Understanding Characters

Read the selection below.

Sam’s Story

Sam’s teacher asked the class to write a story. The minute Sam heard this, his heart started thumping. Sam always had a hard time coming up with ideas.

When Sam got home from school, he had a snack. Then he played a video game with his little brother. The whole time, the story assignment cast a little black cloud over his afternoon activities. What could he write about?

Finally, he decided to do some brainstorming. He sat down at the kitchen table and opened his notebook. Sam’s mind was as blank as the notebook page in front of him. His hands started to sweat, and all he wanted to do was get up, go back into the living room, and play more video games. But he knew he had to come up with an idea before tomorrow’s class.

Just then, his little brother walked into the kitchen. “What are you doing?” he asked.

“I have to think of something to write about for school,” Sam replied, sighing.

“Well, I’m going to go play some more. Good luck!” His little brother bounded out of the room.

Suddenly, Sam had an idea. He’d write a story about how much he liked playing video games! Sam smiled to himself as he began to write.

Use the Inference Map to list details that help you understand Sam’s character.

Detail:

Detail:

Detail:

Personality:

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Understanding Characters

Read the selection below.

A Day at the Zoo

Rachel handed her little sister Abby some popcorn from her paper cone and said, “Here, Abby, take some more.”

The two girls intently watched the sea lions bop a ball back and forth in the pool. Rachel saw her dad climbing up the bleachers and waved him over. She had offered to watch Abby while their parents saw a 3-D movie about predators.

“What a show, Rachel! Would you like to see it?” he asked. Abby tugged on Rachel’s arm and whined, “Rachel, you promised we could go to the children’s zoo after we watched the sea lions.”

“Maybe another time. I don’t want to disappoint Abby,” said Rachel.

The zookeeper blew her whistle and tossed a disk to the sea lion. The marine mammal batted it into the crowd. A girl sitting near them tried to catch it, but it bounced away and fell back into Rachel’s lap. The crowd cheered as the zookeeper announced Rachel should keep it.

Rachel looked over at the girl, saw she was wearing a cast on one arm, and knew what she had to do.

Complete an Inference Map with details that tell about Rachel’s personality. Then answer the questions below.

1. How would you describe Rachel’s personality?

2. What decision do you think Rachel has made at the end of the story?
Prefixes *dis-, ex-, inter-, non-*

The words in the box begin with the prefixes *dis-* or *non-*, meaning “not”; *ex-*, meaning “outside”; or *inter-*, meaning “between/among.” Choose the word that best completes each sentence.

- disappeared
- nonstop
- displease
- displace
- exceed
- nonfiction
- extract
- interact
- interlace
- interview

1. The rabbit __________ into the bushes.
2. The dentist had to __________ the rotten tooth.
3. Put a few large rocks in the birdbath to __________ some water.
4. Do not __________ the boundary of the playground during recess.
5. Talking during the assembly will __________ the speaker.
6. Being at the amusement park all day was __________ fun.
7. Reporters like to __________ famous people for the news.
8. A good __________ book sticks to the facts.
9. The designer wanted to __________ the cloth with gold silk thread.
10. When good friends __________, they feel relaxed and natural.
Short Vowels

Basic  Complete the puzzle by writing the Basic Word for each clue.

Across
2. a group of something
4. to make clean
6. a book or other piece of writing
7. to return to a normal condition
9. a grassy field
10. to make smooth and shiny

Down
1. enforced all the time
2. a mistake
3. something that is not understood
5. become larger
8. disappear

Challenge  How could you earn money to buy a bike? Write sentences with your ideas. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. batch
2. reject
3. vanish
4. sloppy
5. rhythm
6. blunder
7. strict
8. meadow
9. recover
10. cleanse
11. text
12. mystery
13. expand
14. bluff
15. promptly
16. initials
17. statue
18. polish
19. somehow
20. dreadful

Challenge
salary
quintet
magnetic
tepid
intact
# Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/æ/</th>
<th>spelled a</th>
</tr>
</thead>
<tbody>
<tr>
<td>/e/</td>
<td>spelled e or ea</td>
</tr>
<tr>
<td>/i/</td>
<td>spelled i or y</td>
</tr>
<tr>
<td>/o/</td>
<td>spelled o</td>
</tr>
<tr>
<td>/u/</td>
<td>spelled u or o-consonant-e</td>
</tr>
</tbody>
</table>

**Challenge**  Add the Challenge Words to your Word Sort. Some words will fit in more than one group.

**Connect to Reading**  Look through *The School Story*. Find words in the selection that have the /æ/, /e/, /i/, /o/, and /u/ spelling patterns on this page. Add them to your Word Sort.

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. batch</td>
</tr>
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</tr>
<tr>
<td>19. somehow</td>
</tr>
<tr>
<td>20. dreadful</td>
</tr>
</tbody>
</table>

**Challenge**  salary quintet magnetic tepid intact
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

The author’s work was sloppy, and the writing was pretty dreadful. There was no rhythm or style to the writing. The mystery the author tried to create didn’t work. As a publisher, Martin could never print the text.

Yet Martin felt very uneasy, somehow, after he promptly wrote the note to reject the writer’s story once again. Martin glanced out the window. What he saw there made him feel that he might have made a blunder.

A young man was standing like a statue, staring intently up at his office. The man’s stare was not a bluff because Martin could see the hopefulness in the man’s face. Martin decided that if the writer was truly dedicated, he could allow him one last chance to polish his work.

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________ 12. ________________
Subjects and Predicates

A sentence is a group of words that expresses a complete thought. All sentences have two parts: a subject and a predicate. The simple subject of a sentence is whom or what the sentence is about. The simple predicate is the main word that describes the action or the state of being. The simple predicate is a verb.

The author placed her book on the shelf.

Activity Underline the simple subject in the sentences. Circle the simple predicate.

1. Carla opened her workbook.
2. The dog barked at the passing train.
3. Before lunch, I rode my bike.
4. My father told me to rake the yard.
5. Recess is my favorite part of the day.
6. Grandma called right before dinner.
7. Shannon helped Carla with her homework.
8. Jacob gradually felt comfortable at the new school.
Complete Subjects and Predicates

A complete subject tells who or what a sentence is about, including any words that modify.
A complete predicate tells what the complete subject is or does. It includes a verb or verbs and any words that modify them.

complete subject  complete predicate
A box of cookies landed on my desk.

Activity  Circle the complete subject in each sentence. Underline the complete predicate.

1. People who own dogs know about responsibility.
2. Yellow pencils make great party favors.
3. My cousin Gina sent me a text message this morning.
4. Some teachers drive to school.
5. A small black kitten poked its head out from behind a tree.
6. Those of you who are confused may want to review your notes.
7. My bus driver is very friendly.
8. Indoor soccer is my favorite sport to play.

Thinking Question
What part of this sentence tells whom or what the sentence is about? What part of this sentence includes the verb and any words that modify it?
Fragments and Run-ons

A sentence fragment is a group of words that does not express a complete thought. A run-on sentence is two or more sentences run together with commas or without punctuation.

<table>
<thead>
<tr>
<th>sentence fragment</th>
<th>complete sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dance on Saturday.</td>
<td>A dance will be held on Saturday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>run-on sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dance will be held on Saturday, I’m going.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>complete sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dance will be held on Saturday, and I’m going.</td>
</tr>
</tbody>
</table>

Activity. Label each group of words sentence fragment, run-on sentence, or complete sentence. Correct any sentence fragments or run-on sentences.

1. Field trip to the museum.  

2. I sat next to Lauren at lunch she had pizza.  

3. Four students in our class from San Mateo.  

4. Our band teacher gave Victor the drumsticks.  

5. Rehearsals after school on Tuesdays and Thursdays.  

6. Jamie is president of student government, he works hard.  

Thinking Question  
Does the group of words express a complete thought? Is the sentence made of two sentences with commas or without punctuation?
Contractions

Incorrect | Hasn’t no one read the story I wrote?
Correct   | Hasn’t anyone read the story I wrote?

Incorrect | She printed copies for us, and there on the table.
Correct   | She printed copies for us, and they’re on the table.

1–6. Write the correct word in parentheses to complete the sentence.

1. I ____________ had no time to read it. (have, haven’t)

2. Her stories don’t ____________ have happy endings. (ever, never)

3. Details are important, so be sure you haven’t left ____________ out. (any, none)

4. ____________ hard to believe the ending to this mystery story. (Its, It’s)

5. I think that ____________ creating an interesting plot. (you’re, your)

6. ____________ are good twists and turns in the plot. (They’re, There)

7–10. The rules below have errors. Circle the error. Then write the correct word on the line.

7. Don’t keep food or liquids nowhere near the hardware.

8. Nothing with magnets shouldn’t be put near the computer.

9. Save your changes often if your working on an important file.

10. Be gentle with computers. There fragile pieces of equipment.
Sentence Fluency

<table>
<thead>
<tr>
<th>Sentence Fragment</th>
<th>The mother and baby elephant at the zoo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Sentence</td>
<td>The mother and baby elephant live at the zoo.</td>
</tr>
<tr>
<td>Run-on Sentence</td>
<td>Danielle gave me a book to read, I finished it in one night.</td>
</tr>
<tr>
<td>Complete Sentence</td>
<td>Danielle gave me a book to read, and I finished it in one night.</td>
</tr>
</tbody>
</table>

Read the sentences. Fix sentence fragments and run-on sentences to form complete sentences. Write the new sentences on the lines.

1. My new bike is red, I want to paint it because my favorite color is blue.

________________________________________________________________________

2. Heather had fun with her aunt, they went ice skating.

________________________________________________________________________

3. The candidate's speeches delivered from the stage in the auditorium.

________________________________________________________________________

4. We had pancakes for breakfast, I prefer eggs.

________________________________________________________________________

5. A group of children in the mall with their parents.

________________________________________________________________________

6. Grace should always call me before eight o'clock, that is my curfew.

________________________________________________________________________
Focus Trait: Voice
Using Dialogue to Reveal Character

Plain Dialogue | Dialogue That Reveals Character
---|---
Marc said, “You took my notebook.” | Marc said, “How could you take my notebook? You’re going to pay for that!”

A. Read the line of plain dialogue. Then add words to the dialogue so that it reveals character.

<table>
<thead>
<tr>
<th>Plain Dialogue</th>
<th>Dialogue That Reveals Character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. “The water park is fun,” said Amber.</strong></td>
<td>“I ___________” Amber ___________ “The double slide is ___________.”</td>
</tr>
</tbody>
</table>

B. Read each example of plain dialogue. Revise each example to reveal something about a character.

Pair/Share Work with a partner to brainstorm how to revise the plain dialogue to reveal character.

<table>
<thead>
<tr>
<th>Plain Dialogue</th>
<th>Dialogue That Reveals Character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. John said, “I wonder when lunch starts.”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. “I’m glad we are friends,” said Gloria.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. “I’m sorry that you broke your arm,” said Fred.</strong></td>
<td></td>
</tr>
</tbody>
</table>