Base Words

In each of the sentences below, circle the word that contains a base word. Write the base word in the blank provided.

1. I usually visit my aunt in the summer. _______________
2. Who dropped a book in the hall? _______________
3. My baby sister smiles when I tickle her feet. _______________
4. I think I have eaten too much ice cream. _______________
5. We finally got home at 10:00 P.M. last night. _______________
6. Suddenly, she got up and ran to the door. _______________
7. Robin was playing tag when she hurt her ankle. _______________
8. Luis told me that the shoes he got for school are comfortable. _______________
Sequence of Events

For each exercise below, decide which events happen first, second, and third. Look for words that give clues about sequence, such as at first, next, then, and finally.

1. _____ First, Gus filled a pot full of water.
   _____ After the water started boiling, he put pasta in and waited for it to cook.
   _____ Then, he put the pot on the stove and turned on the heat.

2. _____ Finally, she found her bag under a tree at the playground.
   _____ Donna then looked for it all over the neighborhood.
   _____ First, Donna realized that she didn’t have her bag.

3. _____ Before we went to the theater, Maria called to find out movie show times.
   _____ After we walked inside the theater, John bought popcorn for us to share.
   _____ At last, we found our seats and waited for the movie to start.

4. _____ After she met Anne, Elena knew she liked the town after all.
   _____ That first summer, Elena wasn’t sure she liked her new town.
   _____ Soon school started, and she met a new friend named Anne.

5. _____ After my mom bought some math books for us to work on, I realized she wasn’t joking after all.
   _____ At first, I thought my mom was joking about improving my math during summer vacation.
   _____ Eventually, I gave up trying to tell my mom it was a bad idea.

6. _____ I ate that whole pie all by myself.
   _____ My stomach hurt the rest of the day.
   _____ I saw a pie cooling on the counter.
Syllabication

<table>
<thead>
<tr>
<th>Syllable Patterns</th>
<th>Sample Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCV</td>
<td>kit/ten</td>
</tr>
<tr>
<td>VCV</td>
<td>pit/y</td>
</tr>
<tr>
<td></td>
<td>pa/per</td>
</tr>
<tr>
<td>CVVC</td>
<td>li/on</td>
</tr>
</tbody>
</table>

Circle the correct syllable pattern for each word. Then write each word on the following line. Put a slash mark (/) between the two syllables of each word.

1. traffic  VCCV VCV CVVC
2. create   VCCV VCV CVVC
3. rotate   VCCV VCV CVVC
4. bitter   VCCV VCV CVVC
5. protect  VCCV VCV CVVC
6. manner   VCCV VCV CVVC
7. poet     VCCV VCV CVVC
8. diet     VCCV VCV CVVC
9. moment   VCCV VCV CVVC
10. differ   VCCV VCV CVVC
Read the following paragraph. Then answer the questions below.

There is a type of race, called a relay race, in which teams of runners compete against each other. A relay team usually has four runners. Each runner runs one part of the race, carrying a small stick called a baton. When a runner finishes his or her section of the race, he or she hands the baton to the next runner. The team whose runners run the fastest wins.

- Is this paragraph organized by main idea and details, or by sequence of events?

- To describe what happens in a relay race from start to finish, would you organize it by main idea and details, or by sequence of events? Why?

- Which of the following would be the best heading for the paragraph?  Team Sports  Relay Running  The Olympic Games

- How does the graphic aid, or picture, help you to understand the paragraph?
Word Roots *struct* and *rupt*

- instructions
- destructive
- construct
- eruption
- rupture
- interrupt

Write the correct word root (*struct* or *rupt*) on each blank to make a word from the list above. Each completed word should make sense in the sentence. Write the word next to its definition on the following line.

1. The storm was de________ive and wrecked many houses.
   ___________________________: causing much damage

2. It’s not polite to inter________ when someone is talking.
   ___________________________: to cut off another person before he or she is finished speaking

3. Did you see the e________ion from the volcano?
   ___________________________: a sudden burst of lava

4. I would like to con________ a snow fort.
   ___________________________: to build or put together

5. If the ground freezes, will the water pipes ________ure?
   ___________________________: to burst open or break

6. Be sure to follow the in________ions when you put the chair together!
   ___________________________: directions telling how to do something
Categorize and Classify

Alicia needs to organize the supplies she’ll need for a camping trip. Help her by classifying, or sorting, each of the following items into the correct categories.

- rice
- sweater
- jeans
- backpack
- beans
- cooking pan
- tent
- sleeping bag
- apples
- wool socks
- hat
- bread

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothes</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Grade 5  Theme 1: Nature’s Fury
Compound Words

Circle the compound word in each of the sentences below. Then write down the two words used to form the compound word.

1. Annie ran downstairs to answer the phone.
   _______________  _______________

2. My soccer team will play its first game of the season this weekend.
   _______________  _______________

3. The lifeguard warned that she’d kick us out of the pool if we didn’t stop splashing.
   _______________  _______________

4. I put on a sweatshirt so that I wouldn’t get cold while I waited for the bus.
   _______________  _______________

5. The streetlight was on even though it was the middle of the day.
   _______________  _______________

6. My mom always recycles the newspaper after she reads it.
   _______________  _______________

7. The airplane flew so low over our house that it made the windows rattle.
   _______________  _______________

8. Hannah used a paperclip to keep the pages of her report together.
   _______________  _______________
Fact and Opinion

For each of the pictured items below, write two sentences. In the first sentence, state a fact about the item. In the second sentence, state an opinion.

1. the weather
   ____________________________
   ____________________________

2. the food in the cafeteria
   ____________________________
   ____________________________

3. two basketball players
   ____________________________
   ____________________________

4. the mouse
   ____________________________
   ____________________________

5. the shirt
   ____________________________
   ____________________________

6. the poster
   ____________________________
   ____________________________
Complete each sentence with the correct word from the box below.

<table>
<thead>
<tr>
<th>suspect</th>
<th>respect</th>
<th>optometrist</th>
<th>inspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>optician</td>
<td>spectacles</td>
<td>optical</td>
<td>spectator</td>
</tr>
</tbody>
</table>

I look up to her because I ________________ a person who is honest and works hard.

Since my eyesight is getting worse, I will use ________________ to help me see better.

A person who makes eyeglasses is called an ________________ .

The image you see in the trick mirror isn’t real, it’s an ________________ illusion.

I was a ________________ at the event so I saw what happened.

Before I bit into it, I looked closely at the apple to ________________ it for worms.

I see crumbs around your mouth, so I ________________ that you ate my cookie.

Dad took me to the ________________ so the doctor could examine my eyes.
Story Structure

Label each picture below with either Characters, Setting, Event, Problem, or Solution. One picture has been done for you.

1. We were at the lake in Memorial Park.
2. We had a great time riding our bikes on the bike path.
3. Today I made a new friend. Her name’s Ellen, and she’s my age.
4. We wheeled our bikes back toward the parking lot, where our parents were waiting for us.
5. But then Ellen’s bike got a flat tire.
6. Her mom fixed Ellen’s flat tire!
Suffixes -word and -ous

For each sentence below, fill in the blank with the correct word from the box. Each word is used only once.

<table>
<thead>
<tr>
<th>skyward</th>
<th>nervous</th>
<th>dangerous</th>
<th>cautious</th>
<th>famous</th>
<th>downward</th>
<th>toward</th>
<th>ridiculous</th>
</tr>
</thead>
</table>

1. When the fire alarm went off, the audience walked __________________________ the exits.
2. Carla's dad warned her that riding her bike without wearing a safety helmet was __________________________.
3. The rocket lifted off and shot __________________________.
4. Doug knew he should be __________________________ when he approached the stray dog.
5. My brother wants to become a __________________________ actor.
6. Madeline watched the golf ball roll __________________________ into the hole.
7. I think the story is __________________________ because the plot doesn’t make sense.
8. On the night of the play, Tim felt __________________________ about his performance.
Predicting Outcomes

Compare the story details with your own knowledge. Write whether you think the predicted outcome makes sense, and why.

1. Julie’s team is losing five to zero with two seconds left to go.
   Outcome: Julie’s team wins.

2. Pam needs to write things down to remember them. Today, Pam doesn’t write down her homework assignments.
   Outcome: Pam forgets her assignments.

3. Tom practices the saxophone for an hour every day.
   Outcome: Tom gets worse at the saxophone.

4. Ellen’s plant needs water every day. She doesn’t water it for days.
   Outcome: Ellen finds her plant looking dry and shriveled.
Suffixes -ive and -ic

Fill in each sentence blank with a word from the list below. Use context clues to help you choose the best word for each sentence.

massive        scientific        historic        active
majestic       volcanic         supportive

1. My sister, who is always busy with school clubs or teams, is an ________________ person.
2. My mom likes reading books about astronomy and other ________________ topics.
3. My dad is ________________ and encourages me to do well.
4. Did you read the article about ________________ eruptions on the island?
5. The rock was so ________________ we could not move or lift it at all.
6. The king and queen looked very dignified and ________________.
7. The day the first person stepped on the moon was a ________________ moment in time.
Topic, Main Idea, and Supporting Details

Choose a topic to write a paragraph about. Focus on something or someone you know well. In the chart below, list your topic, main idea, and three supporting details.

My topic, or what I’ll write about, is my dog. My main idea is that he’s the funniest dog I know. What details can I use to support my main idea?

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Main Idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Now write your paragraph. Label your topic with a T, your main idea with an M, and each of your supporting details with a D.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Grade 5  Theme 2: Give It All You’ve Got!  PMES 2–8
Possessives and Contractions

Each underlined phrase in the sentences below has a contraction or possessive. Write the longer form of the phrase, and either (P) for possessive or (C) for contraction. The first one has been done for you.

1. Have you heard about Paul Revere’s ride?
   the ride of Paul Revere (P)

2. Many people in the American colonies weren’t happy with the king.

3. Some of the king’s decisions made people so mad they wanted to fight a war.

4. Paul Revere didn’t want the king to rule the American colonies.

5. That’s why Paul became a Patriot during the Revolution.

6. One of Paul’s jobs during the war was to ride through Lexington and Concord, warning colonists if English soldiers came to attack.

7. Without his warning, the colonists probably would’ve been surprised by the soldiers.

8. They might’ve lost the battles of Lexington and Concord.
Read each paragraph. Then answer the questions below.

The Sons of Liberty, a group of American colonists, were wasteful. On December 16, 1773, they marched onto three ships carrying tea from England. They wasted tea by dumping it into Boston Harbor. They did this so that no one in Boston could pay the king’s tax on tea.

1. Which two sentences are facts? 

2. Which two sentences are opinions? 

3. What is the author’s viewpoint?

On December 16, 1773, a group of American colonists called the Sons of Liberty marched onto ships carrying tea from England. They threw the tea into Boston Harbor so that no one could pay the king’s tax on tea. They chose a thoughtful way to protest the unfair tea tax.

1. Which two sentences are facts? 

2. Which sentence is an opinion? 

3. What is the author’s viewpoint?

Grade 5  Theme 3: Voices of the Revolution
VCCV and VCV Patterns

For each underlined word, circle the correct VCCV or VCV pattern. Rewrite the word, adding slashes between syllables.

1. Mary writes the letter carefully so that she won’t make mistakes.
   VCCV  VCV

2. She writes her aunt about the local news in Boston.
   VCCV  VCV

3. Her aunt will be upset by last week’s news.
   VCCV  VCV

4. It was common these days for people to be mad about the tea tax.
   VCCV  VCV

5. Mary still couldn’t figure out how some people had gotten mad enough to march onto three ships carrying tea from England.
   VCCV  VCV

6. She wasn’t certain yet who did it, but she did know that they threw the tea overboard.
   VCCV  VCV

7. Mary’s parents wonder if King George III will be very angry.
   VCCV  VCV

8. Will the king punish the people who threw the tea into the harbor?
   VCCV  VCV
Each exercise below includes a cause and an effect. Label the cause with a (C) and the effect with an (E).

1. (C) Tina’s mom gets a flat tire.  
   (E) Tina’s mom drives over a big nail.

2. (C) Julian trips and falls while running down the sidewalk.  
   (E) Julian gets a hole in the knee of his new pants.

3. (C) Brittany scores the winning goal in a soccer game.  
   (E) Brittany’s teammates cheer as they carry her off the field.

4. (C) Marcus is tired and covered with dirt.  
   (E) Marcus helps his mom weed their garden.

5. (C) A lot of bees are buzzing around the playground.  
   (E) Luis is nervous that he’ll get stung.

6. (C) The class field trip to the zoo is canceled.  
   (E) It’s raining today.
Prefixes **sub**- and **sur**-?

<table>
<thead>
<tr>
<th>Prefix <strong>sub</strong>-</th>
<th>Prefix <strong>sur</strong>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>“under, down, or less”</td>
<td>“over, above, or more”</td>
</tr>
</tbody>
</table>

Write either **sub** or **sur** in each blank to form a word that matches the definition given on the left.

1. A boat that travels underwater _______ marine
2. The top layer of something _______ face
3. To look something over _______ vey
4. To make less _______ tract
5. A tax that is added to another tax _______ tax
6. To put underwater _______ merge
7. More than what’s needed _______ plus
8. To live longer than _______ vive

A subway is an underground train.
Following Directions

Below, you’ll find directions for making a peanut butter and jelly sandwich on toast. The problem is that the directions are out of order. Place them in the correct order by numbering them from 1 to 6 in the blanks provided. Use the picture clues as a guide.

1. Put the two slices of toast together, with the peanut butter touching the jelly. You’ve got your sandwich. Now take a bite!

2. Open the bag of bread and take two slices out.

3. Take peanut butter, jelly, and bread out of the refrigerator.

4. Spread peanut butter on one side of a piece of toast. Spread jelly on one side of the other piece of toast.

5. Put the two slices of bread in the toaster and turn the toaster on.

6. Put the two slices of toast on a plate. Open the jar of peanut butter and the jar of jelly.
Syllabication:
VCCCV Pattern

Circle the correct VCCCV syllable break for each word below.
The first one has been done for you.

1. purchase: purc/hase pur/chase
2. control: con/trol co/ntrol
3. approach: appr/oach ap/proach
4. angry: a/ngry an/gry
5. complete: com/plete co/mplete
6. instant: in/stant inst/ant
7. explode: expl/ode ex/plode
8. panther: pan/ther pa/nther
Problem Solving and Decision Making

Think about the possible solutions for each problem. Then choose the best solution. Give the reasons for your choice.

Problem 1: Daniel is trying to do his homework, but his sister has the television on too loud. Daniel can’t study with so much noise.

Possible solutions:
A. He should give up and do something else.
B. He should turn the radio on full-blast to drown out the noise.
C. He should ask his sister to turn down the volume on the television.

Problem 2: Vanessa needs to make a quick phone call, but her brother is on the phone and plans to talk for a while.

Possible solutions:
A. She should yell at her brother to get off the phone.
B. She should politely ask her brother if she can make a quick call and give the phone back to him after she’s done.
C. She should make noise so that he can’t hear the other person.
Name______________________________

**Syllabication: VV Pattern**

In each sentence below, circle the word with the VV pattern. Write the word next to the sentence, putting slash marks (/) between each syllable. The first one has been done for you.

1. My brother makes his living playing the **piano** __pi/an/o__
2. You’ll ruin your appetite if you eat candy before dinner. ______________
3. The two singers sang a duet together. ______________
4. We heard on the news that a meteor fell to Earth. ______________
5. I write in my diary every day. ______________
6. This year our town is hosting the annual Spring Party. ______________
7. That’s not a kitten, it’s a lion cub! ______________
8. Our cat meows loudly whenever she is hungry. ______________
9. We just moved to this area and don’t know anyone yet. ______________
Mike rubbed his eyes and yawned as he walked out the door. Prince, his neighbor's dog, had been outside barking all night long.

As Mike walked past his neighbor's house, Prince came bounding up as fast as his short, stubby legs could carry him. Mike yawned again as he bent over to pet Prince. The small dog barked happily. Prince was always especially friendly each morning after he'd had a loud night. Mike wondered if Prince felt bad for keeping him up, or if the dog was just happy about the good time he'd had.

1. Which story details tell you that Mike is sleepy?

2. Which story details tell you that Prince is a short dog?

3. Which story detail tells you that Prince has barked all night before?

4. Which story detail tells you that Mike likes Prince?
Words Ending in -ed or -ing

In each sentence, circle the word that ends in -ed or -ing. Then write its base word in the blank.

1. Have you ever played a trick on your brother or sister?
   _____________________________

2. Next summer, we’re driving to Mexico. _____________________________

3. Sally rubbed the knee she hurt during the softball game. ________________

4. Ellis packed up his backpack and left the library. ________________

5. We divided the rest of the pie into two pieces. ________________

6. Francisco is writing a letter to his grandfather. ________________

7. Don’t look at me—I wasn’t the one who was laughing. ________________

8. Remember that winning isn’t everything. ________________

9. Just as she shut the door, she remembered that her keys were inside the car. _____________________________

10. My sister is trying to teach her class how to play the erhu, a kind of Chinese violin. _____________________________

Name: _____________________________
Compare and Contrast

Each of the sentences below compares and contrasts two people or things. In the blanks provided, write what each pair has in common. Then write what is different between the two items.

1. A car needs gas to run. A wagon needs to be pulled by a person or animal. Cars and wagons both have wheels.
   
   **Compare:** 
   
   **Contrast:** 
   
2. One of my brothers plays the violin, and the other plays drums.
   
   **Compare:** 
   
   **Contrast:** 
   
3. Tomás speaks Spanish, while Greta speaks German. They both speak English.
   
   **Compare:** 
   
   **Contrast:** 
   
4. Eva and Mark both play on sports teams, but Eva plays volleyball and Mark plays soccer.
   
   **Compare:** 
   
   **Contrast:** 
   
5. James likes to eat chocolate ice cream. Kelly prefers to eat vanilla ice cream rather than chocolate.
   
   **Compare:** 
   
   **Contrast:** 
   
Name: ____________________________
Suffixes -ly, -ness, -ment, -ful, -less

Write a base word from the box below on each blank next to the suffix, and create a new word that makes sense in the sentence. Each base word is used once.

<table>
<thead>
<tr>
<th>Base Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
</tr>
<tr>
<td>calm</td>
</tr>
<tr>
<td>rest</td>
</tr>
<tr>
<td>enjoy</td>
</tr>
<tr>
<td>home</td>
</tr>
<tr>
<td>fear</td>
</tr>
<tr>
<td>safe</td>
</tr>
<tr>
<td>sad</td>
</tr>
</tbody>
</table>

1. He was ________less today and couldn’t sit still in his chair.
2. At first she was ________ful, but she soon relaxed.
3. Instead of getting upset, she ________ly called for help.
4. After his best friend moved, Jay had a feeling of deep ________ness.
5. They came home ________ly and avoided the storm.
6. This red, green, and yellow sweater is my most ________ful piece of clothing.
7. We could see her ________ment because she smiled.
8. Yesterday had been a bad day, but she was ________ful that today would be better.
Making Inferences

For each example, circle the letter of the inference that makes the most sense. Then give the reason for your choice.

1. Todd pressed his hands against his ears, but he could still hear the roar of the jet engines.
   A. Todd thinks the jet engines are too loud.
   B. Todd likes pressing his hands against his ears for fun.
   C. Todd thinks the jet engines are too quiet.

2. Nancy's tongue stuck to the roof of her mouth. She wished that she had a tall glass of water in front of her.
   A. Nancy is hungry.
   B. Nancy just finished a big glass of water.
   C. Nancy is thirsty.

3. When Juan saw that Kim had forgotten her lunch, he gave her half of his sandwich and an orange.
   A. Juan doesn’t like food.
   B. Juan doesn’t like Kim.
   C. Juan is generous.
Prefixes un-, dis-, in-, re-; Suffix -ion

Fill in each blank with the word from the box that best completes each sentence. Circle the word if it has un-, dis-, in-, re-, or -ion.

<table>
<thead>
<tr>
<th>obedient</th>
<th>disobedient</th>
<th>unfriendly</th>
<th>friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>invisible</td>
<td>visible</td>
<td>build</td>
<td>rebuild</td>
</tr>
</tbody>
</table>

1. Instead of giving me a _____________ hug, she gave me an _____________ frown.

2. Tom’s dog is _____________ and ignores his commands. Matt’s dog is _____________ and does as it’s told.

3. Should we _____________ a new shed, or just repair and _____________ the old shed?

4. If you can see something, it is _____________.
   If you can’t see it, it’s _____________.
Drawing Conclusions

Read each story. Then use clues from the story to draw a conclusion.

The scouting party felt the ground rumble. A long line of brown, shaggy creatures appeared, kicking up a large dust cloud. The party watched as the first animals passed a few hundred feet from them. By the time the last animal had gone past, they felt like they had been standing there for hours.

Story Clues: ________________________________

______________________________

Conclusion: ________________________________

Greg always tried to pay attention to what was going on around him, but it was hard. When he had to watch the horses, he would daydream about riding one across the plains. He wouldn’t notice when the horses wandered off. When he walked through the woods, he would daydream about bears, and then trip over a root or stone.

Story Clues: ________________________________

______________________________

Conclusion: ________________________________
Stressed and Unstressed Syllables

In each sentence, one of the words is written two ways. Circle the way that shows stress on the correct syllable.

1. May and Greg planted **cab bage** in their garden.
   - CAB bage
   - cab BAGE

2. I have a turkey **sand WICH** for lunch today.
   - sand WICH
   - SAND wich

3. Anna, Luisa, and Tyler walked around the mall **to GETH er**.
   - to GETH er
   - to geth ER

4. A hot-air **bal LOON** floated above the town.
   - BAL loon
   - bal LOON

5. We will **DE cide** together which movie to see.
   - de CIDE
   - DE cide

6. Ms. Grant has a book that needs to go back to the **li brar Y**.
   - Li brar y
   - li brar Y

7. Faith wanted to **ex CHANGE** the blouse for one in a smaller size.
   - EX change
   - ex CHANGE

8. Let’s visit the rose **GAR den**.
   - gar DEN
   - GAR den

9. I will remember how much fun I had at the school **pic NIC**.
   - PIC nic
   - pic NIC

10. Today our class went on a **treas URE** hunt.
    - treas URE
    - TREAS ure
Propaganda

Label each accurate statement with an (A). Label each propaganda statement with a (P), and write the type of propaganda being used next to the statement.

<table>
<thead>
<tr>
<th>testimonial</th>
<th>bandwagon</th>
<th>overgeneralization</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer</td>
<td>faulty cause and effect</td>
<td></td>
</tr>
</tbody>
</table>

1. Three people who went to Arizona said they had good weather while they were there. _________________
   The weather in Arizona is the best in the world! Three people who went there said they’ve never seen better weather.
   _________________

2. The West Hotel is on Main Street. _________________
   When the President came to River City, he stayed at the West Hotel, the best hotel anywhere. _________________

3. General Jackson says, “Canyon sweaters are the warmest sweaters that money can buy.” _________________
   Canyon sweaters are made of wool. _________________

4. Since your doctor says it will help you, you should take the medicine. _________________
   Everyone is taking Magic Cure Medicines. You should too!
   _________________
Review of Syllabication

<table>
<thead>
<tr>
<th>VV</th>
<th>VCV</th>
<th>VCCV</th>
<th>VCCCV</th>
</tr>
</thead>
<tbody>
<tr>
<td>gi/ant</td>
<td>ve/to</td>
<td>reb/el</td>
<td>sus/pend</td>
</tr>
<tr>
<td>mis/spell</td>
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</tbody>
</table>

Circle the correct syllable pattern for each word.

1. She will **dial** the phone.
   - VV  VCV  VCCV  VCCCV
2. Do you remember that story **detail**?
   - VV  VCV  VCCV  VCCCV
3. Be careful not to **trip** and **stumble**.
   - VV  VCV  VCCV  VCCCV
4. We crawled through the **tunnel**.
   - VV  VCV  VCCV  VCCCV
5. Please turn down the **volume** so that it’s not so loud.
   - VV  VCV  VCCV  VCCCV
6. You’ve got a **perfect** smile.
   - VV  VCV  VCCV  VCCCV
7. A **lion** is a type of wild cat.
   - VV  VCV  VCCV  VCCCV
8. The sailors let down the ship’s **anchor**.
   - VV  VCV  VCCV  VCCCV
Making Judgments

Read each passage. Put a check next to the best judgment, or write your own. Explain your choice.

1. No farmer had been able to grow crops on the farm for thirty years. But Jed bought it anyway, and planted crops. “Those folks didn’t know how to farm,” he said. “My crops will grow.”

_____ Jed shows courage by buying the farm.
_____ Jed is foolish to plant crops on land that hasn’t grown anything for thirty years.

Your own judgment: ____________________________________________

_________________________________________________________________

Reasons why you made your judgment: ________________________________

_________________________________________________________________

2. Beth had planned to canoe down the river into town for supplies. It had been raining for the last two days, though. The water in the river kept rising. “I don’t want to get caught in a flood,” Beth decided. “I’ll wait until the river is safe.”

_____ Beth is smart to wait until she knows the river is safe.
_____ Beth should take risks, or she’ll never get things done.

Your own judgment: ____________________________________________

_________________________________________________________________

Reasons why you made your judgment: ________________________________

_________________________________________________________________
Changing Final y to i

I see an i in busier. If I drop the -er ending, and change the i to y, I get... busy.

For each bolded word below, underline the ending and circle the i that comes before it. Then write the base word in the blank provided.

1. Look how time flies. ________________
2. He seems angrier than ever. ________________
3. That’s my funniest joke. ________________
4. I picked fresh berries. ________________
5. They cried when they saw the sad movie. ________________
6. I’m getting sleepier by the minute. ________________
7. He is late and hurries to class. ________________
8. The dog looks dirtier than before his bath! ________________
9. They worried that it might rain. ________________
10. If only today were sunnier! ________________
Story Structure

For each setting, circle the character that you would most likely find there.

1. Setting: a town in the Old West
   Characters: a race car driver
               a cowboy
               a space alien

2. Setting: a boat on the Mississippi River
   Characters: a boat captain
               a football player
               a talking elephant

Write a short story about one of the settings and characters above.
Include a problem, story events, and a resolution.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Circle words with the prefix *com-* , *con-* , *en-* , *ex-* , *pre-* , or *pro-* . Write the word next to its definition and underline the prefix.

1. We’ll compare the books of two different authors.
   
   _______________: to note the similarities or differences

2. The zookeeper is careful not to enrage the mother bear.

   _______________: to make angry

3. Can we enlarge this picture so we can see it more clearly?

   _______________: to make bigger

4. I will prepare dinner if you’ll do the dishes later.

   _______________: to make ready

5. My dog tries to comfort me when I’m sad.

   _______________: to make less sad or fearful

6. Let’s examine all the clues.

   _______________: to look at closely

7. The road connects the two towns.

   _______________: to join together

8. He will protest against that rule.

   _______________: to complain about or object to

9. Where would she conceal the gift?

   _______________: to hide
Making Generalizations

Read the passage. Then label each generalization in the chart either Valid or Invalid. Give the reasons for your choices.

Everyone loves Alaska. I traveled to Alaska to visit my aunt, who works at Denali National Park. She told me interesting things about Alaska and the park. Denali National Park has a number of different landscapes. My aunt showed me photos of the park’s glaciers, mountains, and tundras, which are grassy, treeless areas. She also showed me pictures of moose, squirrels, and grizzly bears that live in the park. The park must have every type of wildlife.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Valid or Invalid</th>
<th>How I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone loves Alaska.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denali National Park has a number of different landscapes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The park must have every type of wildlife.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Three-Syllable Words

Read the sentences. Then circle the correct way to divide the syllables of the underlined word. Check the syllable pattern that applies to the first two syllables of the word.

1. Today, many wild animals are in danger.
   a/nim/als an/i/mals

2. They face the threat of extinction, or dying out.
   ex/tinc/tion ex/tinct/ion

3. Their habitats, or homes, are being destroyed as people move onto the same land.
   hab/i/tats ha/bit/ats

4. Farming, building, and cutting down too many trees may cause these animals’ homes to disappear.
   di/sapp/ear dis/ap/pear

5. The problem is that both people and wild animals need land for their survival.
   sur/viv/al surv/iv/al

6. Can we find a solution to this problem?
   sol/ut/ion so/lu/tion

7. If we work together, maybe we can think of some answers.
   tog/e/ther to/geth/er

VCCV VCV
Read the passage. Circle the correct answer to each question.

It’s important to save endangered plants and animals. We live on the earth, so we should take good care of it. When any kind of plant or animal dies out, we’re not taking care of our planet.

Every time a kind of plant or animal disappears, it affects other living things. For example, people make medicine from many plants in the rain forest. If we let these plants die out, we lose an important source of medicine. We also lose the chance to ever see these plants outside of a book.

1. What is the topic of this passage?
   a. fighting pollution
   b. becoming a doctor
   c. saving endangered plants and animals

2. What is the main idea of the passage?
   a. We can’t help save endangered plants or animals.
   b. It’s important to save endangered plants or animals.
   c. Medicines are important.

3. Which of the following is NOT a supporting detail?
   a. We live on the earth, and we need to take good care of it.
   b. If we let these plants die out, we lose an important source of medicine.
   c. Saving endangered species costs too much money.
Suffixes
-ent, -ant, -able, -ible

Use the words from the box above to complete the sentences. Each word will be used only once.

1. That’s not a good idea, it’s a ____________ idea!

2. The twins may look alike, but they act like very
   ____________ people.

3. He is usually an ____________ and pleasant person.

4. There’s a long line, so you’ll have to be ____________ while you wait.

5. That old sofa is the most ____________ place to sit.

6. Can you see that ____________ mountain through your binoculars?

7. That fact is interesting, but it’s not ____________ to our topic.

8. It was so foggy that the road was barely ____________.
Drawing Conclusions

Read each paragraph. Then complete the following charts.

A blanket of snow covers the ground. Icicles hang on the bare tree branches. A bear hibernates in her den. Even without a calendar, Mark can tell what season it is.

1. What season is it? How do you know?

<table>
<thead>
<tr>
<th>Story Clues</th>
<th>=</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
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</table>

Elisa plays soccer every day after school. She often goes swimming as well. On the weekends, Elisa goes hiking with her family.

2. Does Elisa prefer to stay active or to sit still? How do you know?

<table>
<thead>
<tr>
<th>Story Clues</th>
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<th>Conclusions</th>
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</table>
Base Words

Emma is waiting for the school bus. The bus is running late. It’s a rainy day, but fortunately Emma wore a coat and hat. Emma is worried that she won’t make it to school on time. She’s also starting to get soaked from the rain. If she had a choice, she would happily stay home today.

<table>
<thead>
<tr>
<th>Longer Words</th>
<th>Base Words</th>
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Sequence of Events

Abby went skating in the park with her friends. She started off slowly, but soon she got used to her skates. After a while, they came to the duck pond. To her surprise, Abby discovered that the path there was a little steeper than she’d realized. She found herself rolling slowly at first. Then, she began to roll faster. Abby tried to stop, waving her arms to keep her balance.

Suddenly, she hit a bump and rolled off the path. She shot through a nearby flock of ducks, and splashed into the pond. Her friends finally helped a wet but laughing Abby out of the pond.
Syllabication

I want a pet. I suggest to Mom that we get a lion.
“I’ll name him Sam. I’ll save money to buy him food,” I say,
“and play with him after school. He can fetch the paper
for you. You could play with him too.”

A lion cub would be super, Mom admits. She still
won’t allow me to get one. My small cub could become a
giant lion when he grows up. It’s a pity, but Mom might
be right. Sam could grow too big for our house. We could
have a riot on our hands. Mom sees that I feel awful, and
she is quiet. From my room, I hear her dial the phone and
talk for a long time. The next day, I wake up and find a
small gray kitten on my bed. He wears a bow that says
“Sam.”

<table>
<thead>
<tr>
<th>VC/CV</th>
<th>VC/V or V/CV</th>
<th>CV/VC</th>
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</table>
On May 31, 1889, a terrible flood destroyed much of Johnstown, Pennsylvania. The flood was caused by the collapse of the South Fork dam. When the dam broke, a wall of water thirty feet high hit Johnstown, destroying four square miles of the city’s downtown area. The flood killed more than 2,200 people and left more than 27,000 without homes.

On May 30, 1889, heavy rains began to fall in the Johnstown, Pennsylvania, area. By the next day, eight inches of rain had already fallen. Soon, the water level in the South Fork dam rose to within two feet of the top of the dam, continuing to rise one inch every ten minutes. Finally, the dam broke. A wall of water thirty feet high then hit Johnstown. The flood killed more than 2,200 people and left more than 27,000 without homes.

<table>
<thead>
<tr>
<th>Way of Organizing Information</th>
<th>What Is Explained</th>
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<tbody>
<tr>
<td>Paragraph 1</td>
<td></td>
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<tr>
<td>Paragraph 2</td>
<td></td>
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</tbody>
</table>
Word Roots *struct* and *rupt*

We interrupt this program with an emergency broadcast. At this moment, Mount Granfuego is erupting two hundred miles east of the city. A lava flow has already destroyed two bridges and several unused building structures at the foot of the volcano. No one has been hurt, but the volcano has disrupted life in nearby Cinder City. Schools and businesses there have closed as people wait for instructions on what to do. It’s not yet clear how much destruction the volcano will cause. We’ll keep you posted as we learn more.

<table>
<thead>
<tr>
<th>struct</th>
<th>rupt</th>
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</table>
Categorize and Classify

Wolves can be found in many parts of the world, including North America. There are two species of wolves: the gray wolf and the red wolf. The gray wolf can weigh up to 175 pounds. It tends to be a lighter color than the red wolf. The gray wolf is still fairly common in parts of Canada and Alaska, but is rare in many other places. The red wolf can weigh up to 82 pounds. It tends to be darker than the gray wolf. Although the red wolf was once common in the southeastern United States, it is now rare. It came close to extinction. Some red wolves have been reintroduced to the wild in eastern North Carolina.

<table>
<thead>
<tr>
<th>Species of Wolves</th>
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<tbody>
<tr>
<td>Red Wolf</td>
</tr>
<tr>
<td>Gray Wolf</td>
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</tbody>
</table>

Grade 5  Theme 1: Nature’s Fury
Compound Words

1. If you think it’s going to rain, you should wear this **coat**.

2. You cook it in a **pan**, and it looks like a very flat **cake**.

3. You **pop** this kind of **corn** before eating it.

4. Aim at the **basket** with this **ball**.

5. You’ll need to do at **home** the **work** you don’t finish at school.

6. If you’re looking for a place to put a **book**, try this **shelf**.
Fact and Opinion

Scotty Powell is a better skater than Wes Garcia.

Powell can jump six inches higher than Garcia can.

In the last competition, Powell got higher scores than Garcia did.

But Wes Garcia has won two world championships. Scotty Powell hasn’t won any.

Garcia is a more artistic skater than Powell is.

Garcia should have scored higher than Powell in that competition.
Roots *spec/t* and *opt*

After I tripped over the dog, stepped on my brother, and walked into the kitchen wall, Dad got worried. “I suspect you may need glasses,” Dad said to me.

“Dad’s right,” my brother agreed, holding his foot.

“I’m taking you to the optometrist, Dr. I. Sight,” Dad announced.

“Will that hurt?” I asked, getting nervous.

“Don’t be silly, she’ll only examine your eyes.” Dad was right. The eye doctor was nice. She even liked the polka-dot glasses I picked out.

Dad didn’t like them, though. “I respect your taste,” he sighed, “but I’d prefer something without stripes.”

“Stripes?” I asked, surprised. “Dad, I think you might need glasses too!”

<table>
<thead>
<tr>
<th>Words with <em>spec/t</em> or <em>opt</em></th>
<th>Meaning</th>
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Story Structure

At recess, Jim and Tania raced across the soccer field, kicking a ball between them. Suddenly, Tania slipped on something and fell.

She got up, dusted herself off, and looked to see what made her fall. She found a small green bag, half-hidden in the grass. Curious, Tania looked inside.

“Jim, come quick!” she called. Inside the bag was a fistful of hundred-dollar bills. Holding the bag tightly, they ran to call the police.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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<th>Plot</th>
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<td>3.</td>
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<td>4.</td>
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<th>Problem</th>
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<tr>
<th>Solution</th>
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</table>
Suffixes -ward and -ous

We left camp and walked to the foot of the hill, where the trail began. From there, we planned to hike ______ward, following the trail. We knew it would be a long hike, but at least we were sure it wouldn’t be too rocky or ______ous for us to climb safely. We began walking, paying close attention to where we stepped. We didn’t want to twist any ankles or step on any ______ous snakes. After hiking for several hours, we heard a bird cry overhead. I looked ______ward and saw a falcon circling high above us. I looked again at our trail map. According to the map, the trail would circle back ______ward and lead us back into camp.
Predicting Outcomes

Drew’s knees shook as he climbed the ladder to the high dive. He had dreaded this day for weeks. Each step took him closer to the thin plastic board, ten feet above the water. Below him, his friends called out encouragement. Suddenly, Drew reached the diving board. “This is it,” he thought. “I’ll just run out and do it. I’ve done scarier things before.” Drew took a few steps out onto the diving board.

Question 1: Do you think Drew will jump?

<table>
<thead>
<tr>
<th>Story Details</th>
<th>Personal Knowledge</th>
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<td>Prediction:</td>
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</table>

Question 2: If Drew jumps, how will his friends react?

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<tr>
<th>Story Details</th>
<th>Personal Knowledge</th>
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<tr>
<td>Prediction:</td>
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</table>
Suffixes -ive and -ic

The new Space Shuttle is about to launch a historic new mission. Its crew will travel to Jupiter, the most massive planet in our solar system. The crew will study Jupiter’s moons to look for signs of volcanic activity. During the journey, crew members plan to stay active by conducting scientific experiments.

<table>
<thead>
<tr>
<th>Word with -ive or -ic</th>
<th>Meaning of Base Word</th>
<th>Meaning of Adjective</th>
</tr>
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<tbody>
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Grade 5  Theme 2: Give It All You’ve Got!
Mercury, the Planet of Fire

Mercury is one of the smallest and hottest planets in our solar system. Only Pluto is smaller, and only Venus is hotter. Mercury measures roughly 3,000 miles in diameter, compared to Earth’s 8,000 miles and Jupiter’s 89,000 miles. It can come as near to the Sun as 28 million miles, less than a third of the distance between Earth and the Sun. The average temperature on Mercury’s surface is a scorching 333 degrees Fahrenheit.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Main Idea:</th>
</tr>
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<tbody>
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</table>

Supporting Details:

1. 
2. 
3. 
4. 

Grade 5  Theme 2: Give It All You’ve Got!
Possessives and Contractions

Julia’s friend isn’t coming to dinner.
My brother’s car doesn’t have a radio.
We’d like to help you find Tom’s dog.
Anya’s packages should’ve gotten here last week.
Scott’s going to meet us at Jena’s house.

<table>
<thead>
<tr>
<th>Possessive (P) or Contraction (C)</th>
<th>Longer Form of Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia’s friend</td>
<td></td>
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<tr>
<td>isn’t coming</td>
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<tr>
<td>my brother’s car</td>
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<td>doesn’t have</td>
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<td>We’d like</td>
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<td>Tom’s dog</td>
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<td>Anya’s packages</td>
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<td>should’ve gotten</td>
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<tr>
<td>Scott’s going</td>
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<tr>
<td>Jena’s house</td>
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</tbody>
</table>
Author’s Viewpoint

Author A
Many people keep dogs and cats as pets, but I think snakes are better. Snakes have a long, pretty body. Since they make almost no noise and like to hide in corners, snakes are the easiest pets to care for. They’re also interesting to watch. If you’d like a good pet, get any snake.

Author B
Snakes are reptiles with long, thin bodies. Certain types of snakes are small, but others can grow over thirty feet long and become large and heavy. Since they are quiet and can move into small places easily, they may be hard to find if they get loose. Some snakes are also poisonous. Certain types of snakes may be dangerous to keep as pets.

<table>
<thead>
<tr>
<th>Author</th>
<th>Fact or Opinion</th>
<th>Author’s Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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</tbody>
</table>
VCCV and VCV Patterns

What was life like in the thirteen colonies just before 1774? One major question in people’s minds was whether or not to declare independence from England. Should they form their own nation? What would happen if a war began? They might win a skirmish or two, but could they win a whole war? What if people couldn’t agree on whether or not to fight? Since many families came from England, would some stay loyal to the king? If you lived at that time, what would you do?

<table>
<thead>
<tr>
<th>If VCCV, then VC/CV</th>
<th>If VCV, then V/CV or VC/V</th>
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</thead>
<tbody>
<tr>
<td>thirteen</td>
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<td>major</td>
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<td>began</td>
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<td>skirmish</td>
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<td>families</td>
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<td>loyal</td>
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</table>
Cause and Effect

My older brother didn’t follow directions when he made dinner.

Dinner was ruined.

There wasn’t enough food to make another dinner.

We drove to our family’s favorite restaurant.

The restaurant was closed.

We went back home and ordered pizza.
Prefixes *sub-* and *sur-*

<table>
<thead>
<tr>
<th>Prefix <em>sub-</em></th>
<th>Prefix <em>sur-</em></th>
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</thead>
<tbody>
<tr>
<td>“under, down, or less”</td>
<td>“over, above, or more”</td>
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</table>

1. My mom and dad both ride the **subway** on their way to work.

2. Somehow I ended up with a huge **surplus** of mismatched socks.

3. The **submarine** moved deeper into the ocean.

4. The pond’s **surface** was calm.
Following Directions

Find the Treasure

1. Start at the beach.
2. Follow the row of palm trees away from the beach until you reach a big boulder.
3. At the boulder, take a right. Walk until you come to a creek.
4. Take a left, and walk along the creek until you come to a waterfall.
5. Look behind the waterfall. You’ve found the treasure!
Syllabication: VCCCV Pattern

d o l / p h i n
V C / C C V

It’s a surprise party!

Congratulations to the league’s most improved team!

Fishing supplies sold here.

We’ve got the best lobster in town!

Try our delicious instant cake mix!

I have the answer to your question.

TMES 4–1

Grade 5 Theme 4: Person to Person
Problem Solving and Decision Making

During their hike, Tim and his Aunt Sophia came to a stream. “How do we cross the stream if there’s no bridge?” Aunt Sophia asked.

Step ________________________________

Tim asked, “Should we try to jump over the stream?” Aunt Sophia said, “I see some large rocks further downstream. Maybe we could cross there.”

Step ________________________________

“It might be dangerous to jump,” Tim said. “I don’t think that’s a good idea after all.” “I agree,” Aunt Sophia said. “Let’s look at those rocks instead.”

Step ________________________________

They examined the rocks. “They look large and flat enough to step on,” Aunt Sophia said. “Let’s go.”

Step ________________________________

They crossed the stream safely and enjoyed their hike.

Step ________________________________
When my grandmother was a little kid, she didn’t have video games or television. Instead, she listened to the radio. Her family had a big wooden radio, with a glowing dial that you used to tune in stations. My grandmother’s favorite show was about a mad scientist who wanted to take over the world. Her parents loved to listen to music—especially anything played on a piano. One time, my grandmother sent in a poem to a contest being held by a local station. She won a prize, and they read her poem over the air!

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<th>VV Syllable Pattern</th>
<th>Divided into Syllables</th>
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Noting Details

1. April ran into school with her backpack half-open and her shoelaces untied. She was frowning.

Which story details tell you April is in a hurry?

2. The snow blew into Robert’s face. He stood on the corner, shivering, and waited for the light to change. Robert heard his stomach growl. He couldn’t wait to cross the street and go into the warm diner.

Which story details tell you Robert is cold and hungry?

3. Chloe’s brother usually carries around a sketch pad and some colored markers. He often wears clothes with paint stains all over them. He goes to art school.

What can you learn about Chloe’s brother?
Words Ending in -ed or -ing

What a disaster! Herman dropped the birthday cake. He’s blaming himself for letting it fall, but it couldn’t be helped. He tried to watch where he was walking, but he couldn’t see over the top of the cake. He tripped over the rug, and now we have no cake! What should we do? The party guests have just arrived!

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<th>-ed Ending</th>
<th>-ing Ending</th>
<th>Base Word</th>
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Compare and Contrast

Rudy and Nella, my cats, are brother and sister, but they act and look like cats from different families. Rudy’s fur is white with black spots. He’s kind of quiet. He loves looking out the window. Nella’s fur is black with white spots. She’s pretty wild. She loves running around the house and getting into trouble. She’s always knocking over my mom’s plants.

So in a lot of ways, Rudy and Nella are pretty different cats. They do have this in common, though—they both love sleeping on top of my dad when he naps on the couch. Lucky for them, he doesn’t seem to mind.
Suffixes -ly, -ness, -ment, -ful, -less

1. The waiter ran quick______ toward the kitchen.

2. I gave Jared a pay______ of thirty dollars for his old bike.

3. The young bird was help______ without its mother to protect it.

4. Anna is usually cheer______ in the morning, but I’m grouchy.

5. In the dark______, beyond their campfire, Jill could see the stars and the outline of trees.
Making Inferences

Pam’s heart raced and her throat was dry. Ms. Simms was calling on students to read their poems. Right now, Tyler, who sat in front of Pam, was reading his poem. Pam’s hands grew sweaty. She knew she’d be next. Just as Ms. Simms turned to Pam, the bell rang. Pam sighed with relief. “I don’t have to read my poem!” she sang. “At least, not until tomorrow.”

1. How does Pam feel about reading her poem aloud?

**Evidence from Story:**


**Own Experiences:**


**Inference:**


Grade 5 Theme 4: Person to Person
Prefixes *un-*-, *dis-*-, *in-*-, *re-*; Suffix -ion

When the rain started falling, we went inside.
Emma’s dog dislikes dry dog food.
José returned the broken CD to the store.
Ben won the election for class president.
Lori was unsure of where her art class was meeting.

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<th>Word</th>
<th>Prefix or Suffix</th>
<th>Base Word</th>
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Prefixes like *un-*-, *dis-*-, *in-*-, and *re-* come before the base word. Suffixes like -ion come after the base word.
Drawing Conclusions

The rain came down so hard that Joseph could barely see three feet in front of him. It had already soaked through his coat. All he wanted to do was to find a dry spot somewhere and sleep. Still, he kept searching. He would not go home without his colt.

Joseph heard weak neighing. He followed the sound until he found what he had been looking for. The colt was under a tree, wet and shivering. His eyes were wide with fear and confusion. Joseph approached him, calling the colt’s name. At the sound of Joseph’s voice, the colt’s ears perked up and he moved towards Joseph. Together they headed for home.

Add Up the Story Clues… …and Come to a Conclusion

<table>
<thead>
<tr>
<th>Joseph is tired and wet, but still searches for his colt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The colt is wet and shivering. His eyes are wide with fear and confusion.</td>
</tr>
</tbody>
</table>
Stressed and Unstressed Syllables

1. We should **protect** the land and its wildlife.
   - pro TECT  PRO tect

2. You may borrow the book **after** I finish reading it.
   - AF ter  af TER

3. I plan to **travel** to many new places.
   - tra VEL  TRA vel

4. In science class, we’re learning about how a **tornado** forms.
   - tor NA do  TOR na do

5. Which weighs more, a **buffalo** or an elephant?
   - buf FA lo  BUF fa lo

6. That is not my **concern**.
   - con CERN  CON cern

7. The new engine on that train is very **powerful**.
   - POW er ful  pow ER ful

**TMES 5–3**
Grade 5  Theme 5: One Land, Many Trails
Hey there, partner! Are you looking for a way to travel west in style? Join the thousands of people who have taken a ride on the White Sail Stagecoach Line. The Governor of Nebraska uses us for all his traveling needs. We have a long history of safety—we’ve been accident-free for over a year! So if you want to find success and happiness in life, come take a ride with us. Like Wild Bill Hickok says, “There’s no stagecoach like a White Sail stagecoach.”
Review of Syllabication

Victor ruined his violin.

Carla opens the jar of honey.

Madeline borrows a pencil for the test.

Dan completes the task with enthusiasm.

The scientist stumbled into the room.
Making Judgments

Sarah rode her horse in the hills above her family’s ranch all morning. Suddenly, she heard someone at the ranch calling out. Sarah saw a little smoke coming from a window of the ranch house. Was it on fire?

Sarah turned her horse around and started charging down the trail to the ranch. She knew that if her horse lost his balance, they could both be seriously hurt. Still, she rode him, trying to get home as quickly as she could.

Back at the ranch, Sarah saw that the smoke had stopped. She asked her dad what had happened. “I burned lunch,” he said. “Did you come to help out?” Sarah nodded. Her dad smiled. “Well, I appreciate it,” he said, “but everything’s fine.”

<table>
<thead>
<tr>
<th>Facts from the Passage</th>
<th>Own Values and Experiences</th>
<th>Judgment</th>
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<tbody>
<tr>
<td>Sarah rushes home when she sees smoke, although she might put herself and her horse in danger.</td>
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</table>
Changing Final y to i

The juggling clown at the fair was so silly.
He was the silliest clown I have ever seen!

\[ \text{silly} + \text{est} = \text{silliest} \]

If you can’t open that jar, try hitting it on the counter.
I already tried that and it didn’t work!

\[ \text{try} + \text{ed} = \text{tried} \]

I am always really happy on my birthday.
My teacher says happiness is the most powerful emotion.

\[ \text{happy} + \text{ness} = \text{happiness} \]

Did your dog bury his bone in the backyard?
He always buries his bones, and then he can’t find them.

\[ \text{bury} + \text{es} = \text{buries} \]

He claims that his bag is too heavy to lift.
My bag is heavier than his, and I can’t lift mine either.

\[ \text{heavy} + \text{er} = \text{heavier} \]
Helen was about to close the store when a man walked in. He had a big mustache and a twinkle in his eye. Tied to his belt was a small, heavy bag.

“Howdy, ma’am,” he said. “My name’s Jack Dunn. I’d like to buy your finest saddle.” “Certainly,” Helen said, “but before I round up your order, I’ll need some proof that you can pay.”

Jack Dunn smiled and pulled out a golden rock. “I believe that should cover it, ma’am,” he said.

Helen looked the rock over. “Mr. Dunn,” she said sharply, “this is an ordinary rock that you’ve painted gold. And we only take cash anyway.”

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<th>Characters: __________________</th>
<th>Setting: __________________</th>
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I enjoy learning about Alaskan grizzly bears. These bears can live in harsh Alaskan winters. Their thick fur protects them from the cold. Grizzlies eat wild roots, berries, and grasses. They also hunt animals such as squirrels and fish such as salmon. For much of the year, grizzlies prefer to avoid contact with other bears. In summer, however, when salmon swim into Alaska’s rivers and streams, grizzlies accept each other’s company and fish together. Now that would be exciting to see!

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Making Generalizations

Cheetahs are usually a popular topic at my school. When I asked the librarian for a book on cheetahs, he said, “We have a hard time keeping books on cheetahs on the shelves. Cheetahs are such a popular topic that these books are usually out.” I looked up cheetahs in the encyclopedia. They are the fastest land animals in the world over short distances. There can’t be a more amazing animal than a cheetah.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Valid or Invalid</th>
<th>How I Know</th>
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<tr>
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<td>There can’t be a more amazing animal than a cheetah.</td>
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Three-Syllable Words

In the 1960s, golden lion tamarin monkeys faced extinction. They were dying out because their natural home, the rain forest of Brazil, was in danger. Settlers had cut down too many trees to make room for farms such as coffee and sugar plantations.

To help save the monkeys, the government of Brazil made the rest of the rain forest into a wildlife refuge in 1973. Saving their surroundings is one way to help save golden lion tamarins and other wild animals.

tam/a/rin

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<tr>
<th>Word into Syllables</th>
<th>Helpful Base Word</th>
<th>Pattern for First Two Syllables</th>
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Grade 5  Theme 6: Animal Encounters
A rain forest is full of many kinds of plants and animals. Smaller plants grow on the ground and lower level of the forest, beneath the larger plants and trees. Animals such as the poison arrow frog and the capybara also live there. Among the trees, there are insects, colorful birds such as toucans, and animals such as monkeys. There are also flowers and vines. Isn’t it amazing to find so many different forms of life in one place?

Topic: 

Main Idea: 

Supporting Details:

1. 

2. 

3. 

4. 

5.
Suffixes
-ent, -ant, -able, -ible

1. We explored two different paths, but found that neither led to the top of the mountain.

2. The branch of the young tree is flexible.

3. Maia and Charles had a pleasant day canoeing around the lake.

4. Because Tim is reliable, I can depend on him.

5. The dog is persistent and won’t stop begging for treats.

6. The wonderful smells coming from the kitchen are irresistible.

7. Has your lemonade stand been profitable or have you lost money on it?

8. She is observant and notices details.
Drawing Conclusions

Grace’s stomach rumbles. She looks eagerly at her watch. Only five minutes until lunch time. She licks her lips as she thinks about what she’ll eat for lunch.

1. How does Grace feel?

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Toby lies in bed with a thermometer in his mouth. He wishes he could have gone to the aquarium today with his class.

2. How does Toby feel?

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Letter Cards