


Lesson 9

Varying Sentence Patterns

 **Introduction** Good writers use a variety of sentence types. They mix short and long sentences, and they find different ways to start sentences. Here are ways to improve your writing:

- Use different sentence types: statements, questions, imperatives, and exclamations.
- Use different sentence structures: simple, compound, complex, and compound-complex.
- Sometimes begin a sentence with a prepositional phrase or a dependent clause.

Draft

We went on an impressive field trip. We went to the science museum. The building was huge. It had many exhibits. I especially liked the laser exhibit. You should make sure to visit the museum.

Revision

Our field trip to the science museum really impressed me. The building itself was huge, and it was filled with exhibits. Do you dream of seeing actual lasers? At some point, then, be sure to visit the museum. You won't be sorry!

 **Guided Practice** Follow the directions to rewrite each sentence or pair of sentences.

Hint

When a sentence begins with a dependent clause, use a comma to separate it from the main clause. When a sentence begins with a prepositional phrase, usually use a comma after the phrase.

- 1** Change this sentence to a question: It is fun to learn about insect colonies.

- 2** Use the word *when* to combine these sentences: I looked at the museum map. I noticed a new insect exhibit.

- 3** Combine these sentences so that the new sentence begins with a prepositional phrase: It was near the entrance to the exhibit. The first thing I saw was a giant grasshopper.



Independent Practice

Read the paragraphs for numbers 1–4. Then answer the questions that follow in each column.

(1) Many of the insects were robots.
 (2) I almost thought they were real.
 (3) They moved like real insects. (4) They were much larger than real insects.

- 1** Which is the best way to revise sentence 1?
- A** For me, the insects were robots.
 - B** When looking, many of the insects were robots.
 - C** To my surprise, many of the insects were robots.
 - D** Surprised, many of the insects were robots.

- 2** Which best combines sentences 3 and 4?
- A** They moved like real insects, or they were much larger.
 - B** They moved like real insects, so they were much larger.
 - C** They moved like real insects, but they were much larger.
 - D** They moved like real insects, because they were much larger.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4


(5) The tour guide told us that the robots show insect behavior. (6) A wolf spider seemed to rush toward me.
 (7) I was scared. (8) I remembered it was a robot spider.

- 3** Which is the best way to revise sentence 6?
- A** After a long time, a wolf spider seemed to rush toward me.
 - B** At that moment, a wolf spider seemed to rush toward me.
 - C** After the trip, a wolf spider seemed to rush toward me.
 - D** Along with others, a wolf spider seemed to rush toward me.

- 4** Which is the best way to combine sentences 7 and 8?
- A** Remembering it was a robot spider, I was scared.
 - B** I looked scared, but the robot looked like a spider.
 - C** I was scared until I remembered it was a robot spider.
 - D** I was scared when I remembered it was a robot spider.

Lesson 11

Using Context Clues

 **Introduction** When you come across a word you do not know in your reading, look for clues. **Context clues** are words and phrases in the text that give hints to a word's meaning.

Context Clue	Signal Words	Example
Definition	<i>are, is, means, or</i>	Larger animals often treat smaller animals as <u>prey</u> , or something to be killed and eaten.
Example	<i>like, such as, for example</i>	Predators, <u>such as</u> hawks, wolves, and coyotes, hunt rabbits.
Cause and Effect	<i>as a result of, because, and thanks to</i>	Because many animals eat rabbits, the number of wild rabbits has <u>decreased</u> .
Comparison and Contrast	<i>like, too, similarly, but, unlike, although</i>	<u>Although</u> wolves eat both plants and animals, hawks are completely <u>carnivorous</u> .

A word's position and function in the sentence can also be a clue to its meaning. For example, read the sentence below:

Brown bears are solitary animals and are often found alone.

You can tell that *solitary* is an adjective in this sentence. The adjective describes the bears. Then the word *solitary* is defined in the sentence. Since the bears *are often found alone*, this gives a good clue to what the word *solitary* means.

 **Guided Practice** Read the paragraph below. Circle context clues to help you figure out the meaning of the underlined words. Then tell a partner the meaning of the underlined words.

Hint

Think about the different types of context clues. Look for words that signal examples, cause and effect, and contrasts. Then use the clues to help you figure out the meanings of the underlined words.

Marsupials are mammals that carry their young in pouches.

The American opossum is a marsupial. Thanks to its defense mechanisms, the opossum keeps itself safe from predators. When threatened, it hisses, growls, and bites. If this doesn't work, the opossum reacts in an unusual way. Although many animals move quickly to escape danger, the opossum collapses and pretends to be dead. This is an unconscious response to stress that is similar to jerking your hand away from a hot object before thinking.



Independent Practice

Read the paragraph. Then answer the questions that follow for numbers 1–4.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

Pangolins have a physical resemblance, or likeness, to an armadillo, with claws and armored bodies. When attacked, pangolins thwart combat by rolling into a hard ball and hiding. Like bats and other animals that sleep all day, pangolins are nocturnal. Because they lack teeth, eating tiny stones with their food is critical for digestion.

1 Which phrase from the paragraph best helps you understand the meaning of the word resemblance?

- A** have a physical
- B** or likeness
- C** with claws
- D** armored bodies

2 What does the phrase thwart combat mean in the paragraph?

- A** get attacked
- B** attack others
- C** avoid a fight
- D** start a fight

3 What does the word nocturnal suggest about the pangolins?

- A** They roll into hard balls.
- B** They are awake at night.
- C** They are like all other animals.
- D** They lack teeth.

4 What does the word critical mean in the paragraph?

- A** safe
- B** possible
- C** necessary
- D** imaginable

Lesson 12

Greek and Latin Word Parts



Introduction

Many English words have Greek and Latin roots and affixes. By becoming familiar with them, you will be able to unlock the meaning of many words.

- **Roots** are word parts that have meanings but usually cannot stand alone. Sometimes roots combine with other roots to form words, such as *audiovisual*.

Root	Meaning	Root	Meaning
<i>aud</i>	"hear"	<i>mot, mov</i>	"move"
<i>cycle</i>	"circle, wheel"	<i>vis, vid</i>	"see"
<i>therm</i>	"heat"	<i>meter</i>	"measure"

- **Affixes**, such as prefixes and suffixes, can also be added to roots to form words, such as *interject*.

Prefix	Meaning	Suffix	Meaning
<i>uni-</i>	"one"	<i>-ance, -ence</i>	"state of"
<i>bi-</i>	"two"	<i>-ion, -al</i>	"action, process"
<i>tri-</i>	"three"	<i>-or</i>	"state" or "quality of"



Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of the underlined words.

Hint

A suffix adds meaning to a root or word.

Suffixes often give clues that indicate part of speech (noun, adjective, etc.). The suffix *-ence* usually signals a noun; the suffix *-al* usually signals an adjective.

- 1 Inez sat in the audience at a cooking show.

- 2 The motor of the cake mixer broke. The chef needed help.

- 3 He made a hand motion for Inez to come up on stage.

- 4 As he worked, she kept an eye on the oven thermometer.

- 5 Because she had great vision, this was an easy task.



Independent Practice

For items 1–4, read each sentence. Then answer the question.

1 "Watch how I extend the dough with my hands," said the chef.

The prefix *ex-* means "out," and the root *tend* means "stretch." What does the word extend mean in the sentence?

- A pull it in different directions
- B form it into small balls
- C loosen it with water
- D cut it into small pieces

2 "Next, I add the equivalent of a teaspoon of spice," explained the chef.

The prefix *equi-* means "equal," and the root *vale* means "worth." What does the word equivalent mean in the sentence?

- A half portion
- B cost
- C same measure
- D double the amount

Answer Form

1 A B C D

2 A B C D

3 A B C D

4 A B C D

Number
Correct

4

3 "Are my directions audible?" asked the chef.

The root *aud* means "hear," and the suffix *-ible* means "able." What does the word audible mean in the sentence?

- A necessary
- B too complicated
- C realistic
- D loud enough

4 Inez told the chef she was grateful for the cooking lesson.

The root *grat* means "pleasing," and the suffix *-ful* means "having or giving." What does the word grateful mean in the sentence?

- A eager
- B thankful
- C greatly impatient
- D responsible

Reading

Read the passage. Then answer the questions that follow.

Worth More Than Gold

by Amy Charles

1 Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight. There's also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning "one."

2 This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.

3 Why was the famine so destructive in Ireland? One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they're made, the molecules work together to grow the body and keep it alive.

4 Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren't protected from the fungus.

5 Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn't have those genes, that potato can't fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant's genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

Go On

6 Here's the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place, a gene bank.

7 Now, when a pest attacks a wheat crop in Oklahoma, scientists don't wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

8 There are more than 1,600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what's in those vaults is worth more than gold.

9 That's the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.



Which sentence from the passage **best** supports the idea that growing monocultures can be risky?

- A** "American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight."
- B** "Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA."
- C** "If one cornstalk in the field can be killed easily by an attacker, so can all the rest."
- D** "One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA."
- E** "The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs."
- F** "They look in gene banks for a strain of wheat that fights that pest well."

2 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is one main idea of "Worth More Than Gold"?

- A** Gene banks protect the world's food supply.
- B** People have studied DNA for hundreds of years.
- C** Monocultures are often destroyed by pests.
- D** The Irish potato famine began in 1845.

Part B

Which sentence from the article **best** supports the answer to part A?

- A** "That means it has the same instructions for building itself."
- B** "Because all the potatoes in Ireland at the time were so similar, most of the potato crop died."
- C** "If you want molecules that will fight potato fungus, you need the genes for making those molecules."
- D** "If crops are in trouble, what's in those vaults is worth more than gold."

3 Which of the following would **not** belong in a summary of the passage?

- A** The Irish potato famine in the 1800s was made worse because people at the time did not know about DNA.
- B** To get molecules that will fight a potato fungus, you need to have the right materials.
- C** One solution to possible problems caused by monocultures lies in the field of genetics, in plant DNA.
- D** To protect the world's crops, a gene bank in Svalbard, Norway, has backup copies of more than half a million seeds.

Go On

4 What is the **main** purpose of paragraph 5?

- A** It introduces the topic of worldwide famine.
- B** It provides a definition of the key term "fungus."
- C** It shows how genes can solve the problem of crop disease.
- D** It poses and answers logical questions about DNA and genes.

5 Read the statement below.

The author of this passage has great respect for the scientists and farmers who have made gene banks possible.

How can you tell this statement is true? Use **two** details from the text to support your answer.

Read the passage. Then answer the questions that follow.

The Scent of Memory

by Christopher Ford

1 Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory. For me, the smell of wood smoke always makes me think of autumn. One whiff, and I am twelve, at home on my family's farm, snuggled in bed as the smell of wood smoke snakes through my slightly-open bedroom window.

2 It is early autumn, and all around us, our neighbors are harvesting apples. We have been eating apple pie, applesauce, apple cakes, even apple stew. My family does not own an orchard, but we rejoice in the benefits of the harvest and our special neighbors.

3 It's Saturday morning. My father wakes me gently, saying, "Let's go, Chris, it's time." I stand up stiffly, shivering, the chill draft hurrying me over to pull on jeans and a shirt, my favorite old sweatshirt, and my warmest socks.

4 My mom is already up and at the stove, coffee cup in one hand, stirring a huge pot of oatmeal with the other. It's not my favorite breakfast in the world, but on a morning like this, with hard work ahead of me, I know I'll appreciate it later.

5 "Good stuff, Lynn," my dad says as he gives my mom a kiss on one cheek. He spoons out a huge bowl for himself and then one for me. Even with raisins and brown sugar, it's hard to swallow.

6 "Eat up, Chris," my dad teases. "It'll stick to your ribs!"

7 He and my mom talk as they drink their coffee and eat their breakfast. It's all bills and money talk, so I tune out, watching the leaves swirl outside. My little sister pads in after a while, all pink fluff and fuzzy curls. Even I have to admit she's kind of adorable. She crawls silently into my dad's lap and he nestles her right into the crook of his arm, as if the shape of his arm was made to fit the curve of her back. He manages this maneuver while continuing to sip his coffee and talk to my mom. After we finish breakfast, we say goodbye to the two of them and head out.

8 It is just past dawn, and in the east, a smattering of lacy clouds drifts slowly across the streaks of pink, orange, and red that forecast a cold day. The air smells lightly of wood smoke from the farmers who are burning brush in the nearby orchards. Crunch, crunch, crunch, my feet push easily through the carpet of fallen leaves on the way to the barn. The colors are outrageous: orange, red, yellow, and even greens that are bright and playful. I can't resist kicking a few piles into the air to watch them swirl.

9 In the barn, it's warmer, with animal breath and body heat creating a hazy fog. I scratch our old goat, Ginger, behind her ears, pat the orange tabby, Huck, and say good morning to Jessie and her three pups. They are still squirmy and warm, snuggling in for breakfast.

10 We feed the animals and then load up the truck with everything we need: axes, clippers, small saw, twine, gloves. Our neighbor has trees down and has offered the wood to anyone who wants to come and chop it up. With the winter weather we're expecting, we can use all the firewood he can spare. The more we can get by on fireplace heat this winter, the better.

Go On

11 “Woo-hoo, you feel that, Chris? Fall is here for sure!” my dad rubs his hands together and starts the truck.

12 I nod in agreement and reach up to tuck my nose into my sweatshirt collar, then my hands go into my sweatshirt pocket.

13 Dad laughs. “Don’t worry. In no time at all, you’ll be sweating.”

14 At Mr. Arnold’s place, there are three trees down: two apple trees and one huge old oak that got dragged down when the apples blew down in our first storm of the season. The holes their roots left behind are enormous, and I want to crawl into them and explore, but Dad has other plans for me.

15 “Okay, Chris, we’re going to start with the lower branches, here. We’ll strip the branches and work our way up the tree, then we can chop up the trunk.” We dig in, Dad correcting my axe strokes from time to time, interrupting my swing to show me where to hit the branch just right so that I’ll get a cleaner cut. He was right: in no time I’m sweating enough to take my sweatshirt off, but my breath comes out of my mouth steaming in the frosty air.

16 By noon we’ve stripped off the lower branches and have the truck full of wood, about a cord’s worth. We’ll need about four more to get through the winter, but we thank Mr. Arnold and promise to be back tomorrow.

17 On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm. “That went twice as fast today with your help, son. You’re getting pretty strong,” he says and I feel positively mighty.

18 I watch the orchards as we pass. There are so many shades of orange and red that I can’t possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day.

6 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is one theme of "The Scent of Memory"?

- A** Scientists have proven that smell is an important scent.
- B** The harvest is an unpleasant time with big rewards.
- C** Life on a farm is better than life elsewhere.
- D** Thinking about the past is a powerful source of emotion.

Part B

Which sentence from the "The Scent of Memory" **best** supports the answer to part A?

- A** "Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory."
- B** "For me, the smell of wood smoke always makes me think of autumn."
- C** "On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm."
- D** "There are so many shades of orange and red that I can't possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day."

7 Select **three** sentences that should be included in a summary of "The Scent of Memory."

- A** A boy describes the many pleasures in his life on a farm.
- B** Thinking about the smell of wood smoke, a man recalls an autumn day in his youth.
- C** His best memories are of the barn, the goat, the cat, the dog, and chopping wood.
- D** His mother and sister stay at home, while he and his father share a harvest with neighbors.
- E** He wakes up early and has breakfast with his family before heading out with his father.
- F** He and his father feed the animals in the barn and then chop wood on a neighbor's farm.
- G** He sweats from working so hard, but his breath still looks like steam in the cold air.

Go On

8 Read this sentence from paragraph 5 of “The Scent of Memory.”

Even with raisins and brown sugar, it’s hard to swallow.

What does the phrase “hard to swallow” suggest about the narrator?

- A** He has a sore throat.
- B** He does not like oatmeal.
- C** He prefers plain oatmeal.
- D** He is not hungry.

9 In paragraph 17 of “The Scent of Memory,” why does the narrator **most likely** say that he feels “positively mighty”?

- A** He recognizes that he has grown taller in the past year.
- B** He believes that his father would not have been able to do the work himself.
- C** He is pleased that his father recognizes his helpfulness and ability.
- D** He has accomplished something he thought was impossible.

10 How does the author develop the narrator’s point of view in “The Scent of Memory”?

- A** by having the narrator recall a specific day from his childhood
- B** by having the narrator use only the sense of smell to describe a memory
- C** by having the narrator alternate between past and present to show the past’s influence
- D** by having the narrator reflect on how his life has changed a great deal since his youth

