

Name _____

debris	emphasis	encounter	generations
indicated	naturalist	sheer	spectacular

Finish each sentence using the vocabulary word provided.

- (debris)** The storm last night _____

- (emphasis)** The park ranger repeated _____

- (encounter)** While walking in the woods, _____

- (generations)** Our family _____

- (indicated)** The frost on the leaves _____

- (naturalist)** We brought the strange plant _____

- (sheer)** Our guide led us away _____

- (spectacular)** The Fourth of July fireworks _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand new facts or difficult explanations.

At Home in the Desert

12 Georgia O’Keeffe always thought of herself as an artist. By 1928, the
19 rest of the world did, too. At the age of 41 she was living in New York
29 City and becoming a well-known painter. She was married to a famous
41 photographer, who helped her show her work. Still, O’Keeffe wasn’t
51 happy.

52 New York City and her family’s summer home had been the source of
65 ideas for almost ten years. Now those ideas were drying up. O’Keeffe felt
78 like she needed a change of scenery. She had visited New Mexico in 1917
92 with her sister. The wide open space had thrilled her. “Maybe I should go
106 back,” she thought to herself.

111 Her friend Mabel Dodge Luhan encouraged her. In April of 1929,
122 O’Keeffe packed her bags. She went to stay with Luhan in her home in
136 Taos, New Mexico. O’Keeffe wrote to her husband,

144 “Mabel’s place beats anything you can imagine
151 about it—it is simply astonishing.”

157 The wide open space drew O’Keeffe in. She spent hours just watching
169 the sky change. The clear light made her feel as if she could see for the
185 first time.

187 The beauty of the land renewed her. She couldn’t wait to start painting.
200 Cow and horse skulls and desert flowers filled her canvases. The colors
212 of the desert inspired O’Keeffe to make new choices in her artwork. “The
225 color up there is different,” she explained. She loved the blue-greens in the
238 sagebrush along the mountainsides.

Name _____

That August, O’Keeffe went home to New York. It was the start of a pattern she would keep up for almost twenty years. Each spring, she traveled to New Mexico to paint. These trips were vital to her spirit. Then, in the fall, she would return to New York to show her work.

During each visit to New Mexico, O’Keeffe explored her surroundings more deeply. Every day was an adventure. In the morning, she would set out to search for new desert scenes to paint. She kept a canvas and brushes in the backseat of her car. Whenever something caught her eye, she could pull them out and begin painting.



Jess Alford/Photodisc/Getty Images

The desert landscape enchanted Georgia O’Keeffe.

The bleached animal bones and skulls that O’Keeffe found especially excited her. She saw a strange beauty in them. By experimenting, she found new ways to represent them in her paintings. The bones didn’t symbolize death to O’Keeffe. To her, they showed the lasting beauty of the desert.

The unique landscapes, clear light, and bright colors spoke to her. She often painted close-ups of the rocks and mountains. Later, she began to travel more in search of new ideas. However, she always came back to New Mexico. After all these years, it was her home.

As O’Keeffe grew older, her eyesight began to fail. Continuing to paint became difficult. Still, O’Keeffe wasn’t ready to stop working. Her friend Juan Hamilton helped her work with watercolors. He also taught her to sculpt with clay. With his aid, she made art into her 90s. When she died at the age of 98, Hamilton sprinkled her ashes over the desert. Her body became part of the land that had touched her art and her life.

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Name _____

A. Reread the passage and answer the questions.

1. What caused Georgia O’Keeffe to seek out a change in her life?

2. What evidence in the fifth paragraph shows the effect of O’Keeffe’s visit to New Mexico?

3. How did Georgia O’Keeffe react to her failing eyesight in her later years?

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

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

Name _____

A New Agency

During the 1960s, people grew concerned about the environment. This concern led to a huge Earth Day celebration in April of 1970. Politicians promised to find ways to improve water, land, and air quality. President Richard Nixon agreed to meet this new challenge. He proposed creating a new government department in late 1970. It was called the Environmental Protection Agency. Nixon said he hoped the EPA would “ensure the protection, development and enhancement of the total environment.”



ImageShop/Corbis

The EPA proposed laws that reduced air pollution from car engines.

Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

2. Explain the cause and effect relationship between Earth Day and the creation of the EPA.

3. What facts about President Richard Nixon does the text give?

4. What primary source can you identify in this text?

Name _____

Read each passage below. **Underline the context clues that help you figure out the meaning of each word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.**

1. Georgia O'Keeffe thought of herself as an artist. By 1928, the **rest** of the world did, too.

2. New York City and her family's summer home had been the source of ideas for almost ten years. Now those ideas were drying up. O'Keeffe felt like she needed a **change** of scenery.

3. She had visited New Mexico in 1917 with her sister. The wide open **space** had thrilled her.

4. She spent hours just watching the sky change. The clear **light** made her feel as if she could see for the first time.

5. It was the start of a pattern she would keep up for almost twenty years. Each **spring**, she traveled to New Mexico to paint.

Name _____

A. Read the words below. Place each word in the column that describes its vowel sound. Underline the letters that stand for the vowel sound.

tuna	crooks	could	lose	mute
amuse	would	soothe	union	bruise
hoof	view	plume	hue	hooks

<i>/ū/ as in music</i>	<i>/û/ as in hook</i>	<i>/ü/ as in scoop</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Circle the word with the /ū/, /û/, or /ü/ sound to complete the sentence.

1. The car has enough _____ to last another hour.
 gas power fuel

2. There are _____ lanes open at the bowling alley.
 few many several

3. This summer I will read a _____.
 biography cookbook mystery

4. He tried to _____ that he was correct.
 prove show explain

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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 used cause and effect.

Topic sentence	→	In “At Home in the Desert,” the author uses cause and effect to explain how the painter Georgia O’Keeffe became a great artist.
Evidence	→	The author states that O’Keeffe worried about running out of ideas. Because of that, she traveled to New Mexico. The author describes the effect that the landscape had on O’Keeffe. As a result of going to New Mexico, she
Concluding statement	→	created some of her greatest paintings. The author shows that New Mexico had a positive effect on O’Keeffe.

Write a paragraph about the text you have chosen. Show how the author used cause and effect. Cite evidence from the text. Remember to give examples to support your points and to avoid run-on sentences.

Write a topic sentence: _____

Cite evidence from the text: _____

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

As I was working outside, I found a bird’s nest in our tree. It had baby birds in it. I could hear them. The mother bird came back and fed the babies.

- 1. What vivid sensory details could describe the trees, nest, and birds?
- 2. What strong words and phrases could be substituted for “working outside,” “found,” and “came back”?
- 3. What words and phrases would show, rather than tell, what happened? What details would help the reader picture what is being described?

B. Now revise the draft by adding strong words that will help readers better visualize the encounter with the birds.

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