

Name \_\_\_\_\_

cling

humid

magnify

mingle

microscope

dissolves

typical

gritty

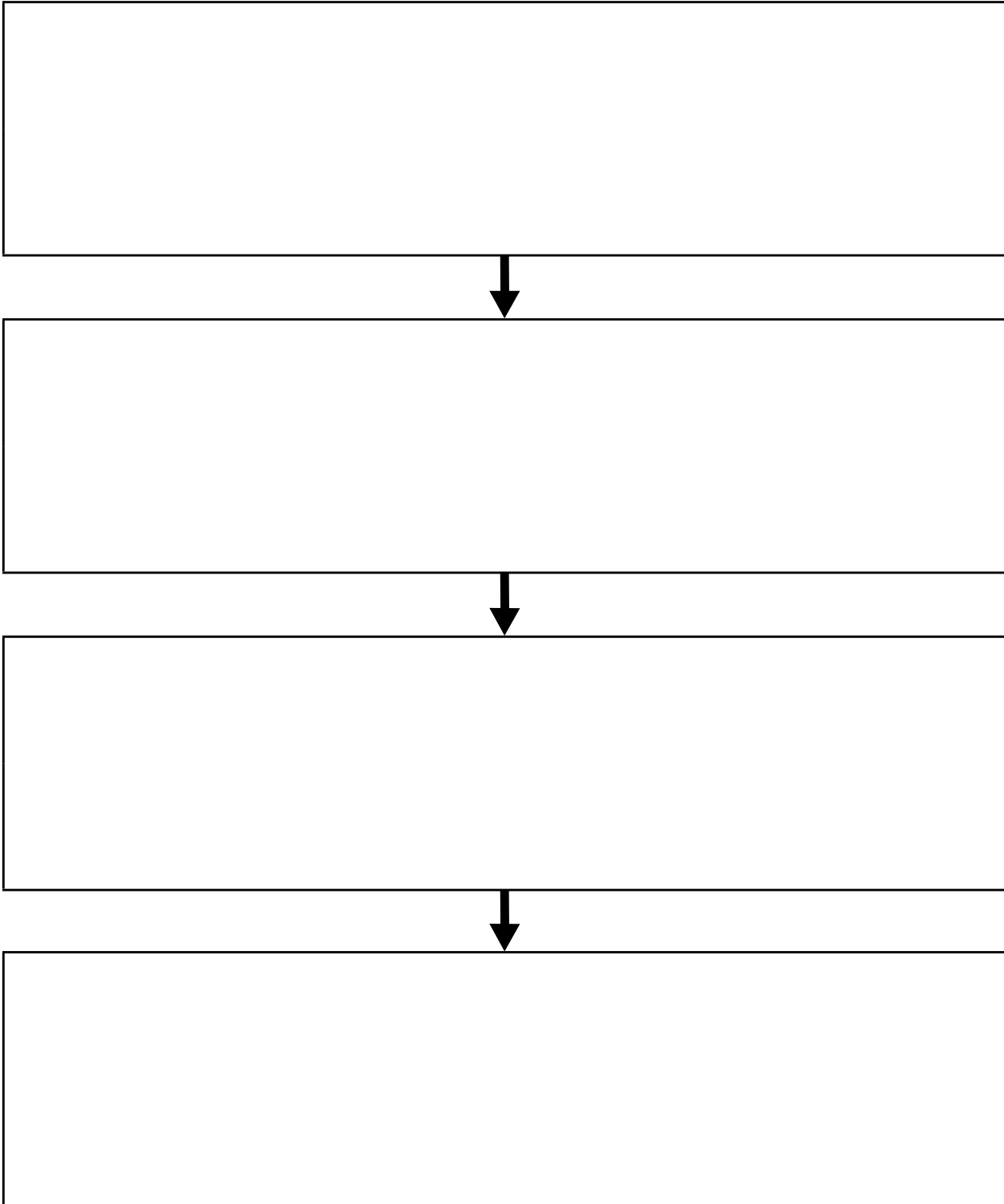
Finish each sentence using the vocabulary word provided.

Possible responses provided.

1. (gritty) After a day at the beach, sand was in our shoes and each step  
felt gritty.
2. (humid) I was not used to the humid weather in the hot and rainy jungle  
\_\_\_\_\_.
3. (typical) Even though she was not a typical pet, the family still loved  
their ferret.
4. (microscope) In order to see the tiny plant cells, we used a microscope  
\_\_\_\_\_.
5. (dissolves) If you add water to sugar and stir the mixture, the sugar  
dissolves.
6. (magnify) His glasses helped to magnify the words so he could read  
more easily.
7. (cling) In the tall tree the monkey had to cling to the branch so it  
wouldn't fall.
8. (mingle) At the school party students from every grade will get  
to mingle.

Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**



Name \_\_\_\_\_

Read the passage. Use the summarize strategy to make sure you understand the text.

### At Your Fingertips

14       What makes you different? Is it your hair or is it your name? Is  
14       it the shape of your eyes and nose? All of these may be important.  
28       However, there is one thing that truly sets you apart from everyone:  
40       your fingerprints. You might not think of your fingerprints as part  
51       of your identity. But they have replaced other uncertain methods of  
62       identification. If you look closely, you can see that fingerprinting  
72       is a reliable way of identifying people.

79       As we age, our looks change. Our hair and height may change and  
92       even our face may change shape. There is one thing that stays the  
105      same: our fingerprints. Unless you injure your fingertips, your prints  
115      will be the same for your entire life, not just part of it. You will have  
131      the same prints as an adult that you did as a child.

143      No two people are known to have the same prints. A quick look at  
157      your fingertips might not prove much. Take a detailed look, though.  
168      There are swirls and ridges. All of those shapes are specific to you.  
181      The shapes you see are not the same for anyone else. Your prints are  
195      unique. This is how they help to identify people. It took many years  
208      for us to know the importance of fingerprints, though.

Name \_\_\_\_\_

In 1858, Sir William Herschel of England had people sign papers with handprints. He then used fingerprints. The more fingerprints he saw, the more he noticed how no prints were the same. It seemed no two prints were identical. He saw that prints might be used to identify people.

In 1892, scientist Sir Francis Galton wrote a book about prints. He proved that they do not alter during a person's life. They remain the same. He said that it was not likely for two people to have the same prints. The odds of two people having the same prints were 1 in 64 billion!

Galton's proof was used by police to help solve crimes. In 1901, the London police began using prints to find people. They found this was the best way. They could be sure they had found the right person to arrest. In 1903, the New York State Prison system began using prints to identify criminals, too.

Fingerprints can be used for more than identifying criminals. Fingerprints have since been used for identification by the U.S. Navy, the U.S. Marine Corps, and the F.B.I. Fingerprint scans can also act as a "key" to unlock a door or open files on a computer. Since they are unique, fingerprints are a sure way of keeping certain offices and files safe. Did you know that children are often fingerprinted to keep them from getting lost?

The importance of fingerprints has proved to be a great discovery. Whether used to sign papers, identify criminals, or unlock doors, prints are a reliable way to identify people. When we want to know who people are, we can look at their faces or ask their names. If we want to be sure, we have to look closely at the swirls and ridges on their fingertips.



Stockbyte/Getty Images

**Every fingerprint has a unique set of swirls and ridges.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**Possible responses provided.**

**1. What did Sir William Herschel discover in 1858?**

**He noticed that no fingerprints were the same. He thought fingerprints might be used to identify people.**

**2. According to the text, what was the next discovery after Herschel's?**

**Sir Francis Galton wrote a book about fingerprints and proved that they do not alter during someone's life.**

**3. How do you know that the information in the text is presented in time order?**

**The dates of the events in the text are in time order starting with 1858 and ending with 1903.**

**B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Scott Aldrich's Micro Art

Scott Aldrich uses microscopes and light to make art. Aldrich was trained as a chemist. He often used microscopes to look at chemicals. The shapes he saw inspired his art. Aldrich uses light filters. The filters allow certain colors to pass through chemicals. Then he takes pictures of the substances using a camera with a built-in microscope. The pictures often look like familiar objects and animals!



Siri Stafford

In his photography, Aldrich reveals the world as seen through a microscope.

Answer the questions about the text.

1. How do you know this is an expository text?

**It gives facts and information about Scott Aldrich's artwork.**

2. What text features does the text include?

**photograph and caption**

3. What does the photograph show? How does it add to the text?

**The photograph shows a microscope. Possible response: It helps me understand what kind of images Aldrich produces.**

4. What information does the caption give you?

**The caption connects Aldrich's photography with a familiar piece of scientific technology.**

Name \_\_\_\_\_

**A. Draw lines to match each word in Column 1 with an antonym in Column 2.**

Column 1	Column 2
1. identical	a. simple
2. reliable	b. maintain
3. entire	c. different
4. alter	d. part
5. specific	e. general
6. detailed	f. unsteady

**B. Rewrite each sentence below using an antonym for the underlined word.**  
**Possible responses provided.**

1. We stayed to watch the entire movie.

**We only watched part of the movie.**

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2. My mother did not alter the soup recipe.

**My mother changed the soup recipe.**

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3. The math lesson was so detailed that I had to take notes.

**The math lesson was so simple that I did not even take notes.**

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Name \_\_\_\_\_

**A. Read each sentence. Underline any words that have *r*-controlled vowel syllables. Then circle the letters that make the *r*-controlled vowel syllable.**

1. The popular singer was going to play a show in my town.
2. When I enter the shop, I always notice a strange odor.
3. That object can be a danger to people walking along the harbor.
4. My daughter loves to ride up and down on the elevator.
5. I prefer real chili peppers to the powder that is available.
6. He could not pull up his coat zipper because it was broken.

**B. Circle the correct word in parentheses to complete each sentence. Use a dictionary to help you if necessary.**

1. My sister is better at math (then, than) my brother.
2. Do you understand the (moral, morale) of the story?
3. Please (lay, lie) the book down on the table.
4. I immediately saw the (affect, effect) of the sun on my skin.
5. The wind caused the (lose, loose) tile to fall from the rooftop.



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how the author uses key details to support the main idea.

<b>Topic sentence</b>	→	In “At Your Fingertips,” the author provides key details to support the main idea that fingerprints are a reliable way to identify people.
<b>Evidence</b>	→	<div style="border: 1px solid gray; padding: 5px;">                 The author gives examples of how fingerprints are used to identify people. Two examples the author gives are that fingerprints are used by police to help solve crimes, and fingerprint scans can be used for security purposes.             </div>
<b>Concluding statement</b>	→	The author’s use of key details supports the main idea that everyone’s fingerprints are unique and are a way to identify people.

**Write a paragraph about the text you have chosen. Show how the author uses key details to support the main idea. Cite evidence from the text. Remember to include a strong opening and concluding statement.**

Write a topic sentence: \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

**Answers will vary but should include a topic sentence, evidence from the text, and a concluding statement. Details and examples from the text should support the writer’s analysis of how the author uses key details to support the main idea. Answers should include a strong opening and concluding statement.**

End with a concluding statement: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you use a formal voice.**

### **Draft Model**

The teacher uses this thing a lot. You can't pick it up, but you can write all over it. It gets totally dusty with chalk. It's not a super cool thing, but it does the job.

1. What are some examples of conversational language in the first sentence?
2. What formal language can be used to replace these words in the first sentence?
3. How will formal language improve the draft model?
4. Where else in the draft model can formal language be used to replace conversational words or slang?

**B. Now revise the draft by adding words and phrases that show a formal voice.**

**Answers will vary but should use formal language to describe**

**the object in the classroom.**