Words with VV Syllable Division Pattern

Read each sentence. Underline the word with the VV syllable division pattern in each sentence.

1. I’m afraid the rain will ruin your new hat.

2. The babies will sleep more easily in a quiet room.

3. “There will be a meteor shower next week,” the news anchor stated.

4. The bear roamed the camping area looking for food.

5. The teachers will announce the winner of the poetry contest tomorrow.

Underline the correct way to divide each boldfaced word into syllables.

1. dial dia l di al d ial

2. violet vi o let vi olet vio let

3. meow me ow me o w meo w

4. science sci en ce scien ce sci ence

5. diary dia ry di a ry di ary
You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to support your answers to the questions below.

1. One meaning of the word **oasis** is a pool of water in the desert. How is this meaning like a park in a dirty city?

_____________________________________________________________________

_____________________________________________________________________

2. For what kind of project would you need **permission** from the school principal?

_____________________________________________________________________

_____________________________________________________________________

3. Why might someone be **installing** things in an **abandoned** house?

_____________________________________________________________________

_____________________________________________________________________

4. If you could choose a **frequent** activity, what would you choose and why?

_____________________________________________________________________

_____________________________________________________________________

5. How much daily exercise do you think is **sufficient** for someone your age?

_____________________________________________________________________

_____________________________________________________________________

Choose two of the Critical Vocabulary words and use them in a sentence. Include a synonym or antonym for one of the words.

_____________________________________________________________________

_____________________________________________________________________
Text and Graphic Features

In a graphic novel, text is used either as narration or as speech. Visuals such as diagrams and illustrations help explain ideas in the text.

Answer the questions about page 224 in *Luz Sees the Light*.

1. Which text on the page is narration?

2. What purpose does this narration serve in the story?

3. What purpose do the drawings and speech balloons serve in this part of the story?

Answer the question about page 233 in *Luz Sees the Light*.

4. What are three different ways in which text is used on this page?
Words with VV Syllable Division Pattern

Read each sentence. Complete the sentence by choosing the word with the VV syllable division pattern. With this pattern both vowels are sounded.

1. Students can learn to skate by looking at this _____________.
   pamphlet  video

2. The child’s toy was made of ____________ plastic.
   pliable  flexible

3. Thelma is studying to be a _____________.
   dentist  librarian

4. The ____________ was closed for remodeling.
   theater  hotel

5. Tyrone loves to read books on _____________.
   biology  chemistry

Read the words in the box aloud. Circle all of the words in which you hear two different vowel sounds in the VV pattern.

| refrain, teach, screen, dear, triumph |
| reality, break, diagram, could, trial |
| fluid, gradual, serial, explain, pail |
| pioneer, create, food, diet, client |
Using Suffixes –ible and –able

The suffixes –ible and –able mean “able to” or “likely to” do or be something. They are used frequently in English words, usually after verbs, such as believable and collapsible.

Complete the chart with other words that contain the suffix –ible or –able.

<table>
<thead>
<tr>
<th>–ible</th>
<th>–able</th>
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</tbody>
</table>

Write a sentence for each word in the chart.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Theme

Knowing the theme helps you understand the main message, lesson, or moral of the text.

Answer the questions about page 216 in *Luz Sees the Light*.

1. How does Luz want to change the empty lot?

____________________________________________________________________

____________________________________________________________________

2. What can you infer about the theme of the story from Luz’s statement?

____________________________________________________________________

____________________________________________________________________

Answer the questions about page 238 in *Luz Sees the Light*.

3. What story theme can you infer from Luz’s words?

____________________________________________________________________

____________________________________________________________________

4. How does knowing the theme help you understand the story’s events better?

____________________________________________________________________

____________________________________________________________________
Idioms

An idiom is a type of common expression. An idiom means something different from the meaning of its individual words.

Knowing how to identify idioms helps you understand what the author has written.

Answer the questions about the idiom on page 223 in Luz Sees the Light.

1. What does the idiom “out to lunch” mean?

2. What clues in the text help you understand the idiom?

Answer the questions about the idiom in the middle row on page 228 in Luz Sees the Light.

3. What does the idiom “on board” mean?

4. What clues in the text help you understand the idiom?
Final Schwa + /r/ Sound

beggar  finger  birdwatcher  cedar  traitor  sugar
doctor  partner  visitor  enter  actor  fever
teacher  author  polar  harbor  cellar  banner

Across
3. any one of five digits on a hand
6. to go into a place
9. medical person who treats patients
10. an underground room
11. place where ships dock
12. a flag

Down
1. a high rise in body temperature
2. food item used to sweeten something
4. an evergreen tree
5. person who observes birds
7. person who betrays his country
8. having to do with the North or South Pole
Name

Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to support your answers to the questions below.

1. What are you obsessed with? Why?

2. Why do teachers give little children blunt scissors to use?

3. If you passed a door marked “Army Recruiting,” what would you think they probably do there?

4. Would you like to be appointed to help plan a class party? Why or why not?

5. What might cause a sea creature to become stranded and disoriented on the shore?

Choose two of the Critical Vocabulary words and use them in a sentence. Include either a synonym or an antonym of the vocabulary word in the sentence.
**Figurative Language**

When authors use **figurative language**, they use words and phrases that have meanings beyond the strict dictionary definitions. Authors use figurative language:

- to make their writing interesting.
- to help readers create an image or picture in their minds.

<table>
<thead>
<tr>
<th>What It Is</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sensory Language</strong></td>
<td><em>A turtle's stubby tail</em></td>
</tr>
<tr>
<td></td>
<td><em>Scorching hot sand</em></td>
</tr>
<tr>
<td><strong>Simile</strong></td>
<td><em>The scared boy stood like a statue.</em></td>
</tr>
<tr>
<td></td>
<td><em>This shell is as smooth as glass.</em></td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td><em>Our city streets are a maze.</em></td>
</tr>
<tr>
<td></td>
<td><em>The turtle's flipper is a steam shovel.</em></td>
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<tr>
<td><strong>Sound Device</strong></td>
<td><em>Two tiny turtles</em></td>
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</tbody>
</table>

**Answer the questions about page 251 in *On Sea Turtle Patrol.***

1. What simile describes how Callie feels as she runs?

2. What does the simile mean?

3. Which sensory details describe what the first boy on the bike looks like?

**Answer the question about paragraph 52 on page 253 in *On Sea Turtle Patrol.***

4. What examples of alliteration are in this paragraph?
Final Syllable (r-controlled vowel)  
Final Schwa + /r/ Sound

- Add **er**, **ar**, or **or** to each base word.

<table>
<thead>
<tr>
<th>contract</th>
<th>pill</th>
<th>command</th>
</tr>
</thead>
<tbody>
<tr>
<td>beg</td>
<td>publish</td>
<td>direct</td>
</tr>
<tr>
<td>develop</td>
<td>sail</td>
<td>cell</td>
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</tbody>
</table>

- Then sort the words by the spelling of the final schwa + /r/ sound.
Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to support your answers to the questions below. Then use the Critical Vocabulary words as you talk with a partner about your answers.

1. When and why is it important to estimate?

2. If someone said, “I wish things wouldn’t decay,” what would you tell them?

Use the two Critical Vocabulary words in a sentence. Include either a synonym or an antonym of the vocabulary word in the sentence.
Text and Graphic Features

In nonfiction texts, authors often draw attention to key ideas with text and graphic features.

<table>
<thead>
<tr>
<th>Feature</th>
<th>What It Is</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headings</td>
<td>Type that is larger than other text; may be a different color</td>
<td>To show the topic of a section of text</td>
</tr>
<tr>
<td>Captions</td>
<td>Text that appears near a photograph or other image</td>
<td>To explain more about an image</td>
</tr>
<tr>
<td>Graphs</td>
<td>Images that show connections between amounts</td>
<td>To show amounts in a visual way; to show how an amount relates to a total</td>
</tr>
</tbody>
</table>

Answer the questions about pages 260–263 of How Can We Reduce Household Waste?

1. How does the author use headings to organize the story?

2. How does the circle graph on page 260 connect to the text?

3. What information does the caption add to what is shown in the photograph?

4. How does the graph add to your understanding of the text on page 274?
Using Suffixes –ful, –ous, –less


Complete the chart with words that contain the suffix –ful, –ous, or –less.

<table>
<thead>
<tr>
<th>–ful</th>
<th>–ous</th>
<th>–less</th>
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</table>

Write a sentence for six of the words in the chart.
Ideas and Support

When authors write an argumentative text, they present a claim, or idea. They think about who their readers are because they want those readers to believe their claim or to take action. Authors support, or back up, their claim with reasons and other evidence that their readers will understand.

<table>
<thead>
<tr>
<th>IDEA</th>
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<tbody>
<tr>
<td>Our school should start a recycling program.</td>
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</table>

<table>
<thead>
<tr>
<th>REASON</th>
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</thead>
<tbody>
<tr>
<td>We would be keeping trash out of landfills.</td>
</tr>
<tr>
<td>Recycling helps our water and land stay clean.</td>
</tr>
<tr>
<td>We could earn some money for our school.</td>
</tr>
</tbody>
</table>

Authors provide evidence to show that their reasons make sense. A fact is a statement that is true and can be proved. Facts help readers understand why they should agree with a claim.

Answer the questions about paragraphs 24 and 25 of How Can We Reduce Household Waste?

1. What claim does the author make?

2. What facts or examples does the author provide to support this claim?

Think about the text How Can We Reduce Household Waste?

3. What audience do you think the author had in mind when writing this text? Why do you think so?
Words with Final Stable Syllable Final Schwa + /l/ Sound

1. Complete this story by writing in each blank the correct word with the indicated final schwa + /l/ sound from the word box.

   eagle    article    barrel    animal    gentle
   metal    squirrel    special    marvel    coastal

   My teacher asked me to write an _________ [-le] for our class newspaper. I wasn’t sure what to write about. Maybe I could write a story about an _________ [-al]. There are many different ones to choose from. I thought about our rabbit, which is _________ [-le]. Then I thought about a _________ [-el] with its nest of acorns. Should I research our nation’s symbol, the _________ [-le]? Or would a _________ [-al] bird like the pelican make my writing _________ [-al]?

2. Write two or more sentences telling which animal you think the author should choose. Include three words with the final schwa + /l/ sound. Underline the letters that make the final schwa sound in each word.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to support your answers to the questions below.

1. If someone asked, “Who were your ancestors?” what would you say?

2. If you drew a picture of a swirl, what would it look like?

3. Would you swim in water that had fast currents? Why or why not?

4. Why might someone sneer at an outspoken person?

5. How do you envision a canopy of trees? How does it move?

Choose two of the Critical Vocabulary words and use them in a sentence.
Author’s Craft

Author’s craft is anything done by a writer to make the writing look or sound a certain way. Voice and anecdotes are both elements of author’s craft. An anecdote is a short, funny, or interesting story about a person or an event.

Reread page 280 in Seeds of Change and then answer the questions below.

1. Why does the author begin the biography with this anecdote?

2. How does the author use language to appeal to your senses and to describe actions in a vivid way?

Reread paragraph 10 in Seeds of Change. Answer the question.

3. How does the author’s use of similes help you understand Wangari’s focus on her brother’s teaching?

Answer the question about the anecdote on page 294.

4. Why does the author include this anecdote?
Using Suffixes –ic, –en

The suffix –ic means “of or relating to.” The suffix –en means “to give or have the characteristics.”

Complete the chart with words that contain the suffix –ic or –en.

<table>
<thead>
<tr>
<th>–ic</th>
<th>–en</th>
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<tbody>
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Write a sentence for each word in the chart.
Literary Elements

Literary elements are the pieces that make up a story, such as characters, setting, plot, and events. Identifying and analyzing these elements can help you better understand a biography.

Revisit pages 280–285 in Seeds of Change. Then answer the questions.

1. Who is this biography mainly about?

2. Who are some secondary characters?

Answer the questions about pages 288 and 289 in Seeds of Change.

3. What is the setting in this illustration?

4. What details from the text support your thinking?
Choose the word with the schwa + /l/ sound to complete the sentence. Write it in the blank and underline the letters that stand for the final schwa + /l/ sound.

1. The _____________ was filled with rainwater.
   - bucket
   - barrel

2. The _____________ clown juggled six balls at once.
   - carnival
   - circus

3. The prince lived in a _____________ surrounded by a moat.
   - castle
   - mansion

4. The _____________ vase broke when it hit the floor.
   - glass
   - crystal

5. The snowflakes _____________ as they float down from the sky.
   - sparkle
   - glisten

6. My _____________ is very obedient and always sits when I tell her to.
   - poodle
   - puppy

7. Jane has a tea _____________ that whistles when water boils.
   - pitcher
   - kettle

8. A kitten is a _____________ pet for children.
   - gentle
   - lovely
Text Structure

Authors organize texts in many different ways. The text structure they use depends on what they are writing. Paying attention to text structure can help a reader better understand and follow along with information in a text. Writers of biographies often use chronological order to describe the events in a person’s life in the order in which they occurred.

1. What happens after Wangari starts school?

2. What important events occur in Wangari’s life after she starts school in the city? List them in sequential order.

3. Why does the author include all these events?