

Name \_\_\_\_\_

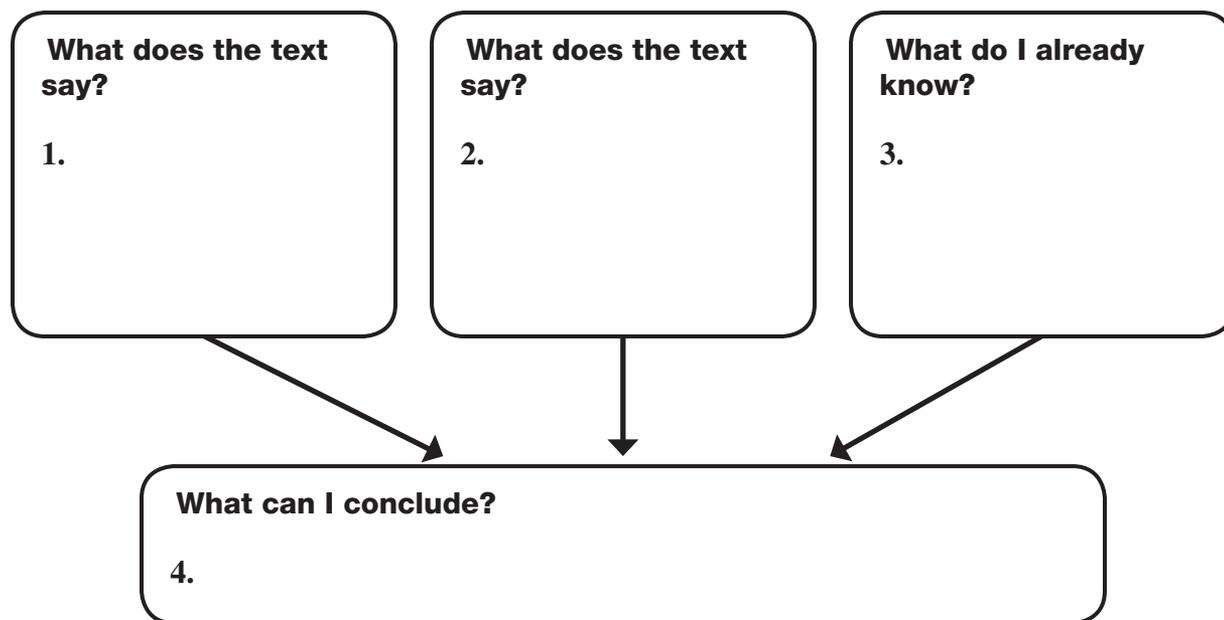
## Draw Conclusions

- A **conclusion** is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called making inferences.
- Use your prior knowledge to help you draw conclusions.

**Directions** Read the following passage. Then complete the diagram below.

**E**nrique is a young gymnast who is training for the Olympics. He goes to live at the Olympic Training Center in Colorado Springs. There he trains twelve hours a day with other athletes. In addition, he regularly takes part in competitions to test his skills. Enrique sets goals for himself. He wants to improve in

gymnastics skills and to learn routines that are more difficult. His training schedule is so demanding, he does not have time to go to a regular school. He studies all of his school subjects with a tutor. After more years of training, Enrique hopes to make the Olympic team.



5. Visualize Enrique studying with his tutor. What conclusion can you draw about the advantages or disadvantages of studying with a tutor rather than studying at a regular school?

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**Home Activity** Your child read a short passage and drew a conclusion based on the details in it. Tell your child a story about an athlete you know about. Ask your child to visualize the details as you describe them. Ask your child to draw a conclusion based on the details you provide.

Name \_\_\_\_\_

## Writing • Writing for Tests

### The Runner

One evening my grandfather said to me, “Come watch television with me. The show is about Jesse Owens.”

“Who is he?” I asked with hesitation. My grandfather loves history, but I don’t.

My grandfather turned to me with an amazed face to tell me that Jesse was the athlete whom the whole world saw as the fastest and best track star. I snuggled in next to my grandfather to watch the television show about Jesse.

After I watched the show, I wanted to be the fastest track star like Jesse. The next day, I ran to school and skidded in early! Since then, I have run home every afternoon, sometimes wincing from lack of breath. I have run fast errands for my grandfather, doing cartwheels when I arrived.

I have run so much that my brother has asked me, “Who do you think you are?” My father and teacher have asked me, “For whom do you hurry?” My grandfather has said simply, “Thank you.”

I told everyone that I love running, and that I am practicing to be a track star like Jesse. However, my brother said that I have to eat more vegetables and fewer potato chips. My father said that track and field also includes long jumps and hurdles. My grandfather said, “World records come from people who are not only the fastest in short and long runs, but also the best at jumping.”

My head was throbbing from all their advice. But now that I have a record of short runs to class and speedy errands, next year I will sign up for track and field!

1. What can you tell about the author’s personality?

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2. What details does the author give about his or her feelings? Underline sentences that tell about feelings.

Name \_\_\_\_\_

## Vocabulary

**Directions** Choose the word from the box that best matches each definition below. Write the word on the line.

- \_\_\_\_\_ 1. to run or jump, turning the heels over the head
- \_\_\_\_\_ 2. a sport in which very difficult exercises are performed
- \_\_\_\_\_ 3. act of failing to act promptly
- \_\_\_\_\_ 4. somewhat blue
- \_\_\_\_\_ 5. sideways handsprings with the legs and arms kept straight

### Check the Words You Know

- \_\_\_bluish  
 \_\_\_cartwheels  
 \_\_\_gymnastics  
 \_\_\_hesitation  
 \_\_\_limelight  
 \_\_\_skidded  
 \_\_\_somersault  
 \_\_\_throbbing  
 \_\_\_wincing

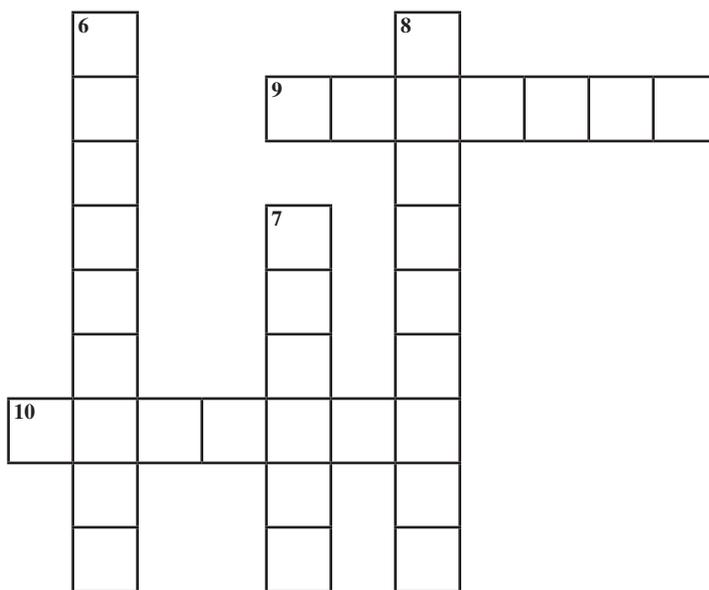
**Directions** Choose the word from the box that matches the clues and complete the crossword puzzle.

#### DOWN

6. the pain I felt when I broke my toe
7. the color of a pale sky
8. the place the star wants to be

#### ACROSS

9. what my bicycle did when I slammed on the brakes
10. what I am doing when I eat food I don't like



## Write a News Report

Imagine you're a sports reporter covering a gymnastics meet. On a separate sheet of paper write a news report. Use as many vocabulary words as you can.

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**Home Activity** Your child identified and used vocabulary words from *The Gymnast*. Skim the articles about a single sport in the sports section of a newspaper. Point out and define the vocabulary word that is used to describe each type of sport.

Name \_\_\_\_\_

## Using *Who* and *Whom*

People sometimes confuse the pronouns *who* and *whom* when they write. *Who* is a subject form. It is used as a subject of a sentence or a clause.

*Who* made this mess?

I saw a performer *who* could do four back flips. [*Who* is the subject in the dependent clause *who could do four back flips.*]

*Whom* is an object form. It is used as the object of a preposition or as a direct object.

To *whom* did you send a letter?

*Whom* will you ask?

In the first example, *whom* is the object of the preposition *to*. In the second example, *whom* is a direct object.

- To understand why *whom* is used in the second sentence, change the word order so that the subject comes first. (*Whom* will you ask? becomes *You will ask whom*?) This makes it easier to see that *whom* is a direct object.

**Directions** How is the underlined word used? Write *subject*, *object of preposition*, or *direct object*.

1. Who wants to learn gymnastics? \_\_\_\_\_
2. She is a person for whom gymnastics is hard. \_\_\_\_\_
3. Matt is the person who did a triple somersault. \_\_\_\_\_
4. Whom did she help the most? \_\_\_\_\_
5. Who won the Olympic medal last year? \_\_\_\_\_

**Directions** Underline *who* or *whom* to complete each sentence correctly.

6. (Who, Whom) should we support?
7. Work with Brenda, (who, whom) has taken gymnastics for years.
8. To (who, whom) should we go for advice?
9. (Who, Whom) remembers the order of events?
10. The gymnast (who, whom) stumbled on the dismount still won a medal.



**Home Activity** Your child learned about using *who* and *whom*. Ask your child to write sentences about a sport using *whom* as an object and *who* as a subject.

Name \_\_\_\_\_

## Negative Prefixes

### Spelling Words

invisible	illiterate	irregular	irresistible	impossible
informal	illegal	impatient	independent	incorrect
inactive	imperfect	impolite	immature	illogical
indefinite	inappropriate	immobile	irresponsible	inexpensive

**Missing Words** Write the missing list word.

1. If you learn to read, you are not \_\_\_\_\_. 1. \_\_\_\_\_
2. If you have good manners, you'll rarely be \_\_\_\_\_. 2. \_\_\_\_\_
3. If you earn a living, you can be \_\_\_\_\_. 3. \_\_\_\_\_
4. If you have a "can do" attitude, little is \_\_\_\_\_. 4. \_\_\_\_\_
5. If you're always trustworthy, you are never \_\_\_\_\_. 5. \_\_\_\_\_
6. If you always follow the law, then you never do anything \_\_\_\_\_. 6. \_\_\_\_\_
7. If you're always right, then you're never \_\_\_\_\_. 7. \_\_\_\_\_
8. If you always act responsibly, then you are not \_\_\_\_\_. 8. \_\_\_\_\_
9. If you set an exact time to meet, it is not \_\_\_\_\_. 9. \_\_\_\_\_
10. If something always makes sense, it is not \_\_\_\_\_. 10. \_\_\_\_\_

**Classifying** Write the list word that completes the group.

11. cheap, reasonable, low-cost, \_\_\_\_\_ 11. \_\_\_\_\_
12. flawed, faulty, defective, \_\_\_\_\_ 12. \_\_\_\_\_
13. restless, fidgety, \_\_\_\_\_ 13. \_\_\_\_\_
14. unseen, faint, \_\_\_\_\_ 14. \_\_\_\_\_
15. casual, relaxed, \_\_\_\_\_ 15. \_\_\_\_\_
16. idle, quiet, immobile, \_\_\_\_\_ 16. \_\_\_\_\_
17. out of place, unsuitable, \_\_\_\_\_ 17. \_\_\_\_\_
18. stationary, motionless, \_\_\_\_\_ 18. \_\_\_\_\_
19. tempting, appealing, enticing, \_\_\_\_\_ 19. \_\_\_\_\_
20. uneven, lopsided, \_\_\_\_\_ 20. \_\_\_\_\_



## Scoring Rubric: Writing for Tests: Autobiographical Sketch

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Focus/Ideas</b>	Auto-biographical sketch clearly focused on an important event in writer's life	Auto-biographical sketch fairly clear; somewhat focused on an event in writer's life	Auto-biographical sketch with some details about an event in writer's life	Auto-biographical sketch with no focus on writer's life
<b>Organization</b>	Clear events in chronological order	Events largely in chronological order	Events somewhat disorganized	Little or no organization
<b>Voice</b>	Clearly shows writer's personality and feelings about the subject	Gives some indication of writer's personality and feelings about the subject	Gives little indication of writer's personality and feelings about the subject	No indication of writer's personality or feelings about the subject
<b>Word Choice</b>	First-person used appropriately throughout	First-person used correctly, but not consistently	First-person pronouns used incorrectly	First-person pronouns used incorrectly, if at all
<b>Sentences</b>	Sentences clear and interesting	Sentences mostly clear and interesting	Choppy sentences	Fragments or run-ons
<b>Conventions</b>	Excellent control and accuracy; <i>who</i> and <i>whom</i> used consistently and correctly	Good control; <i>who</i> and <i>whom</i> used correctly but not consistently	Errors may prevent understanding; <i>who</i> and <i>whom</i> used or spelled incorrectly	Frequent errors that interfere with meaning; <i>who</i> and <i>whom</i> used incorrectly, if at all

Name \_\_\_\_\_

## Vocabulary • Suffixes

- A **suffix** is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence. For example, the Old English suffix *-ish* means “somewhat,” as in *childish*. The Latin suffix *-ion* means “the act or state of being \_\_\_\_\_,” as in *determination*. The suffix *-ics* means “study or system,” as in *athletics*. The suffix *-ist* means “a member of a profession” as in *dentist*. You can use suffixes to help you figure out the meanings of words.
- In dictionaries, the definition of a base word with the suffix added is usually found near that of the base word. The base word’s definition is helpful in understanding a word’s meaning.

**Directions** Read the following passage. Notice the words with suffixes as you read. Then answer the questions below.

The gymnastics meet started with a spectacular balance beam routine by Amy’s main competitor. Then Amy hopped onto the beam and started her routine with no hesitation. She did fine on her somersaults and cartwheels, but on one backflip she had a bad landing. Her ankle felt like a knife had ripped through

it, and she saw bluish stars in front of her eyes. As she finished her routine, Amy thought, “There goes my chance to be a finalist.” But when the numbers came up, she scored the highest! Although her ankle was throbbing, she stepped to the judges’ table and accepted her medal.

1. What is the suffix in *gymnastics*? How does the suffix change the meaning of the base word?

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2. What is the suffix in *hesitation*? How does the suffix change the meaning of the base word?

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3. What is the suffix in *bluish*? How does the suffix change the meaning of the base word?

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4. Change the suffix of *competitor* from *-or* to *-ion*. What is the meaning of the new word?

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5. Which word in the passage has a suffix like *dentist*? Write its definition.

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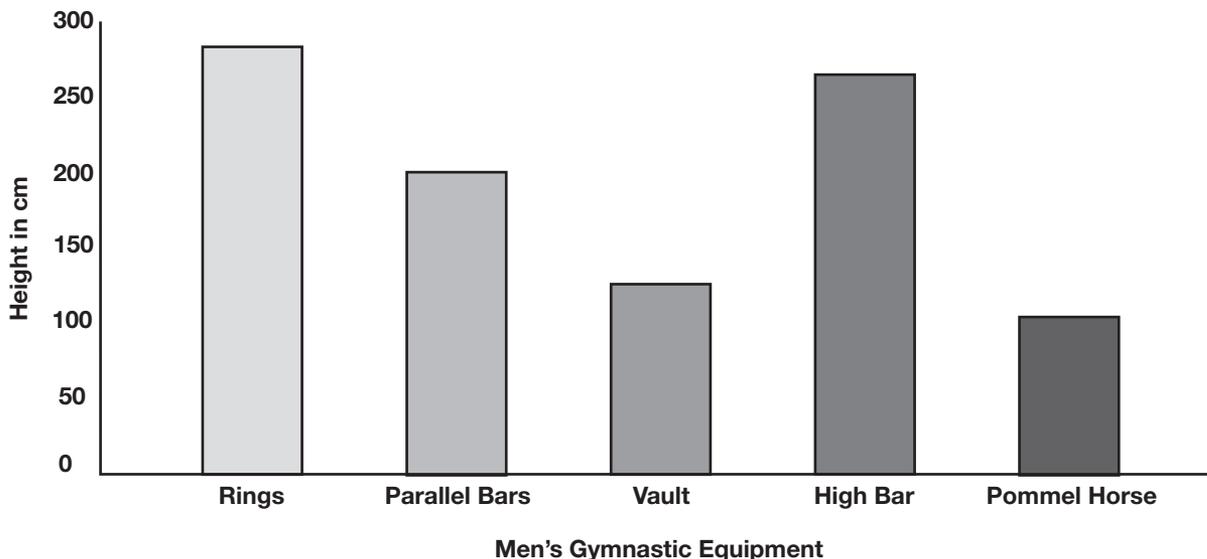
**Home Activity** Your child read a short passage and identified and used suffixes to understand new words. Work with your child to identify unfamiliar words with suffixes. Then ask your child how the suffixes help him or her to understand the meanings of the new words. Confirm the meanings by looking them up in a dictionary.

Name \_\_\_\_\_

# Graphs

**Graphs** show information visually. You can use graphs to compare different pieces of information. Look at the title of a graph to see what is being compared. There are many types of graphs, but two types of graphs are bar graphs and circle graphs. A **bar graph** uses horizontal and vertical lines. Words or numbers along each line explain what is being compared. A **circle graph**, which is also called a pie chart, compares the parts of a whole.

**Directions** Use this graph to answer the questions below.



1. Explain what kind of graph this is and how you know.

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2. What is the tallest piece of equipment? What is the shortest piece of equipment?

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3. How many pieces of equipment are being compared?

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4. Approximately how tall are the parallel bars? The high bar?

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5. Would this graph be a good source for finding out information about equipment used by female gymnasts? Explain.

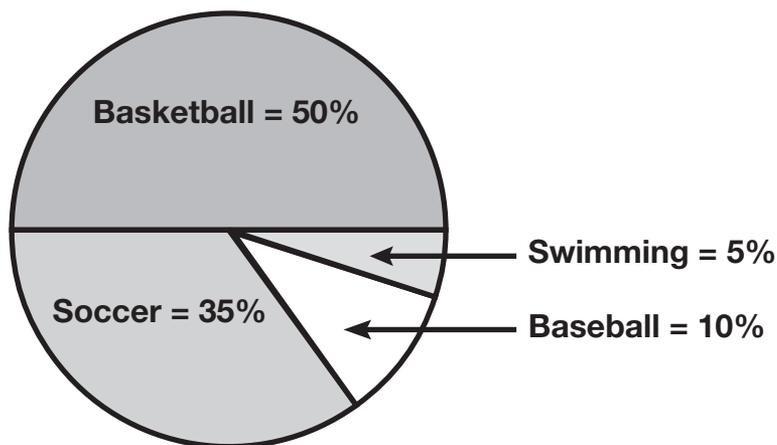
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Name \_\_\_\_\_

**Directions** Use this graph to answer the questions below.



**Favorite Sports of Sawyer School Fifth Graders**

6. What kind of graph is this? How do you know?

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7. What is the favorite sport of the fifth graders at Sawyer School? What percent of students prefer that sport?

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8. What sport is second-most popular? What percent of students prefer that sport?

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9. What sport is the least popular? What percent of students prefer that sport?

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10. What is being compared in this graph? Explain why you think this type of graph displays this information effectively.

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**Home Activity** Your child learned about using graphs as resources. With your child, look at a graph that appears in the newspaper or in a brochure. Ask your child what information is being compared. Ask your child specific questions about information the graph shows.

Name \_\_\_\_\_

## Negative Prefixes

**Proofread a Speech** Circle six spelling errors in the toymaker's speech. Write the words correctly. Write the run-on sentence as two sentences.

"I want to create an irresistable toy for children. It will make the user innvisible. I need five independent teams to work on this. As always, I am impashent to get this project started! We do not have an indefinite amount of time. I'm hoping to have this toy on the market by the end of the year. Does anyone have any questions? Does anyone think this task is ilogical or impossible to do? Do we all agree this can be done let's get to work!"

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

### Spelling Words

invisible  
illiterate  
irregular  
irresistible  
impossible  
informal  
illegal  
impatient  
independent  
incorrect  
  
inactive  
imperfect  
impolite  
immature  
illogical  
indefinite  
inappropriate  
immobile  
irresponsible  
inexpensive

**Proofread Words** Circle the word that is spelled correctly.

- |                   |               |              |
|-------------------|---------------|--------------|
| 8. irresistible   | unresistable  | ilresistable |
| 9. ilexpensive    | imexpensive   | inexpensive  |
| 10. inmature      | immature      | imature      |
| 11. imperfect     | ilperfect     | unperfect    |
| 12. imdependent   | independent   | ildependent  |
| 13. imactive      | innactive     | inactive     |
| 14. impolite      | inpolite      | unpolite     |
| 15. illiterate    | iliterate     | inliterate   |
| 16. imappropriate | inappropriate | inapropriate |

### Frequently Misspelled Words

through  
always



**Home Activity** Your child identified misspelled list words. Take turns spelling list words that begin with the four negative prefixes studied.

Name \_\_\_\_\_

## Using *Who* and *Whom*

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

# Making the Team

(1) When Coach Reed asked, “Whom would like to try out for the basketball team?” we all raised our hands. (2) “Who will make the team?” I wondered. (3) Some of the kids were already very good at basketball. (4) It wasn’t hard to see who had not played much. (5) I could run and shoot, but I was never sure to whom I should pass the ball. (6) Whom could I ask for help? (7) Coach Reed saw me practice and asked me to be on the team.

- |   |  |
|---|--|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change <i>Coach</i> to <b>coach</b></p> <p><b>B</b> Remove quotation marks</p> <p><b>C</b> Change <i>Whom</i> to <b>Who</b></p> <p><b>D</b> Make no change</p>         | <p><b>4</b> Which describes the underlined word in sentence 5?</p> <p><b>A</b> Subject</p> <p><b>B</b> Object of preposition</p> <p><b>C</b> Direct object</p> <p><b>D</b> None of the above</p> |
| <p><b>2</b> What change, if any, should be made in sentence 2?</p> <p><b>A</b> Change <i>I wondered</i> to <b>I wonder</b></p> <p><b>B</b> Remove quotation marks</p> <p><b>C</b> Change <i>Who</i> to <b>Whom</b></p> <p><b>D</b> Make no change</p> | <p><b>5</b> Which describes the underlined word in sentence 6?</p> <p><b>A</b> Subject</p> <p><b>B</b> Object of preposition</p> <p><b>C</b> Direct object</p> <p><b>D</b> None of the above</p> |
| <p><b>3</b> Which describes the underlined word in sentence 4?</p> <p><b>A</b> Subject</p> <p><b>B</b> Object of preposition</p> <p><b>C</b> Direct object</p> <p><b>D</b> None of the above</p>  |  |



**Home Activity** Your child prepared for taking tests on *who* and *whom*. Have your child read newspaper articles to highlight uses of *who* and *whom*. Then ask him or her to tell whether the words are used correctly, and why.