Greek Word Parts

Basic  Write the Basic Word that best fits each clue.

1. the study of what makes up the earth
2. a container that keeps liquids warm
3. a request to be forgiven
4. a list of events in time order
5. study of stories that try to explain beliefs or natural events, usually with imaginary characters
6. another name for a car
7. the study, creation, and use of machines and devices
8. a collection by one or more authors of various stories, books, or poems
9. nobility, upper class, elite
10. self-activating
11. the math of points, lines, surfaces, and shapes

Challenge  You are part of a group of archaeology students on a dig looking for ancient artifacts in another country. Write a letter to your parents describing your experience. Use at least three of the Challenge Words. Write on a separate sheet of paper.
# Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Words with geo-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with -crat or -cracy</td>
<td></td>
</tr>
<tr>
<td>Words with -logy</td>
<td></td>
</tr>
<tr>
<td>Words with therm-</td>
<td></td>
</tr>
<tr>
<td>Words with auto-</td>
<td></td>
</tr>
</tbody>
</table>

**Challenge** Add the Challenge Words to your Word Sort.

1. geography
2. democracy
3. microbiology
4. technology
5. thermos
6. automatic
7. mythology
8. democratic
9. thermometer
10. chronology
11. automobile
12. aristocrat
13. thermal
14. geology
15. aristocracy
16. geometry
17. anthology
18. apology
19. thermostat
20. psychology

**Challenge**
- archaeology
- geographic
- bureaucracy
- etymology
- autocrat
Proofreading for Spelling

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

I love writing to my Internet pen pal, Mei. She lives in China and is my age. Mei is very curious about what American students learn in school. It’s so great that technology allows us to chat, despite the geography that separates us.

I told her that we have been reading an anthology about Greek mythology in our reading class. Mei told me that her favorite subjects are math and science, specifically geometry and microbiology. I told her that in science, we are studying geology and thermal energy. We did an experiment using a thermometer and the lab’s thermostat.

In reviewing the chronology of our chats, I realized that I forgot to tell her that I would like to study psychology when I’m older.

It sure would be great to meet Mei in person one day!

1. ____________________ 7. ____________________
2. ____________________ 8. ____________________
3. ____________________ 9. ____________________
4. ____________________ 10. ____________________
5. ____________________ 11. ____________________
6. ____________________ 12. ____________________
Writing Direct and Indirect Quotations

A **direct quotation** tells a speaker’s exact words. The speaker’s words are set off with **quotation marks**.

- Place quotation marks around the speaker’s words.
- Capitalize the first word of the quotation.
- Use a comma to separate the speaker from the quotation.
- Place punctuation marks inside the ending quotation mark.

I said, “I have never ridden on a dog sled.”

An **indirect quotation** paraphrases, or tells in other words, what the speaker said. Quotation marks are not used.

John said that he had a lot of homework to do.

**Activity** Rewrite each sentence, using correct punctuation and capitalization.

1. We are going to Denali National Park today said Luca.

2. Ms. Turner told us “To take warm clothing.”

3. Will we be able to hike in the park asked Leshan.

4. Ms. Turner replied The snow is too deep for that.

5. Luca wondered, “if it would be a good day for skiing.”

6. Luca asked Could we use cross-country skis?

**Thinking Question**

Which words are being spoken by someone?
Divided Quotations and Dialogue

• A quotation may be divided in the middle.
• Place quotation marks around both parts of the divided quotation.
• Use commas to separate the quotation from words that tell what the speaker is doing.

“What on earth,” asked Will, “is making that noise?”

Dialogue is a written conversation between two or more people. Start a new paragraph each time the speaker changes. Be sure the reader knows who is speaking.

“Oh, what an eerie sound!” exclaimed Cam.
“I think that is a wolf howling,” said Inez.

1–3. Rewrite each sentence correctly.

1. I wonder said Cam how tall that mountain is.

2. It is 20,320 feet tall said Will and it is called Mount McKinley.

3. Do you think asked Inez that many people climb to the top?

4–7. Read the following dialogue. Rewrite it with correct punctuation and paragraph breaks.

I’m getting really cold said Inez. There should be a cabin up ahead, replied Will.
Great cried Cam will it have heat?
Question Marks and Exclamations Points

Question marks and exclamation points, like commas and periods, are always placed inside quotation marks.

“You can do it!” cried the cheerleader.

“Are you sure?” he asked.

Activity  Rewrite each sentence correctly.

1. Mary asked when will we reach the mountain peak

2. John cried I think I see the top

3. Is that step slippery I wondered

4. Whose backpack is this our guide asked

5. We’ll never make it Mary exclaimed

6. Who’s giving up so soon asked Fred

7. Not me John called out

8. I asked myself can I make it

Thinking Question

Which words are being spoken by someone, and where does the punctuation go?
## Easily Confused Words

<table>
<thead>
<tr>
<th>Confusing Pairs</th>
<th>Difference in Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit, set</td>
<td>to rest in an upright position/to put or place an object</td>
<td>I always sit in this chair. Mom set her cup down.</td>
</tr>
<tr>
<td>lie, lay</td>
<td>to rest or recline/to put or place an object</td>
<td>I lie down every afternoon for a nap. I lay down my heavy load.</td>
</tr>
<tr>
<td>rise, raise</td>
<td>to get up or go up/to move something up, to grow something, or to increase</td>
<td>Rise early and watch the sun rise. Raise your hand if you raise vegetables. They raised the price.</td>
</tr>
<tr>
<td>accept, except</td>
<td>(v.) to take something offered or given (prep.) leaving out</td>
<td>I accept your kind offer. You may have any color car except pink.</td>
</tr>
<tr>
<td>affect, effect</td>
<td>(v.) to influence (n.) a consequence or result</td>
<td>Advice may affect a decision. The effect of the ice was devastating.</td>
</tr>
</tbody>
</table>

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

1. The cold (affects, effects) every living thing in Denali National Park.
2. The sled dogs like to (lay, lie) in a cave in the snow to keep warm.
3. The sun will (raise, rise) low on the horizon.
4. The musher may (set, sit) on the sled or stand next to it.
5. Mountain climbers (raise, rise) a flag at the top of the peak.
6. They (accept, except) any challenge in their quest.

7–10. Correct the errors in these sentences. Underline each incorrect word and write the correct word on the line. There is one incorrect word in each sentence.

7. The cabin is sit deep in the woods. ____________
8. A friendly curl of smoke raises from its chimney. ____________
9. You may lie your backpacks on the floor by the door. ____________
10. The warmth of the fire has a soothing affect on cold, weary travelers. ____________
Voice

Using direct quotations in combination with careful word choice can help vary sentence structure and create a lively, strong voice.

<table>
<thead>
<tr>
<th>Sentence with Indirect Quotation</th>
<th>Sentence with Direct Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quinn said that all dogs should get special food.</td>
<td>Quinn stated emphatically, “All dogs should get special food.”</td>
</tr>
</tbody>
</table>

Activity  Rewrite each indirect quotation as a direct quotation. Change the verb that tells what the speaker is doing if you think it improves the sentence.

1. The ranger told us that the dogs eat a special food rich in protein, fats, and vitamins.

2. Nicolo said that no one is allowed to take cars into the park.

3. Andy said that the park feels like an ancient wilderness.

4. Our guide told us not to walk on the ice because it could be thin.
**Focus Trait: Ideas**

Good writing is based on good ideas. You can express your ideas more vividly with figurative language. Similes, metaphors, and personification can help make your ideas come alive to the reader.

- **Simile**
  - The grass was as green as an emerald.

- **Metaphor**
  - The park is an adventure waiting to happen.

- **Personification**
  - A pair of kites chase each other through the afternoon sky.

Rewrite each of the following sentences to use more figurative language.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Use Figurative Language</th>
<th>New Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake made his way through the crowd in the park.</td>
<td>simile</td>
<td></td>
</tr>
<tr>
<td>Jake ran down the path very quickly.</td>
<td>simile</td>
<td></td>
</tr>
<tr>
<td>At the baseball game, the crowd was very loud.</td>
<td>simile</td>
<td></td>
</tr>
<tr>
<td>The park is a fun place for kids to play.</td>
<td>metaphor</td>
<td></td>
</tr>
<tr>
<td>The sky was blue and looked very peaceful.</td>
<td>metaphor</td>
<td></td>
</tr>
<tr>
<td>The swing set looks old and in poor condition.</td>
<td>personification</td>
<td></td>
</tr>
<tr>
<td>Many squirrels and birds live in the park.</td>
<td>personification</td>
<td></td>
</tr>
</tbody>
</table>