

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
- Review Words** 21. _____
22. _____
23. _____
- Challenge Words** 24. _____
25. _____

1. accuse
2. affect
3. beautiful
4. bought
5. busy
6. caught
7. different
8. done
9. effect
10. embarrass
11. especially
12. except
13. excuse
14. library
15. minute
16. nickel
17. probably
18. their
19. there
20. they're
21. trait
22. remote
23. bathe
24. recommend
25. separate

Name _____

accuse	busy	effect	excuse	probably
affect	caught	embarrass	library	their
beautiful	different	especially	minute	there
bought	done	except	nickel	they're

A. Write the spelling words that contain the matching pattern.

double consonants

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

unique phonics patterns

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

similar-sounding words

7. _____
8. _____
9. _____

**B. Compare the words *caught* and *bought*. How are they alike?
How are they different?**

Name _____

accuse	busy	effect	excuse	probably
affect	caught	embarrass	library	their
beautiful	different	especially	minute	there
bought	done	except	nickel	they're

A. Write the spelling word that is an antonym, or opposite, of each word.

1. ugly _____
2. sold _____
3. inactive _____
4. similar _____
5. freed _____

B. Write the spelling word that best completes each sentence.

6. Will the teacher _____ the group of cheating on the test?
7. I'll be ready to go in a _____.
8. You need one more _____ to pay for the pencil.
9. _____ going to the Grand Canyon during spring break.
10. Kobe and Lea went to the _____ to do research.
11. She will _____ feel better by tomorrow.
12. I wish that I had _____ teacher.
13. Keisha _____ likes fish tacos and rice for lunch.
14. Can we go _____ on Saturday?
15. The change in the law will _____ people who ride bikes.
16. He likes all sports _____ for football.
17. Will you _____ me while I do my homework?
18. One _____ of the drought was a rise in food prices.
19. Jake can't play until his work is _____.
20. Did I _____ you when I mentioned your name in my speech?

Name _____

classification

compartment

engulfs

flanked

maneuvering

obscure

species

submerged

Finish each sentence using the vocabulary word provided.

1. **(classification)** The science teacher _____
_____.

2. **(compartment)** The diving gear _____
_____.

3. **(engulfs)** We can watch as the water _____
_____.

4. **(flanked)** The security guards _____
_____.

5. **(maneuvering)** It was going to take some careful _____
_____.

6. **(obscure)** As the storm came closer, _____
_____.

7. **(species)** The explorers wondered if the strange insect _____
_____.

8. **(submerged)** The divers _____
_____.

Name _____

- A **conjunction** joins words or groups of words. *And* adds information; *but* shows contrast; *or* gives a choice.
- A **compound sentence** is two simple sentences that have been combined with a comma and a conjunction.
- Use a semicolon to separate two parts of a compound sentence not separated by a conjunction.

A. For each compound sentence that is joined by a conjunction, write the conjunction and what the conjunction does. If a semicolon joins the compound sentence, circle the semicolon.

1. Emily and her grandfather eat dinner together once a week, and they sometimes go out to a restaurant. _____
2. This week they could go to their favorite Japanese restaurant, or they could try a new Mexican place. _____
3. Emily could not decide, but her grandfather chose a Japanese dinner.

4. Grandfather wanted to take the bus; Emily preferred to walk to the restaurant.

B. Combine the two simple sentences. Use the punctuation and conjunction shown in parentheses. Write the new sentence on the line.

5. Emily wanted sushi. Her grandfather ordered teriyaki. (comma + *and*)

6. Emily ordered two kinds of sushi. They both were delicious! (semicolon)

Name _____

- A **compound subject** has two or more subjects with the same predicate.
- A **compound predicate** has two or more predicates with the same subject.
- Combine subjects or predicates using *and*, *or*, or *but*, or the words *either/or* and *neither/nor*.

A. Write an S if the sentence has a compound subject. Write a P if the sentence has a compound predicate. Write each compound subject or predicate on the line. Then put parentheses around the word or words that combine the subjects or predicates.

1. Omar got a new puppy and named her Daisy.

2. Daisy and Omar enjoy playing outside together in good weather.

3. Neither Omar nor Daisy likes to be outside in the rain.

4. They either play inside or sleep during a rainstorm.

5. All the dogs and their owners enjoy the weekend classes.

Name _____

- Use a comma before a coordinating conjunction in a compound sentence.
- Use a semicolon to separate two parts of a compound sentence when they are not joined by a conjunction.
- Do not use a comma to separate compound subjects or compound predicates joined by *and* or *or*.

A. Combine each set of sentences to make a compound sentence. Use a comma and a conjunction or a semicolon as shown in parentheses.

1. My brother goes to Valley High School. He is involved in many activities. (semicolon)

2. Josh is in the Math Club. He is also on the track team. (comma + and)

3. You can usually find him on the track after school. He will be in the library. (comma + or)

B. Combine the subjects or predicates. Write the new sentence.

4. Shannon runs hurdles. Shannon throws the discus.

5. Demetrius plays in the school band. Demetrius sings in the choir.

6. Band performances keep Demetrius busy. Choir concerts keep Demetrius busy.

3. A Breed Apart

by Cheryl Block

A ¹Search and rescue dogs are carefully selected and trained to find and save people in many different situations. ²They find hikers lost in the wilderness. ³They rescue swimmers and boaters from lakes and rivers. ⁴Disaster dogs find and rescue people after major events such as floods and earthquakes. ⁵One of the earliest uses of these dogs was finding people buried by avalanches. ⁶Dogs are now being used to look for people after manmade disasters, such as the attack on the World Trade Center.

B ⁷Dogs can be trained to identify specific scents. ⁸They have a much better sense of smell than humans. ⁹An item belonging to a missing person is given to a dog to help it recognize that person's scent from others. ¹⁰Dogs used in water rescue can even pick up a person's scent from the air. ¹¹Disaster dogs must be trained not only to identify live human scent but also to ignore all other smells. ¹²They save firefighters precious time in finding live victims buried below.

C ¹³A search and rescue dog must have three traits. ¹⁴It needs lots of energy. ¹⁵It must be fearless and willing to face danger with its handler. ¹⁶It must also have a strong prey drive, which is a dog's instinct to hunt. ¹⁷Rescue dogs often come from animal shelters. ¹⁸The traits that make good search dogs do not make these dogs good family pets.



NDSDF FEMA-certified dog *Billy* with Mike & Scott at the World Trade Center, 11/01.

D ¹⁹Dogs are trained for different kinds of search and rescue. ²⁰A dog tracking a lost hiker uses different skills than a dog involved in a water rescue. ²¹Dogs used in water rescues are trained to work from a boat and to bite at the water to alert the rescuer of a victim. ²²Disaster dogs receive FEMA* training from the NDSDF*. ²³They learn to walk on uneven surfaces so they will not lose their balance when searching huge piles of rubble. ²⁴They must crawl into small openings and through dark tunnels.

E ²⁵Search and rescue dogs risk their lives to save others. ²⁶They seem to sense their important role and will work tirelessly. ²⁷A dog can become so focused on its task that it won't even stop for water. ²⁸Dogs hooked up to IVs for fluids were a common sight at the World Trade Center disaster. ²⁹Search and rescue dogs will keep going until the job is done. ³⁰They have found people in remote areas and pulled victims from the rubble of buildings. ³¹They are truly man's best friends.

*FEMA: Federal Emergency Management Agency

**NDSDF: National Disaster Search Dog Foundation

DIRECTIONS: Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports the answer.

1. What is the main idea of the article?
 - A. Rescue dogs risk their lives to save others.
 - B. Dogs must have certain traits to be a good search and rescue dog.
 - C. Dogs are carefully trained to find people.
 - D. Dogs are chosen and trained for many different types of rescue.

2. What is the main idea of paragraph B?
 - A. Dogs can smell anything.
 - B. Dogs can be trained to identify specific scents.
 - C. Rescue dogs save firefighters time.
 - D. Rescue dogs can identify a person's scent.

3. In paragraph C, what are the three traits that a rescue dog needs?

4. Which sentence is the topic sentence of paragraph D?

Sentence _____

5. Which two sentences support the idea that a dog has been trained for rescue?

- A. It refuses to eat or drink.
- B. It can recognize a specific person's smell.
- C. It isn't afraid of people.
- D. It can walk safely over debris.

Which two paragraphs are the best evidence? _____, _____

3. Jimmy Skunk Is Puzzled¹

¹Jimmy Skunk started to amble down the Lone Little Path to look for some beetles. ²He was ambling along in his lazy way, for you know he never hurries, when he heard someone puffing and blowing behind him. ³He turned to see who it was, and he was greatly surprised when he discovered Old Mr. Toad. ⁴Yes, Sir, it was Old Mr. Toad, and he seemed in a great hurry. ⁵He was quite short of breath, but he was hopping along in the most determined way.



⁶Now it is a very unusual thing for Mr. Toad to hurry, very unusual indeed. ⁷As a rule he hops a few steps and then sits down. ⁸Jimmy had never before seen him hop more than a few steps unless he was trying to get away from danger, from Mr. Blacksnake for instance. ⁹Of course the first thing Jimmy thought of was Mr. Blacksnake, and he looked for him. ¹⁰But there was no sign of Mr. Blacksnake, nor of any other danger. ¹¹Then he looked very hard at Old Mr. Toad, and he saw right away that Old Mr. Toad didn't seem to be frightened at all.

¹²"Well, well," exclaimed Jimmy Skunk, "whatever has got into those long hind legs of yours to make them work so fast?"

¹³Old Mr. Toad didn't say a word, but simply tried to get past Jimmy and keep on his way. ¹⁴Jimmy put out one hand and turned Old Mr. Toad right over on his back, where he kicked and struggled in an effort to get on his feet again, and looked very ridiculous.

¹⁵"Don't you know that it isn't polite not to speak when you are spoken to?" demanded Jimmy severely, though his eyes twinkled.

¹⁶"I beg your pardon. ¹⁷I didn't have any breath to spare," panted Old Mr. Toad. ¹⁸"You see it's quite hot and I'm in a great hurry."

¹⁹"Yes, I see," replied Jimmy. ²⁰"But don't you know that it isn't good for the health to hurry so? ²¹Now, pray, what are you in such a hurry for? ²²I don't see anything to run away from."

²³"I'm not running away," retorted Old Mr. Toad indignantly. ²⁴"I've business to attend to at the Smiling Pool, and I'm late as it is."

²⁵"Business!" exclaimed Jimmy as if he could hardly believe his ears. ²⁶"What business have you at the Smiling Pool?"

²⁷"That is my own affair," retorted Old Mr. Toad, "but if you really want to know, I'll tell you. ²⁸I have a very important part in the spring chorus, and I'm going down there to sing. ²⁹I have a very beautiful voice."

¹Excerpt from *The Adventures of Old Mr. Toad* by Thornton W. Burgess from Project Gutenberg.

Circle **T** if you are certain this sentence is true. Circle **F** if you are certain it is false. Circle **U** if it is unknown because you need more information. Add the sentence number(s) that best supports your true or false answer.

1. At first, Mr. Toad tried to ignore Jimmy. T ____, F ____, or U
2. Jimmy had never seen Mr. Toad hop so quickly before in such a short time.
T ____, F ____, or U
3. Mr. Blacksnake was chasing Old Mr. Toad. T ____, F ____, or U

Circle the letter next to the correct answer or write the answer on the lines given.

4. Why did Jimmy turn Mr. Toad on his back?
 - a. He wanted to talk to Mr. Toad.
 - b. He wanted to play a game.
 - c. He was looking for something.
 - d. He thought Mr. Toad looked funny that way.
5. Jimmy was very _____ about what Mr. Toad was up to.
 - a. curious
 - b. angry
 - c. sad
 - d. happy
6. The word "amble" in sentence 2 most likely means:
 - a. to run very fast
 - b. to jump
 - c. to walk in a relaxed way
 - d. to waddle
7. What does the picture on page 6 show Old Mr. Toad doing? Which sentence(s) in the story does the picture refer to?

Circle **PT** for probably true or **PF** for probably false. Be sure to supply the best evidence that supports your answer: sentence number(s) and/or personal knowledge.

8. This story occurred in spring. _____

PT or PF Sentence ____ Personal knowledge: _____

9. Jimmy eats insects. _____

PT or PF Sentence ____ Personal knowledge: _____

Seeing Relationships

Analogies are based on relationships between word pairs. There is often more than one way to build a relationship between pairs of words. Using the following group of words, look at the different ways these words can be related.

fish, fin, fly, worm, swim, wing, bird

1. Look at the first example below. In the first pair of words, **swim** is the action that a fish does. What is the action that a bird does?

fish/swim bird/_____

In each pair, the first item is followed by its action.

2. Look at the next example. In this example, a fin is part of a fish. What is a wing part of?

fin/fish wing/_____

In each pair, the first item is part of the second item.

3. Complete the last example. How is *fin* related to *swim*? What word above relates to *wing* in the same way?

fin/swim wing/_____

In the example above, the first item is something used to do the second item.

Remember that words can have more than one meaning. What is the relationship below if *fly* is a noun? Fill in the missing word and explain the relationship.

fish/fly bird/_____

Explain: _____
