

UNIT
2
Where can a journey take you?
Reading 1: from *Tales from the Odyssey*
Vocabulary
Literary Words Use with Student Edition page 67.

REMEMBER A **character** is a person who takes part in the action of a story. A **plot** is a sequence of connected events in a story. A story's **point of view** is the perspective from which the story is told. In the **first-person point of view**, a narrator tells his or her own story. In the **third-person point of view**, a narrator tells someone else's story.

Match each term in Column A to its meaning in Column B.

Column A
Column B

Example: plot

1. character

2. point of view

3. first-person point of view

4. third-person point of view

a person's way of seeing a situation

a narrator tells someone else's story

a narrator tells his or her own story

a story's sequence of events

a person who takes part in the action of a story

Read the story. Draw a circle around the name of each character. Underline each event in the plot. Then answer the question below.

Grand Journey

Pam really wanted to visit the Grand Canyon in Arizona, U.S.A. to see it with her own eyes. She asked her mom and dad about it several times. Finally, they said yes. Pam studied maps and planned the route. One evening, her mom said, "If we leave tomorrow, we'll be there by Monday."

The next day, the family left on their trip. First, the car had a flat tire. Then they got lost. Next, her dad lost his wallet. Finally, they reached the Grand Canyon. It was worth the trip!

5. What point of view is the story written in? _____

Vocabulary**Academic Words** *Use with Student Edition page 68.*

Read the paragraph below. Pay attention to the underlined Academic Words.

Each year, cities along the coast attribute many accidents and injuries to hurricanes. Before a major hurricane, people are advised to abandon their homes and get to safety. They are advised to react quickly in order to ease crowding on the roads. They are warned to stay away until the storm finally passes. Following these tips can help people stay safe.

Match each word with its definition.

Example: d attribute

- | | |
|------------------|--|
| _____ 1. finally | a. behave in a certain way because of what someone has done or said to you |
| _____ 2. abandon | b. after a long time |
| _____ 3. react | c. leave someone or something that you are responsible for |
| | d. blame something on another person or event |

Use the Academic Words from the exercise above to complete the sentences.

4. When the fire alarm went off at midnight, people in the building had to _____ quickly.
5. They needed to wake up, gather their families, and _____ their apartments.
6. It took a long time for the firefighters to put out the fire, but _____, at 4:00 a.m., it was extinguished.
7. Officials _____ the fire to an accident from a lower floor where a burning candle was left unattended.

Word Study**Roots *vict*, *laps*, *mem*, *mand***

Use with Student Edition page 69.

REMEMBER Roots are the base part of a word. The root **vict** means “conquer” as in *victor*. The root **laps** means “slip” as in *lapse*. The root **mem** means “mind” as in *remember*. The root **mand** means “order” as in *mandate*.

Look at the chart below. List the root in each word. Write the meaning of the root and the meaning of the word on the chart. Use a dictionary if needed.

Word	Root	Root Meaning	Word Meaning
memorize	mem	mind	to commit to memory
1. commander			
2. victim			
3. relapse			

Circle the root in each word below. Then write the definition next to the word. Use a dictionary if needed.

Example: demand a firm and insistent request

4. memorable _____
5. elapse _____
6. mandatory _____
7. victorious _____
8. memorial _____
9. lapse _____
10. eviction _____

Use with Student Edition page 69.

REMEMBER To identify a **problem** and a **solution** in a story, ask, “What is the character’s problem?” “What does the character do to solve his or her problem?” “How is the problem solved at the end of the story?”

Read the story. Then answer the questions that follow.

A Big Favor

Marta was worried. Her teacher had asked her to carry a computer to the library. First, Marta tried to carry it all by herself. It was too heavy, and she had to put it down on a desk. Then she asked a friend to help her. However, the friend was rushing to music class and could not help her. Finally, Marta explained to her teacher that the computer was too heavy. Then the teacher smiled and helped her carry the computer to the library. The teacher thanked Marta very much for her help.

1. Identify the problem in the story. _____
2. Identify the solution in the story. _____

Read the story and complete the chart.

The Queen’s Contest

The queen announced a contest. She promised to give a castle to any person who could figure out her secret name and write a song about it. Alanna figured out the queen’s secret name, but she did not know how to write a song. Jean wrote wonderful songs, but she did not know the queen’s secret name. So the two girls decided to work together. Alanna told Jean the queen’s secret name. Jean wrote a lovely song about the queen’s name. The girls presented the song to the queen. The queen was delighted and gave the girls a castle.

Character	Character’s Problem	How does the character solve the problem?
3. Alanna		
4. Jean		
5. How the problem was solved:		

Comprehension

Use with Student Edition page 74.

Choose the best answer for each item. Circle the letter of the correct answer.

1. The main character in the story is _____.
 a. Poseidon b. Odysseus c. Athena
2. The gods were angry because the Greeks _____.
 a. offended Athena b. used weak ships c. feared the waves
3. The Greeks survived the storm because _____.
 a. the sun came out b. the goddess helped them c. they rowed to shore
4. Odysseus sailed his fleet to the island to _____.
 a. repair their ship b. find food and drink c. meet the island people
5. Odysseus's men did not answer him because they had _____.
 a. eaten magic flowers b. drunk a magic potion c. died of hunger

Response to Literature

Use with Student Edition page 75.

Find a scene in the story that you can see clearly in your mind. Draw a picture that shows the scene.

Grammar**Simple Past: Regular and Irregular Verbs**

Use with Student Edition page 76.

REMEMBER The **simple past** of regular verbs is formed by adding *-d* or *-ed* to the base form of the verb. If the verb ends in a consonant and *y*, change the *y* to an *i* and add *-ed*. The simple past of irregular verbs is formed differently and must be memorized. For example, the simple past of *be* is *was* and *were*. The negative is *was not* (the contraction is *wasn't*) and *were not* (the contraction is *weren't*). Begin questions with *was* or *were*.

Complete the chart with the simple past form of each verb.

Base Form	Simple Past: Regular	Base Form	Simple Past: Irregular
1. ask		6. do	
2. smile		7. get	
3. cry		8. grow	
4. hope		9. have	
5. answer		10. go	

Rewrite the sentences in the simple past using the words in parentheses.

Example: The captain (try) a new route. (last night)
The captain tried a new route last night.

11. They (reach) their destination. (on Monday)

12. They (be) in Japan. (last weekend)

13. The captain (tell) them his new plan. (this morning)

14. The sailor (save) a seashell from each place they went. (last year)

Grammar**Simple Sentences: Pronouns and Modifiers**

Use with Student Edition page 77.

REMEMBER A **simple sentence** has a noun and a predicate, which is a word or phrase that contains a verb and tells more about the noun. All nouns and pronouns must agree in number (singular or plural) and in gender (masculine, for example, *he*; feminine, for example, *she*; or neutral, for example, *it*). Pronouns must correctly refer to their antecedents, or the noun that comes before them. An adjective can go before the noun it modifies, after a linking verb, or before an indefinite pronoun.

Circle all the antecedents in each sentence. Then underline the pronouns that refer to them.

Example: (Maya) drew (a picture) of herself. I thought it was very good.

1. The students were noisy. Many people were staring at them.
2. The class is too small. It is going to be canceled.
3. Our house is large. It has three floors and six bedrooms.
4. Senad gave me his phone number. I gave him mine, too.

Rewrite each sentence, placing the adjective(s) in the correct place.

Example: We ate a meal delicious last night. We ate a delicious meal last night.

5. Did you learn interesting anything in school today?

6. He angry became with me.

7. The dancer talented gave a performance great.

8. The hungry cats were.

Writing**Write a Story from a Different Point of View**

Use with Student Edition pages 78–79.

Complete your own T-chart comparing and contrasting two points of view from a familiar story. One of the two narrators should be a character in the story.

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer retell a familiar story?
- ☐ Is the story retold from a character's point of view?
- ☐ Does the writing voice fit the story's narrator?
- ☐ Are pronouns used correctly?
- ☐ Is the simple past used correctly for regular and irregular verbs?
- ☐ Could changes be made to improve the story?

UNIT
2
Where can a journey take you?
Reading 2: "Migrating Caribou" / "Magnets in Animals"
Vocabulary
Key Words Use with Student Edition page 81.

Write each word in the box next to its definition.

biologists	herd	landscape	magnetic	range	starvation
------------	------	-----------	----------	-------	------------

 Example: range: the limits or distance of a place

1. _____: having the power of a magnet
2. _____: scientists who study living things
3. _____: suffering or death caused by not having enough to eat
4. _____: a view across an area of land
5. _____: a group of a particular type of animal that lives together

Use the words in the box at the top of the page to complete the sentences.

6. The _____ of the black bear extends into central Mexico.
7. Several _____ studied the eating and sleeping habits of the caribou.
8. Some animals that live in harsh conditions die of _____.
9. A compass uses Earth's _____ field to point toward the North Pole.
10. The Arctic _____ has no trees.
11. The largest _____ of antelope lives in southern Africa and numbers in the millions.

Vocabulary**Academic Words** *Use with Student Edition page 82.*

Read the paragraph below. Pay attention to the underlined Academic Words.

In the spring and summer, many birds live in areas in the north. As cold weather approaches, finding food starts to become difficult. At this time, many birds migrate to warmer climates. Some birds travel an approximate distance of a thousand miles south over the ocean without stopping.

Match each word with its definition.

Example: b approximate

_____ 1. approaches

_____ 2. area

_____ 3. migrate

a. move from one place to another

b. nearly

c. moves closer

d. a section of land

Use the Academic Words from the exercise above to complete the sentences.

4. Some birds _____ south in the winter.

5. A mother animal will often protect her babies from anyone who _____ them.

6. One-half cup of water a week is the _____ amount required for that plant.

7. The _____ containing forest covers two hundred acres.

Complete the sentences with your own ideas.

Example: The area of town I like best is the shopping district.

8. A zookeeper carefully approaches a _____.

9. For my favorite recipe, I use approximately _____.

10. Many birds migrate from northern areas to _____.

Word Study

Words as Multiple Parts of Speech

Use with Student Edition page 83.

REMEMBER A **noun** is a person, place, or thing. An **adjective** is a word that modifies (describes) a noun. Some words can be used as both nouns and adjectives. For example: I like *fall*. (noun). It was a crisp *fall* day. (adjective)

Look at the chart below. Identify the underlined word as a noun or an adjective. The first set is done for you.

- | | |
|---|------------|
| 1. An <u>Italian</u> won the gold medal. | noun _____ |
| 2. We like <u>Italian</u> food. | _____ |
| 3. My friend is at <u>summer</u> camp. | _____ |
| 4. Samantha loves <u>winter</u> . | _____ |
| 5. The <u>rich</u> don't worry about money. | _____ |
| 6. The chef made a <u>rich</u> dessert. | _____ |
| 7. <u>Math</u> is easy for me. | _____ |
| 8. We have <u>science</u> class now. | _____ |
| 9. Look at the beautiful <u>butterfly</u> . | _____ |
| 10. I bought a <u>butterfly</u> net. | _____ |

Write a new sentence for each underlined word, changing it from an adjective to a noun.

Example: Summer days are my favorite of all. _____ I like summer.

11. We saw a Spanish movie over the weekend. _____
12. My uncle has garden gloves. _____
13. Many people like Idaho potatoes. _____
14. Luc drinks apple juice every morning. _____
15. The village bakery is very popular. _____

Use with Student Edition page 83.

REMEMBER A **cause** is a reason that something happens. What happens as the result of a cause is an **effect**. To find an effect, ask “What happened?” To find a cause, ask “Why did it happen?”

Read the following story. Then complete the exercise.

Li Wei and His Babysitting Job

Li Wei always babysat for George Robinson on Tuesday afternoons. Mrs. Robinson spent that time working at Dr. Lopez’s office. One Tuesday afternoon, Li Wei’s mother called him at school. “Come straight home after school today. I need your help planning a party for your grandma.” Li Wei was so excited, he completely forgot about his babysitting job. Because of this, Mrs. Robinson had nobody to take care of George. She could not go to work. Because Mrs. Robinson did not go to work, Dr. Lopez could not help his patients. He closed his office early and canceled his appointments. His patients were not happy.

Use information from the article to complete the cause-and-effect chart below.

Cause: Li Wei’s mother is planning a party for Li Wei’s grandma.



Effect:
Li Wei’s mother tells him to come straight home after school.

1. Cause: Li Wei forgets to babysit for Mrs. Robinson.



Effect:

2. Cause: Mrs. Robinson cannot go to work at Dr. Lopez’s office.



Effect:

3. Cause: Dr. Lopez closes his office early and cancels his appointments.



Effect:

Comprehension

Use with Student Edition page 88.

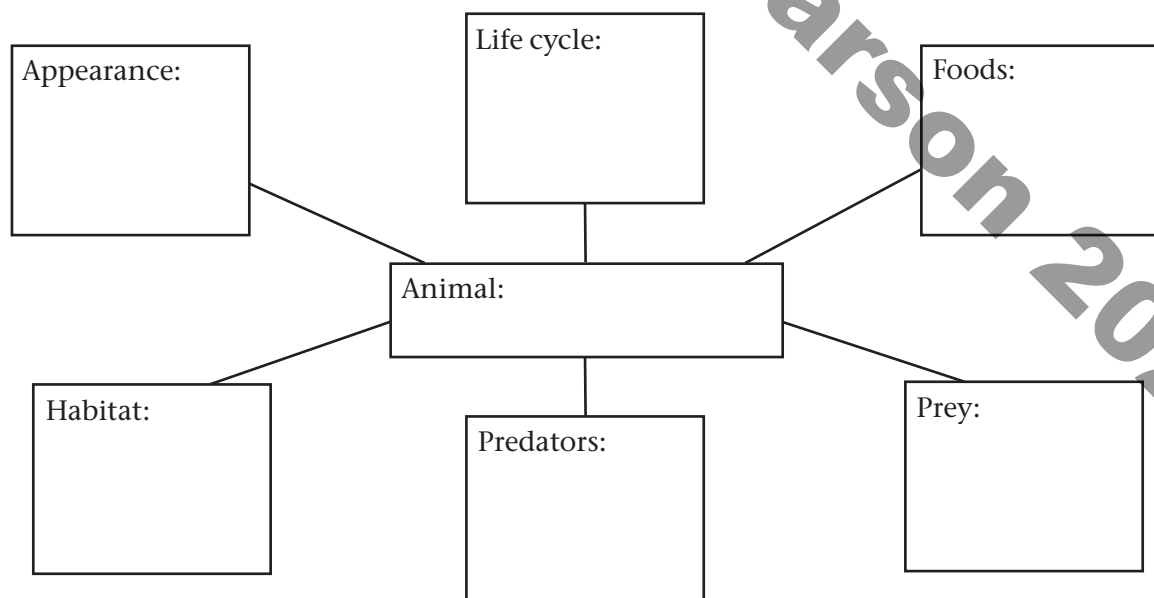
Choose the best answer for each item. Circle the letter of the correct answer.

1. Caribou move south to _____.
 - a. create herds
 - b. find rivers
 - c. avoid starvation
2. South of the tree line _____.
 - a. caribou find lichen to eat
 - b. no trees will grow
 - c. there are no biting flies
3. Caribou travel far north to have their babies because _____.
 - a. the lichen is softer there
 - b. there are fewer predators there
 - c. the lakes are wider there
4. One animal that migrates more than 22,000 miles is the _____.
 - a. Arctic tern
 - b. goldfish
 - c. caribou
5. Biologists think that some animals find their way by watching _____.
 - a. other animals
 - b. the sun and stars
 - c. magnets

Extension

Use with Student Edition page 89.

Write the name of an animal that interests you. Then research details about the animal to complete the graphic organizer.



REMEMBER Parallel structure uses similar words and phrases to make your writing smoother and easier to understand. When your sentences and ideas aren't in parallel form, they can be hard to understand.

Correct the sentences below to be parallel.

Example: The caribou are good swimmers and steadily walking.
The caribou are good swimmers and steady walkers.

1. Along the way, the caribou encounter storms, predators, and experiencing dangers.

2. The caribou herd includes males, the females, and newborn calves.

3. Winter is cold, is dark, and food is hard to find.

4. Younger caribou travel in the back of the herd. The front of the herd is made up of the older caribou.

5. The caribou walked for miles, gave birth to their calves, and were eating a lot of plants.

Write P for Parallel or NP for Not Parallel after each sentence.

6. The caribou migrate to avoid predators and to find more food.

7. The sea turtle can be seen to swim to shore, laying eggs, and covering the eggs with sand. _____

8. Flying, swimming, and walking are three ways animals can migrate.

9. Monarch butterflies fly gracefully, swiftly, and efficient. _____

10. Predators include bears, the wolves, and mountain lions. _____

Grammar**Prepositions** Use with Student Edition page 91.

REMEMBER Prepositional phrases are made up of a preposition followed by a noun or noun phrase. **Prepositions** are used to show a relationship to another word in the phrase. They can show time, place, direction, or additional details. Some common prepositions include *about, across, after, around, at, before, behind, beside, between, by, for, in, into, of, on, over, to, under, and up*.

Choose the correct preposition from the word bank to complete each sentence.

across	after	behind	on	over	under
--------	-------	--------	----	------	-------

Example: After the snow begins to melt, the caribou begin their migration.

1. The young calves travel _____ the older caribou.
2. Some birds fly _____ the ocean without stopping.
3. The caribou look for lichen _____ the crust of snow.
4. We saw a field of monarch butterflies sitting _____ milkweed plants.
5. After walking _____ many miles of frozen tundra, the caribou finally reach their summer home.

Underline the prepositional phrase in each sentence. Then write if it shows time, place, or direction.

6. We took photographs of the geese before they left their summer home.

7. The fawn slept beside its mother. _____
8. Salmon swim up the river to mate. _____
9. The snow begins to melt around April. _____
10. The migrating whales swam into the harbor. _____

Writing**Write a Story with a Starter**

Use with Student Edition pages 92–93.

Complete your own details chart using this story starter: “I arrived at the most amazing place.” The setting could be a beach, a mountain peak, a desert, or a forest.

Starter: Setting:			
Sensory detail:	Sensory detail:	Sensory detail:	Sensory detail:

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the story begin with one of the assigned starters?
- ☐ Does the story hold the reader’s interest and attention?
- ☐ Are sensory details used to describe the setting?
- ☐ Are prepositions used correctly?
- ☐ Does the writer use parallel structure when appropriate?
- ☐ Could changes be made to improve the story?

UNIT
2
Where can a journey take you?
Reading 3: from *The Journal of Wong Ming-Chung*
Vocabulary
Literary Words Use with Student Edition page 95.

REMEMBER A **simile** is a figure of speech that makes a comparison between two different things using the words *like* or *as*. **Example:** His shouting sounded like a barking dog. A **metaphor** is a figure of speech that writers use to describe something as if it were something else. **Example:** He barked his orders at us.

Next to each sentence, write *S* if it contains a simile and *M* if it contains a metaphor.

Example: He's a real live wire. _____ *M* _____

1. She's as sharp as a tack. _____
2. The U.S.A. is a melting pot. _____
3. This game is a piece of cake. _____
4. He is like a bull in a china shop. _____
5. Love is as warm as a summer day. _____

Read the following story. Underline the similes and draw a circle around the metaphors.

All the Way to Grandma's House

My brother Danny was a grasshopper all the way to the airport. It seemed like he just couldn't sit still. I sat still as a stone as far from him and everyone else in my family as I could get. This trip was an unwelcome intruder into my summer plans. I love my grandparents, but spending two weeks at their farm seemed about as exciting as a cell phone with a dead battery.

Vocabulary**Academic Words** *Use with Student Edition page 96.*

Read the paragraph below. Pay attention to the underlined Academic Words.

History books emphasize the importance of Ellis Island to the history of the United States. From 1892 to 1954, Ellis Island was a federal immigration station. It was the entry point to the United States for over 20 million immigrants. Ellis Island was a temporary home for many of the immigrants while they waited to be admitted into the country. When immigrants left Ellis Island, they were free to settle in the United States and begin to adjust to a new way of life. Many of them kept journals that describe what life was like in the U.S.A. at that time.

Write Academic Words from the paragraph next to their correct definitions.

Example: adjust: make a change in something to make it better

1. _____: show that something is important
2. _____: a written record kept by an individual
3. _____: the act of going to live in another country

Use the Academic Words from the exercise above to complete the sentences.

4. Our teacher tried to _____ the importance of the field trip.
5. When there is a big change in your life, you have to _____.
6. Stella wrote in her _____ every day so she would remember everything that happened.
7. During the Irish potato famine, there was a big increase in _____ to the U.S.A.

Complete the sentences with your own ideas.

Example: The principal often emphasizes that our school needs more classrooms.

8. One of the results of immigration is _____.
9. This year, I had to adjust to _____.
10. One good reason for keeping a journal is because _____.

Word Study**Words Ending in y** Use with Student Edition page 97.

REMEMBER To change the spelling of certain **words that end in y**, change the **y** to **-i** and add **-es**. With comparative or superlative adjectives that end in **y**, change the **y** to **-ier** or **-iest**.

Complete the chart below by changing the **y** to **-i** and add **-es**, **-er**, or **-est**. Write the new words on the chart. An example is done for you.

Noun	Plural Noun	
puppy	puppies	
army		
party		
Verb	Third-Person Singular Verb	
study		
carry		
supply		
Adjectives	Comparative	Superlative
friendly		
happy		
heavy		

Write the plural, third-person singular, comparative, or superlative form of the words as directed.

Example: library (plural) libraries

- | | |
|------------------------------|-----------------------------------|
| 1. berry (plural) _____ | 6. merry (comparative) _____ |
| 2. lucky (superlative) _____ | 7. apply (3rd-person sing.) _____ |
| 3. theory (plural) _____ | 8. funny (comparative) _____ |
| 4. fancy (comparative) _____ | 9. city (plural) _____ |
| 5. baby (plural) _____ | 10. copy (3rd-person sing.) _____ |

Use with Student Edition page 97.

REMEMBER Sometimes writers imply or suggest information, and readers must infer, or figure out, what the writer means.

Read the following story. Then answer the questions.

Auntie Ox

When my Aunt Oksana came from Russia to live with us, she came with almost nothing. I called her Auntie Ox because I couldn't pronounce her whole name. Auntie Ox always drank from a special cup she had brought with her from Russia. The cup was very old and we had plenty of new, nicer ones. Yet Auntie Ox always treated the old cup with great care. She kept it in a special place in the cabinet.

One day, I dropped the cup by accident. It broke into lots of little pieces. I felt badly because Auntie Ox cried. Even so, I did not understand why an old cup was so important to her. My parents said, "Maybe someday when you are older, you will understand."

Read the questions and explain how you used clues from the passage to make each inference.

1. From the passage, what do you infer about Auntie Ox's situation when she came to live with the narrator's family? Is Auntie Ox rich or poor?

2. Why do you think the cup means so much to Auntie Ox?

3. Why do you think Auntie Ox was so upset when the old cup broke?

4. Why do you think the narrator cannot understand Auntie Ox's tears over an old cup?

5. What do you think the narrator's parents mean when they say that the narrator will understand Auntie Ox's tears someday?

Comprehension

Use with Student Edition page 104.

Choose the best answer for each item. Circle the letter of the correct answer.

1. The narrator calls San Francisco _____.
 a. First City b. the Golden Mountain c. the Big Pond
2. Chinese people in San Francisco were grouped by their _____.
 a. areas b. occupations c. initials
3. The narrator was amazed at mealtime because he _____.
 a. had no food b. had to share food c. had a lot of good food
4. The narrator felt proud of the city's first stone building because _____.
 a. it was built by Chinese workers b. the instructions were in Chinese c. it was an American building
5. The narrator felt right at home in Chinatown because _____.
 a. he lived on the second floor b. Blessing was there, too c. it smelled like incense and food

Response to Literature

Use with Student Edition page 105.

Find a paragraph in the story that reminds you of an experience in your own life. Tell about your experience and explain why the paragraph reminds you of it.

Use with Student Edition page 106.

REMEMBER Complex sentences contain an independent clause and at least one dependent clause. An **adverbial clause** of time is a dependent clause and begins with a subordinate conjunction, such as *after, before, when, as soon as, or whenever*. When an adverbial clause of time begins the sentence, it is followed by a comma.

Underline the adverbial clause of time in each sentence. Then circle the subordinate conjunction.

Example: Baseball practice is cancelled whenever it rains.

1. Before I bought a bicycle, I walked everywhere.
2. She became stronger as soon as she started lifting weights.
3. When you play basketball, you improve your coordination.
4. He likes to listen to music whenever he studies.
5. After I walk my dog, I usually do my homework.

Put a ✓ next to the sentences that have correct punctuation. Put an X next to the sentences that do not. Then add commas where necessary.

Example: X When the sun is shining, I like to be outside.

- _____ 6. You can't go skiing when it doesn't snow.
- _____ 7. After we got home we ate a large meal.
- _____ 8. Before I visited San Francisco I went to Los Angeles.
- _____ 9. It rained when we were in the mountains.
- _____ 10. As soon as my mom gets home we can go to the mall.

Grammar**Expressions of Quantity and Subject-Verb Agreement**

Use with Student Edition page 107.

REMEMBER You can use **expressions of quantity** to tell about three or more items. *All, most, some, a lot of,* and *none of the* can be used with count or non-count nouns. When used with count nouns, they take plural subjects and verbs; when used with non-count nouns, they take singular verbs. *A few, many,* and *several* are always used with count nouns and take plural subjects and verbs. *A little* is always used with non-count nouns and takes a singular verb. When referring to a specific group, use the expression of quantity with *of the*. **Example:** Many of the men work here.

Complete each sentence by circling all the correct expressions of quantity.

Example: (All) / Several / (None) of the milk sold in this supermarket is from a local dairy.

1. (A little / Several / A few) bridges connect the island to the mainland.
2. (Most / Some / A few) gasoline sold in the U.S.A. comes from foreign countries.
3. (A few / Most / A little) of the science projects must be completed by next week.
4. (Many / A few / A little) of the mountains were covered with snow.
5. I spilled (some / a little / many) coffee on the table.

Write sentences with the expressions of quantity in parentheses.

Example: (many) _____ Many students go to my school.

6. (some) _____
7. (all) _____
8. (none of the) _____

Writing**Write a Personal Letter** *Use with Student Edition pages 108–109.*

Complete your own graphic organizer for a letter to a friend or family member about an event. List your ideas in chronological order.

Date

Salutation
or Greeting,

Body

Closing,
Signature

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Is the letter addressed to a friend or relative?
- ☐ Is it informal and friendly in tone?
- ☐ Does it express the writer's feelings?
- ☐ Does it include all five parts of a friendly letter?
- ☐ Are adverbial clauses of time used correctly?
- ☐ Could changes be made to improve the letter?

Writing Workshop*Use with Student Edition pages 114–118.*

Organize your ideas in the graphic organizer below.

Who are the characters?	Where and when is the story set?	What is the problem?	What is the resolution?

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the story sustain my interest?
- ☐ Is the story engaging?
- ☐ Is the action well paced?
- ☐ Is the setting specific and believable?
- ☐ Are the characters interesting? Are they well developed?
- ☐ Could changes be made to improve the story?

Learning Log

Use after completing Student Edition page 118.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
character plot point of view simile metaphor	biologists herd landscape magnetic range starvation	abandon attribute finally react approaches approximate area migrate adjust emphasize immigration journal

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can ...
Word Study	<input type="checkbox"/> recognize the roots <i>vict, laps, mem, mand</i> . <input type="checkbox"/> recognize words used as multiple parts of speech. <input type="checkbox"/> recognize words ending in <i>y</i> .
Reading Strategies	<input type="checkbox"/> identify problems and solutions. <input type="checkbox"/> recognize cause and effect. <input type="checkbox"/> make inferences.
Grammar	<input type="checkbox"/> use the simple past of regular and irregular verbs. <input type="checkbox"/> use pronouns and modifiers in simple sentences. <input type="checkbox"/> use parallel structure. <input type="checkbox"/> use prepositions in prepositional phrases. <input type="checkbox"/> use adverbial clauses of time. <input type="checkbox"/> use expressions of quantity and subject-verb agreement.
Writing	<input type="checkbox"/> write a story from a different point of view. <input type="checkbox"/> write a story with a starter. <input type="checkbox"/> write a personal letter. <input type="checkbox"/> write a short story.

Test Preparation**Test 1****DIRECTIONS**

Read this selection. Then answer the questions that follow it.

Bats on the Congress Avenue Bridge

(1) My cousins are visiting from Ohio, but tonight we have a special treat planned. (2) Were leaving at 8 o'clock to go to the Congress Avenue Bridge. (3) I told my cousins, Jed and Lisa, that over a million bats live in the colony under the bridge.

(4) At sunset, what looked like black smoke rose from under the bridge. (5) Lisa started to cry. (6) "They're going to eat me!" she cried. (7) "Not unless you're a mosquito" I said.

1 What change, if any, should be made to sentence 1?

- A** Delete the comma
- B** Change *but* to **and**
- C** Change *have* to **had**
- D** Make no change

2 What change, if any, should be made to sentence 2?

- A** Change *o'clock* to **oclock**
- B** Change *Were* to **Where**
- C** Change *Were* to **We're**
- D** Make no change

3 What change, if any, should be made to sentence 7?

- A** Change *you're* to **your**
- B** Change *mosquito* to **mosquitos**
- C** Insert a comma after **mosquito**
- D** Make no change

Test 2

DIRECTIONS

Read this selection. Then answer the questions that follow it.

Maria wrote this paper for her science class. Maria would like you to read her rough draft and decide how to correct and improve it.

Bats

(1) Bats are important animals. (2) They help the environment. (3) They eat insects that fly at night, especially mosquitoes. (4) They can eat half their body wait in bugs every night. (5) A single bat can eat 3,000 insects at night. (6) Second, even though most bat species eat insects, other bat species eat fruits. (7) This helps the environment because the bats spread seeds of trees and shrubs. (8) New seeds keep forests healthy. (9) Finally, bats pollinate flowers. (10) If it weren't for bats there would be more bugs and fewer flowers.

- 1 What transition word should be added to sentence 3?
 - A First
 - B To begin with
 - C However
 - D In conclusion
- 2 What change should be made in sentence 4?
 - A Change *eat* to *eats*
 - B Change *wait* to *weight*
 - C Add a comma
 - D Make no change
- 3 What revision, if any, is needed in sentence 7?
 - A Add a comma
 - B Change *seeds* to *seads*
 - C Change *spread* to *spreads*
 - D Make no change
- 4 What revision, if any, is needed in sentence 10?
 - A Change *would be* to *be*
 - B Change *flowers* to *flours*
 - C Add a comma after *bats*
 - D Make no change

Test 3**DIRECTIONS**

Read this selection. Then answer the questions that follow it.

Luca wrote this paper for an assignment in his social studies class. Luca would like you to read his rough draft and suggest corrections and improvements.

Magnificent Machu Picchu

(1) The city of Machu Picchu, located high in the andes mountains, is one of the world's most incredible historical sites. (2) In the 1400s, the Incas built a stone city that covered five square miles and included palaces, temples and nearly 200 homes. (3) The massive granite blocks used to build these structures weighed up to fifty tons, so the Incas fitted the blocks so strongly that the structures still stand today. (4) In fact, the blocks fit together so well that it is impossible to insert even a knife blade between them. (5) The people living in the city provides for their own food. (6) They grew corn, potatoes and other vegetables. (7) They used methods such as irrigation, or watering systems. (8) Machu Picchu was also an astronomical observatory. (9) This means the Incas went there to look at the stars. (10) The Incas used a special stone, called the Hitching Post of the Sun, to show important dates in their calendar. (11) The Incas left the mountain city in the late 1500s following the spanish overthrow of the Incan Empire. (12) The Spanish never found the city. (13) It was undisturbed until 1911, when Hiram Bingham rediscovered it.

1 What change should be made in sentence 1?

- A** Change *world's* to **worlds**
- B** Remove a comma
- C** Change *andes* to **Andes**
- D** Change *is* to **are**

2 What change, if any, should be made in sentence 2?

- A** Add a comma after *temples*
- B** Change *temples* to **timples**
- C** Change *included* to **includes**
- D** Make no change

- 3 What is the **best** way to revise sentence 3?
- A The massive granite blocks used to build these structures weighed up to fifty tons, and the Incas fitted these blocks so strongly that the structures still stands today.
 - B The massive granite blocks used to build these structures weighed up to fifty tons; but the Incas fitted the blocks so strongly that the structures still stand today.
 - C The massive granite blocks used to build these structures weighed up to fifty tons. And the Incas fitted the blocks so strongly that the structures still stand today.
 - D No revision is needed
- 4 What revisions, if any, should be made in sentence 5?
- A Change **their** to **our**
 - B Add a comma
 - C Change **provides** to **provided**
 - D Make no revision
- 5 What change should be made in sentence 6?
- A Add a comma after **potatoes**
 - B Change **potatoes** to **potatos**
 - C Change **grew** to **will grow**
 - D Change **vegetable** to **vegetables**
- 6 What change, if any, should be made in sentence 11?
- A Add a comma
 - B change **spanish** to **Spanish**
 - C change **following** to **follow**
 - D Make no change

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 120–121.



Learning to Look

Look at *Electronic Superhighway: Continental U.S., Alaska, Hawaii* by Nam June Paik on page 121 in your Student Edition. List six types of lines or shapes you see in this artwork.

Example: _____ straight line _____

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Interpretation

Look at *Electronic Superhighway: Continental U.S., Alaska, Hawaii* again. Imagine that the artist is going to make a video for your country. Write him a letter explaining what he should include and why it represents your country.

Example: I live in Venezuela. I think Paik should include a photograph of _____
 Angel Falls because it is so amazing and many tourists visit it. _____

Dear Mr. Paik,

Compare & Contrast

How does Nam June Paik's map compare to another map you have seen? For example, look at a map of the U.S.A. in an atlas or on the internet.

How are they similar?

1. _____
2. _____
3. _____

How are they different?

Example: The tip of Texas is missing on Paik's map.

4. _____
5. _____
6. _____