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?

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.
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?
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

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.

School + Home

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.
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

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>danger</td>
</tr>
<tr>
<td>eager</td>
</tr>
<tr>
<td>locker</td>
</tr>
<tr>
<td>rumor</td>
</tr>
</tbody>
</table>

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.
# Scoring Rubric: Historical Fiction

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

Vocabulary 159
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?

160 Research and Study Skills
**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?

**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.

**Research and Study Skills** 161
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 Alligater 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 wander off.
• There is no danger. Animals stay behind a motion sensor fence.
• Linger over lunch on our beautiful terrace.
• Do not forget to surrender 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. erasor      eraser       erasar
11. stickar     sticker      stickor
12. soler       solar        solor
13. helicoptor  helicoptar  helicopter
14. tracter     tractar      tractor
15. rumer       rumor        rumar

Name ____________________________

School + Home

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.

162 Spelling Final Syllables -er, -ar, -or
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.

1 What change, if any, should be made in sentence 1?
A Add -s to enjoy
B Add -s to grandmother
C Change poems to poem
D Make no change

2 What change, if any, should be made in sentence 2?
A Change poems to poem
B Change uses to use
C Change Longfellow’s to Longfellows
D Make no change

3 In sentence 3, how would you describe the subject?
A Collective noun
B Plural subject
C Singular subject
D None of the above

4 What change, if any, should be made in sentence 5?
A Change My to The
B Change write to writes
C Change poems to poem
D Make no change

5 What is true about sentence 7?
A The subject is plural.
B The verb is a linking verb.
C The subject is a collective noun.
D The subject and verb do not agree.

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.