Read the selection below.

**How to Save Money and the Environment**

Many people in America know how important it is to recycle, but they can’t be bothered. Our town started a new plan to make it easier for people to do the right thing. The town pays us for our old cans, bottles, and cardboard.

**Collecting Recyclables**

The plan asks people in the community to use special trash bins. These bins have computer chips in them. When the truck arm lifts the bin to empty it into the truck, the chip does two things. It weighs the contents and collects the name of the customer.

**Rewarding People**

Each family will get shopping coupons based on how much they recycle. Families can then use the coupons for things like plants, food, and toys.

**Everybody Wins**

Our town thinks this plan will get more people to recycle. This plan helps local shops get more customers. The community and the environment will also benefit from the decrease of trash going into garbage dumps. I think EVERYONE should sign up for this new plan.

Use the Column Chart below to record examples of text or graphic features and their purpose in the selection.

<table>
<thead>
<tr>
<th>Text or Graphic Feature</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Mother’s Hope

“For most of the wild things on Earth, the future must depend upon the conscience of mankind.”
— Dr. Archie Carr, marine turtle conservationist

The gentle mother sea turtle pushes slowly through the surf. She has just left behind her precious eggs, buried below a foot of gritty sand. She hopes her eggs will develop into healthy babies, but she fears a serious threat to their survival: humans.

The mother sea turtle hopes humans will not decide that the beach—the same beach where generations of her family have laid their eggs—makes a nice vacation spot. She hopes buildings will not be built on top of her nesting ground, destroying her eggs. She hopes that surfers will not want to ride the waves and hurt the chances of her species’s survival.

The wise old mother sea turtle knows these things have happened. She knows that even if her babies grow strong enough to break through the leathery eggs, they will face grave danger. She knows predators like birds, fish, and other marine life will see those tiny, weak creatures as a way to survive. Nevertheless, each year she comes to this same beach and lays her eggs, and she hopes for the best.

Use a Column Chart to record examples of text and graphic features and their purpose in the story. Then answer the questions below.

1. What can you learn about this story from the title?

2. Why does the author place certain text in italics?

3. Why do you think the author includes a quotation at the beginning of the story?
The words in the box have more than one meaning. Read the sentences below and think about the situation, or context. Then choose the word that best completes each sentence.

revolting  present  stamp  strike  minor

camp  bound  patronize  raise  spring

1. Will stirred the leaves and mud and leftover food scraps into one ______________ mass.
2. If he hasn’t heard about the surprise party by now, he’s ______________ to find out eventually.
3. We were the last group to ______________ our report to the class.
4. If the government plans to ______________ taxes, it must make improvements to the city.
5. The mayor promised to ______________ out crime for good.
6. The workers decided to go on ______________ until their working conditions improved.
7. We hiked for about five miles through the woods until we arrived at the ______________.
8. The boy was too young to make the decision because he was still a ______________
9. In the forest by the waterfall we found a sparkling ______________.
10. The millionaire liked to give away money and ______________ worthy causes.
Vowel Sounds /ou/, /ʊʊ/, /ô/, and /oi/

Basic Write the Basic Word that best fits each clue.

1. using care
2. a shellfish
3. perfect
4. gobble up
5. a dark reddish purple
6. where you might eat in a diner
7. lift something heavy
8. show great joy
9. quiet and serious
10. a type of grass with hollow, woody stems
11. to be unsure of something

Challenge You are helping a friend run a dog-walking service. Write sentences that tell about it. Use three of the Challenge Words. Write on a separate sheet of paper.

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

Challenge bountiful aloof adjoin taut turquoise
### Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/ou/ spelled ou</th>
<th>/ōo/ spelled oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ō/ spelled au, aw, or ou</td>
<td>/oi/ spelled oi or oy</td>
</tr>
</tbody>
</table>

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

**Connect to Reading**  Look through *The Fruit Bowl Project*. Find words that have the /ou/, /ōo/, /ō/, and /oi/ spelling patterns on this page. Add them to your Word Sort.

**Spelling Words**

1. mound  
2. gloomy  
3. caution  
4. annoy  
5. dawdle  
6. counter  
7. haughty  
8. rejoice  
9. devour  
10. thoughtful  
11. flawless  
12. maroon  
13. droop  
14. doubt  
15. bamboo  
16. hoist  
17. oyster  
18. exhausted  
19. scoundrel  
20. boundary

**Challenge**
- bountiful
- aloof
- adjoin
- taut
- turquoise
Proofreading for Spelling

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

On a gloomy afternoon, Cesar began to take his test. He was exhausted! It had been a hard week of studying the construction of the Native American mound sites, but he was ready.

Haughty Mrs. Skimple passed out the tests. She reminded the class to use caution and not to let their eyes wander over the invisible boundary between desks. Cesar didn’t dawdle. As he finished, he knew he had done a flawless job.

He stood up to take his test to the front. The scoundrel sitting in the next seat, just to annoy Cesar, stuck out his foot. Cesar stumbled, felt his body droop, and accidentally bumped into the next desk. “I believe you are cheating, young man!” Mrs. Skimple roared. Never before had Cesar felt the pang of someone’s doubt about his integrity. Luckily, Cesar was able to explain what had happened, and Mrs. Skimple accepted his test.

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

Spelling Words
1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary
Identifying Simple Subjects and Predicates

The simple subject of a sentence is the noun or pronoun that tells whom or what the sentence is about. The simple predicate is the verb.

Most avocado trees grow in tropical climates.

1–4. Decide whether the underlined word in each sentence is the simple subject or simple predicate. Circle the correct answer.

1. We have an avocado tree in our backyard.
   - simple subject  simple predicate

2. When my cousins come over, they eat avocados with every meal.
   - simple subject  simple predicate

3. Sometimes my mother sneaks a sliced avocado into my backpack.
   - simple subject  simple predicate

4. My dad says that avocados are good for you.
   - simple subject  simple predicate

5–8. Underline the simple subject of each sentence. Circle the simple predicate.

5. My friend from camp likes avocados.
   - simple subject  simple predicate

6. Guacamole is my favorite dish made with avocado.
   - simple subject  simple predicate

7. In science class, we tried to get the seed of an avocado to sprout.
   - simple subject  simple predicate

8. The skin of this avocado is bumpy.
Compound Subjects and Predicates

A **compound subject** contains two or more simple subjects that have the same predicate. They are joined by *and* or *or*.

**compound subject**
Pasta or rice would be easy to make for dinner.

A **compound predicate** contains two or more simple predicates that have the same subject. They are joined together by *and* or *or*.

**compound predicate**
I eat healthy foods and exercise every day.

1–3. Underline the simple subject in each sentence. Then combine the sentences to show a compound subject.

1. Gerard can cook lunch. Jennifer can cook lunch.

2. Beans contain a lot of protein. Eggs contain a lot of protein.


4–6. Underline the simple predicate in each sentence. Then combine the sentences to show a compound predicate.

4. I stretch before I exercise. I hydrate before I exercise.

5. I washed the dishes. I dried the dishes.

6. Zubin will run for exercise. Zubin will swim for exercise.

**Thinking Question**
Does the subject contain two or more simple subjects that have the same predicate?

Does the predicate contain two or more simple predicates that have the same subject?

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**Grammar**
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Grade 6, Unit 1: Finding Your Voice
Subjects in Imperatives and Interrogatives

An imperative sentence gives a command. The subject of an imperative sentence is always you, but the subject is never written into the sentence.

Pick up a bunch of bananas at the grocery store. (Subject: you [understood])

An interrogative sentence asks a question. To find the subject, you must first identify the predicate. Then ask who or what is performing the action described in the predicate.

Where did my bag of peanuts go? (Simple subject: bag)

Activity Write the simple subject on the line. Then tell whether each sentence is imperative or interrogative.

1. What are you going to make for dinner? ________________
2. Did your mother give you the dessert recipe? ________________
3. Stop eating all the carrots. ________________
4. Ask him to help clean the grill. ________________
5. How should I arrange the fruit plate? ________________
6. Does Kim need more tomatoes? ________________
7. Hand me the dish towel, please. ________________
8. Look for some more plates. ________________

Thinking Question Does the sentence give a command? Does the sentence ask a question?
Using Adjectives and Adverbs

| good | Ms. Brown is a **good** teacher. |
|      | My test marks were **good**, but they could have been better. |
| well | I think I did **well** on the quiz. |
|      | After catching the flu, it was a while before I felt **well** again. |

**Articles Demonstrative Adjectives Proper Adjectives**

<table>
<thead>
<tr>
<th>a</th>
<th>an</th>
<th>this</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>these</td>
<td>those</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
<td>North African</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Persian</td>
<td>Shakespearean</td>
<td></td>
</tr>
</tbody>
</table>

**Comparisons**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>unusual</td>
<td>more unusual</td>
</tr>
<tr>
<td>quick</td>
<td>quicker</td>
</tr>
<tr>
<td>well</td>
<td>better</td>
</tr>
<tr>
<td>badly</td>
<td>more badly</td>
</tr>
<tr>
<td>unusually</td>
<td>more unusually</td>
</tr>
<tr>
<td>quickly</td>
<td>more quickly</td>
</tr>
</tbody>
</table>

1–4. Underline the mistakes with adjectives and adverbs. Rewrite the sentence correctly on the line.

1. Ms. Diaz is the most nicest spanish teacher in our school.

2. Annette said that I have a gooder accent than she does, but these is not true.

3. I feel well about my quiz results since I usually do very good on tests.

4. The test on south america was the more diffi difficult test we've had.
Sentence Fluency

<table>
<thead>
<tr>
<th>Sentences with Similar Subjects but Different Predicates</th>
<th>We could set the table. We could ride our bikes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined</td>
<td>We could set the table or ride our bikes.</td>
</tr>
<tr>
<td>Sentences with Similar Predicates but Different Subjects</td>
<td>Jamal rides the bus to school. Kathryn rides the bus to school.</td>
</tr>
<tr>
<td>Combined</td>
<td>Jamal and Kathryn ride the bus to school.</td>
</tr>
</tbody>
</table>

Combine the sentences below using conjunctions and punctuation to form compound subjects or predicates.

1. Alison could study her science. Alison could do her chores.

2. Jamie reads slowly. Jamie memorizes quickly.

3. I thought we were having chicken for dinner. Todd thought we were having chicken for dinner.


5. Three-bean chili is delicious. Three-bean salad is delicious, too.
Focus Trait: Word Choice
Using Sensory Words

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sensory Word Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the day, the students gossiped.</td>
<td>Throughout the day, the school buzzed with gossip.</td>
</tr>
</tbody>
</table>

A. Read each sentence. Add a word or words that appeal to the sense named in parentheses. Write your new sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sensory Word or Words Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I got in line for a hamburger.</td>
<td></td>
</tr>
<tr>
<td>(smell)</td>
<td></td>
</tr>
<tr>
<td>2. The custodian shook the keys in his hand.</td>
<td></td>
</tr>
<tr>
<td>(sound)</td>
<td></td>
</tr>
<tr>
<td>3. Tom had a snack after school.</td>
<td></td>
</tr>
<tr>
<td>(taste)</td>
<td></td>
</tr>
<tr>
<td>4. The nurse rubbed ointment on Reba's</td>
<td></td>
</tr>
<tr>
<td>injured arm.</td>
<td></td>
</tr>
<tr>
<td>(touch)</td>
<td></td>
</tr>
<tr>
<td>5. The principal wore an old suit.</td>
<td></td>
</tr>
<tr>
<td>(sight)</td>
<td></td>
</tr>
</tbody>
</table>

B. Pair/Share Read the sentence below. Work with a partner to identify all of the sensory words in the sentence. Name the sense to which each sensory word appeals.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sensory Word and Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. In the schoolyard, Dara tenderly held the</td>
<td></td>
</tr>
<tr>
<td>fragrant bouquet of gorgeous blossoms.</td>
<td></td>
</tr>
</tbody>
</table>