

Name _____

intensity

forfeit

retreated

ancestors

endurance

irritating

despised

honor

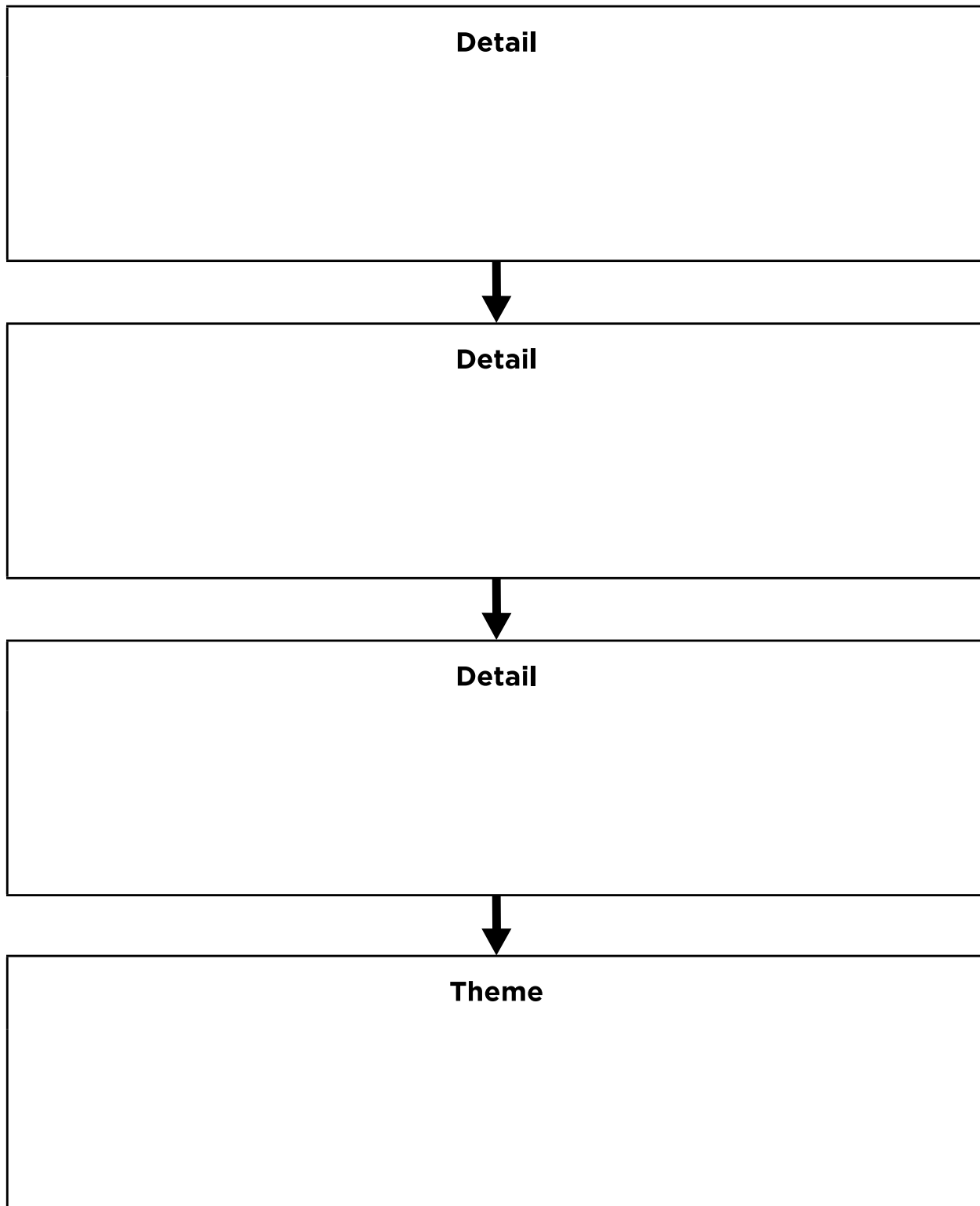
Finish each sentence using the vocabulary word provided.

Possible responses provided.

1. (intensity) During the football game, the home team played with
great intensity.
2. (endurance) It is important for athletes to work on improving their
strength and endurance.
3. (forfeit) As a result of not having enough players, the team was forced
to forfeit the game.
4. (irritating) When I'm watching a movie my brother can be irritating by
asking me lots of questions.
5. (retreated) When it started to rain, we retreated from the field to the
shelter of the picnic area.
6. (despised) As a younger kid I despised vegetables, but now I like
how they taste.
7. (ancestors) The pictures on our walls show my extended family and
ancestors.
8. (honor) At the awards ceremony, they will honor the highest achievers
_____.

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
 21 family was repairing their home with fresh birch bark strips. Kanti
 35 stayed in the shadow of the trees until she reached the lake. She could
 49 see her father's sleek canoe far off in the distance. He was fishing for
 60 their dinner. Her cousins were splashing merrily near the shore and
 68 waved to her. She stepped into the water.

68 "Kanti!" an irritated voice said.

73 Kanti felt her heart drop to her stomach. She was caught. Kanti's
 85 mother walked quickly toward her. "Kanti, you know that your
 95 grandmother is going to teach you today."

102 "It's so steamy outside. Why can't I swim with my cousins?"
 113 she whined.

115 Her mother looked sympathetic, but firm. "Sometimes we have to
 125 set aside play so we can learn. Come, I think you will like this lesson
 140 better than you predict."

144 Kanti's grandmother looked dignified sitting cross-legged in the
 152 center of their wigwam. Around her lay wide beaded belts of white
 164 and purple with all kinds of vivid designs. In front of her was a loom
 179 shaped like an archer's bow with a few rows of beads strung.

191 "Thanks for coming, Kanti." There was a mischievous glint in her
 202 grandmother's eye. She held a few small purple beads. "Do you know
 214 what these are?"

217 "That's easy, they're wampum." Sometimes Kanti would help
 225 collect the quahog, or clams, the beads were made from.

Name _____

“I actually meant, what do the beads stand for?” Kanti’s grandmother said. “Here, let me show you.”

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. “These people are your great-great grandmother and grandfather,” she said. “They traveled over the mountains to find a place to settle.” She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. “Your great-great grandmother saw an eagle that led them through the mountains.”

A circle at the edge of the mountains represented the lake that fed the village. “When they found a wide lake, they knew it would support many people. This is how our village began.”



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts’ patterns jumped out at her, all holding adventures of their own. She looked at the loom with a scant five rows completed. “What story will this belt tell?” she asked.

“This belt will tell your story,” her grandmother said. “I started it for you and you can continue to add to it as you grow.” With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn’t wait for her cousins to come back so she could show them her new belt.

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. Why can't Kanti swim with her cousins?

She has to go learn something from her grandmother.

2. What does Kanti learn about the belts?

She learns that the belts tell stories. She learns the story of her great-great grandparents.

3. What is the theme of this story?

The theme is that we must take time to learn about our ancestors and our culture so that we can appreciate our history.

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

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

Name _____

A Roman Tradition

“Come help me pick flowers from the garden,” Cornelia’s mother called. Cornelia got up and followed her mother outside. Their house stood on a hill outside the city of Rome, and from their garden they could look out over the empire’s capital.

“What do we need the flowers for?” Cornelia asked.

“To decorate the *lararium*,” her mother said. She turned and pointed to the house’s courtyard. A small building stood in the corner. It looked like a tiny temple. Columns held up its triangular roof, and a group of small statues and oil lamps sat inside.

“Three times a month, we bring flowers and honey to the spirits of the household. That way they’ll protect our house and our crops,” she explained.

Answer the questions about the text.

1. How do you know this text is historical fiction?

It tells a made-up story about realistic characters and events that takes place during a real time and place in history.

2. What literary element is included in this piece of historical fiction?

Dialogue is included.

3. Do you think the dialogue is fictional or historical?

The dialogue is fictional.

4. What tradition does Cornelia’s family have?

They bring flowers and honey to the household spirits so the spirits will protect the house and crops.

Name _____

Read each sentence below. For each word in bold, write the denotation on the line. Then write its connotation.

Possible responses provided.

1. She could see her father's **sleek** canoe far off in the distance.

denotation: smooth and shiny; connotation: well taken care of

2. It's so **steamy** outside.

denotation: filled with water in the form of gas; connotation: very hot, humid, uncomfortable

3. "Why can't I swim with my cousins?" she **whined**.

denotation: used a high, complaining or crying voice; connotation: childishly begged or pleaded

4. Kanti's grandmother looked **dignified** sitting cross-legged in the center of their wigwam.

denotation: confident, showing self-respect; connotation: proud and elegant

5. She looked at the loom with a **scant** five rows completed.

denotation: small in number; connotation: barely enough to get by

Name _____

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. Then sort the words in the chart below.

1. Today I am going to visit my **cousin** who lives in the city.
2. The group searched endlessly for the **sunken** treasure.
3. Did you know that a **raisin** is a grape that is partially dried out?
4. It was difficult to choose a gift, but I finally decided on the **woven** shirt.
5. The dinosaur **skeleton** at the museum was as big as a house!

<i>-in</i>	<i>-en</i>	<i>-on</i>
6. cousin	8. sunken	10. skeleton
7. raisin	9. woven	

B. Read the definitions for the prefixes below. Then read each word and circle the prefix. Write the meaning of the word based on the prefix. Use a dictionary to help you if necessary.

uni-, mono- = one
bi- = two
tri- = three

deca- = ten
cent- = hundred

1. **mono**tone **one tone or sound**
2. **bi**monthly **occurring every two months**
3. **cent**imeter **one hundredth of a meter**
4. **uni**color **one color**

Name _____

Evidence is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to compare the themes of two different stories.

Topic sentence	→	Both “The Generation Belt” and “A Roman Tradition” have similar themes, even though they have different settings.
Evidence	→	In “The Generation Belt,” a young Algonquin girl learns a traditional craft from her grandmother. In “A Roman Tradition,” Cornelia’s mother teaches her to decorate the household <i>lararium</i> . One girl is Native American, and the other girl is from Ancient Rome, but they are both learning about their culture and traditions.
Concluding statement	→	The theme of each story is about the importance of cultural traditions.

Write a paragraph about the texts you have chosen. Cite evidence from the text that shows how the themes are similar or different. Remember to use precise language and adverbs correctly.

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 comparison of themes. Answers should include reasons that are supported by details and use adverbs correctly.

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

Draft Model

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.

Answers will vary but should include strong words that describe the beach day.
