone living during the 1500s who has experience exploring or with explorers. This point of view will help you choose the tone and language you will use throughout your editorial. Write your summary on a separate sheet of paper or in a new document.

Subject-Verb Agreement: Compound Subjects

DIRECTIONS  Write five sentences that have compound subjects. Make sure that the verb agrees with the compound subject.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________

4. ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Make Inferences About Causes

DIRECTIONS Using evidence from the text, answer the following questions about pages 12–18 from Beyond the Horizon.

1. Based on text details, what inference can you make about why the cook decides to hire Sarah?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2. What text details did you use to make your inference about why the cook decides to hire Sarah?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

3. What inference can you make about why Sarah does not look directly at Captain Booth as she brings the tray of food to him and Lieutenant Armitage?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

4. What text details did you use to make your inference about why Sarah does not look directly at Captain Booth?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Gather Evidence for an Editorial  First, follow the steps Reread, Weigh, and Decide to determine your opinion on your chosen issue. Then, on separate sheets of paper or in a new document, write two pages of notes for your editorial. State your opinion, identify three strong reasons that support your opinion, and identify text evidence from Beyond the Horizon that supports your reasons.

Subject-Verb Agreement: Compound Verbs

DIRECTIONS  Write five sentences that feature compound verbs. Make sure that the compound verbs agree with the subject.

1. 

2. 

3. 

4. 

5. 

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
DIRECTIONS  Write a sentence using each word.

berth    barrows    pungent    bullock

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Write in Response to Reading

Read pages 26–27. Retell the sequence of story events from the point of view of Tom the cat. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
This Is the Place

“I can’t believe that we finally made it, Father. What an arduous journey! The mountains, the rivers, the buffalo herds, and the weather—I’ve had enough!” exclaimed Rebecca.

“Indeed, Rebecca. We have endured many hardships, but seeing this great expanse of land and knowing that our pioneer brothers and sisters are here, I feel relieved.”

Rebecca and her family had traveled for months, along with hundreds of other Mormons, to the Salt Lake Valley. They had no idea that the first Mormon settlement, in Nauvoo, Illinois, would not be permanent.

Rebecca sighed, and wrapped her arms around her twin sisters. “At least we are together and no one perished.” She looked all around and breathed in the clear, cleansing air. “This land seems so peaceful and safe, unlike Nauvoo. I just hope this valley does not bring us the same circumstances. It was so unfair how people treated us there!” Rebecca cried, and abruptly sat down on a rock.

“We may always feel persecuted, Rebecca, you must understand that. This is why Brigham Young has led us west, far away from other settlements, so that we can worship freely—and without human judgment,” explained her father.

“I wonder how Mr. Young knew that this valley would be a safe haven for us?” wondered Rebecca. She rose from the rock and squinted at the blazing sun.

“He is a wise man, a true follower of the faith, and a fearless leader, Rebecca. When he arrived here, Young said, ‘This is the place, drive on,’” added her father.

Rebecca replied, “I am thankful, Papa, that we have a new home and a place to practice our religion and way of life without being ridiculed, yet I do miss our home back east. I yearn to see my friends and my school.”

Rebecca’s father shook his head and approached Rebecca. “I understand, but your school and your friends’ families, all of them thought of you differently because you are Mormon.”

“You’re right, Papa, but it’s just not fair. How could our countrymen, who came to this land to seek religious freedom, practice such hypocrisy?” argued Rebecca.

Rebecca stomped away, kicking dirt with her tattered boots to release some aggression. She sat down on the back of the wagon to gather her thoughts. Her father pushed a wooden chest out of the way and sat next to her. He wiped Rebecca’s hair away from her weary face and prayed.
Gather Evidence  Underline the main reason that Rebecca and her family moved to Salt Lake Valley. Add brackets around the hardships Rebecca and her family experienced on their journey west.

Gather Evidence: Extend Your Ideas  Review the text details you underlined and bracketed. What conclusion can you draw about how the family responds to challenges?

Ask Questions  Write two questions you would ask Rebecca about her experiences in Nauvoo.

Ask Questions: Extend Your Ideas  List an additional question about Rebecca’s life in Nauvoo that is answered in the text. Place a box around the answer in the text.

Make Your Case  In what time period does this story take place? Circle clues in the text that relate to the time period.

Make Your Case: Extend Your Ideas  How does knowing the time period of the story help you better understand the events in it? Discuss your ideas with a partner.
Organize Reasons and Evidence for an Editorial  Develop an outline that shows a logical organization for your editorial. Remember to use your notes to add relevant facts and details to the “Supporting Evidence” parts of your outline. Write your outline on a separate sheet of paper or in a new document.

Subject-Verb Agreement: Phrases
DIRECTIONS  On the lines in items 1–5, write original sentences in which prepositional phrases or other types of phrases appear between the subject and the verb. Make sure that the subject and verb agree in number.

1. 
2. 
3. 
4. 
5. 

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Lesson 4

Benchmark Vocabulary

Name ____________________________

**DIRECTIONS** Write a sentence using each word.

- tidings
- anguish
- channel
- silhouette

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**Write in Response to Reading**

Read page 37. Write a paragraph describing how the author’s word choice and sentence structure convey Sarah’s physical pain and emotional state to the reader. Write your response below, on a separate sheet of paper, or in a new document.

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Lesson 4
Writing

Name

**Strengthen Reasons and Evidence in an Editorial**  Write a draft of your editorial. Remember that you are writing from the point of view of someone living in the 1500s and that your audience is people living in the 1500s. As you draft, keep in mind your purpose, too: to persuade your audience that exploration is or is not worth it and should or should not be undertaken. Write your draft on a separate sheet of paper or in a new document.

**Subject-Verb Agreement: Indefinite Pronouns**

**DIRECTIONS**  Write five sentences that feature indefinite pronouns as subjects. Make sure that the subject and verb agree in number.

1. 

2. 

3. 

4. 

5. 

Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.
Lesson 5

Benchmark Vocabulary

Name ____________________________

DIRECTIONS Write a sentence using each word.

  tethered       lilting

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Write in Response to Reading

Read pages 44–47 and review the illustrations. Then write a paragraph explaining how the text structure and the illustrations in this section work together to help readers understand what is happening in the story. Write your response below, on a separate sheet of paper, or in a new document.

__________________________________________________________________________

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Text Structure and Text Features

DIRECTIONS Using evidence from the text, answer the following questions about pages 40–47 from Beyond the Horizon.

1. How is the text in this section structured?

2. What words and phrases from the text serve as clues to the text’s structure?

3. What event from the story does the illustration on page 45 relate to?

4. How does the illustration on page 45 help you better understand the story?
Develop Appropriate Tone and Voice in an Editorial

Exchange editorial drafts with a partner and follow the steps below to conduct a peer review and revise your draft.

1. Evaluate whether the tone is appropriate for the purpose and the audience, and whether your partner chose words and phrases that develop a natural and individual voice.

2. Identify ways to revise sentences to develop an engaging, effective, and interesting voice. Suggest various techniques, such as parallelism, rhetorical questions, and repetition, where appropriate.

3. Revise your draft based on your partner’s feedback. Use a separate sheet of paper or start a new document.

Subject-Verb Agreement: Collective Nouns

DIRECTIONS

Underline the collective noun in each sentence. Then use context to determine whether the collective noun should take a singular or plural verb, and write singular or plural on the line. Finally, circle the verb form that correctly completes the sentence.

1. The audience (applaud / applauds) at the end of the performance. __________

2. One by one, the group (arrive / arrives) at the destination. __________

3. The team (practice / practices) every day after school. __________

4. The family (take / takes) turns weeding the garden. __________

5. The committee (give / gives) a presentation at the conference. __________
Word Families

DIRECTIONS  For each word family, identify the base word and write it on the line.

1. marvelous, marveling, marveled
2. breakable, unbroken, breaker
3. reclaim, disclaimer, unclaimed
4. personality, personable, personify
5. astonishing, astonishment, astonished
6. darken, darkly, semidarkness
7. speedy, speeding, speediest
8. watchful, unwatchable, watching
9. useful, misuse, uselessly
10. growth, grower, outgrow

DIRECTIONS  Read each base word and its definition. Then write a word that belongs in the same word family.

11. imagine: to picture in one’s mind
12. blend: to thoroughly mix together
13. year: a period of 365 days
14. fragrance: a pleasant odor
15. regret: to feel sorry or disappointed
16. choose: to select
17. take: to get possession of
18. place: an area of space with boundaries
19. little: small in size or amount
20. good: positive
DIRECTIONS Write a sentence using each word.

anchorage  tarry  imploring

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Write in Response to Reading

Read pages 54–55. Write a paragraph describing the effect that the arrival of the two ships has on the people of the village, as well the effect it has on Sarah. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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________________________________________________________
Address Opposing Viewpoints in an Editorial  Revise your editorial to include an opposing viewpoint. First, anticipate an opposing viewpoint, and take notes about how to address it. Address and refute the opposing viewpoint in a way that connects back to and strengthens your own opinion. Next, determine the best place in your body paragraphs to include your response to an opposing viewpoint. Think of transitions to use to move easily from the opposing viewpoint to your own opinion and make your thinking clear to the reader. Finally, revise your editorial to include your response to an opposing viewpoint. Keep your purpose (to persuade) and your audience (people in the 1500s) in mind as you revise your editorial. Use a separate sheet of paper or start a new document.

Subject-Verb Agreement: Collective Nouns

DIRECTIONS  Circle the collective nouns in each sentence. Use the context of the sentence to determine whether the collective noun is singular or plural. On the line, write the correct form of the verb in parentheses.

1. The family ____________ firewood for the campfire. (collect)
2. The class ____________ the museum on a field trip. (visit)
3. One at a time, the group ____________ their views. (express)
4. At the beginning of practice, the team ____________ laps. (run)
5. The scientific committee ____________ on the study results. (disagree)
DIRECTIONS  Write a sentence using each word.

precaution  regardless  fate  revelation

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Read pages 56–61. Write a paragraph describing what causes Captain Booth to decide not to establish a trading post in the village and the effect this decision appears to have on both Sarah and Lieutenant Armitage. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Cause-Effect Relationships

DIRECTIONS Using evidence from the text, answer the following questions about pages 56–64 from *Beyond the Horizon*.

1. How do the villagers respond when they see the sailors at the top of the hill? What does this response cause Captain Booth to do?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. Why does Captain Booth tell his men to lower their weapons and not confront the villagers? Cite specific details from the text to support your response.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________


   ___________________________________________________________
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Students analyze and respond to literary and informational text.
Add Transitions in an Editorial  Exchange editorial drafts with a partner. Review your partner’s draft, looking for unclear organization and points where the connections between the reasons, supporting evidence, and the opinion statement are either confusing or absent. Suggest transitions to clarify and strengthen the connections between the reasons and the opinion statement and between the reasons and the supporting evidence. Revise your draft based on your partner’s feedback. Use a separate sheet of paper or start a new document.

Subject-Verb Agreement: Hard-to-Find Subjects

DIRECTIONS Underline the subject in each sentence. Then circle the verb that correctly completes the sentence.

1. On a hill near the village (stands / stand) the men with their weapons.
2. There (is / are) a group of villagers standing at the bottom of the hill.
3. There (is / are) sailors prepared to attack them.
4. Beneath the villagers’ fierce exteriors (beats / beat) brave hearts.
5. There (is / are) many reasons the villagers want to protect their homes.
Lesson 8

Name ______________________________

**Benchmark Vocabulary**

**DIRECTIONS** Write a sentence using each word.

- sustenance
- provisions
- peasants
- wielding
- grudgingly

________________________________________________________________________________________

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Write in Response to Reading

Read pages 4–7 in Chapter 1. Write a paragraph describing how the text structure on these pages helps to introduce the main characters and set up the story’s central conflicts. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________________________

________________________________________________________________________________________

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________________________________________________________________________________________

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Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Develop a Conclusion in an Editorial  On a separate sheet of paper or in a new document, draft the conclusion to your editorial. Summarize the opinion and the main points of the editorial, and provide an answer or a solution to the issue presented in the editorial. Once you have finished writing your conclusion, exchange drafts with a partner for peer review. Comment on your partner’s conclusion in pencil, or use sticky notes for suggestions. Then revise your draft based on your partner’s feedback.

Punctuating Items in a Series: Commas

DIRECTIONS  Combine the sentences in each item into one sentence, using commas to separate words, phrases, or clauses in a series.


2. The sailors ate salted beef. The sailors ate hardtack. The sailors ate cheese.

3. The ship sailed across the sea. The ship sailed along the coast. The ship sailed into port.

4. Sailors who worked hard were valued. Sailors who were strong were valued. Sailors who could endure hardships were valued.
DIRECTIONS  Write a sentence using the word.

voyage

Read Chapter 1 and review the text features. Which text feature does the best job of supporting the main text? Use evidence from the text in your response. Write your response below, on a separate sheet of paper, or in a new document.
Visual Elements

DIRECTIONS  Using evidence from the text, answer the following questions about Chapter 1 of *Explorers of North America*.

1. List one fact the author states on page 9.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. How does the map on page 8 support that point?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. How does the map support the author’s point that the Vikings were known for their sailing skills?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

4. How does the map’s caption support the author’s point that the Vikings were known for their sailing skills?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

**Revise Drafts** Revise your editorial draft. Put all the pieces of your editorial draft together in order, using the checklist reviewed during the lesson as a guide to rearrange and cut or revise as needed. Review a partner’s draft to identify any gaps, weaknesses, or issues with tone. Then revise your draft based on your partner’s feedback on a separate sheet of paper or in a new document.

**Punctuating Items in a Series: Semicolons**

DIRECTIONS Write a sentence to answer each question. Include at least three items in each response. Briefly describe each item that you list, using a comma to set off the description from the item. Use semicolons to separate the items in your list.

1. Where are three places in the world that you would like to visit someday?

2. What are your favorite books, and what are they about?
DIRECTIONS Write a sentence using the word.

expensive

Read page 11. Then use text evidence to write an informative paragraph about the dangers faced by traders who used the Silk Road. Write your response below, on a separate sheet of paper, or in a new document.
Conduct Research  Choose one of the explorers you have read about in Unit 4. Research multiple print and digital sources to find information about how your chosen explorer prepared for his or her journey. Take notes and record source information as you research. Remember that any words copied directly from a source should appear in quotation marks and should be followed by a page reference. Write your research notes on a separate sheet of paper or in a new document.

Commas and Introductory Elements

DIRECTIONS  Use each prompt below to write a sentence that includes an introductory word or phrase set off by a comma.

1. Tell when European traders journeyed to Asia and why they made the journey.

2. Tell how Christopher Columbus was unlike other explorers of the time.

3. Tell when John Cabot and his crew began their second journey to find Asia, and what happened to them.
Lesson 11

Word Analysis

Compound Words

DIRECTIONS Draw a line between the smaller words in each compound word. Then write the smaller words on the line.

1. breathtaking
2. nonetheless
3. faceoff
4. powerboat
5. paperweight
6. afterthought
7. workstation
8. cartwheel
9. sinkhole
10. counterclockwise

DIRECTIONS Each compound word below has a meaning that cannot be determined from the meanings of the smaller words it contains. Using a dictionary or glossary as needed, write a sentence for each word that reveals its meaning.

11. dashboard
12. backlog
13. playbill
14. sidestep
15. brainchild
DIRECTIONS  Write a sentence using each word.

capital  victory

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Read the first paragraph on page 19. Write an opinion paragraph about Cortés’s actions, using text evidence and reasons to support your opinion. Write your response below, on a separate sheet of paper, or in a new document.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Synthesize Research  On a separate sheet of paper or in a new document, write a report, one to two pages long, that synthesizes your findings about how your chosen explorer prepared for a voyage. In addition, prepare a Works Cited page that lists all your sources.

Commas with Introductory Elements

DIRECTIONS  On the line below each prompt, write a sentence to respond to the prompt. Begin each sentence with a time-related introductory adverb phrase.

1. Think about a fun activity you did recently. Write when it happened and what it was.

2. Think about a time when you helped someone. Write when it happened and what it was.

3. Think about a time when someone helped you. Write when it happened and what it was.

4. Think about a time when you learned an important lesson. Write when it happened and what it was.
DIRECTIONS Write a sentence using each word.

rebelled intentions

Read the second paragraph on page 28. Use details from the chapter to write an explanatory paragraph about why the British government offered a cash prize. Write your response below, on a separate sheet of paper, or in a new document.
Main Ideas and Key Details

DIRECTIONS Using evidence from the text, answer the following questions about Chapter 4 of *Explorers of North America*.

1. What is one main idea of the section “Rebellion on the *Discovery*” on pages 26–27?

2. What two details from the text support the main idea you identified in question 2?

3. What is one main idea of the section “Cook Tries Another Route” on pages 28–29?

4. Cite two pieces of text evidence to support the main idea you identified in question 4.
Plan an Editorial  Write an opinion statement based upon this prompt: Many explorers didn’t find what they were looking for, but they made other important discoveries. Imagine you are a British explorer in the late 1700s inspired by James Cook’s story. Write an editorial urging the British government to fund your mission despite Cook’s tragedy. Develop an outline or use a graphic organizer to guide the draft you will create in the upcoming lessons. Include only facts, details, examples, and quotations that clearly support your opinion. Write your opinion statement and outline on a separate sheet of paper or in a new document.

Commas with Yes and No

DIRECTIONS  Answer the questions by writing yes or no and then providing details to elaborate on your response.

1. Did more than one European explorer try to find the Northwest Passage?

2. Did any of the European explorers ever find a way to sail across the Americas?

3. Is there a way for ships to sail across the Americas today?
Lesson 13

Benchmark Vocabulary

DIRECTIONS Write a sentence using each word.

personal historic inspire

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Write in Response to Reading

Read page 41. Ynes Mexia and her team were trapped at the bottom of a deep gorge in Peru for three months. Do you think she should have spent that time looking for new plants? Use text evidence to support your opinion. Write your response below, on a separate sheet of paper, or in a new document.

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__________________________________________
Making a Difference for Immigrants

People have been immigrating to America for hundreds of years. They have come for adventure, wealth, work opportunities, and to escape persecution. Often that’s what they have found. They also often found themselves in unfamiliar surroundings and among people who didn’t want them here. One inspiring company went out of its way to make life better for immigrants.

In the late nineteenth century, young John Michael Kohler immigrated to the United States from Austria with his family. Kohler grew up and married a woman whose father co-owned a successful business in the steel and iron works industry. Kohler then purchased the business from his father-in-law in 1873, and the Kohler Company was founded. The company soon manufactured bathtubs and bath fixtures near Sheboygan, Wisconsin, and continues to do so today.

Kohler needed a great many workers to make all those bathtubs, sinks, and toilets! Unlike many other companies of that time, which exploited immigrants for labor, the Kohler Company tried to provide a better life for its employees.

Many of Kohler’s workers were Austrian immigrants, just like John Michael Kohler was. The company emphasized worker safety, medical care, and good wages. One of the company’s priorities was to ensure that Kohler employees not only had pleasant working conditions but also decent living conditions. Kohler began transforming the Village of Kohler into one of the first planned communities in the Midwest. The town had many attractive features: green spaces, single and two-family homes, recreational facilities, and a school. Creating a company town helped the Kohler business attract and keep a stable workforce.

The Kohler Company still wanted to do more so it built the American Club, a dormitory for immigrant employees. Housing costs were minimal. Many unmarried Kohler employees stayed there until they saved enough to buy a house and send for their families. Employees took lessons in English, American history, and civics. Immigrant workers got a day off and transportation to the courthouse as a first step toward becoming citizens. Between 1900 and 1930, the Kohler Company helped at least 1,200 immigrant workers become citizens.

Immigrants may have very different reasons for coming here, but most arrive with high hopes. The Kohler Company made a difference in the lives of its immigrant workers who were trying to make a new and better life in a foreign land.
Gather Evidence  Underline the advantages that the Kohler Company employees had that many other immigrant workers in the United States did not.

Gather Evidence: Extend Your Ideas  Circle the event from his past that motivated Kohler to make a better life for his employees.

Ask Questions  Write two questions you would ask a historian about conditions for immigrants during this time period.

Ask Questions: Extend Your Ideas  Write an additional question about immigrants that is answered in the text. Place brackets around the answer in the text.

Make Your Case  What was the best thing John Michael Kohler did for his immigrant workers? Write a detail from the text that reflects your opinion.

Make Your Case: Extend Your Ideas  Use additional evidence from the text to support your opinion. Discuss your results with a partner.
Draft an Editorial  On a separate sheet of paper or in a new document, draft the introduction and body paragraphs of your editorial. Remember to include a clearly stated opinion in the introduction, identify the reasons and evidence that best support your opinion, and refer to your outline or graphic organizer to arrange reasons and evidence logically.

Commas with Tag Questions

DIRECTIONS  Write a dialogue between two speakers about Chapters 5 and 6 of Explorers of North America. Each line of dialogue should contain a tag question. Write each line of dialogue on a separate line. Then identify whether the tag question in each line of dialogue is affirmative or negative.

1. ____________________________________________________

2. ____________________________________________________

3. ____________________________________________________

4. ____________________________________________________
DIRECTIONS Write a sentence using each word.

wondrous    infernal    imploring    rebelled    intentions

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write in Response to Reading

Read pages 16–17 of *Beyond the Horizon* and pages 10–11 of *Explorers of North America*. How does the text structure in each of these sections present information on traveling to Asia? Use evidence from each text to support your explanation. Write your response below, on a separate sheet of paper, or in a new document.

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Narrative and Nonfiction Structures

DIRECTIONS Using evidence from the texts, answer the following questions about Beyond the Horizon and Explorers of North America.

1. How are the structures of the two texts similar?

________________________________________________________________________

________________________________________________________________________

2. How are the structures of the two texts different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How does the structure of Beyond the Horizon help readers better understand the topic of exploration?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. How does the structure of Explorers of North America help readers better understand the topic of exploration?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Draft an Editorial  On a separate sheet of paper or in a new document, draft the counterargument and conclusion for your editorial. Refer to the outline you developed in Lesson 12. Include a clearly stated counterargument, using reasons and evidence to explain why the counterargument is flawed. End with a strong conclusion that restates the opinion, summarizes the editorial’s key points, proposes an answer or solution, and includes a call to action.

Commas to Indicate Direct Address

DIRECTIONS  Write a sentence to respond to each prompt. Directly address the person referred to in each prompt.

1. Ask a classmate about his or her opinion of one of the texts from this unit.

2. Ask a different classmate about a plot event in Beyond the Horizon.

3. Tell your teacher which explorer from Explorers of North America you liked best and why you liked him or her.
Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
**Lesson 15**

Name ____________________________

**Writing**

**Revise or Rewrite an Editorial** Choose a partner to review and suggest revisions to your editorial. Revise your own draft based on your partner’s feedback. Use a separate sheet of paper or start a new document.

**Underlining and Italics for Titles of Works**

**DIRECTIONS** On the lines in items 1–3, write an original sentence that includes a specific title from the category of work identified.

1. book __________________________________________________________
   ______________________________________________________________

2. magazine ______________________________________________________
   ______________________________________________________________

3. newspaper _____________________________________________________
   ______________________________________________________________
Homographs

DIRECTIONS  Read each sentence. The words in parentheses are homographs, because they have different pronunciations and meanings. Use context and, if you wish, a dictionary to determine the meanings. On the line, write the definition of the word that makes sense in the sentence.

1. Matt used the sticky (compound, compound) to put the vase back together.

2. Bella decided to (attribute, attribute) the success of the play to its director.

3. The prisoners voted to (rebel, rebel) against their captors.

4. Pat (resent, resent) the letter that had gotten lost.

5. The transit employee said their bus passes were (invalid, invalid).

6. It took Morris years to (perfect, perfect) her playing style.

7. Darius set the tray on the (console, console).

8. The children were amazed at the variety of (produce, produce) in the market.

9. The fawns stood in a group near the (does, does).

10. The (contrast, contrast) between light and dark is very sharp in the photo.
Name ________________________________

**DIRECTIONS** Write a sentence using each word.

profitable  attract

________________________________________

________________________________________

________________________________________

________________________________________

Write in Response to Reading

Write two or three paragraphs that explain the role of tobacco in the historical relationship between Native Americans and colonists in Virginia. Write your response below, on a separate sheet of paper, or in a new document.

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________________________________________

________________________________________

________________________________________
Students write routinely for a range of tasks, purposes, and audiences. Students practice various conventions of standard English.

**Lesson 16**

Name ________________________________

**Edit and Proofread an Editorial** Exchange drafts with a partner, and edit and proofread your partner’s draft. Review the suggestions you receive from your partner and make corrections. Then write the edited version of your editorial on a separate sheet of paper or in a new document.

**Quotation Marks for Titles of Works**

**DIRECTIONS** On the lines in items 1–5, write original sentences that include the titles of short works, such as songs, stories, and poems. Then identify the type of short work by writing it in parentheses next to the sentence.

1. ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________

4. ____________________________________________
   ____________________________________________

5. ____________________________________________
   ____________________________________________
DIRECTIONS  Write a sentence using each word.

- treaty
- historic
- benefit
- civilization
- profitable

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write two paragraphs using text evidence from *Beyond the Horizon, Explorers of North America*, and *New Beginnings: Jamestown and the Virginia Colony* to support or disprove the following statement: *The rewards of exploration outweigh the risks*. Write your response below, on a separate sheet of paper, or in a new document.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students demonstrate contextual understanding of Benchmark Vocabulary. Students read text closely and use text evidence in their written answers.
Multiple Accounts

DIRECTIONS Using evidence from the texts, answer the following questions about Beyond the Horizon, Explorers of North America, and New Beginnings: Jamestown and the Virginia Colony.

1. Based on Beyond the Horizon and Explorers of North America, how are the challenges faced by traders and explorers alike and different?

2. Based on Explorers of North America and New Beginnings, how are the challenges faced by explorers and colonists alike and different?

3. How does each text present the idea that exploration has both benefits and drawbacks?
Publish and Present an Editorial  Publish your editorial in a classroom newspaper. This may be a printed newspaper prepared with desktop publishing software, a poster display of the editorials, or an electronic newspaper or newsletter.

Spelling Correctly: Suffixes

DIRECTIONS  Carefully read each word below, and rewrite it spelled correctly.

1. runing __________
2. grined __________
3. bater __________
4. stoped __________
5. bigest __________
6. tiping __________
DIRECTIONS  Write a sentence using each word.

ample  navigator  lodged

Write a brief scene in which Martha describes the events on the river to Uncle Enoch. Be sure to have her describe her feelings as a result of the incident. Write your response below, on a separate sheet of paper, or in a new document.
Support a Viewpoint in an Opinion Essay  Review the three texts discussed in Lesson 17. Which do you think offers the most insight into the Hutchins family’s situation in the play? Write a short opinion piece to answer the question. Be sure to support your opinion with reasons and evidence from the texts. Use a separate sheet of paper or start a new document.

Spelling Correctly: Suffixes

DIRECTIONS  Carefully read each word below, and rewrite it spelled correctly.

1. replyed ________________
2. accompanyment ________________
3. obeing ________________
4. destroied ________________
5. staiing ________________
6. beautyful ________________