Author's Purpose

Read the selection below.

**Two Points**

Katie had never been so excited or so nervous before a game. Her basketball team, the Washington Rockets, was about to play the Conley Clippers. As usual, her team had been practicing drills, running plays, and scrimmaging to prepare for today's game. The difference today was that Katie had been chosen to start.

“Hey, Katie! Are you coming?” her teammate Leisel called. Katie shook off her nerves and jogged toward Leisel.

Katie listened to her coach's pep talk as he reminded them to stay alert and play as a team. Katie really wanted to score during her first game as a starter, but she knew her coach was right. As the game began, Leisel passed her the ball. Katie remembered the play they had practiced the day before and passed the ball to another teammate. The Rockets made their first basket.

The game continued, and just before halftime the score was 8 – 10. The Clippers had pulled ahead, and Katie still had not scored. Once again, the ball came to Katie. She caught it, and this time she saw her shot. Katie dribbled to the basket, shot the ball, and scored her first two points as a starting basketball player.

Use the Inference Map to explain the author's purpose for writing and the story's theme.

**Purpose and Theme:**

---

Introduce Comprehension

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Read the selection below.

Aaron jumped out of bed, ran to the phone, and called his best friend. “Hello,” said Nick, still groggy from sleep.

“Today’s the day!” said Aaron as he paced back and forth in the hallway. “I know,” said Nick, “but it’s also very early. Don’t we have a few more hours before we have to leave?”

“Well, yeah,” said Aaron. “Dad wants to take off around 11, so come over as soon as you’re ready.”

“Yeah, I’ll be over soon,” Nick said and hung up.

Two weeks ago on Aaron’s birthday, Aaron’s parents had given him tickets to a basketball game. Today, Aaron was going to see his favorite team play his favorite sport, and he was going with two of his favorite people—Dad and Nick. To make the day even better, Aaron ate his favorite cereal and picked out his favorite shirt to wear to the game.

“Who do you think will win?” Aaron asked Nick as the car traveled down the highway.

“The Tigers,” said Nick. “Definitely the Tigers.”

Aaron smiled again, thinking today was definitely going to be one of his favorite days.

Complete an Inference Map with text details to help determine the author’s purpose. Then answer the questions below.

1. Why do you think Aaron calls Nick so early?

2. What details provided by the author help you visualize Aaron’s excitement?

3. What is the author’s viewpoint about having favorite things?
Analogies

For the sentences below, fill in both blanks using a word pair from the box that makes the most sense. Then state whether the words you chose are synonyms or antonyms.

bland, spicy, veer, turn, embarrass, mortify, skeptical, trusting, glimpse, stare, reject, accept, fatigued, tired, enthusiastic, excited

1. ___________ is to a hot tamale as ___________ is to potato soup. ___________
2. Energetic is to ___________ as awake is to ___________. ___________
3. Refuse is to ___________ as approve is to ___________. ___________
4. ___________ is to stumble as ___________ is to fall. ___________
5. Glance is to ___________ as gaze is to ___________. ___________
6. Curve is to ___________ as corner is to ___________. ___________
7. Suspicious is to ___________ as honest is to ___________. ___________
8. Eager is to ___________ as animated is to ___________. ___________
Name __________________________ Date ____________

Word Parts *com-, con-*

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

Across
3. situation  6. differ  7. someone who buys goods and services  8. to focus  9. a meeting  10. to convey

Down
1. get in touch with  2. basic laws of government  4. mixture  5. to travel regularly  6. a large land mass

Challenge  Imagine you work in a shop that caters to celebrities. Write sentences about clients and store policies. Use three Challenge Words. Write on a separate sheet of paper.

Spelling Words

Challenge  confidential  commission  compatible  combustion  comprehension

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Lesson 14  PRACTICE BOOK

Any Small Goodness
Spelling: Word Parts *com-, con-*
**Spelling Word Sort**

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Words with con-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with com- before b</td>
<td></td>
</tr>
<tr>
<td>Words with com- before m</td>
<td></td>
</tr>
<tr>
<td>Words with com- before p</td>
<td></td>
</tr>
</tbody>
</table>

**Challenge**

Add the Challenge Words to your Word Sort.

**Connect to Reading**

Look through *Any Small Goodness*. Find words that have the con- or com- word parts. Add them to your Word Sort.

1. contrast
2. contact
3. compound
4. concentrate
5. combine
6. comment
7. conference
8. compete
9. community
10. convert
11. conversation
12. commute
13. constitution
14. conduct
15. consumer
16. continent
17. composition
18. communicate
19. compliment
20. condition

Challenge

confidential
compatible
combustion
comprehension
Proofreading for Spelling

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

Hector decided he wouldn’t make a coment about how Los Angeles and Chicago contrast. Of course, Papa couldn’t comute across the continent to his new job. Hector’s desire to stay with his friends couldn’t compete with the needs of his family. So here they were in LA. The composition of the new community was different from the neighborhood in Chicago. In coinversation here, people would combine English and Spanish to comunicate in ways Hector didn’t understand. His new school didn’t have a strong music program, and his dream was to conduct a symphony someday. Yet when his family went to a concert in the local park, many people were there. Hector saw a sign for music lessons that included contact information. He smiled when he saw that the address for the lessons was in his neighborhood. It was Hector’s first moment of hope in Los Angeles.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________

Spelling Words

1. contrast
2. contact
3. compound
4. concentrate
5. combine
6. comment
7. conference
8. compete
9. community
10. convert
11. conversation
12. commute
13. constitution
14. conduct
15. consumer
16. continent
17. composition
18. communicate
19. compliment
20. condition
Active/Passive Voice

**Passive verbs** describe an action that is being done to someone or something. **Active verbs** describe an action that a subject does directly.

**Passive voice**
The project was finished by me.

**Active voice**
I finished the project.

**Thinking Question**
Does this verb describe an action the subject does or an action being done to someone or something?

**Activity** Rewrite the sentences to be in the active voice instead of passive.

1. I was hit by the basketball. ____________________________
2. They were surprised by their test scores. ____________________________
3. The dog was treated by the veterinarian. ____________________________
4. The plant was nourished by the sun. ____________________________
5. Your bicycle was damaged by the car. ____________________________
6. The ball was thrown by Rachel. ____________________________
7. The painting was hung by the curator. ____________________________
8. We were called in from recess by the teacher. ____________________________
Using be and have

When be or have is used as a helping verb, it must agree with the subject.

He has taken the job, and you and I are learning.

Activity Complete each sentence with the correct form of the verb be or have. Use the tense shown in parentheses.

1. She _________ feeling good about the game. (past)
2. You and I _________ waiting for the coach. (present)
3. He and I _________ played for two years. (present perfect)
4. You and I _________ go to the game. (future)
5. He and the coach _________ talking. (present)
6. He _________ taken the player aside. (present perfect)
7. You _________ see an improvement. (future)
8. I _________ been to the game with my mom. (present perfect)
9. He and she _________ enthusiastic basketball fans. (present)
10. I _________ hopeful for the team. (present)

Thinking Question
Is be or have used as a helping verb? Does it agree with the subject?
Special Subject-Verb Agreement

When a compound subject is joined by or, either...or, or neither...nor, the verb agrees with the subject that is closer to it. When a sentence begins with here or there, the verb agrees with the subject of the sentence.

verb subject subject verb

There are problems, but neither Jason nor Jon has answers.

Activity Write the correct present-tense form of the verb in parentheses.

1. Here (come) the coach and the team. ________________

2. Neither you nor I (have) played badly. ________________

3. There (be) not a boy or a girl here without a team shirt or cap. ________________

4. Neither the coach nor José (talk) about it. ________________

5. Here (be) Alicia and her brother. ________________

6. (Be) you or José leading the team? ________________

7. If neither you nor José (play), we'll lose. ________________

8. There (go) our last chance. ________________

Thinking Question
If the compound subject of a sentence is joined by or, either...or, or neither...nor, does the verb agree with the subject that is closer to it? If the sentence begins with here or there, does the verb agree with the subject of the sentence?
Subordinating Conjunctions

Dependent Clause | After we won the basketball game, our team celebrated at the pizza shop.
Independent Clause | After we won the basketball game, our team celebrated at the pizza shop.
Subordinating Conjunction | After we won the basketball game, our team celebrated at the pizza shop.

1–5. Circle the subordinating conjunctions. Then write whether each underlined group of words is a dependent clause or an independent clause.

1. If Pedro makes the free throw, his team will be ahead. ________________
2. Although he is not very tall, David plays basketball very well. ________________
3. Our team will advance to the playoffs if we win the game today. ________________
4. The game will continue until the final buzzer rings. ________________
5. Because we scored the most points, our team won the game. ________________

6–8. Combine the simple sentences by using a subordinating conjunction to form a complex sentence.

6. Our team plays at home. Grandma Maria comes to cheer me on.
   ____________________________________________________________

7. Our family is close and supportive. We gather at each other's games.
   ____________________________________________________________

8. My family has a big back yard. We hosted the team victory party.
   ____________________________________________________________
Conventions

Subject-Verb Agreement means that singular subjects need singular verbs, and plural subjects need plural verbs.

<table>
<thead>
<tr>
<th>Singular Subject and Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother wears a party dress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject and Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>George's friends are loyal.</td>
</tr>
</tbody>
</table>

Change the underlined verb to one that agrees with the subject.

1. He have crammed baseball equipment into his bag. ______________
2. She are asking, "What's the score?" ______________
3. They is jogging out to the pitching mound. ______________
4. Everyone have brought their gloves to practice. ______________
5. We has had a good game. ______________
6. She are becoming an excellent pitcher. ______________
7. We all agrees the game was tough. ______________
8. John and his dad has taken a lot of pictures. ______________
Focus Trait: Ideas
Focusing on Important, Interesting Details

Good writers select important, interesting details. This may mean leaving out less
interesting details. This writer deleted one uninteresting detail and added an important one.

Gripping the bat firmly, I walked slowly and deliberately to home plate. Tension hung in the air
like a hovering blimp. I couldn’t make out Mom and Dad in the stands. The ball whizzed over the
plate. “Strike one,” shouted the umpire.

Read the paragraph. Cross out three unimportant details. For each one, write a new sentence
that gives an important detail.

I’ll never forget the day I caught a flyball in the stands at All-Star Field and ended up on
television making the catch. It was June 7, 2008. I really was just minding my own business,
watching the game. The score was 3–1. Then, with a CRACK! the ball popped high into the sky.
Suddenly, there it was, coming right at me. (Like I said, I was sitting in the stands.) So I did
what any normal person would do: I put my hands out to shield my face from the attack. And
somehow, SOMEHOW… I ended up catching that ball. It was either beginner’s luck or some
weird suspension of the laws of physics!

1. Old sentence: _____________________________________________
   New sentence: _____________________________________________
                  _____________________________________________

2. Old sentence: _____________________________________________
   New sentence: _____________________________________________
                  _____________________________________________

3. Old sentence: _____________________________________________
   New sentence: _____________________________________________
                  _____________________________________________