

**UNIT**  
**2**

## What are the benefits of facing challenges?

### Reading 1: "Deep Mapping" / "You Can Help the Oceans"

#### Vocabulary

**Key Words** Use with Student Edition page 65.

Write each word in the box next to its definition.

accurate	continuous	data	depth	determine	theory
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Example: accurate : correct and exact

- \_\_\_\_\_ : an idea or system of ideas to explain something
- \_\_\_\_\_ : distance from the top to bottom of something
- \_\_\_\_\_ : facts collected to be analyzed
- \_\_\_\_\_ : to cause something to happen in a particular way
- \_\_\_\_\_ : without stopping

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

- The scientists collected \_\_\_\_\_ about the ocean exploration.
- We can test the scientist's \_\_\_\_\_ by conducting experiments.
- The song played in a \_\_\_\_\_ loop over and over for an hour.
- It will not be easy to \_\_\_\_\_ the fastest route to the store.
- They researched the \_\_\_\_\_ of the ocean in different locations around the globe.

**Vocabulary****Academic Words** *Use with Student Edition page 66.*

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

During World War II, the United States military wanted to create a code that could not be broken by the enemy. This was a great challenge. The military finally decided to base the code on the language spoken by a Native American tribe, the Navajo. In May of 1942, the first 29 Navajo men came to aid the military. After they helped develop the code, they accompanied the soldiers overseas to help send and receive the secret messages.

Write the letter of the correct definition next to each word.

Example: d accompanied    a. help or support given to someone

\_\_\_\_\_ 1. aid    b. a way to use words, letters, or numbers to send secret messages

\_\_\_\_\_ 2. code    c. something difficult that you need skill or ability to do

\_\_\_\_\_ 3. challenge    d. went somewhere with someone

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

4. My aunt \_\_\_\_\_ my class on a school trip.

5. Alex and his sister used a secret \_\_\_\_\_ to pass messages.

6. We expected an easy math test, but it was a major \_\_\_\_\_.

7. The teacher offered \_\_\_\_\_ to the students who were falling behind by helping them after class.

Complete the sentences with your own ideas.

Example: My \_\_\_\_\_ best friend \_\_\_\_\_ accompanied me to the park.

8. When I need help, \_\_\_\_\_ can offer me aid.

9. \_\_\_\_\_ sends messages in code.

10. I think the biggest challenge I face is \_\_\_\_\_.

**Word Study****Words with *ch* and *tch*** Use with Student Edition page 67.

**REMEMBER** In English, the consonant clusters *ch* and *tch* sound the same but are spelled differently. For example: *touch* and *match*. Learning these two patterns can help you spell many words correctly.

Read the words in the box below. Then write each word in the correct column in the chart.

chain	switch	attach	sketch	latch
such	watch	touch	patch	champion

Words with <i>-ch</i>	Words with <i>-tch</i>
chain	

Fill in the missing letters in each word. Use *ch* or *tch*. Check your answers in a dictionary.

**Example:** Mark shouldn't scra tch his mosquito bite!

- Cleaning my room is one of my \_\_\_\_\_ ores.
- I have to do some resear \_\_\_\_\_ on chimpanzees.
- Risa has one \_\_\_\_\_ apter left to read in the novel.
- On Saturday, I baked a ba \_\_\_\_\_ of cookies.
- My favorite vegetables are carrots, peas, and spina \_\_\_\_\_.
- We usually stre \_\_\_\_\_ before and after we exercise.

Use with Student Edition page 67.

**REMEMBER** Recognizing cause and effect can help you better understand a text. Look for words and phrases such as *because*, *since*, *so that*, *therefore*, and *as a result of*.

Read the paragraph and answer the questions that follow.

Some students have something called test-taking anxiety. The thought of taking a test can keep them from studying well. This anxiety makes it difficult to concentrate when taking the test. Because of this nervousness, students will do poorly, even though they studied. Psychologists call it test anxiety and offer students tips on dealing with their feelings, so that they can perform better during tests.

1. What is the cause in the paragraph?

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2. What is the effect in the paragraph?

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Read the paragraph and answer the questions that follow.

Javan was excited about going camping. He became disappointed when the bus had to stop at the bridge. The river was high and flooded the bridge, so they couldn't get across to the campgrounds. As a result, the group got off the bus and crossed the river on foot in a place where the water was low. They hiked the rest of the way to the campsite.

3. What is the cause in the paragraph?

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4. What is the effect in the paragraph?

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5. How might the skill of identifying cause and effect help you when reading the text?

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**Comprehension**

Use with Student Edition page 74.

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

1. Marie Tharp and Bruce Heezen's main goal was to \_\_\_\_\_.
  - a. map the ocean floor
  - b. locate the deepest part of the ocean
  - c. invent new ways to explore the ocean
2. Marie Tharp's work was so unique at the time because she \_\_\_\_\_.
  - a. was a female scientist
  - b. worked harder than Heezen
  - c. had no data to work with
3. Tharp and Heezen used new technology that utilized \_\_\_\_\_ to measure distance.
  - a. light
  - b. water
  - c. echoes
4. Tharp and Heezen's data was used to make a map that was later \_\_\_\_\_.
  - a. painted
  - b. photographed
  - c. explored by submarine
5. Before Tharp and Heezen's mapping, scientists used the theory of \_\_\_\_\_ to learn about the ocean.
  - a. echo sounding
  - b. the ocean floor
  - c. continental drift

**Extension**

Use with Student Edition page 75.

To help you write an article about Marie Tharp's achievements, record your answers to the 5Ws: *Who? What? Where? When? Why?* Look at examples of news headlines and use them to guide you as you write your own articles.

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Use with Student Edition page 76.

**REMEMBER** A **simple sentence** contains a subject and a predicate. The predicate tells what the subject does. A predicate always has a verb. **Example:** I walk my dog after school.  
A **compound sentence** has two simple sentences joined by a coordinating conjunction (*and*, *but*, or *so*), so it often has two verbs. Use a comma before the conjunction that joins the two sentences.  
**Example:** I swim after school, and sometimes I play soccer.  
Remember that *and* connects two ideas, *but* contrasts two ideas, and *so* shows a result.

Write *simple* if a sentence is simple. Write *compound* if it is compound.

- \_\_\_\_\_ 1. Birds and butterflies fly south in the fall.
- \_\_\_\_\_ 2. The sun rises in the east, and it sets in the west.
- \_\_\_\_\_ 3. Spending time in the woods and by the ocean teaches you about nature.
- \_\_\_\_\_ 4. Dragonflies migrate, but they fly in only one direction.
- \_\_\_\_\_ 5. I became interested in Gary Paulsen, so now I want to read more of his books.

Write compound sentences by adding the coordinating conjunction in parentheses and a simple sentence.

**Example:** (and) Bees were buzzing, and in the distance a crow was cawing.

6. (but) They planted a garden, \_\_\_\_\_
7. (and) She went for a walk in the woods, \_\_\_\_\_
8. (so) Tomorrow he will build a tree house, \_\_\_\_\_
9. (so) It was getting cold, \_\_\_\_\_
10. (but) It has not rained all week, \_\_\_\_\_

**Grammar****Agreement in Simple and Compound Sentences**

Use with Student Edition page 77.

**REMEMBER** In simple sentences and in both independent clauses in compound sentences, the verbs must agree in number with their subjects. For example, if the subject is a plural noun or pronoun (*the boys, them, etc.*), the verb must be plural (*take, were, etc.*). Pronouns must agree with their antecedent, which is the noun that precedes the pronouns that refer to it. For example, if the antecedent is singular and feminine (*the girl, Anna, etc.*), the pronouns that follow must be singular and feminine (*she, hers, etc.*).

Rewrite the sentences, correcting the errors in verb agreement and antecedent-pronoun agreement.

**Example:** The boys has finished my homework.

The boys have finished their homework.

1. Our teacher don't like noisy students. She make him leave class.

\_\_\_\_\_

2. The pony haven't eaten today, and they are hungry.

\_\_\_\_\_

3. My head hurt, so she took some medicine.

\_\_\_\_\_

4. Ben go to a private school, but her sister go to a public school.

\_\_\_\_\_

5. We doesn't have a new car, but they is good enough for me.

\_\_\_\_\_

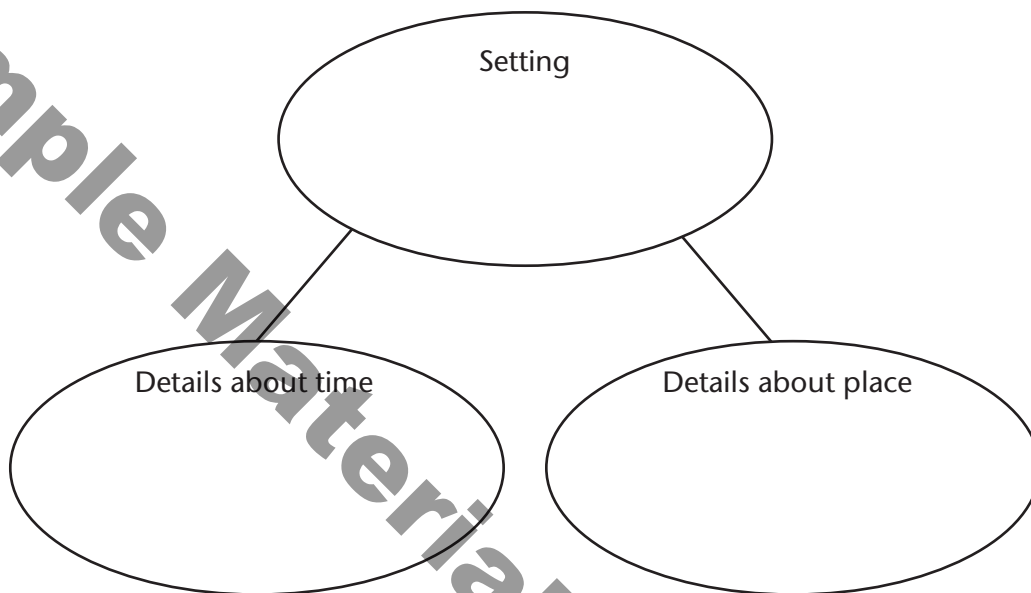
6. The television were broken, so I played a game.

\_\_\_\_\_

**Writing****Write a Story with a Starter**

Use with Student Edition pages 78–79.

Complete your own word web with details for a fictional narrative beginning with the story starter: *The view was unlike anything I had ever seen before.*



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

**Peer Review Checklist**

- ☐ Does the paragraph have a clear setting?
- ☐ Is the setting specific and believable?
- ☐ Does the writer describe the place and the time?
- ☐ Is the paragraph an interesting story starter? Does it make you want to read more?
- ☐ Are simple and compound sentences used correctly?
- ☐ Do the sentences have the correct subject-verb and pronoun agreement?
- ☐ What changes could be made to improve the paragraph?



**UNIT**  
**2**
**What are the benefits of facing challenges?**
**Reading 2: “Five New Words at a Time” / “Quilt”**
**Vocabulary**
**Literary Words** Use with Student Edition page 81.

**REMEMBER** **Characters** are the people or animals involved in a story. Stories are told from the **point of view** of a character or narrator. When you are reading a story, it is important to know who is telling the story. The story is told from that character’s point of view. Words such as *I*, *our*, and *us* normally indicate a *first-person* point of view. An author’s memoirs or diaries use the first-person point of view. Words such as *he*, *she*, and *they* normally indicate a *third-person* point of view. If someone who isn’t in the story is telling it, the third-person point of view is used.

Label each sentence with the point of view that is used. Write the name of the character.

Point of View / Character	Sentence
third person / Norman	Norman went to the party.
1.	“Are we going?” my friend asked.
2.	“I’m tired, too,” I replied.
3.	We sat down and tried to think of an answer.

Write a sentence for each character and point of view.

Character / Point of View	Sentence
Meredith: first person	I sang the song with a smile.
4. Samuel: third person	
5. the team: first person	

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

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

Maria is my French pen pal. We communicate mainly through email. I write to her in French, and she writes to me in English. It's exciting when I get a response from her. We approach learning a foreign language in similar ways. We both like reading and writing, and we also enjoy using resources such as language CDs and videos to help with listening and pronunciation.

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

Example: response : something that is said, written, or done as a reaction or reply to something else

1. \_\_\_\_\_: a supply of materials used to complete a task
2. \_\_\_\_\_: express your thoughts or feelings so other people understand them
3. \_\_\_\_\_: a way of doing something or dealing with a problem

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

4. The \_\_\_\_\_ to your letter can be found in today's newspaper.
5. Yu-Lan always used school \_\_\_\_\_, such as the library and computers.
6. I usually \_\_\_\_\_ by email with my friend in Germany.
7. We tried a new \_\_\_\_\_ to solve the problem.

Complete the sentences with your own ideas.

Example: I approach tough projects slowly and carefully.

8. I got a positive response when I asked my friends to \_\_\_\_\_.
9. I communicate with friends by \_\_\_\_\_.
10. Some useful resources in my town are \_\_\_\_\_.

**Word Study****Prefixes *im-*, *over-*, *un-*, *after-***

Use with Student Edition page 83.

**REMEMBER** A **prefix** is a letter or group of letters added to the beginning of a word to change its meaning. For example, the prefixes *im-* and *un-* mean “not.” When you add *im-* to the word *possible*, the new word is *impossible*, the opposite of *possible*. Knowing just a few prefixes can help you figure out many unfamiliar words.

Look at the chart below. Add the prefixes *im-*, *over-*, *un-*, or *after-* as directed to create a new word. Write the new word on the chart. Then write the meaning.

Base Word	Prefix	New Word	Definition
balance	<i>im-</i>	imbalance	not balanced
1. patient	<i>im-</i>		
2. estimate	<i>over-</i>		
3. flow	<i>over-</i>		
4. even	<i>un-</i>		
5. healthy	<i>un-</i>		
6. thought	<i>after-</i>		
7. shock	<i>after-</i>		

Create a new word by adding the prefix *im-*, *over-*, *un-*, or *after-* to each word below. Write the definition next to the new word. Check a dictionary if needed.

Examples: heat overheat heat to excess

8. taste \_\_\_\_\_

9. steady \_\_\_\_\_

10. effect \_\_\_\_\_

11. measurable \_\_\_\_\_

12. pay \_\_\_\_\_

13. believable \_\_\_\_\_

14. mature \_\_\_\_\_

15. look \_\_\_\_\_

Use with Student Edition page 83.

**REMEMBER** When you find the problems and solutions in a text, you will understand it better.

Read the paragraph and answer the questions that follow.

Hannah could see that her dog, Fergus, was thirsty and hot from running in the summer sun, but she'd forgotten to bring water. She was warned that he might get overheated. Hannah made Fergus lie down, but that didn't help. Then she remembered there was a creek at the edge of the park. She took Fergus to the creek where he could get a drink of water.

1. What is the problem in the passage?

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2. What is the solution in the passage?

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Read the paragraph and answer the questions that follow.

Supunnee missed her friends in Thailand, and she wouldn't be going home again for several months. She wondered what her friends were doing, and she felt sad. Then she remembered the friendly girl, Caroline, whom she'd met in class. She decided to give her a call. They made plans to meet before class for lunch. Supunnee felt much better.

3. What is the problem in the passage?

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4. What is the solution in the passage?

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5. How might the skill of identifying problems and solutions help you when reading a story or informational text?

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# **Comprehension**

Use with Student Edition page 88.

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

1. Yu-Lan dreaded going to school because \_\_\_\_\_.
  - a. she was the smallest student
  - b. she was afraid of not understanding people
  - c. her mother's bad English embarrassed her
2. Yu-Lan's mother worked in a Chinese-speaking restaurant because \_\_\_\_\_.
  - a. she wanted to cook Chinese food
  - b. she wanted to work during the night instead of the day
  - c. she didn't know much English
3. When Yu-Lan was upset, her mother \_\_\_\_\_.
  - a. became very quiet
  - b. gave her confidence
  - c. did not understand
4. Yu-Lan and her mother practiced English by \_\_\_\_\_.
  - a. reading together
  - b. going to classes together
  - c. speaking English at the restaurant
5. "Quilt" is about the way families \_\_\_\_\_.
  - a. seem brand-new and well put-together
  - b. fall apart after many years
  - c. stay together even in hard times

# **Response to Literature**

Use with Student Edition page 89.

In the poem "Quilt," Janet Wong compares the connections between her family members to the threads and fabric in a quilt. The quilt is a symbol of the love in her family. Think about your own family and friends. Write a short paragraph about a symbol that best represents the connections between you and the people you love.

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**Grammar****Gerunds as Subjects and Subject Complements**

Use with Student Edition page 90.

**REMEMBER** A **gerund** is the *-ing* form of a verb that can function as a noun. When a gerund or gerund phrase is the subject of a sentence, it is followed by a third-person-singular verb. When a gerund is a subject complement, it follows a linking verb, such as *be*. To form a negative gerund, use *not* before the gerund.

**Example:** *Memorizing the words* is helpful, but my mistake is *not being thorough*.

Complete the sentences with the gerund form of the verbs from the box.

not drink

surprise

see

bake

wash

walk

**Example:** \_\_\_\_\_ Surprising someone on his or her birthday is fun.

1. \_\_\_\_\_ enough water when it's hot is a bad idea.
2. A good form of exercise is \_\_\_\_\_.
3. \_\_\_\_\_ a live performance is always exciting.
4. The best way to spend a rainy day is \_\_\_\_\_ cookies.
5. His least favorite chore at home is \_\_\_\_\_ the dishes.

Write sentences about yourself with gerunds as subjects or subject complements, using the verbs in parentheses.

**Example:** (drive) \_\_\_\_\_ Driving long distances makes me sleepy.

6. (win)

\_\_\_\_\_

7. (travel)

\_\_\_\_\_

8. (give)

\_\_\_\_\_

**Grammar****Gerunds as Objects** Use with Student Edition page 91.

**REMEMBER** A gerund or gerund phrase can be the object of certain verbs, such as *appreciate*, *start*, *mention*, or *mind*. A gerund or gerund phrase can also be the object of a preposition or certain verb-preposition combinations, such as *participate in*, *talk about*, and *insist on*.

Complete the sentences with the gerund form of the verbs from the box.

explain    say    go    eat    meet    run    stand    change

**Example:** You should keep going until you see a stop sign.

1. He has a habit of \_\_\_\_\_ funny things.
2. The teacher did not bother \_\_\_\_\_ the answers.
3. I tried \_\_\_\_\_ on one leg for ten minutes.
4. He began \_\_\_\_\_ in races when he was fifteen.
5. Did you stop \_\_\_\_\_ meat?
6. Sammy avoided \_\_\_\_\_ Jane after their date.
7. I'm considering \_\_\_\_\_ my major from biology to English.

**Write sentences about yourself with gerunds as objects, using the verbs in parentheses.**

**Example:** (cook) I love cooking a big pot of soup on cold days.

8. (write)

\_\_\_\_\_

9. (research)

\_\_\_\_\_

10. (bike)

\_\_\_\_\_

**Writing****Rewrite a Familiar Story** *Use with Student Edition pages 92–93.*

Complete your own T-chart comparing different characters' points of view from a story you know well.



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

**Peer Review Checklist**

- ☐ Does the paragraph help the reader to understand the character's point of view?
- ☐ Does the paragraph describe the feelings and opinions of the character?
- ☐ Is the character interesting? Is it well developed?
- ☐ Are pronouns used correctly?
- ☐ Are gerunds used as subjects, subject complements, and objects?
- ☐ What changes could be made to improve the paragraph?



**UNIT**  
**2**
**What are the benefits of facing challenges?**
**Reading 3: “A Dark Day with Bright Spots” / “Do This, Not That!”**
**Vocabulary**
**Literary Words** *Use with Student Edition page 95.*

**REMEMBER** A **conflict** is a struggle involving a character and outside forces. The way a character responds to conflicts reveals something about that character's **point of view**. A character's point of view drives the conflict in a story and its resolution.

Read each sentence. Write *yes* if it depicts a conflict. Write *no* if it does not depict a conflict.

Conflict?	Description
<i>no</i>	Tom wanted a cup of coffee very badly.
1.	Paolo struggled to cross the stream without falling.
2.	She didn't think she could get past the mean guard dog.
3.	I woke up angry today.
4.	Agi's father always tells her what to do.
5.	The rain made us all wet and cold.

Read the brief author interview below. Circle words and phrases that indicate how the author's point of view affects his writing.

**Q: Have your experiences affected your writing at all?**

A: Yes, I moved to Chicago from rural Ohio when I was twenty. The move was difficult for me, but I came to love the city. My favorite setting for my stories is Chicago, and my characters often struggle with the hardships of city life. It is easy to meet people in the city, and I had many good friends who helped me. Often my characters will find someone who similarly helps them. The lessons I have learned from people I admire are more important to me than writing about favorite places or things.

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

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

The rivers of the northwestern United States are home to millions of salmon. Salmon need to travel up and down the rivers to survive. Unfortunately, many of these rivers are blocked by dams. A map can display where dams are located. Each dam creates lakes and helps make fresh water available to humans. However, the dams also block the salmon's path and have injured or killed many salmon as they try to pass through them.

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

Example: available: able to be used or seen

1. \_\_\_\_\_: continue to live after an accident or illness
2. \_\_\_\_\_: hurt
3. \_\_\_\_\_: a setup in a store or other location to show things easily

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

4. We were surprised that no one was \_\_\_\_\_ in the crash.
5. I'm not \_\_\_\_\_ to talk during lunchtime.
6. If you were lost in the woods, would it be possible to \_\_\_\_\_ on water and berries?
7. Turn right at the giant art \_\_\_\_\_ in the middle of town.

Complete the sentences with your own ideas.

Example: I want to survive to the age of 250.

8. The \_\_\_\_\_ is a famous display in our town.
9. In our school library, \_\_\_\_\_ are available as resources to help students learn.
10. If you're not careful, you can get injured while \_\_\_\_\_.

**Word Study****Closed Compound Nouns**

Use with Student Edition page 97.

**REMEMBER** A **compound noun** is made up of two or more nouns. Compound nouns can be written in different ways. A closed compound noun is written as one word, as in *sailboat*.

Look at the nouns in the boxes below. Then combine the nouns in each row to make a closed compound noun.

Noun	+ Noun	= Compound Noun
stock	broker	<i>stockbroker</i>
1. sales	person	
2. data	base	
3. tooth	paste	
4. black	board	
5. sea	port	

Create closed compound nouns by combining the nouns in the box. Then use each closed compound noun in a sentence. Note that nouns may be used more than once.

burn	bed	coat	room	beam	drop	rain	fall	sun	dial
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**Example:** bed + room = bedroom We painted the bedroom white.

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**REMEMBER** Before you read, predict what a story will be about. You can also make new predictions as you read. Stop from time to time and ask, “What will happen next?” Look for clues in the story. Think about what you already know.

Read the paragraph and answer the questions that follow.

### Seeing Stefan Again

One Saturday morning, Angela and her two cousins were riding the subway downtown to the New York Public Library to do research. Two stops before they were going to get off, Angela saw Stefan waiting on a subway platform. She shouted “Stefan!” just before the subway doors closed. He turned just in time to see her before the train left the stop. When they reached the public library stop, Angela got off the train and stood on the platform, stunned she had seen him in the city. She was still standing there when the next train arrived and Stefan stepped through the sliding doors.

1. Read the title. What do you predict the story will be about?

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2. Where does the story happen?

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3. When does the story happen?

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4. After you read the paragraph, what do you predict will happen next?

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5. Set a purpose for reading this text.

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### Comprehension

Use with Student Edition page 106.

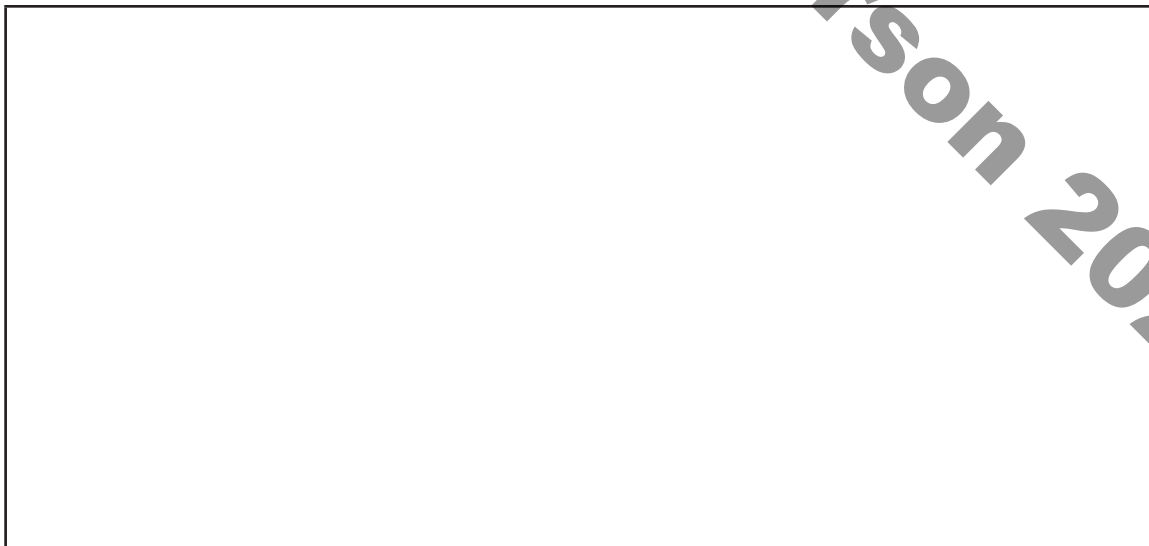
Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Avni's mother was \_\_\_\_\_, so Avni had to go shopping with her aunt.
  - a. busy
  - b. sick
  - c. away on business
2. Auntie Tara wanted Avni to choose clothes that were \_\_\_\_\_ than Avni preferred.
  - a. duller
  - b. brighter
  - c. more formal
3. Before falling to the ground, Auntie Tara thought she saw \_\_\_\_\_.
  - a. spots and shapes
  - b. more clothing than was on the racks
  - c. people talking to Avni
4. To get help for Auntie Tara, Avni \_\_\_\_\_.
  - a. waved to people passing by
  - b. yelled until someone came
  - c. threw clothing in front of the security camera
5. The experience between Auntie Tara and Avni \_\_\_\_\_.
  - a. made Auntie Tara upset
  - b. made them fight with each other more
  - c. drew them closer together

### Response to Literature

Use with Student Edition page 107.

As you write your incident report, draw a scene that shows a store clerk or security guard coming to help Auntie Tara and Avni. Add what you include in your drawing into your incident report.



Regular and Irregular Past Participles *Use with Student Edition page 108.*

**REMEMBER** Use the **passive form** when the focus is on the receiver, not the performer, of an action. A *by*-phrase identifies the performer.

**Example:** The election was won by the best candidate.

Create the passive form with the verb *be* + the past participle. Regular past participles are formed by adding *-d* or *-ed* to the base form of the verb. Irregular past participles must be memorized.

**Example:** The cookies were eaten at the end of the club meeting.

Complete each sentence with the passive form of the verb in parentheses.

**Example:** (impress) The scientists were impressed by Finlay's theory.

1. (know) Yellow fever \_\_\_\_\_ as yellow jack.
2. (kill) Troops \_\_\_\_\_ by the deadly virus.
3. (study) Mosquitoes \_\_\_\_\_ by Dr. Carlos Finlay.
4. (train) Dr. Walter Reed \_\_\_\_\_ in the study of bacteria.
5. (find) No cure for yellow fever \_\_\_\_\_.

Rewrite each sentence using the passive form.

**Example:** Ships carried the immature mosquitoes from Africa to America.

The immature mosquitoes were carried by ships from Africa to America.

6. Doctors and scientists read accounts of yellow fever.

\_\_\_\_\_

7. Yellow fever claimed millions of lives.

\_\_\_\_\_

8. Yellow fever struck the Mississippi Valley.

\_\_\_\_\_

9. The researchers proved the doctor's theory.

\_\_\_\_\_

10. Vaccines controlled yellow fever.

\_\_\_\_\_

**Grammar****Passive Forms of the Verb: Review**

Use with Student Edition page 109.

**REMEMBER** The passive form can be used with any form of a verb. Create the passive with a form of *be* + the past participle. The *be* verb in a passive sentence reflects the form of the verb in the active sentence. For example, in the present perfect (*have* or *has* + past participle), the form of *be* in the passive is *has* or *have* + the past participle of *be* (*been*).

If there is an object pronoun in an active sentence (*her*), it will change to a subject pronoun in passive (*she*). The word order of the rest of the sentence in the passive form does not change. For example, prepositional phrases that come at the beginning or end of an active sentence remain there in passive.

**Example:** (active) Someone has pulled the car *out of the ditch*.

(passive) The car has been pulled *out of the ditch*.

Write the tense of each sentence. Then rewrite each sentence using the passive form. Use the *by*-phrase only when necessary.

**Example:** The young horse has eaten all the oats. \_\_\_\_\_ present perfect

\_\_\_\_\_ All the oats have been eaten by the young horse.

1. Someone has designed a new hybrid car. \_\_\_\_\_

2. The gorilla crushed the tin can. \_\_\_\_\_

3. Mr. Smith will give a test to our class. \_\_\_\_\_

4. A person is giving a lecture on the planets at the community center. \_\_\_\_\_

5. A new teacher is going to teach biology. \_\_\_\_\_

6. Someone approached me from behind. \_\_\_\_\_

**Writing****Write a Personal Narrative**

Use with Student Edition pages 110–111.

Complete a three-column chart for a personal narrative about a memorable experience you had with a friend or classmate.

Who was there	What happened	What was said

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

**Peer Review Checklist**

- ☐ Does the paragraph describe a memorable event?
- ☐ Does the paragraph establish a time and place for the setting?
- ☐ Does the writer include dialogue to make the characters seem real?
- ☐ Did the story sustain my interest?
- ☐ Is the passive form used correctly?
- ☐ Are regular and irregular past participles used correctly?
- ☐ What changes could be made to improve the paragraph?



**Writing Workshop***Use with Student Edition pages 116–119.*

Organize your ideas in the graphic organizer below to help create a fictional narrative.

Characters	Setting	Problem	Solution

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

**Peer Review Checklist**

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

## Learning Log

Use after completing Student Edition page 120.

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	
characters conflict point of view	accurate continuous data depth determine theory	accompanied aid challenge code approach communicate	resources response available display injured survive

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"/> spell words using <i>ch</i> and <i>tch</i> . <input type="checkbox"/> recognize and use prefixes <i>im-</i> , <i>over-</i> , <i>un-</i> , <i>after-</i> . <input type="checkbox"/> recognize and use closed compound nouns.
Reading Strategies	<input type="checkbox"/> recognize cause and effect. <input type="checkbox"/> identify problems and solutions. <input type="checkbox"/> predict.
Grammar	<input type="checkbox"/> use simple and compound sentences. <input type="checkbox"/> use gerunds as subjects, subject complements, and objects. <input type="checkbox"/> use the passive form.
Writing	<input type="checkbox"/> write a story with a starter. <input type="checkbox"/> rewrite a familiar story. <input type="checkbox"/> write a personal narrative. <input type="checkbox"/> write a fictional narrative.

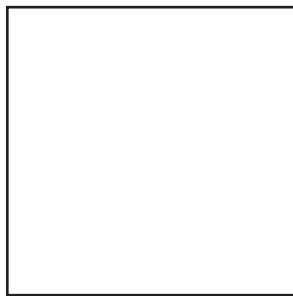
**Test Preparation****Test 1****DIRECTIONS**

Look at the illustrations and answer the questions.

- 1 Where is the sign found?



- A In a car  
B In a store  
C By the road  
D By the door
- 2 A square is a quadrilateral. It is a rhombus because it has four congruent \_\_\_\_\_. It is a rectangle because it has four  $90^\circ$  angles. All squares are rectangles and rhombi, but all rhombi and rectangles are not squares.



- A geometry  
B similar  
C sides  
D shapes

## Test 2

### DIRECTIONS

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

### Rosa Parks

1. One evening in December 1955, an African-American woman named Rosa Parks left work and boarded a bus in Montgomery, Alabama. She walked toward the back of the bus and sat down in the front row of the section of the bus where African Americans were forced to sit. The bus became crowded and the bus driver told Rosa Parks to give her seat to a white passenger. But Rosa Parks refused and was arrested by the police.
2. Rosa Parks was well-known in the civil rights movement. The following night, Dr. Martin Luther King, Jr. met with other leaders who were fighting for equal rights for African Americans. They decided to protest Rosa Parks' arrest by leading a boycott of public buses in Montgomery. For over a year, most African Americans refused to ride the city's buses.
3. The Montgomery Bus Boycott led to other protests against segregation all over the South. In 1956 the judges of the U.S. Supreme Court ruled that African Americans could no longer be separated from white Americans on public buses. This helped end segregation.

- 1 What is paragraph 1 mainly about?
  - A Why African Americans had to sit at the back of the bus
  - B Why Rosa Parks was arrested
  - C Why African Americans boycotted buses
  - D Why Rosa Parks was well known
- 2 The selection is best described as —
  - A informative
  - B humorous
  - C persuasive
  - D expressive
- 3 What does the word *boycott* most likely mean?
  - A To refuse to use a product or service
  - B To fight for equal rights
  - C To make a change
  - D To force someone to do something
- 4 According to the selection, the arrest of Rosa Parks —
  - A caught the attention of the Supreme Court
  - B started protests that helped end segregation
  - C happened when she was going to work
  - D began the fight for equal rights

**Test 3****DIRECTIONS**

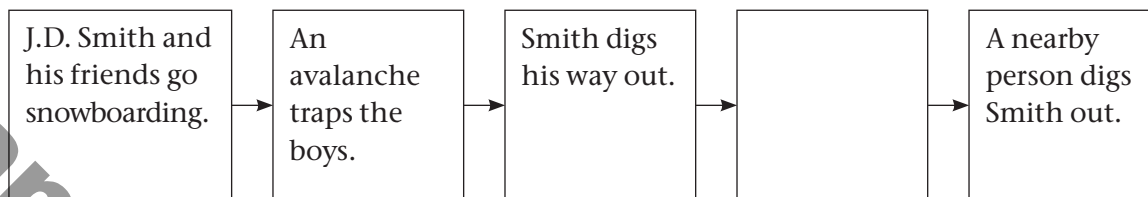
Read this selection. Then answer the questions that follow it.

**Avalanche Survivor**

- 1 One winter day, 17-year-old J.D. Smith and four of his close friends went snowboarding on a remote mountainside outside of Denver, Colorado. They knew it was a risky area but couldn't resist the idea of snowboarding down the untouched, powdery snow.
- 2 Suddenly the group looked up to see an avalanche starting on the ridge above them. They tried to run but had not taken five steps before the snow was on top of them.
- 3 "I've never seen anything like it. It looked like pure white coming at us," Smith said later. "It sounded like an earthquake. Just by instinct, I knew that I had to get my hands up to my face, to make an air pocket. Then I just had to ride that snow all the way down and hope for the best."
- 4 The avalanche carried the boys about a quarter mile down the mountain. Smith was buried under three and a half feet of snow, but it was powdery, so he was able to dig himself out. He started searching for his friends, breaking off a tree branch to probe the snow. He didn't see the next avalanche coming. "It happened really fast," he recalled, "and it was over before I even knew it."
- 5 The second avalanche carried Smith all the way down to the bottom of the mountain. He was buried just 10 inches below the surface, but the snow was wet and packed, and he couldn't dig himself out. Eventually, he was able to get his head out of the hard snow and call for help. Smith had been trapped for more than an hour when someone nearby heard his calls and helped dig him out. Only one of Smith's friends also survived the powerful avalanches.

1 Look at the timeline.

### Timeline of the Avalanches



Which event BEST completes the timeline of events in the story?

- A Smith makes an air pocket with his hands.
- B An avalanche carried the boys down the mountain.
- C Smith probed the snow.
- D A second avalanche hits Smith.

2 Paragraph 4 is mainly about —

- A what happened after the first avalanche hit Smith
- B what the first avalanche looked like
- C what happened when the second avalanche hit the boys
- D what the second avalanche sounded like

3 Which of these is the BEST summary of the selection?

- A Smith and his friends go to a risky area to snowboard. Smith is buried. He digs out and looks for his friends. A nearby person helps him.
- B Smith and his friends go to a risky area to snowboard. An avalanche hits the boys. Another avalanche hits Smith. Smith is buried. He digs out and looks for his friends. A nearby person helps him.

- C Smith and his friends go to a risky area to snowboard. An avalanche hits the boys. Smith is buried. He digs out and looks for his friends. A second avalanche hits Smith and buries him. Smith digs out enough to call for help. A nearby person helps him.
- D An avalanche hits the boys. Smith is buried. He digs out and looks for his friends. A second avalanche hits Smith and buries him. Smith digs out enough to call for help. A nearby person helps him.

4 According to the article, why did the boys go snowboarding in a risky area?

- A They did not think an avalanche could happen.
- B They did not know the area was risky.
- C They could not resist snowboarding on new snow.
- D They thought they could go faster than an avalanche.

(continued)

## Visual Literacy: Smithsonian American Art Museum

*Use with Student Edition pages 122–123.*



### Learning to Look

Look at *The Sick Child* by J. Bond Francisco on page 123 in your Student Edition. Study the hands of the boy and the woman sitting beside him. Write three details about the boy's hands and the clown that he holds. State facts, not opinions.

#### Boy's Hands

Example: He holds the clown by the leg.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write three details about the woman's hands and the knitting needles she's working with.

#### Woman's Hands

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Interpretation

Look at *The Sick Child* again. What might the woman be thinking? Write your answers below.

Example: If only his fever would break, he would get well quickly!

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Look at *Embroidered Garment* by Alice Eugenia Ligon on page 122 in your Student Edition. Use the artwork to complete the KWLH chart below.

