Author’s Purpose

Read the selection below.

**The Amazing Dolphin**

Dolphins are amazing marine mammals. These beautiful animals show grace and strength as they move in the water. Their many skills help them survive. Dolphins use an ability called *sonar* to locate objects. They bounce sound waves off distant objects. These waves help the dolphins determine the size, distance, shape, speed, and location of their prey. Dolphins are fast, as well. While hunting, they may swim at speeds of over 25 miles per hour.

Dolphins are social animals. They bond with their human trainers while in captivity. Some dolphins have even been trained to use their sonar skills to help people. Their gift for learning new behaviors shows that they are very smart.

Dolphins are at risk. Pollution threatens their ocean habitat. Humans are the cause of these problems, and humans need to be the solution. Dolphins have to rely on human beings to do the right thing.

Use the Inference Map to help you keep track of details that reveal the author’s purpose in writing this passage.

Author’s Purpose:
A Lesson for Jasmine

Jasmine read the letter to her best friend, Lola. “This is terrible,” she said. “Uncle Jonathan is coming to town for my birthday party.”

“What’s so terrible about that? He always sends the most interesting presents!” said Lola.

“I know, but if he comes to my party, everyone will know that he’s different. He embarrasses me when he uses that strange vocabulary from the countries he visits, and his clothes look bizarre.”

“Well, I think your uncle Jonathan is exotic, and you should keep an open mind about him,” said Lola.

Jasmine replied, “You don’t understand, Lola. Amanda, the president of the speech team, will be at my party. I really want to make a good impression. I’ll just tell him I’m not having a party this year.”

At her party, Jasmine sat with her friends around the pile of gifts. Guilt overcame her as she opened the present from Uncle Jonathan and revealed a pair of unusual-looking shoes.

“Wow! Are those Irish dancing shoes?” asked Amanda.

“I guess so,” Jasmine blushed. “My uncle is traveling around Ireland right now, and he sent them to me.”

“That’s so amazing! We just found out that the speech team will be hosting a team from Ireland!” said Amanda. “What a shame he’s not here!”

Create an Inference Map to identify the author’s purpose. Then answer the questions below.

1. What words does the author use to show Jasmine’s feelings about her well-traveled uncle?

2. What does Jasmine learn by the end of the story?
Suffixes -er, -or, -ar, -ist, -ian, -ent

The words in the box end with a suffix that means “someone who.” Choose the word that best completes each sentence.

respondent recipient popular teacher lawyer
investigator mentor violinist scientist comedian

1. Not every __________________ had filled out the survey completely.
2. The __________________ performed his recital piece with no mistakes.
3. Every third-grade student was assigned a sixth-grade __________________.
4. She was a natural __________________ who told us jokes that made us laugh.
5. Write the name of the __________________ on the outside of the envelope.
6. The famous singer is __________________ with people of all ages.
7. The __________________ excused the class a few minutes after the bell rang.
8. An __________________ was called to the scene of the factory accident.
9. If you like working in a lab, you might want to be a __________________.
10. The plaintiff hired a __________________ to represent her in court.
Long Vowels

Basic  Write the Basic Word that belongs in each group.

1. necklace, earrings, ________________
2. unspeaking, silent, ________________
3. hide, cover, ________________
4. urge, persuade, ________________
5. trust, depend, ________________
6. harm, mistreat, ________________
7. erase, remove, ________________
8. commit, dedicate, ________________
9. loyal, constant, ________________
10. cage, enclose, ________________
11. triumph, prosper, ________________

Challenge  Write a persuasive letter to your local government that supports the funding of a local animal shelter. Use three of the Challenge Words. Write on a separate sheet of paper.

Challenge Words

1. scene
2. bracelet
3. mute
4. strive
5. faithful
6. devote
7. rhyme
8. succeed
9. coax
10. rely
11. conceal
12. forgave
13. lonesome
14. delete
15. confine
16. exceed
17. terrain
18. reproach
19. abuse
20. defeat

Challenge
ratify
serene
refute
appraise
humane
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/ä/ spelled a-consonant-e or ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ē/ spelled e-consonant-e, ea, or ee</td>
</tr>
<tr>
<td>/ī/ spelled i-consonant-e, y-consonant-e or y</td>
</tr>
<tr>
<td>/ō/ spelled o-consonant-e or oa</td>
</tr>
<tr>
<td>/ū/ spelled u-consonant-e</td>
</tr>
</tbody>
</table>

Challenge  Add the Challenge Words to your Word Sort.


Challenge  Add the Challenge Words to your Word Sort.

Knots in My Yo-yo String  Spelling: Long Vowels

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through Knots in My Yo-yo String. Find words in the selection that have the /ä/, /ē/, /ī/, /ō/, and /ū/ spelling patterns on this page. Add them to your Word Sort.
**Proofreading for Spelling**

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

Lucy was happy that she had managed to coax her mother into letting her wear her mother’s new bracelet to the movies. Then she lost it.

When Lucy got home, her mother asked her if she had a good time. Lucy was mute. She was afraid of her mother’s reproach. She didn’t know how to tell her mother, so Lucy tried to conceal her empty wrist behind her back.

Lucy didn’t succeed. Her faithful mother went over to Lucy and asked her again if she had a good time. Lucy had to rely on quick thinking. She shoved her hand in her pocket. “It was fun,” she said, then turned and headed upstairs. “I have to devote some time to studying. I need to strive for better grades.”

Her mother narrowed her eyes. “Really?” As Lucy climbed the stairs, she called, “I need my bracelet back, please.”

Lucy accepted defeat. Thankfully, her mother forgave her—but only after Lucy promised to confine her requests for jewelry to special occasions.

1. ________________ 6. ________________
2. ________________ 7. ________________
3. ________________ 8. ________________
4. ________________ 9. ________________
5. ________________ 10. ________________
Declarative and Interrogative Sentences

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark.

**declarative sentence**
The car wash fundraiser will be held this Saturday.

**interrogative sentence**
Is your father picking you up after school?

Activity Add the correct punctuation to the end of each sentence.

1. Mrs. Walker is my favorite teacher _____
2. I wish we could go swimming today, but it’s too cold _____
3. Did you see Marnie or Stephanie at lunch _____
4. Would Wednesday be a good day to take the practice exam _____
5. All classes will be held in the lab unless otherwise noted _____
6. Can you take over the solo since Caitlin is sick _____
7. When her cousin arrives, she’s going to have a party _____
8. When my alarm rings, I always hit the snooze button _____
9. When are you going to the movies with Naima _____
10. Did you notice that they were wearing the same dress _____

Thinking Question
Which sentence makes a statement? Which sentence asks a question?
Imperative and Exclamatory Sentences

An imperative sentence gives a command and ends with a period. An exclamatory sentence shows excitement or strong feeling and ends with an exclamation point.

imperative sentence
Go downstairs and help your sister fold the laundry.

exclamatory sentence
I can’t wait for the concert!

Activity Add the correct punctuation to the end of each sentence.

1. Help me look for my missing notebook _____
2. How messy my room is _____
3. I can’t believe I haven’t seen you in a year _____
4. Keep walking until you see a stop sign and then take a left _____
5. These berries are the best I’ve ever eaten _____
6. Find a partner and take your places _____
7. I’m so excited to hear Kevin sing the solo _____
8. Instead of watching TV, start your chores _____
9. Baby pandas are so cute _____
10. Model your essay after the one provided _____

Thinking Question
Which sentence gives a command? Which sentence shows a strong feeling?
Writing with Interjections

Interjections are words or phrases used to exclaim, protest, or command. Strong interjections end with an exclamation point, like exclamatory sentences. Mild interjections can be contained within a sentence and marked with a comma or set of commas.

**strong interjection**
Wow! I didn’t expect to get a skateboard for my birthday.

**mild interjection**
Oh no, I missed the bus!

Activity Underline the interjections in the sentences.

1. As Miranda ran to catch the bus, she called, “Hey! Wait for me!”
2. Aww! Look at those adorable baby ducks!
3. Yikes, you almost got hit by the ball.
4. Ugh, that pop quiz was harder than I expected.
5. Oh no! I forgot to invite Lara to my birthday party!
6. Well, do you think I could borrow the book?
7. Ouch! Something bit me.
8. Ah, now I understand what the assignment means.

Thinking Question
What words or phrases are used to exclaim, protest, or command?
Verb Phrases and Easily Confused Verbs

<table>
<thead>
<tr>
<th>Verb Phrases</th>
<th>Easily Confused Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was running toward the end zone.</td>
<td>No one could have stopped him from scoring.</td>
</tr>
<tr>
<td>I can remember the cheers.</td>
<td>You may come to the game with us.</td>
</tr>
<tr>
<td>We sit in the stands.</td>
<td>We set our program on the bench.</td>
</tr>
<tr>
<td>Will you teach me that cheer?</td>
<td>You will learn the words quickly.</td>
</tr>
<tr>
<td>They did not let the other team score.</td>
<td>She must leave right after the game.</td>
</tr>
<tr>
<td>We rise early the morning of the game.</td>
<td>The team will raise the championship flag.</td>
</tr>
<tr>
<td>Why don’t you lie down and stretch?</td>
<td>Lay down your blanket so we can sit.</td>
</tr>
</tbody>
</table>

1–8. Underline the correct verb in parentheses to complete the sentence. Then write the entire verb phrase on the line.

1. Since you asked, you (can, may) put your books in my locker. ________________

2. We could have (sit, set) aside more time for practice this week. ________________

3. The coach is (learning, teaching) me to follow through when I pass the ball. ________________

4. The visiting team (can, may) defeat us only if we decide not to play our best. ________________

5. I had (sat, set) down to talk with the coach before the game. ________________

6. He should have (risen, raised) his arms to catch the pass. ________________

7. We were (leaving, letting) our emotions take over the game. ________________

8. The field (lays, lies) at the foot of a hill. ________________
Sentence Fluency

<table>
<thead>
<tr>
<th>Paragraph Using Only One Sentence Type</th>
<th>Paragraph Using Varied Sentence Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>I opened the door to my bedroom. I saw my brother on the floor. He had a guilty look on his face. I wondered what he was up to. Then I noticed he was holding a marker in his hand. I told him to drop it.</td>
<td>When I opened the door to my bedroom, what do you think I saw? My brother was on the floor. He had a guilty look on his face. What was he up to? Then I noticed he was holding a marker in his hand! “Drop it!” I yelled.</td>
</tr>
</tbody>
</table>

1–3. Rewrite the following declarative sentences as interrogative.

1. I might actually win this race if I practice enough.

When did you think you would win?

2. This is why I started playing baseball.

Is this why you started?

3. I wondered who Karen would bring to the party.

Who did you think she would bring?

4–6. Rewrite the following declarative sentences as imperative.

4. I advise you to take out your notebooks and copy the diagram.

Take out your notebooks and copy the diagram.

5. I ask that you remove your boots before coming inside.

Remove your boots before coming inside.

6. You should really watch this skateboarding documentary.

Watch this skateboarding documentary.

7–8. Rewrite the following declarative sentences as exclamatory.

7. I can’t stand pasta with no sauce.

I am amazed pasta with no sauce is ever made.

8. The Screamer is the fastest roller coaster in the park.

The Screamer is an incredible roller coaster.
Focus Trait: Voice  
Showing Thoughts and Feelings

<table>
<thead>
<tr>
<th>Sentence with Basic Facts</th>
<th>Sentence Showing Thoughts and Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The next day, the Williams High School football team was going to play against Morris High for the championship.</td>
<td>My stomach churned every time I thought about the upcoming championship game between Williams High School and Morris High.</td>
</tr>
</tbody>
</table>

Revise each sentence, showing each character's thoughts and feelings.

1. Janice went up to her seat on the grandstand to watch the game.  
   The next day, Janice went up to her seat on the grandstand to watch the big game.  
   I hope our team wins! 

2. Our team missed a field goal.  
   Our team missed a field goal, and the manual on the field was off to our team's advantage.  
   I can’t believe we lost that game... 

3. Matt threw the game-winning touchdown pass with five seconds left in the game.  
   Matt threw the game-winning touchdown pass with five seconds left in the game and it was a perfect pass!  
   What a great game! 

4. I wrote the last sentence of the story.  
   I wrote the last sentence of the story, “The end.”  
   What a satisfying ending! 

5. Anya stood up to read her story to the class.  
   Anya stood up to read her story to the class, but I didn’t think it was very good.  
   I think she needs to work on her story.