

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

**Directions** Read the passage below. Use the graphic organizer to keep track of the author's purpose before and during reading, and then answer the last question.

### Stagecoach Mary, Tough as Iron

In 1885, Mary Fields headed west, looking for adventure. She was 53 years old and a former slave. She had no education, but she stood over six feet tall and weighed over two hundred pounds. She wasn't shy about defending herself. In fact, she was said to have knocked down

dangerous men with one punch. Mary took jobs delivering mail by mule, and then driving a stagecoach. Armed with six-shooters and rifles, she did her job, despite the challenges of the "Wild West." She braved the weather during heat and blizzards. Outlaws and wild animals learned to leave "Stagecoach Mary" alone.

	Author's Purpose	Why do you think so?
<b>Before you read:</b> What do you think it will be?	1.	2.
<b>As you read:</b> What do you think it is?	3.	4.

5. Do you think the author met his or her purpose? Why or why not?

---



---



Name \_\_\_\_\_

# Writing • Expository Composition

## Key Features of an Expository Composition

- tells of real people and events
- presents factual information
- includes a topic sentence, a body, and a closing sentence
- may include text features such as photos, captions, and subheads

## Homesteading: A Great Opportunity

On May 20, 1862, the Homestead Act, which made owning land possible for people who could not afford to purchase land, was passed.

### What was the Homestead Act?

The Homestead Act promised ownership of 160 acres of public land to any citizen over the age of 21. To become homesteaders, settlers had to do several things. First, they had to move to the West. Next, they had to settle the land by building a house that was at least 12 feet x 14 feet in size. Finally, they had to successfully make a living on it. If settlers occupied the land for five years, the person in charge then owned the land.

### The first landowner

January 1, 1863, was the first day settlers could make a claim to land under

the new act. On this day, Daniel Feeman became the first person to take advantage of the opportunity. His homestead in Beatrice, Nebraska, is now a monument to the memory of all homesteaders.

### The impact of the Homestead Act

More than a half million people followed in Freeman's footsteps. Brave families left behind a life they had always known to head for the Great Plains and become farmers on their own land. Life was tough on the Great Plains, but the promise for free land was stronger than any fears. For most people, successful farms became a reality along with owning property.

Homesteading was truly a great opportunity.

1. Choose a paragraph. Write the heading. Then write the main idea for that paragraph.

2. Circle two details that support the main idea for the paragraph you chose.

Name \_\_\_\_\_

## Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line.

- \_\_\_\_\_ 1. platforms built on the shore  
or out from it; piers
- \_\_\_\_\_ 2. to look over hastily
- \_\_\_\_\_ 3. a smell
- \_\_\_\_\_ 4. moving from one place to  
settle in another
- \_\_\_\_\_ 5. another word for dock

### Check the Words You Know

- \_\_\_ docks
- \_\_\_ migrating
- \_\_\_ scan
- \_\_\_ scent
- \_\_\_ wharf
- \_\_\_ yearned

**Directions** Choose the word from the box that best completes each statement. Write the word on the line shown to the left.

- \_\_\_\_\_ 6. Josh \_\_\_\_\_ for home while he was on a long journey.
- \_\_\_\_\_ 7. Tanya could smell the \_\_\_\_\_ of the ocean in the air.
- \_\_\_\_\_ 8. Like the wharf in our hometown, these \_\_\_\_\_ are filled  
with sailors.
- \_\_\_\_\_ 9. The people \_\_\_\_\_ to the West had to bring enough  
supplies to last the whole trip.
- \_\_\_\_\_ 10. I had to \_\_\_\_\_ the pages of the manual to find the  
diagram.

## Write a Journal Entry

On a separate sheet of paper write a journal entry you might make after discovering a new part of the world. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Lewis and Clark and Me*. With your child, imagine you are walking along a busy waterfront. Write a short story together about your imaginary walk. Use as many vocabulary words as you can.

Name \_\_\_\_\_

# Imperative and Exclamatory Sentences

An **imperative sentence** gives a command or makes a request. It usually begins with a verb and ends with a period. The subject (you) is not shown. An **exclamatory sentence** shows strong feeling or surprise. It ends with an exclamation mark. An **interjection** also shows strong feeling and ends with an exclamation mark. An interjection is a word or group of words, not a complete sentence.

<b>Imperative Sentence</b>	Look for elk in the woods.
<b>Exclamatory Sentences</b>	The squirrels were all swimming!
<b>Interjections</b>	Wow! Ouch! Oh no! Hurray!

**Directions** Read each sentence. Write *C* if the end punctuation is correct. Write *NC* if the end punctuation is not correct.

- Seaman was an amazing dog? \_\_\_\_\_
- Pull the boats along the shore. \_\_\_\_\_
- Load the equipment in the first boat! \_\_\_\_\_
- Only three beaver pelts for this fine dog! \_\_\_\_\_
- Cross the river upstream! \_\_\_\_\_

**Directions** Write a word or phrase that will make these sentences the kind named in ( ).

- \_\_\_\_\_ is the largest dog I've ever seen! (exclamatory)
- \_\_\_\_\_ about the adventures of Lewis and Clark. (imperative)
- \_\_\_\_\_ tip the boat! (exclamatory)
- \_\_\_\_\_ stay on deck. (imperative)
- \_\_\_\_\_ the rope tightly. (imperative)



**Home Activity** Your child learned about imperative and exclamatory sentences. With your child, listen to a favorite television show and have your child identify examples of imperative and exclamatory sentences. Have your child write two declarative and two interrogative sentences about something he or she did today.

# Long a and i

Spelling Words				
sigh	right	weigh	eight	detail
height	spray	braid	bait	grain
slight	thigh	tight	raisin	trait
highway	frighten	dismay	freight	sleigh

**Rhyme Time** Complete the rhymes with a list word from the box.

### Soccer Score

- The chances of scoring seemed (1)\_\_\_\_. 1. \_\_\_\_\_  
 Young Pee Wee lacked weight, strength, and (2)\_\_\_\_. 2. \_\_\_\_\_  
 He fell down with a (3)\_\_\_\_. 3. \_\_\_\_\_  
 The ball bounced off his (4)\_\_\_\_, 4. \_\_\_\_\_  
 And it soared through the goal on the (5)\_\_\_\_. 5. \_\_\_\_\_

### Fishing Trip

- The fisherman left home at (6)\_\_\_\_ 6. \_\_\_\_\_  
 And patiently set out with his (7)\_\_\_\_. 7. \_\_\_\_\_  
 But the fish just weren't bitin'.  
 Did the fisherman (8)\_\_\_\_ 8. \_\_\_\_\_  
 Those fish that refused to be (9)\_\_\_\_? 9. \_\_\_\_\_

### Winter Drive

- As we drove down the icy (10)\_\_\_\_ 10. \_\_\_\_\_  
 With our windshield covered with (11)\_\_\_\_, 11. \_\_\_\_\_  
 We started to (12)\_\_\_\_ 12. \_\_\_\_\_  
 The idea of a (13)\_\_\_\_. 13. \_\_\_\_\_  
 It was slow going, to our (14)\_\_\_\_. 14. \_\_\_\_\_

**Word Groups** Write the missing list word that belongs in each group.

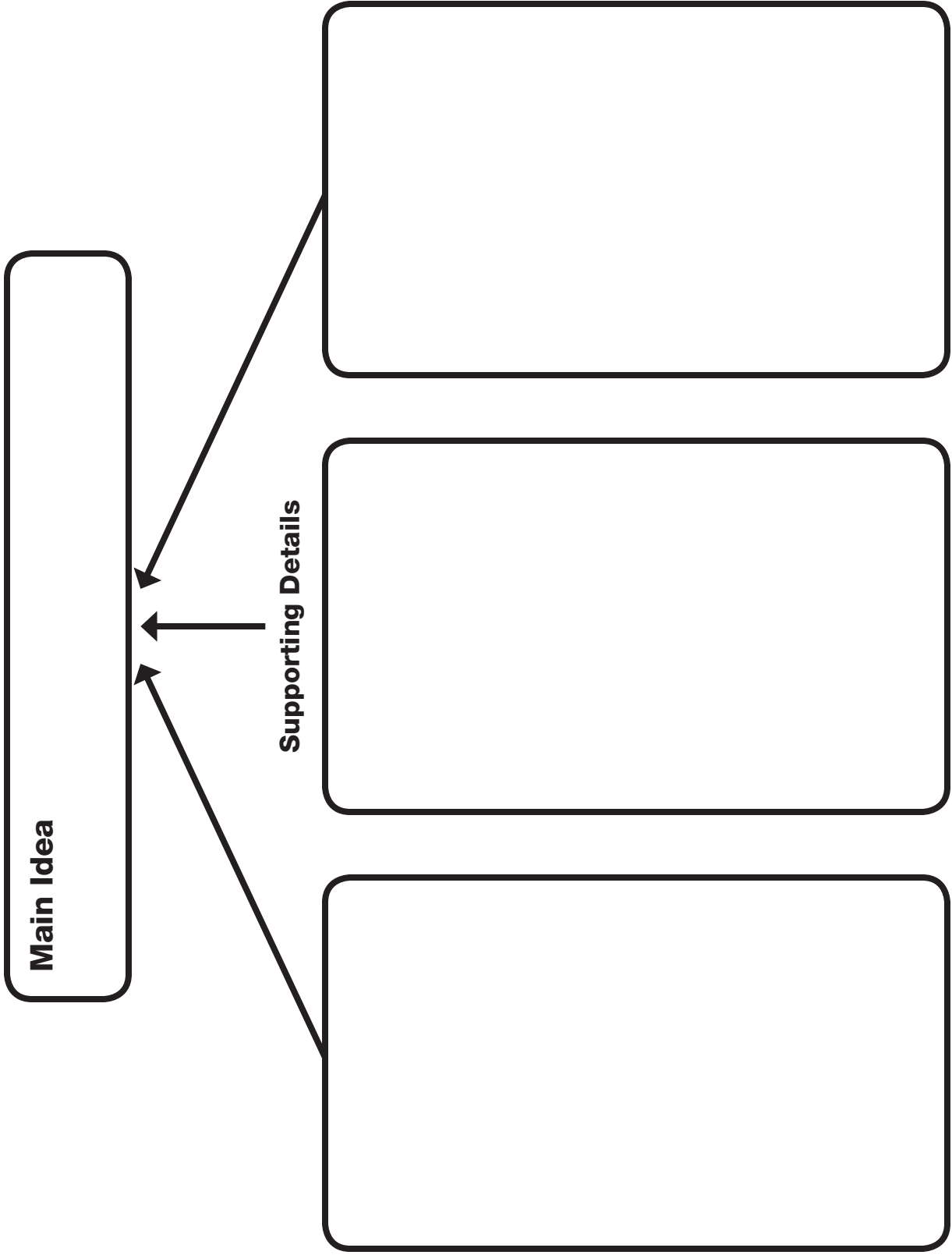
15. ponytail, pigtails, 16. wheat, rice, 17. feature, characteristic,  
 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
18. fig, date, 19. aspect, fact, 20. taut, close fitting,  
 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

© Pearson Education, Inc., 4



**Home Activity** Your child spelled words with *ai*, *ei*, *ay*, and *igh*. Say a list word and ask your child to write it.

# Main Idea



## Vocabulary • Word Endings

- An **ending** is a letter or letters added to the end of a base word. Recognizing an ending will help you figure out the word's meaning.
- The ending *-ed* is added to a verb to make it past tense. The ending *-ing* is added to a verb to make it tell about present or ongoing actions.

**Directions** Read the following passage about a journey. Look for words ending in *-ed* and *-ing*. Then answer the questions below.

**E**nrique yearned for the unsettled land of the West. He was tired of living in such a busy town. So one day he packed up his things and headed for the docks. He started his journey migrating by boat. He planned to meet his uncle downriver. His uncle was also moving west and had offered him a ride on his wagon. When he arrived at the wharf, Enrique hopped

off the boat and headed into town. The scent of freshly baked bread was in the air, which made him hungry. Enrique stopped to scan the row of shops for the bakery. Just then, Enrique heard his name being called from across the street. It was his uncle. "Are you ready for the journey of a lifetime?" asked his uncle. Enrique shouted, "More than you know!"

1. What does *yearned* mean? How does the ending change the base word?  
\_\_\_\_\_
2. What does *migrating* mean? What is the base word?  
\_\_\_\_\_
3. Rewrite the ninth sentence in the passage so that it uses the word *scanning*.  
\_\_\_\_\_
4. If you added *-ed* to the noun *scent*, what kind of word does *scent* become?  
\_\_\_\_\_
5. Write a sentence using an *-ed* and an *-ing* word.  
\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child identified and used word endings to understand words in a passage. Have your child make a list of common verbs. Ask your child to change the meaning of the word by adding *-ed* and *-ing* to each word.

Name \_\_\_\_\_

## Skim and Scan

To **scan** is to move one's eyes quickly down the page, seeking specific words and phrases. Scanning is used to find out if a resource will answer a reader's questions. Once a reader has scanned a document, he or she might go back and skim it.

To **skim** a document is to read the first and last paragraphs as well as using headings and other organizers as you move down the page. Skimming is used to quickly identify the main idea. You might also read the first sentence of each paragraph.

**Directions** Scan the passage to answer the questions below.

**School's largest yard sale.** Northside School will hold its largest yard sale ever on Saturday, March 16. It will be located on the soccer field from 9 a.m. until 4 p.m.

**Raising money for a class field trip.** The school is holding the sale to collect money for a class field trip to study the route taken by Lewis and Clarke. This is a cross-country trip, and the students need money for transportation, food, and lodging.

**Toys, clothing, and furniture for sale.** Students' families will set up booths on the field. We've heard reports that many of the items for sale will be toys, games, clothes, furniture, and antiques.

**Come early for the best selection.** It is best to arrive at the sale early to have the best pick of items. But, if you are not an early bird, you might find some half-price bargains at the end of the day.

1. When you scan this passage, what helps you find specific information?

---

2. In which paragraph would you find out if antiques will be for sale?

---

3. In which paragraph would you find out why the yard sale is being held?

---

4. In which paragraph would you find out the best time to go to the sale?

---

5. Can you find out about the prices of items by scanning this passage?

---

Name \_\_\_\_\_

**Directions** Skim this letter to answer the questions below.

Dear Mr. Lewis and Mr. Clark,

I am a student at Gardner School in Portland, Oregon. My class is getting ready for a field trip that will cover part of the route you took to the Pacific Ocean.

I can hardly imagine a two-year journey across half of the country without a car, train, or airplane. I think I would have gotten tired and lonely. I would have missed my home and family.

But it must have been an amazing trip. Were you excited to see new landscapes? Were the people who you met along the way different from what you expected?

Did you learn a lot from them? I think I would have liked traveling on horseback and in canoes.

I wonder, were you ever scared? Did you worry about getting lost or getting sick? Were the wild animals frightening? You didn't have a map, although you had about 40 people traveling with you.

I can't wait to see the route you took with my own eyes!

Sincerely,  
Justin

6. What is a good way to skim this letter?

---

7. What is the topic of this letter?

---

8. Is the letter about the modern-day city of Portland? How can you tell?

---

9. Does the letter indicate if Justin is impressed by Lewis and Clark's journey? How can you tell?

---

10. Is Justin excited about the trip? What in the letter gave you that impression?

---



**Home Activity** Your child learned about scanning and skimming to help find a main idea or information. Look at a newspaper or magazine with your child and have him or her skim it to find the main idea. Then ask your child to scan it for a particular piece of information.

Name \_\_\_\_\_

# Long a and i

**Proofread Directions** Read the following directions for making a wood puppet. Circle five misspelled words and write them correctly on the lines. Change the sentence fragments to a complete sentence and write the sentence.

Make sure you all ways work carefully with tools.  
 Measure wood for the hight you want.  
 Sand the wood in the direction of the grain.  
 Cut ate pieces for jointed arms and legs.  
 Spray on paint.  
 Braid some wool for hair.  
 Glue the hair on tite.  
 Add detale.  
 Make sure the puppet. Works with right and left hands.

Spelling Words	
sigh	slight
right	thigh
weigh	tight
eight	raisin
detail	trait
height	highway
spray	frighten
braid	dismay
bait	freight
grain	sleigh

Frequently Misspelled Words
vacation
always
might

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

**Finish the Sentences** Circle the underlined list word that is spelled correctly. Write the word.

- |   |           |
|---|-----------|
| 7. The <u>freight</u> <u>frate</u> train has over 150 cars.                 | 7. _____  |
| 8. This kind of <u>raysin</u> <u>raisin</u> has no seeds.                   | 8. _____  |
| 9. The horses pulled the <u>sleigh</u> <u>slay</u> .                        | 9. _____  |
| 10. The <u>thy</u> <u>thigh</u> bone is the strongest bone in the body.     | 10. _____ |
| 11. Your answer is <u>rite</u> <u>right</u> .                               | 11. _____ |
| 12. Generosity is a good <u>treight</u> <u>trait</u> to have.               | 12. _____ |
| 13. "I forgot my homework," he said with <u>dismay</u> <u>dismeigh</u> .    | 13. _____ |
| 14. "Bring it in tomorrow," his teacher said with a <u>sy</u> <u>sigh</u> . | 14. _____ |



**Home Activity** Your child identified misspelled words with *ai*, *eigh*, *ay*, and *igh*. Take turns quizzing each other on the spelling words.

Name \_\_\_\_\_

# Imperative and Exclamatory Sentences

**Directions** Read the passage. Then read each question. Circle the letter of the correct answer.

## The Camp

(1) This is a great place to camp for the night? (2) Where is that dog? (3) Bosco, come here now. (4) Fetch a squirrel for us. (5) Watch out for that big old bear. (6) i will unpack the cooking equipment. (7) We have beans and cold water for supper too.

- |   |  |
|---|--|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change <i>This</i> to <b>That</b>.</p> <p><b>B</b> Change <i>camp</i> to <b>sleep</b>.</p> <p><b>C</b> Change the question mark to an exclamation.</p> <p><b>D</b> Make no change.</p>                           | <p><b>4</b> What change, if any, should be made in sentence 5?</p> <p><b>A</b> Change <i>Watch out for</i> to <b>Look for</b>.</p> <p><b>B</b> Change <i>Watch out</i> to <b>Watch out!</b></p> <p><b>C</b> Change the period to an exclamation.</p> <p><b>D</b> Make no change.</p> |
| <p><b>2</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>now</i> to <b>at once</b>.</p> <p><b>B</b> Change <i>Bosco</i> to <b>Dog</b>.</p> <p><b>C</b> Change the period to a question mark.</p> <p><b>D</b> Make no change.</p>                                | <p><b>5</b> What change, if any, should be made in sentence 6?</p> <p><b>A</b> Change <i>cooking equipment</i> to <b>pots</b>.</p> <p><b>B</b> Change <i>will</i> to <b>won't</b>.</p> <p><b>C</b> Change <i>i</i> to <b>I</b>.</p> <p><b>D</b> Make no change.</p>                  |
| <p><b>3</b> What change, if any, should be made in sentence 4?</p> <p><b>A</b> Change <i>Fetch</i> to <b>fetch</b>.</p> <p><b>B</b> Change <i>a squirrel</i> to <b>our supper</b>.</p> <p><b>C</b> Change <i>a squirrel for us</i> to <b>us a squirrel</b>.</p> <p><b>D</b> Make no change.</p> |  |



**Home Activity** Your child prepared for taking tests on imperative and exclamatory sentences. Ask your child to write an example of each kind of sentence and to explain what makes it imperative or exclamatory.