Juan Rodriguez Cabrillo was a Spanish explorer. As a young man, Cabrillo traveled from Europe to the Americas. He became a successful businessman, shipbuilder, and adventurer. Later, he was the first European explorer to navigate the coast of what is now California. This happened almost five hundred years ago.

In the mid-1500s, the governor of Guatemala asked Cabrillo to go on a mission. The governor wanted Cabrillo to explore the west coast of present-day California. No Europeans had ever been there. Part of Cabrillo’s mission was to try to find the Seven Cities of Cibola. People said that the Seven Cities were filled with gold. Many had looked for Cibola, but none had found it.

Cabrillo prepared for his mission. He built three ships. He stocked his ships with supplies to last for at least two years. Sailors, soldiers, merchants, and a priest made up much of his crew. He also included enslaved people as crew members.

The ships and crew sailed north for as long as they could. They left Navidad, Mexico, in June of 1542. They sailed for three months to what is now San Diego Bay. They tried to continue up the Pacific Coast, but bad weather made them turn back.

They stopped somewhere north of San Diego to wait out the weather. Their bad luck continued. They fought with Native Americans living there. Cabrillo died not long after, on January 3, 1543.

Cabrillo and his crew never found the Seven Cities of Cibola.
Answer the following questions.

1. Which sentence tells the main idea of the article?
   A. Juan Rodriguez Cabrillo was the first European to explore the west coast of present-day California.
   B. Juan Rodriguez Cabrillo was a businessman and shipbuilder who lived almost five hundred years ago.
   C. Juan Rodriguez Cabrillo prepared for his voyage by building three ships and stocking them with supplies.
   D. Juan Rodriguez Cabrillo never found the Seven Cities of Cibola.

2. This question has two parts. First, answer Part A. Then, answer Part B.
   Part A
   Which statement best describes the main idea of paragraph 2?
   A. Cabrillo was given a mission to explore the west coast of present-day California.
   B. No Europeans had ever been to the west coast of North America before.
   C. The Seven Cities of Cibola were said to be filled with gold.
   D. No one had ever been able to find the Seven Cities of Cibola.
   Part B
   Which detail from paragraph 2 best supports the answer in Part A?
   A. "The governor wanted Cabrillo to explore the west coast of present-day California."
   B. "No Europeans had ever been there."
   C. "People said that the Seven Cities were filled with gold."
   D. "Many had looked for Cibola, but none had found it."

3. Read the sentence. Then select two key details from the article that support this idea.
   Cabrillo was well prepared for his journey.
   A. "He became a successful businessman, shipbuilder, and adventurer."
   B. "Part of Cabrillo's mission was to try to find the Seven Cities of Cibola."
   C. "He stocked his ships with supplies to last for at least two years."
   D. "Sailors, soldiers, merchants, and a priest made up much of his crew."
   E. "They stopped somewhere north of San Diego to wait out the weather."
Reread paragraph 4 below. Underline the sentence that best states the main idea.

The ships and crew sailed north for as long as they could. They left Navidad, Mexico, in June of 1542. They sailed for three months to what is now San Diego Bay. They tried to continue up the Pacific Coast, but bad weather made them turn back.

The paragraph below recounts the most important ideas in the article. Add three key details to complete the paragraph. Use your own words.

Juan Rodriguez Cabrillo was a Spanish explorer. In 1542, he became the first European to explore the west coast of what is now California. He and his crew sailed there in three ships. He was searching for the Seven Cities of Cibola.
The Space Needle in Seattle, Washington, is an icon, or symbol, for its city. This narrow tower rises above all the buildings that surround it. Even people who have never visited Seattle usually picture it when trying to visualize the city. A shot of the Space Needle in a movie or TV show tells viewers right away that the action is in Seattle. Most people don’t know that this impressive building got its start as a doodle in a restaurant.

Seattle was chosen to host the 1962 World’s Fair, an event that brought millions of visitors to the city to celebrate achievements around the world. Edward Carlson became chairperson of the fair. On a trip to Germany, he had seen the Stuttgart Tower. It was a TV broadcast tower that had a restaurant and an observation deck at the top. Stuttgart Tower gave Carlson an idea. He quickly drew it on a paper placemat. That doodle became the idea for the design of the Space Needle.

The Work Begins

The design was approved just eighteen months before the fair was to open. Seattle had to move fast to get everything done on time. The planners had no permits, no money, and no place to build. Carlson’s dream wasn’t looking promising. Luckily, five men came to the rescue. They paid for the land and the construction.
Work on the Space Needle began just one year before the fair's opening. It's hard to believe that the 605-foot tower was built in such a short time. Workers used no nets, harnesses, or other safety gear during construction. Fortunately, all the workers stayed safe. The elevators were unique for 1962. They were on the outside of the tower and had windows. This would give passengers a thrilling view as they rode up and down. The last elevator was put in place the day before the fair opened.

**Safety**

Even though the Space Needle was built quickly, it was built to be safe. Seattle is in a region that experiences many earthquakes. It was very important that a major earthquake wouldn't be able to knock the tower down. The Space Needle can handle winds up to two hundred miles per hour. Twenty-five lightning rods on the roof protect it from lightning. In addition, the elevators slow down in high winds. Each elevator has seven cables, although one could do the job. If all seven cables broke, a special brake would lock the elevator in place.

**Changes**

For its anniversary in 1982, the Space Needle underwent some changes. The SkyLine Level was added. It houses a restaurant one hundred feet above the ground. More changes came in 2000. The observation deck was redone, and outside lights were added. A pavilion was built, and the Space Needle got a new paint job.

Ever since it was built, Seattle's Space Needle has been a popular attraction. Although it has changed a great deal over the years, it is still an icon.
Answer the following questions.

1. Which sentence best states the main idea of the article?
   A. The Space Needle, which began as a doodle, became an icon in Seattle, Washington.
   B. Work on the Space Needle began just one year before the opening of the World’s Fair.
   C. Safety was a big consideration in the building of the Space Needle.
   D. The Space Needle has gone through many changes since it was first built.

2. In your own words, write one sentence that recounts why Edward Carlson is important to the topic of the Space Needle.

3. This question has two parts. First, answer Part A. Then, answer Part B.
   Part A
   Which of the following is the main idea of paragraph 5?
   A. The Space Needle was built to be safe.
   B. Elevators in the Space Needle have many cables.
   C. Storms and earthquakes can’t damage the Space Needle.
   D. It’s surprising that the Space Needle is safe.
   Part B
   Which excerpt best supports the answer in Part A?
   A. “Workers used no nets, harnesses, or other safety gear.”
   B. “The Space Needle was built quickly.”
   C. “Seattle is in a region that experiences many earthquakes.”
   D. “The Space Needle can handle winds up to two hundred miles per hour.”
4 Which of these are important details that should be included by someone recounting the article? Select two that apply.
A. The Space Needle has unique elevators.
B. Edward Carlson designed the Space Needle.
C. The Space Needle was built for the 1962 World’s Fair.
D. The SkyLine Level in the Space Needle houses a restaurant.

5 Write a paragraph recounting the main idea and most important details in the article. Use your own words.

________________________________________________________________________________________
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Plants That Poison
by Tania Therien

1 Like you, plants are living things. Unlike you, plants can’t run away or hide when they’re threatened. But plants have developed many ways to defend themselves from being eaten. The rosebush grows prickles that keep nibblers away. Some plants grow in hard-to-reach places, like on steep cliffs. Others have leaves that taste bad. This makes insects and animals less likely to eat them.

Plant Protection

2 One interesting way plants defend themselves is by using chemicals. One kind of tobacco plant releases a scent into the air whenever small bugs begin munching on it. The smell attracts larger bugs. They come and eat the little ones. This saves the plant from being eaten.

3 Many plants use chemicals to make poisons. The poisons have different effects. Some poisons cause skin rashes. Others make the eater ill. Some block nerves from signaling to the brain. This causes the eater to become paralyzed, or unable to move. Other plant poisons are deadly. They can cause heart failure.

Bugs against Plants

4 Plants have developed poisons over millions of years. Scientists believe that many plants and insects have evolved together. It’s like a continuous war. First, plants grow thorns or make poison to fight off the bugs. Then, bugs find a way past the thorns or build up a tolerance for the poison. So plants make stronger poison or bigger thorns, and the cycle repeats.
Bursera shrubs and leaf beetles are one example. The shrubs store poison in the veins of their leaves. When a leaf beetle bites a leaf, the poison shoots out like water from a squirt gun. It covers the bug and poisons it. But the leaf beetle outsmarts the poison-squirting plant. Before eating, the beetle takes tiny bites to cut the veins. The cuts keep the veins from squirting poison.

**Extreme Fruit**

In Polynesia, a fruit called the Tahitian noni gives off an awful odor. People call it the “vomit fruit” because it smells so bad. The stench, or terrible smell, warns hungry animals that this plant is poisonous.

One type of fruit fly is actually attracted to the stinky fruit. Surprisingly, the stinking fruit’s poison doesn’t harm these flies. They can block the toxic chemical that the plant produces. These flies are the only known bugs that can eat the vomit fruit.

Insects are not the only ones to find ways around plant poison. The island of Madagascar is home to many different species of lemur, small animals related to monkeys. Some lemur species really enjoy eating giant bamboo, even though it’s full of toxins that form cyanide when eaten. Cyanide is a deadly poison. These lemurs can eat the cyanide-producing plants with no ill effects. This means they don’t have to share their dinner with anyone.

Some of our favorite spices, like cinnamon and peppermint, are chemicals plants make to ward off bugs. Gardeners sometimes spray a mix of these spices on plants to keep hungry bugs away. So sometimes, one bug’s poison is someone else’s treat!
Answer the following questions.

1. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
Reread the section “Plant Protection.” Which of the following best describes how the paragraphs are connected?

A. They give causes and effects.
B. They provide a problem and solution.
C. They describe a sequence of events.
D. They compare and contrast things.

**Part B**
Which sentence from the text best supports the answer in Part A?

A. “One interesting way plants defend themselves is by using chemicals.”
B. “One kind of tobacco plant releases a scent into the air.”
C. “The poisons have different effects. Some poisons cause skin rashes.”
D. “Other plant poisons are deadly.”

2. Read the sentences from the passage.

Many plants use chemicals to make poisons. The poisons have different effects. Some poisons cause skin rashes. Others make the eater ill. Some block nerves from signaling to the brain. This causes the eater to become paralyzed, or unable to move.

Which of the following is the best definition of paralyzed?

A. poisonous
B. having rashes
C. ill
D. unable to move
3 Underline one phrase in the sentence below that has the same meaning as the word *stench*.

   The stench, or terrible smell, warns hungry animals that this plant is poisonous.

4 Which statement best expresses the author's point of view in "Plants That Poison"?
   A. Poisonous plants can be useful.
   B. Poisonous plants are interesting.
   C. Poisonous plants should be destroyed.
   D. Poisonous plants should never be eaten.

5 Which of the following is a heading under which readers can find information about how insects protect themselves from poisonous plants?
   A. Plants That Poison
   B. Plant Protection
   C. Bugs against Plants
   D. Extreme Fruit
How Adaptations Help Plants and Animals Survive

1 All living things must be able to stay alive in their environments. Animals and plants have developed features and behaviors to help them survive. For example, a cactus plant has thick stems that store water. The stems are an adaptation. They help the cactus stay alive in the desert, where very little rain falls.

How an Animal Looks

2 Some adaptations have to do with how an animal looks. For example, Arctic foxes live in an area that is covered in snow all winter. Their fur turns completely white for the winter months. As a result, it is very hard for animals that hunt the foxes to see the foxes' white fur against the snow. When the snow melts in summer and the soil becomes visible, the Arctic foxes' fur also changes. It turns brown. Now the foxes' fur blends in with their environment again. Color change is an adaptation. It helps Arctic foxes survive in their environment.

What an Animal Eats

3 Some adaptations have to do with what an animal eats. Eucalyptus leaves are very tough and can be poisonous to some animals. However, the leaves are not poisonous to koalas.
In fact, the koala’s main food is eucalyptus leaves! Koalas have super-strong teeth to chew and grind the leaves. Their digestive systems remove the poison. They aren’t hurt by it. In addition, since very few animals eat eucalyptus leaves, there is plenty of food for koalas. Relying on this food helps them survive. The adaptations that help koalas live are their strong teeth and special way of digesting their food.

**How a Plant Smells**

One plant’s adaptation is how it smells. A plant called a skunk cabbage is known for a stinking odor that smells like rotting meat. The smell attracts insects that eat rotting meat. The insects crawl around on the skunk cabbage, picking up pollen from the plant. Then they carry the pollen to another plant, so more skunk cabbages can grow. The adaptation that helps the plant live and produce new plants is its bad smell.

**How Living Things Grow**

Some adaptations have to do with how living things grow. Grass that grows on the dry, windy prairie has very long roots. The roots grow deep to reach water far under the ground. Long roots also keep animals from pulling out the grass. The adaptation that helps prairie grass live is its long roots.

Adaptations are features that enable a plant or animal to live in its environment. Adaptations help plants and animals all around the world survive.

**Answer the following questions.**

Which statements from the passage do the photographs on the previous page help readers understand? Select two that apply.

A. “Some adaptations have to do with how an animal looks.”
B. “Their fur turns completely white for the winter months.”
C. “Relying on this food helps them survive.”
D. “One plant’s adaptation is how it smells.”
E. “Some adaptations have to do with how living things grow.”
This question has two parts. First, answer Part A. Then, answer Part B.

Part A
Which of these questions is answered in the article?
A. What is the most poisonous plant?
B. How is a plant's smell an adaptation?
C. Do Arctic foxes eat skunk cabbage?
D. How does a plant's root system work?

Part B
Which sentence from the article best supports the answer in Part A?
A. "Eucalyptus leaves are very tough and can be poisonous to some animals."
B. "A plant called a skunk cabbage is known for a stinking odor that smells like rotting meat."
C. "The adaptation that helps the plant live and produce new plants is its bad smell."
D. "The adaptation that helps prairie grass live is its long roots."

Underline the sentence that states the effect of Arctic foxes' fur changing to white for the winter months.

Some adaptations have to do with how an animal looks. For example, Arctic foxes live in an area that is covered in snow all winter. Their fur turns completely white for the winter months. As a result, it is very hard for animals that hunt the foxes to see the foxes' white fur against the snow.

What text features are used in both "Plants That Poison" and "How Adaptations Help Plants and Animals Survive"?
Think about the main ideas and details in "Plants That Poison" and "How Adaptations Help Plants and Animals Survive." Compare and contrast the ideas. Include answers to the following questions in your essay:

- Which main ideas are the same in "Plants That Poison" and "How Adaptations Help Plants and Animals Survive"?
- Which examples or details do the articles use to support these main ideas?
- Which main ideas in the passages are different?

Remember to include text evidence from both passages to support your ideas. Write your comparison on the lines provided.
When you are reading, you sometimes come across words you don’t know. Several strategies can help you figure out the meaning of an unknown word.

**Context Clues**

When you don’t know a word, start by carefully looking at the words, phrases, and sentences around it. These context clues can help you understand the unknown word.

Read this sentence, and look for clues about the word *inferno*.

> By the time the firefighters arrived, the little campfire had grown into a blazing inferno.

The first part of the sentence tells you that firefighters were there. You can guess that the word *inferno* is related to fire. The second part of the sentence says that the “little campfire” grew. You may also recognize the word *blazing* near *inferno*. If a fire is *blazing*, it’s large and strong. From all these clues, you can figure out that the word *inferno* probably means “a big, strong fire.”

In the following paragraph, underline the words or phrases that help you understand the word *heron*.

> Ava stared at the heron as it splashed in the pond. It moved through the water on long, thin legs. When it saw Ava, it spread its big wings and flew away.

Write your own definition of *heron* based on these clues.
**Base Words and Roots**

A **base word** is the simplest form of a word. It can stand on its own. To find a base word, look for a shorter word in a long word. For example, the base word in *useful* is *use*. This tells you that the word has to do with how something is used.

A **root** is the main part of a word. In English, a root often comes from a word in ancient Greek or Latin. A root cannot stand on its own. Sometimes you can determine the meaning of an unknown word if you recognize its root. For example, the root *terr* means “earth, land, or ground.” So when you see the words *terrain* and *territory*, you can guess that they both have something to do with land.

**Affixes**

An **affix** is a word part added to a base word or root to make a new word with a different meaning. Two types of affixes are prefixes and suffixes.

A **prefix** is an affix added to the beginning of a word or root. Adding a prefix to a word or root changes its meaning. For example, if you add the prefix *dis-* to the base word *like*, you get the word *dislike*. If you *dislike* something, you do not like it.

Look at the chart. Write the meanings of the last three example words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not</td>
<td>disobey</td>
<td>to not obey</td>
</tr>
<tr>
<td>in-, im-</td>
<td>the opposite of, not</td>
<td>indirect</td>
<td>not direct</td>
</tr>
<tr>
<td>over-</td>
<td>extra, too much</td>
<td>overflow</td>
<td>to flow over the edge</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
<td></td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>recharge</td>
<td></td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unkind</td>
<td></td>
</tr>
</tbody>
</table>

A **suffix** is an affix added to the end of a word or root. Adding a suffix changes a word’s meaning. For example, if you add the suffix *-ful* to the word *color*, you get the new word *colorful*. Something that is *colorful* has a lot of color.
Answer the following questions.

1. Read the sentence. Think about the meaning of the prefix \textit{re-}.
   
   You cannot \textit{reenter} the theater without your ticket.
   
   What does \textit{reenter} mean?
   
   A. not enter
   B. enter again
   C. enter incorrectly
   D. the opposite of \textit{enter}

2. Which word means "not able to be read"?
   
   A. readable
   B. rereading
   C. preread
   D. unreadable

3. Read the word. Think about the meaning of the base word and the prefix.
   
   dishonest
   
   What does dishonest mean?
   
   A. not acting bravely
   B. not being kind
   C. not telling the truth
   D. not showing respect
Multiple-Meaning Words
As you read, you may come across a word you know that is being used in an unfamiliar way. It is most likely a **multiple-meaning word**, or a word with more than one definition. When this happens, think about how the word is used in the sentence or paragraph. Use context clues to help you figure out which meaning makes sense.

Notice that the word *pupil* has more than one meaning in the dictionary entry on the previous page. Read the sentence below. Then underline the dictionary definition of *pupil* that fits this context. Circle a context clue in this sentence that helped you know.

> The teacher gave the award to the pupil with the best story.

You can also use the part of speech to help you figure out the appropriate meaning. For example, the word *fly* can be a noun naming an insect or a verb meaning "to move through the air."

Write the meaning of *fly* as it is used in the sentence below.

> We heard a buzzing sound, so we knew there was a fly behind the curtain.

---

Time and Space Relationship Words
As you read and write, pay attention to words that show relationships between ideas. They add important information.

- **Time relationship words**, such as *before, during, later,* and *soon,* show connections between events. They help explain the order of events in a story or steps in a list of instructions.

- **Space relationship words**, such as *beyond, away, below, near, above,* and *under,* show connections between places. They help readers picture what is happening.

Circle the word that shows time or space. Write the relationship on the line.

> Add the roof to the birdhouse after you build the walls.
Coached Example

Answer the following questions.

1. Read the sentence. Think about the meaning of the prefix re-.
   You cannot reenter the theater without your ticket.
   What does reenter mean?
   A. not enter  
   B. enter again  
   C. enter incorrectly  
   D. the opposite of enter

2. Which word means “not able to be read”?
   A. readable  
   B. rereading  
   C. preread  
   D. unreadable

3. Read the word. Think about the meaning of the base word and the prefix.
   dishonest  
   What does dishonest mean?
   A. not acting bravely  
   B. not being kind  
   C. not telling the truth  
   D. not showing respect

Hint: How does the prefix re- change the meaning of the word enter?

Hint: Which affix means “not”? Which affix has to do with “capability”?

Hint: The base word is the same as in the word honesty.
Read the sentence.

I walked down a different street because I wanted to avoid the barking dog.

Based on the context, what does avoid mean?
A. train
B. say hello to
C. find a home for
D. stay away from

Read the sentences. Underline four words that show time or space relationships.

For our field trip, we walked on a long bridge called a boardwalk. The boardwalk kept us above the swampy ground. After a few minutes, some enormous birds landed near us.

Read the sentence and the dictionary entry.

"Duck as you enter the boat so you don’t hit your head!” warned Captain Mallard.

duck (ˈdək) noun. 1: a bird that lives in and around water; verb. 2: to lower one’s body or head

Circle the definition of duck that fits the sentence. Explain how you know.
Practice 1

Answer the following questions.

1. Read the sentence.
   Isabella had an easy time reading the book, but Maddie thought the complicated and confusing story was demanding.

Select the meaning of the word **demanding**.
A. simple
B. hard
C. short
D. boring

2. Read the sentence.
   The train station is two blocks beyond the public library.

Circle a word in the sentence that shows a time or space relationship. Explain the relationship on the lines below.


3. Read the word. Think about the meaning of the prefix *im*-

   **impolite**

What does **impolite** mean?
A. not polite
B. very polite
C. done in a polite way
D. characterized by being polite
Read the word. Think about the meaning of the suffix -less.

hopeless

What does hopeless mean?
A. full of hope
B. to hope again
C. without hope
D. hoped in the past

The words port and portable have the same root. Portable means “able to be carried.” Based on the meaning of the root, what do you think porter means?
A. one who is carefree
B. one who is near a port city
C. one who carries things
D. one who is not able to carry things

Read the sentence and the dictionary entry.

Olivia put on sunglasses because the brilliant sun hurt her eyes.

brilliant (‘bril-yənt) adjective. 1: shining brightly; 2: unusually smart

Circle the definition of the word brilliant as it is used in the sentence. Explain your answer.
Answer the following questions.

1. Read the sentence.

   Instead of going to music class, we will visit the book fair after lunch.

   Which word in the sentence shows a time relationship?
   A. instead
   B. going
   C. visit
   D. after

2. Read the sentence. Think about the meaning of the suffix.

   My grandmother takes _childlike_ delight in her birthdays.

   What does _childlike_ mean?
   A. including a child or children
   B. capable of being a child
   C. the opposite of being a child
   D. having the qualities of a child

3. The root _pend_ means “to hang.” Read the sentence.

   The clock’s _pendulum_ was broken.

   What does _pendulum_ mean?
   A. the face of the clock
   B. the gears inside a clock
   C. the hour and minute hands on a clock
   D. the part of a clock that swings back and forth

4. Read the sentence and the dictionary entry. Underline the definition of _produce_ that applies to the sentence.

   At the market, we bought some _produce_, some homemade soap, and a dozen fresh eggs.

   _produce_ (ˈprō-dūs) noun. 1: fresh fruits and vegetables; (prə-'dūs) verb. 2: to create
Read the paragraph below. Four words are underlined. Define each word. Explain how you used context clues or word parts to figure out the meaning of each word.

Many plants grow from seeds. Seeds hold all the parts of a new plant inside them. But seeds cannot grow well if they are too close to the plant that made them. For this reason, seeds need to journey away from the plant. How do they travel? Some seeds travel by wind. When wind blows, the seeds fly across great distances. Some seeds are successful in growing in a new spot. It is part of an unstoppable series of events that keeps new plants growing.

Journey means __________________________: ________ ...
I found the meaning by using ________________________________________________

Successful means _____________________________________________
I found the meaning by using ________________________________— ____________

Spot means ______________________
I found the meaning by using __________________________

Unstoppable means ______________________
I found the meaning by using __________________________
Good writers use a variety of sentence types to make their writing more interesting to readers.

**Simple Sentences**
A *simple sentence*, or an independent clause, expresses a complete thought. It has two parts: a subject and a predicate. The subject tells whom or what the sentence is about. The predicate tells what the subject does or is. The predicate always contains a verb. For example, in the sentence below, the subject is *the kittens*. The verb is *played*.

The kittens played with the dog’s tail.

**Conjunctions**
A *conjunction* is a word that connects ideas. Some simple sentences have two subjects or two predicates. When that happens, a conjunction such as *and* or *or* connects the two items. Read the examples below.

The girls *and* their parents visited the zoo.

The tigers slept on the rocks *or* swam in their pool.

**Compound Sentences**
A *compound sentence* combines two or more simple sentences using a comma and a coordinating conjunction. It joins two independent clauses. Read the sentence below. Underline the subject and circle the verb in each independent clause.

The Komodo dragon waits, and then it pounces on its prey.

The chart below shows some common coordinating conjunctions.

<table>
<thead>
<tr>
<th>Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
</tr>
</tbody>
</table>
Combine the simple sentences below into a compound sentence. Be sure to include the comma and a coordinating conjunction.

Turtles live mainly in water. Tortoises live mainly on land.

---

**Complex Sentences**

A **complex sentence** is made up of an independent clause and a dependent clause. A dependent clause is not a complete sentence because it does not tell a complete thought. Look at the example below. Can it stand on its own?

Because bats use sound to hunt.

In a complex sentence, the dependent clause begins with a subordinating conjunction. This word shows how the dependent clause relates to the independent clause. The chart below shows some common subordinating conjunctions.

<table>
<thead>
<tr>
<th>Subordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
</tr>
</tbody>
</table>

Read the complex sentence below. Underline the subordinating conjunction. Then describe how it connects the ideas.

Because bats use sound to hunt, they can find insects in the dark.

How the ideas are related: __________

If the dependent clause comes first, it is followed by a comma. If the dependent clause is at the end, no comma is needed.

Use a subordinating conjunction to combine the two ideas below into a complex sentence.

Animals lose their homes. People cut down trees.

__________
Coached Example

Answer the following questions.

1. Read the sentence.
   
   Our class pet hides during the day.
   
   How do you know it is a simple sentence?
   
   A. It connects two ideas with a coordinating conjunction.
   B. It starts with a subordinating conjunction.
   C. It has a subject and a predicate.
   D. It cannot stand on its own.

2. Read the sentence.
   
   The polar bears played in the water and took a long nap.
   
   Where should a comma be added to this sentence?
   
   A. after bears
   B. after water
   C. after and
   D. No comma is needed.

3. Read the paragraph. Circle a subordinating conjunction. Then underline the dependent clause.
   
   Many animals have special body parts.
   Ducks move easily in the water because of their webbed feet. Ducks’ feathers keep water out and help them float on the surface of a lake or pond.

   Hint: What are the parts of a simple sentence that make it a complete thought?

   Hint: Commas are needed to separate clauses. They are not needed to separate two subjects or two predicates.

   Hint: Ask yourself, “Which part of this sentence expresses a complete thought? Which part does not?”
Read the sentences.

I can go outside to play.
I finished my homework.

How might these sentences be combined into a complex sentence?

A. I finished my homework, yet I can go outside to play.
B. I can go outside to play, or I finished my homework.
C. I finished my homework, I can go outside to play.
D. Since I finished my homework, I can go outside to play.

Read the sentences.

Hawks and eagles hunt for food during the day. Owls hunt at night.

On the lines below, write a compound sentence that combines the information in both sentences.
Practice 1

Answer the following questions.

1. Read the sentence.
   
   The cat ran down the hall _______ through the kitchen.
   
   Which conjunction correctly completes the sentence?
   
   A. and
   
   B. since
   
   C. next
   
   D. after

2. Read the sentences.
   
   You put ice cubes in the sun. The ice cubes melt.
   
   Which of these best combines these ideas into a complex sentence?
   
   A. You put ice cubes in the sun, they melt.
   
   B. You put ice cubes in the sun unless they melt.
   
   C. If you put ice cubes in the sun, they melt.
   
   D. Until you put ice cubes in the sun, they melt.

Read the paragraph, and then answer numbers 3 through 6. There are three underlined words, phrases, or sentences that may need to be corrected.

   Rocco always wanted to play in a band unless he loves music. When he was a toddler, Rocco wanted to play drums. He banged on pots and pans. Until he got his first set of drums, his skills improved. His parents are proud of him and they support his efforts. Rocco knows that school is important. Playing drums is still his first love.

3. Rocco always wanted to play in a band unless he loves music.
   
   A. until
   
   B. because
   
   C. or
   
   D. No correction is needed.
4. Until he got his first set of drums, his skills improved.
   A. After
   B. But
   C. For
   D. No correction is needed.

5. His parents are proud of him and they support his efforts.
   A. His parents are proud of him, but they support his efforts.
   B. His parents are proud of him, and they support his efforts.
   C. His parents are proud of him when they support his efforts.
   D. No correction is needed.

6. Read the last two sentences of the paragraph, shown below.
   Rocco knows that school is important.
   Playing drums is still his first love.
   On the lines below, use the conjunction while to combine the sentences.

   __________________________________________________________
   __________________________________________________________

7. Read the sentences below.
   No one was with me. I had to push the heavy cart by myself.
   The cart went out of control. It flew into the wall.
   Combine the sentences. Rewrite them as two sentences on the lines below.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Some suffixes change a word's part of speech. For example, if you add the suffix -ish to the noun fool, you get the adjective foolish.

Look at the chart below. Circle the suffix in each example:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>capable, worthy of</td>
<td>likable</td>
<td>capable of being liked</td>
</tr>
<tr>
<td>-er, -or</td>
<td>one who</td>
<td>actor</td>
<td>one who acts</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>fearful</td>
<td>full of fear</td>
</tr>
<tr>
<td>-ish</td>
<td>having a particular quality</td>
<td>foolish</td>
<td>like a fool</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>thoughtless</td>
<td>without any thought</td>
</tr>
<tr>
<td>-y</td>
<td>characterized by</td>
<td>cloudy</td>
<td>showing clouds</td>
</tr>
</tbody>
</table>

The same base word or root can appear in many different words, each time with different prefixes or suffixes added.

Based on what you know about the word use, write a definition for each word below.

This broken tool is useless.

You can reuse this lunch bag.

Reference Materials
To check a word's meaning, you can use a glossary or dictionary. Both reference sources list terms alphabetically. A **glossary** at the end of a text lists the meanings of certain words in the text. A dictionary lists word meanings, parts of speech, and pronunciations. As an example, read the dictionary entry for the word pupil below.

**pupil** (ˈpyū-pəl) **noun.** 1: a student; 2: the dark opening in the center of the eye