

Name _____

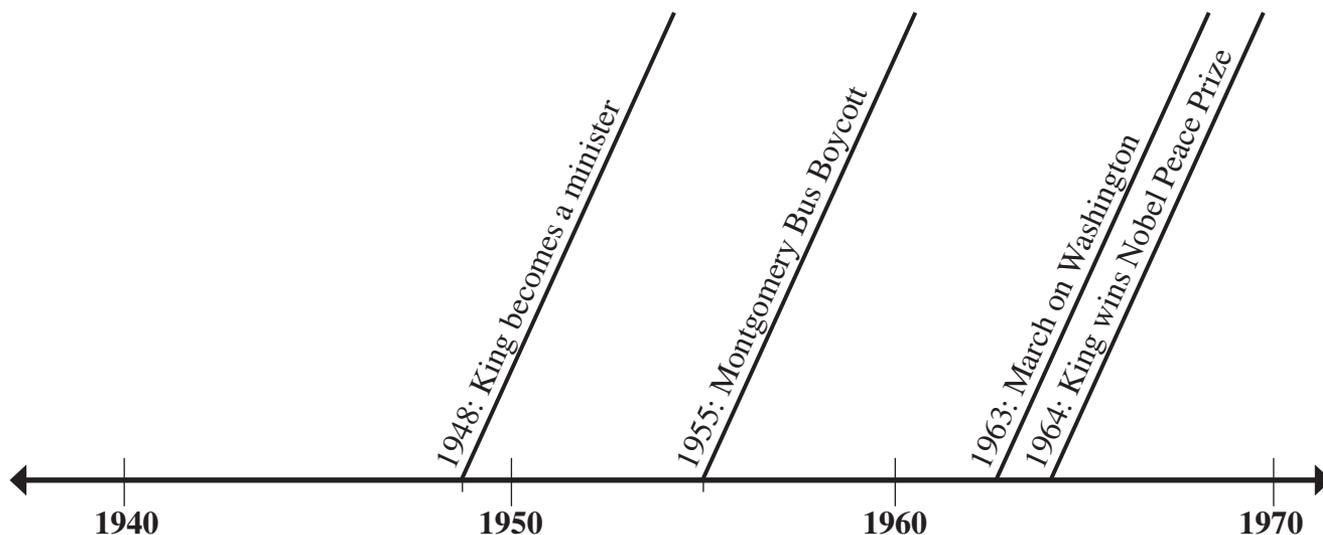
Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

Directions Read the following passage and look at the time line to answer the questions below.

The Reverend Martin Luther King Jr. was an important leader of the civil rights movement. In 1948, at the age of 19, King became a minister. During his lifetime, he organized many civil rights protests, including the Montgomery

Bus Boycott and the Freedom March on Washington, D.C. Because of his frequent participation in civil rights protests, he was arrested 30 times. King received the Nobel Peace Prize for his work. Dr. King is a truly a hero of freedom in America.



1. For what purpose did the author write this passage?

2. How does the time line support the author's purpose?

3. How many years passed between Dr. King becoming a minister and the March on Washington?

4. What happened first, the Montgomery Bus Boycott or the Freedom March on Washington?

© Pearson Education, Inc., 5



Home Activity Your child analyzed the author's purpose in a nonfiction passage. Look at an article in a newspaper or magazine. Read the article with your child and discuss what you think is the author's purpose.

Name _____

Writing • Writing for Tests**In the Army Now**

On a cool October day in seventeen hundred and seventy eight, young Deborah Sampson packs her knapsack and walks to the recruiting post in Billingham, Massachusetts. She finds herself standing in front of a captain, a tired, wiry man with a scruffy red beard.

She hears herself say, "I want to join, I want to fight!" Her voice sounds high and weak. Deborah stands straight and bravely meets the captain's stare. She is wearing

pants, a coarse wool vest, and a coat, and a man's hat covers her hair.

"You're but a boy, yet I reckon you'll do," the captain sighs. "The soldiers are waiting. Now, what is your name?"

"Call me Robert," Deborah replies.

"Welcome to the army," says the captain. Deborah has just enlisted in the American army as a soldier. Now, she has to keep her true identity a secret.

1. Read the story. What is the setting of the story?

2. Who is the main character in the story? What does she do?

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

- _____ 1. a high-spirited horse
- _____ 2. made something look larger
- _____ 3. not afraid
- _____ 4. a faint, unsteady light
- _____ 5. dark or gloomy

Check the Words You Know

- ___ fate
- ___ fearless
- ___ glimmer
- ___ lingers
- ___ magnified
- ___ somber
- ___ steed

Directions Choose a word from the box that best matches each clue. Write the word on the line.

Some have fought for freedom in a 6. _____ and inspiring way.

The founding fathers 7. _____ this kind of commitment when they fought against the British and, some would say, 8. _____ itself.

The 9. _____ of hope they felt eventually became reality when they defeated the English king's forces. That dedication to the fight for freedom

10. _____, remaining in all Americans to this day.

Write a Conversation

On a separate sheet of paper, write a short conversation between two members of the colonial army in 1775. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the poem *The Midnight Ride of Paul Revere*. With your child, look up information about Paul Revere and his activities as a colonist in the 1700s. Discuss the information, using as many vocabulary words as possible.

Name _____

Subject-Verb Agreement

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb.

Use the following rules for verbs that tell about the present time.

- If the subject is a singular noun or *he, she, or it*, add *-s* or *-es* to most verbs.
The wagon *creaks*. It *lurches* along.
- If the subject is a plural noun or *I, you, we, or they*, do not add *-s* or *-es* to the verb.
The oxen *pull* the wagon. They *strain* uphill.
- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.
I *am* hot. Thomas *is* happy. The patriots *are* loyal. We *are* late.
- A **collective noun** names a group, such as *family, team, and class*. A collective noun is singular if it refers to a group acting as one: The family *rides* in the wagon. A collective noun is plural if it refers to members of the group acting individually: The family *are arguing* about the tax.

Directions Match each subject with a verb that agrees. Write the letter of the correct verb on the line.

- | | | |
|-------|---------------------|--------------------|
| _____ | 1. The colonists | A. are training. |
| _____ | 2. The British king | B. is beginning. |
| _____ | 3. A war | C. rebel. |
| _____ | 4. Troops | D. sends his army. |

Directions Underline the verb in () that agrees with the subject of each sentence.

5. The American colonies (trade, trades) with England.
6. Two of the colonies' exports (is, are) cotton and indigo.
7. England (tax, taxes) the items imported into the colonies.
8. Tea (is, are) a popular drink in the colonies.
9. The Boston Tea Party (show, shows) the colonists' anger about taxes.
10. Today, Americans (drink, drinks) more coffee than tea.
11. Earlier conflicts (is, are) forgotten.
12. The two countries (consider, considers) themselves close allies.



Home Activity Your child learned about subject-verb agreement. Have your child make up sentences about clothes he or she wears, using both singular subjects (shirt, belt) and plural subjects (socks, shoes) and making sure verbs agree.

Name _____

Final Syllables -er, -ar, -or**Spelling Words**

danger	wander	tractor	dollar	harbor
eager	eraser	surrender	solar	sticker
locker	helicopter	pillar	refrigerator	caterpillar
rumor	glimmer	linger	sensor	alligator

Definitions Write a list word that means the same or almost the same as the word or phrase.

1. spark 1. _____
2. port 2. _____
3. sun 3. _____
4. gossip 4. _____
5. post 5. _____
6. peril 6. _____
7. cooler 7. _____
8. excited 8. _____
9. 100 cents 9. _____
10. roam 10. _____

Missing Words Write the list word that completes the sentence.

11. I have a habit of chewing on my pencil _____. 11. _____
12. Smart criminals ____ when spotted. 12. _____
13. The farmer drove the ____ across the field. 13. _____
14. I store my schoolbooks in my _____. 14. _____
15. The ____ floated silently across the swampy water. 15. _____
16. The ____ became a beautiful butterfly. 16. _____
17. She pulled the price ____ off the package. 17. _____
18. The news ____ flew over the accident scene. 18. _____
19. I like to ____ in my room instead of watching television downstairs. 19. _____
20. The motion ____ turns on the light when anyone is near. 20. _____



Home Activity Your child wrote words with the final syllables *-er*, *-ar*, and *-or*. Select three list words and ask your child to define them.

Name _____

Scoring Rubric: Historical Fiction

	4	3	2	1
Focus/Ideas	Excellent, focused historical fiction; interesting and realistic characters and events	Somewhat focused historical fiction; characters and events are believable but not fully described	Some unclear or off focus details; characters and events are not described well	Historical fiction does not have a clear focus; characters and events have not been described
Organization	Plot events follow a clear order	Order of plot events is generally clear	Order of plot events isn't always clear	Unorganized and no clear order of events
Voice	Strongly engages reader	Somewhat engages reader	Not fully engaged	Writer is not engaged
Word Choice	Uses many sensory details to create strong imagery	Uses some sensory details to create imagery	Few or no sensory details to create imagery	No sensory details or imagery
Sentences	Uses simple and compound sentences	Some varied sentence structures	Sentences are not varied	Fragments or run-on sentences
Conventions	Excellent control, few or no errors; correct subject-verb agreement	Good control, few errors; subject-verb agreement generally correct	Errors that hamper understanding; subjects and verbs rarely agree	Many serious errors; subjects and verbs do not agree

Name _____

Vocabulary • Inflected Endings *-s*, *-ed*, *-ing*

Inflected endings *-s*, *-ed*, and *-ing* are attached to the end of a word to create a new word with a new meaning. If you are unsure about the meaning of a word with an inflected ending, check the dictionary.

Directions Read the following passage about the colonists. Then write the words from the passage that have the inflected ending.

Sometimes your life may seem complicated, but in fact it may be simple compared to a colonist's life. For example, in the 1700s the car had not been invented. Instead of depending on cars for swift travel, people rode horses to get where they needed to go—a very slow method of transportation. The pace was

more leisurely than driving a car, but it was still faster than walking.

Walking outside the settlement left a person open to such dangers as wild animals. Since there were no sidewalks or streetlights outside of town, it was best not to linger but to come home quickly. Horses gave colonists an extra measure of safety.

1. *-s* _____

2. *-ed* _____

3. *-ing* _____

Directions Write the following words with inflected endings *-s*, *-ed*, and *-ing*. Then write a sentence using one of the three new words.

4. depend _____

5. compare _____



Home Activity Your child reviewed the inflected endings *-s*, *-ed*, and *-ing*. Together, make a list of words from a book or a magazine article that contain these endings. Then help your child write new sentences using those words.

Name _____

Illustration/Caption

- **Illustrations** or **pictures** can convey information about characters and events in a story. They can help establish mood, dramatize action, reinforce the author’s imagery or symbolism, or help explain the text.
- A **caption** is the text explaining the illustration or picture. It usually appears below or to the side of the image.

Directions This illustration appears in a text about Ben Franklin. Look at the illustration and read the caption. Then answer the questions below.



This illustration shows Benjamin Franklin flying a kite in an experiment to relate lightning and electricity.

1. Based on the illustration, in what kind of weather did Franklin fly his kite?

2. Look at the picture. How did Franklin’s experiment work?

3. What do the clothes of the people in the illustration tell you?

4. Why do Ben Franklin and his companion look pleased?

5. Can you tell where the event took place by looking at the illustration?

Name _____

Directions This illustration gives additional information in a text about state coins. Look at the illustration and read the caption. Then answer the question below.



This illustration shows the Illinois state quarter, whose design was inspired by the artwork of Thom Cicchelli of Chicago.

6. Look at the illustration of the quarter. Who is pictured on the quarter?

7. Based on the illustration, in what year was Illinois admitted to the United States?

8. What do the tall buildings show?

9. What does the caption tell you that is not reflected in the image?

10. How many stars appear on the coin? What do you think they signify?

© Pearson Education, Inc., 5



Home Activity Your child learned how illustrations and captions can help convey information about a story. Look at one of your child's favorite books and discuss how the illustrations in it help your child learn more about the story.

Name _____

Final Syllables -er, -ar, -or

Proofread a Sign There are seven spelling errors and one capitalization error. Circle the errors and write the corrections on the lines.

welcome to the Wildlife and Alligator Preserve

- Admission is one dollar for an all-day parking pass.
- You can rent an all-day locker for your convenience.
- Helicopter rides are available to see the harbor from the air.
- To preserve the ecology, stay on the path.
Do not wandar off.
- There is no dangor. Animals stay behind a motion senser fence.
- Linger over lunch on our beautiful terrace.
- Do not forget to surrendar your parking pass at the gate when leaving.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Proofread Words Circle the word that is spelled correctly.

- | | | |
|----------------|------------|------------|
| 9. doller | dollar | dollor |
| 10. eraser | eraser | erasar |
| 11. stickar | sticker | stickor |
| 12. soler | solar | solor |
| 13. helicoptor | helicoptar | helicopter |
| 14. tracter | tractar | tractor |
| 15. rumer | rumor | rumar |

Spelling Words

danger
wander
tractor
dollar
harbor
eager
eraser
surrender
solar
sticker

locker
helicopter
pillar
refrigerator
caterpillar
rumor
glimmer
linger
sensor
alligator

Frequently Misspelled Words

another
we're



Home Activity Your child identified misspelled words with the final syllables -er, -ar, and -or. Select three list words and ask your child to spell them.

Name _____

Subject-Verb Agreement

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Like Longfellow

(1) My grandmother enjoy the poems of Longfellow. (2) Longfellow's poems uses both rhyme and rhythm. (3) "The Midnight Ride of Paul Revere" is called a narrative poem. (4) These poems tell a story. (5) My grandmother write poems too. (6) She entered a narrative poem in a poetry contest and won first prize. (7) Sometimes we recites the poem in a soft voice.

- | | |
|--|--|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Add -s to <i>enjoy</i></p> <p>B Add -s to <i>grandmother</i></p> <p>C Change <i>poems</i> to poem</p> <p>D Make no change</p> | <p>4 What change, if any, should be made in sentence 5?</p> <p>A Change <i>My</i> to The</p> <p>B Change <i>write</i> to writes</p> <p>C Change <i>poems</i> to poem</p> <p>D Make no change</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>poems</i> to poem</p> <p>B Change <i>uses</i> to use</p> <p>C Change <i>Longfellow's</i> to Longfellows</p> <p>D Make no change</p> | <p>5 What is true about sentence 7?</p> <p>A The subject is plural.</p> <p>B The verb is a linking verb.</p> <p>C The subject is a collective noun.</p> <p>D The subject and verb do not agree.</p> |
| <p>3 In sentence 3, how would you describe the subject?</p> <p>A Collective noun</p> <p>B Plural subject</p> <p>C Singular subject</p> <p>D None of the above</p> | |



Home Activity Your child prepared for taking tests on subject-verb agreement. Have your child copy some subject and verb pairs from a favorite book and explain why the subjects and verbs agree.