# Growing Together

by Jim Schlievert

1 William grumbled as he stuck the shovel into the moist, dark earth. "I'm missing the soccer game with my friends!" He leaned against the shovel and shook his head.

2 His sister Tenise sighed. "You are always playing soccer with your friends." She was kneeling down next to him, struggling to open a bag of topsoil. "I'm supposed to be with my friends studying for biology." Suddenly, the bag gave way, and rich, black topsoil spilled everywhere. She jumped up, letting out a small shriek. "Now look!" she moaned, holding up her hands. "I'll never get this dirt out from under my nails."

3 As William rolled his eyes, their father strode out of the house with a big piece of tagboard in his hand. "Here it is!" he said happily, his eyes dancing. "Here's the plan for the James Family First Annual Vegetable Garden!" He held it up triumphantly. William and Tenise had been dreading this project.

4 Their father looked from one sullen face to the other. Then he examined the progress they had made. William had managed to turn over three shovelfuls of dirt, and all Tenise had done was tear open the topsoil bag.

5 Their father spread his arms. "What have you two been doing out here all this time?"

6 William put his hands in his pockets and looked down. "I don't know, Dad," he said as he kicked at the dirt. "I'm not into this gardening stuff. I really just wanted to play soccer this afternoon."

7 Tenise chimed in. "I'm supposed to be with my friends studying for biology. Besides, I'm not really into gardening. Look at my nails!"

8 Their father let the tagboard fall to the ground and put his hands on his hips. He spoke deliberately. "Do either of you remember why we decided to plant this garden?"

9 "I don't know," Tenise said. "Well, you said it's an important family tradition. Also, you mentioned something about learning to cook dinners and being self-sufficient."

10 Their father shook his head. "It's something we can do together. We can enjoy gardening for the whole spring and summer."

11 "But how about an activity that is . . . well, less dirty?" Tenise asked, digging dirt from under her nails.

12 "Oh, you'll learn to love it!" their father urged. "You haven't even given this a chance!" Everyone started talking at once, trying to explain his or her position on the matter.

13 "What's all this commotion?" Their mother came toward them from the front, carrying a flat of vegetable plants. She was decked out in gardening gear. She surveyed the three of them.

14 "Well, Tanya," their father began, "William and Tenise were just telling me how they aren't very interested in gardening."

15 William and Tenise started to plead their cases.

16 "Wait just a minute," their mother said, holding up her gloved hands. "Let's all work together the rest of the afternoon. Then we can discuss our feelings and take it from there."

17 William and Tenise knew they wouldn't be able to persuade their mother otherwise. She pulled off her gloves and gave them to Tenise. "I like the feel of earth in my hands anyway," she told her daughter. Tenise gratefully pulled on the gloves. Together they carried flat after flat of tomatoes, cucumbers, red peppers, green peppers, and hot peppers.

18 "Can't you just taste them now?" Tenise's mother asked as they carried the flats of tomatoes. "I love a helping of succulent cherry tomatoes. These red peppers are going to be so sweet on a hot shish kebab! I can just smell them cooking now!"

19 Tenise was surprised to find that her mouth was watering. She paused to read the name of the tomatoes she was carrying. "These are red beefeater tomatoes. I'm sure they are going to be so juicy with a nice turkey-and-ham sandwich on fresh rye bread!" She smiled.

20 Meanwhile, William's father showed him how to dig a plot. He drove the shovel deep into the ground, getting satisfaction from the *chunk!* sound of metal sinking into earth. "You'll want to step down hard on the shovel," he told William. "Remember to bend your knees as you lift the dirt."

21 William did as he was told. He soon found himself working hard and fast, liking the feel of the shovel in his hands. He stopped every now and again to survey his shoveling progress. After Tenise and Tanya finished bringing over the plants, they joined the others. Together, the family broke up big chunks with a hoe, spreading the black topsoil thickly over the exposed earth.

22 "Come on, now. You guys need to move faster!" their mother teased. "I think Tenise and I have almost beaten you!"

23 Their father turned over the last bit of earth and wiped sweat from his brow. All of them took a moment to admire the rectangular patch of dark earth. "Well, son," William's father said. "If you want, you may go catch the last of the soccer game. Tenise, go ahead and catch up with your study group. Your mom and I can handle the planting."

24 William and Tenise gazed at the plants in their flats, just waiting to be set in the rich, moist soil.

25 "You know, Dad, I think I'll stay and help," William said. "I can catch a game with the guys later." He picked up a spade and studied the garden plan.

26 Tenise said, "I want to make sure these beefeaters are properly planted." She pulled off her gloves and shoved her hands into the earth. "I can always study this evening."

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 What reasons do William and Tenise give for not wanting to help garden?
- **a** They don't think the garden will grow.
- **b** They would rather be doing something else.
- **c** They want to plant flowers instead of vegetables.

2 Why did the parents want gardening to be a family activity?
- **a** The parents know they will need a lot of help.
- **b** They want William to stop playing soccer.
- **c** The parents think it might be a fun way to bring the family closer together.

3 Tanya encourages William and Tenise to garden by
- **a** promising them a reward afterward.
- **b** telling them to work just for the afternoon.
- **c** reminding them how much time they have already wasted.

4 At the end of the story, William and Tenise
- **a** decide they want to stay and help.
- **b** leave the garden and go their separate ways.
- **c** express their distaste for gardening.

5 Tanya told Tenise about how the vegetables would taste because she
- **a** was hungry.
- **b** wanted to give her daughter an idea of what their work would produce.
- **c** was a good cook.

6 Tenise took off her gloves at the end of the story because
- **a** her hands were hot.
- **b** she wanted to examine her fingernails.
- **c** she had learned to appreciate the activity.

7 The children decided to stay and help because they
- **a** were hungry.
- **b** realized that gardening with their parents was a valuable activity.
- **c** didn't want to make their parents angry.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 walked in sweeping steps (3)
2 withdrawn; gloomy (4)
3 carefully (8)
4 beg (15)
5 contentment (20)
6 suitably (26)

**B** A word might have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **rolled** (3)
- **a** rocked from side to side
- **b** turned partially
- **c** lead; handicap

8 **gear** (13)
- **a** a toothed wheel
- **b** to adapt or prepare for something
- **c** equipment used for a purpose

## LEARN ABOUT WORDS *(continued)*

**9 rest** (16)
- **a** to lean for support
- **b** remainder
- **c** sleep

**10 step** (20)
- **a** a pattern of dancing
- **b** one in a series of actions
- **c** to press the foot

**11 last** (23)
- **a** the end
- **b** to continue
- **c** most unlikely thing

## WORD STUDY

**C** bo**x** che**ck**

When *x* appears at the end of a word, it sounds like *ks*.

When *ck* appears at the end of a word, it sounds like *k*.

Read the sentence, and decide whether *x* or *ck* is needed to fill the blank. Write the word.

**12** On the desert, there is a la___ of rain.
**13** Watch the weightlifter fle___ her muscles.
**14** There were si___ total cans of food.
**15** She felt si___.
**16** Did you pay your income ta___?
**17** A spe___ of dust got in her eye.

**D** it is = it's
they shall = they'll

Sometimes two words are joined by an apostrophe (') to show where one or more letters have been dropped. The new word is a **contraction.**

Write the contractions for these words.

**18** we will
**19** have not
**20** would not
**21** does not
**22** you have
**23** he had
**24** she would
**25** he is

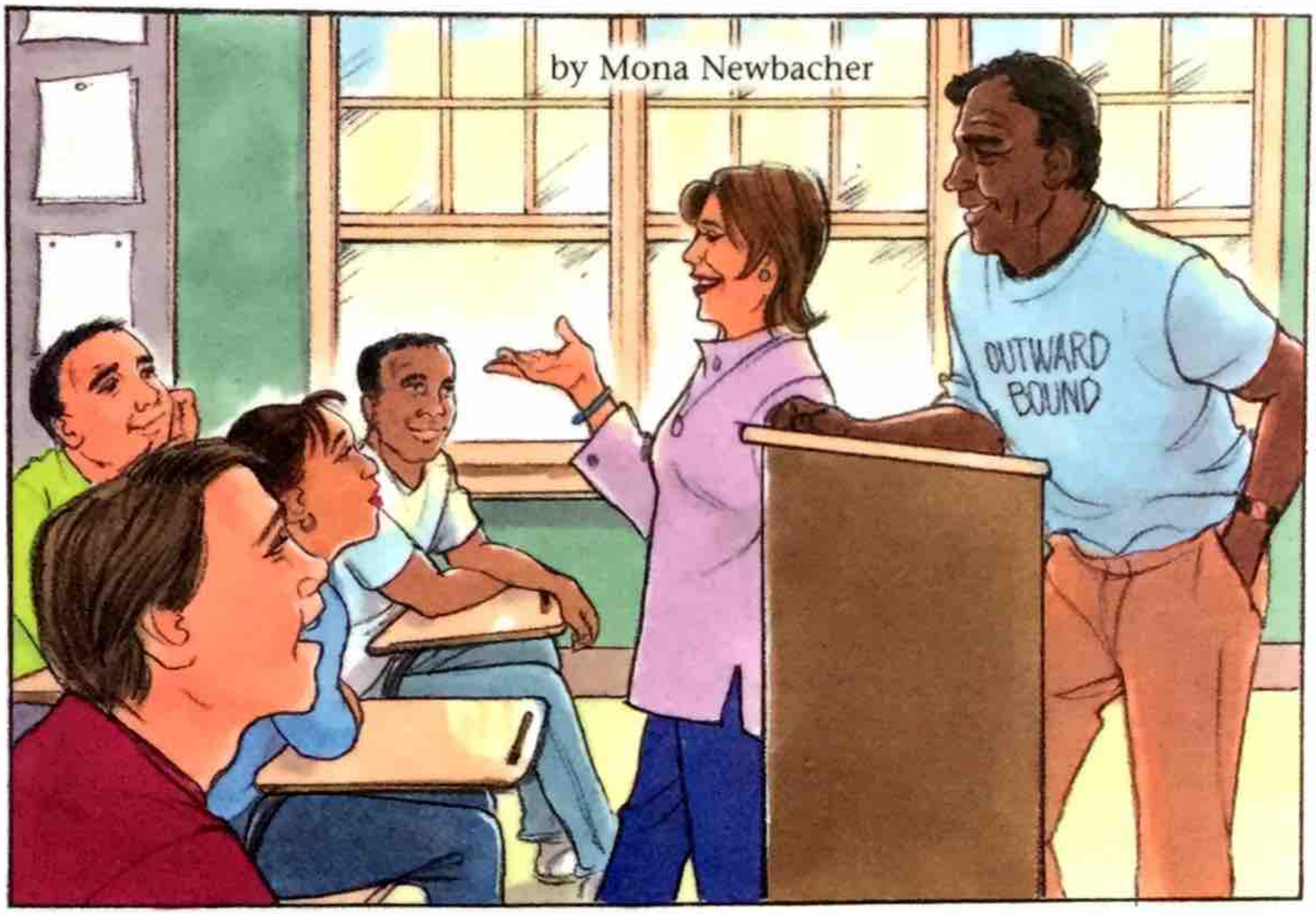
**E** *re* + pay = repay (pay back)
*in* + sincere = insincere (not sincere)

The **prefixes** *re-* and *in-* can be added to many base words. *Re-* means "back" or "again," and *in-* sometimes means "not."

Add *re-* or *in-* to each of these words to make it fit the meaning given. Write the new word.

**26** ___active (not active)
**27** ___tell (tell again)
**28** ___call (call back)
**29** ___definite (not definite)
**30** ___accurate (not accurate)
**31** ___bound (spring back)
**32** ___considerate (not considerate)
**33** ___fill (fill again)

# Bound for Greatness




1 Mrs. Renaldo's tenth-grade civics class was bustling with energy. It was Career Week, and the students were beginning to feel restless about listening to more guest speakers. At the front of the room stood a confident young man, making eye contact with as many people as possible.

2 "Class," Mrs. Renaldo said, "I would like to introduce to you our guest speaker, Mr. Jones. He's here to talk to us about Outward Bound."

3 "I'll be outward bound as of 2:45," Jason muttered. J.C. and Lawrence snickered with him at the back of the class. Sandra just sighed. She was irritated with his antics. Besides, she had looked forward to this discussion for some time.

4 Mr. Jones took it in stride. "Are you familiar with the Outward Bound program, Mr. . . .?" Mr. Jones looked at Jason, a hint of amusement twinkling in his eyes.

5 Jason thought a moment and then smirked. "My name's Jason. So, is this like the camping trip we had to go on in the sixth grade? I've already done that, and I can tell you, I'd rather sleep in the comfort of my own bed at home." Jason's friends shook their heads in laughter.

6 Mrs. Renaldo started to correct Jason when Mr. Jones held up his hand. "No, that's a perfectly reasonable question. In fact, Jason is just the kind of person we're looking for in Outward Bound. He seems to enjoy challenging others. The question is—and this goes for everyone—do you want to challenge *yourself?*"

7 Jason slumped in his seat sheepishly. Now Mr. Jones had *everyone's* attention. He continued. "Maybe you'll let me tell you a little bit about Outward Bound, and then you can decide if you think it's for you. What are some of the biggest challenges you've faced so far in your life?" he asked the students.

8 "Deciding what to eat in the school cafeteria?" one student offered, and everyone laughed.

9 Sandra slowly raised her hand. She didn't normally participate in class discussions. "Studying for the geometry final," she said softly. Soon the other students took the lead, pitching their thoughts and ideas.

10 Mr. Jones held up his hand. "Hey, this is great!" he exclaimed, beaming. "Now what would you say if I told you that in Outward Bound you will face challenges that are unlike any you have ever faced? Let me tell you, you will be challenged mentally, physically, and emotionally. And likely, when you're finished with your experience, you'll wish for more."

11 The class was silent.

12 "I first heard about Outward Bound about ten years ago," Mr. Jones went on. "I was a senior in high school. I researched and found out there were all types of programs. That's how Outward Bound is set up. There are programs, for example, for working with the less fortunate in your community.

13 "For people who prefer outdoor adventure, Outward Bound offers wilderness and survival programs. You can board a sailing ship and learn how to be part of a ship's crew. The trip or opportunity you decide to pursue can range from a week to an entire semester—more than forty days.

14 "But do you know what it is you learn most of all? You learn more about yourself than you would probably expect to in a very condensed amount of time." Mr. Jones looked at the students.

15 Jason spoke up, with great interest, "So what did *you* learn about yourself, Mr. Jones?"

16 Mr. Jones began, "Well, I should explain that the first course I took was Mountaineering and Rock Climbing. I wanted the most macho, cool adventure they had to offer. Naïve as I was, I saw myself climbing those rocks barehanded, hopping from one to the next, way ahead of any of the other people in my course." He chuckled at his reminiscences.

17 "Mr. Jones, I want to climb a mountain barehanded!" Jason beamed.

18 Mr. Jones shook his head. "Well, of course, there's a lot you have to learn before you even set foot on a mountain. I wanted to start climbing right away, but first I had to learn about the different pieces of equipment—the harness, the belay device, the carabiners. I had to practice climbing. By the end of the course, I was exhilarated. I had climbed a mountain!

19 "But it was much smaller than the one I'd envisioned initially. I was the last one to reach the top. My body was exhausted. But I learned more about myself and how to treat others than I ever had before in my life. I learned how to trust people. If you don't trust the person you're tethered to on a mountain, then you're going to be in trouble. I learned it's not about being first but about being the best you can be. I tested my limits and challenged my brain and my body. There's never a day that goes by I don't think about it."

20 Jason let out a soft sigh. "Wow, that sounds so cool, Mr. Jones. I would like to get some more information."

21 Mr. Jones said, "That's why I am here today. I've brought flyers for an informational session I'm hosting next week. Invite your parents. You'll hear all the details of my mountain climbing! Who'd like a flyer?"

22 Jason was the first student to raise his hand.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 What is the setting of this story?
- **a** A mountain
- **b** A classroom
- **c** The school cafeteria

2 What type of mood does Mr. Jones's presentation create?
- **a** Suspenseful and exciting
- **b** Entertaining and educational
- **c** Sad and frightening

3 You can tell that Sandra is interested in Outward Bound because she
- **a** snickers at Jason's comments.
- **b** takes a flyer.
- **c** participates in the class discussion.

4 Why doesn't Mr. Jones get frustrated with Jason's comments?
- **a** Mr. Jones understands Jason and wants to help him.
- **b** Mr. Jones doesn't hear Jason's comments.
- **c** Mr. Jones lets Mrs. Renaldo correct Jason's behavior.

5 Based on their reaction to Mr. Jones, you can tell that the students are
- **a** bored by his story.
- **b** interested in his story and in Outward Bound.
- **c** afraid of trying new things.

6 Outward Bound is a
- **a** required course for all high school students.
- **b** program for people who are interested in challenging themselves.
- **c** camping trip for sixth graders.

7 Outward Bound courses
- **a** take place only outdoors.
- **b** focus only on working as an individual.
- **c** include outdoor adventures and helping those less fortunate.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 excitedly active (1)
2 comical actions (3)
3 state of enjoying something (4)
4 timidly; meekly (7)
5 made shorter (14)
6 stories of past experiences (16)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **energy** (1)
- **a** work capacity
- **b** a power source
- **c** power; vitality

8 **trip** (5)
- **a** the act of travel
- **b** to stumble
- **c** to operate by releasing a spring

9 **seat** (7)
- **a** a center or source
- **b** a location of rest
- **c** an official position

## Learn about Words *(continued)*

**10 face** (10)
- **a** front of the head
- **b** to confront
- **c** dignity; self-respect

**11 foot** (18)
- **a** end part of the leg
- **b** a rhythm in poetry
- **c** the lowest part

## Word Study

**C** altar herd firm worm turn

When the letters *ar, er, ir, or,* or *ur* are used in words, they often have the same sound. They sound like *er* in *her.*

Two letters are left out of each word. Decide whether *ar, er, ir, or,* or *ur* is missing. Write the word.

**12** w___k
**13** sail___
**14** work___
**15** f___nish
**16** squ___t
**17** awkw___d

**D** The letters *c* and *g* can have a **hard sound** or a **soft sound.**

hard: cry, go
soft: cent, general

The letter *c* always has a soft sound before *e, i,* or *y.*

Say these words to yourself. Decide whether the *c* or *g* is hard or soft. Write *hard* or *soft.*

**18** create
**19** actress
**20** gym
**21** central
**22** regret
**23** celebrate
**24** gave
**25** genius

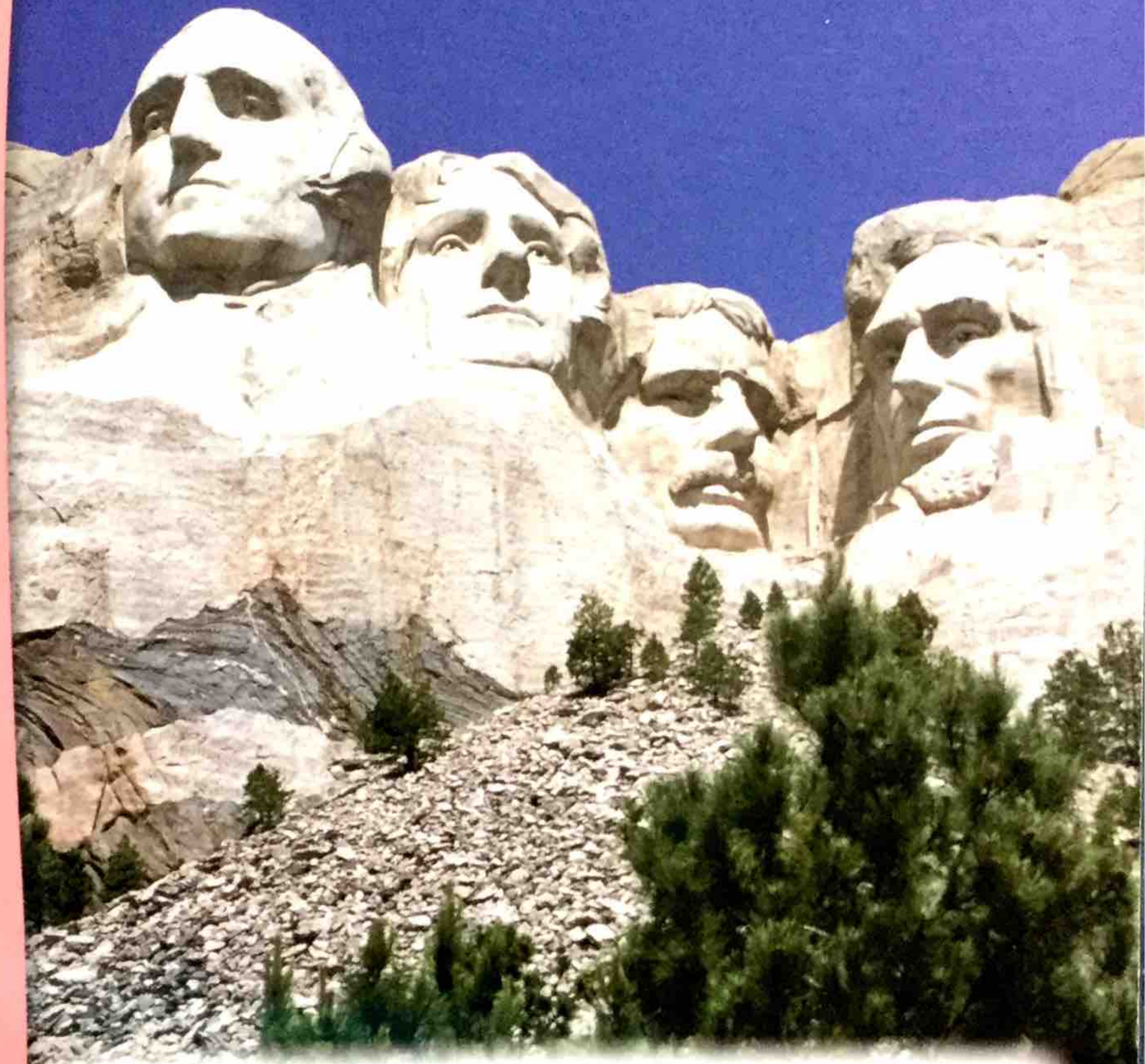
**E** Sometimes *ph* has the sound of *f,* as in *elephant.* Sometimes *gh* has the sound of *f,* as in *laugh.* Sometimes *gh* has no sound, as in *high.*

Say each word softly to yourself. If *ph* or *gh* has the sound of *f,* write *f.* If *gh* has no sound, write *silent.*

**26** fought
**27** enough
**28** graph
**29** paragraph
**30** mighty
**31** triumph
**32** thorough
**33** flight

# Granite Giants

by Matthew Bourne



1 Their faces are sixty feet tall. They stand almost seven thousand feet high. They stare into the distance, across a green carpet of pine trees. They look to the south and east. Maybe they are looking toward the White House. They are carvings of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. They symbolize the transition of America from colonial times to the twentieth century. Their faces are carved into a great piece of rock on Mount Rushmore. If their bodies were made to match the scale of their faces, they would stand 465 feet tall!

2 How did the faces of four presidents find a place on mountain rock? It all began in 1923. Doane Robinson was the state historian of South Dakota. He pictured a giant carving of Western heroes. Doane believed such a site would draw more visitors to his state. Peter Norbeck helped Doane. He was a senator from South Dakota. Peter helped raise public funds for Doane's plan. The location would be Black Hills National Forest.

3 Next Doane looked for a sculptor. He needed someone who could carry out this daunting task. In 1924, he met with Gutzon Borglum. He was a skilled artist known for his passion and spirit. When Gutzon got Doane's offer, he was working on another carving. He came to South Dakota to look at the Black Hills. When he saw Mount Rushmore, he immediately saw a mammoth carving on the skyline of the hills.

4 Gutzon searched for the perfect spot on the mountain. It needed to hold a giant carving. He searched the area for a few days. Finally, Gutzon thought he had found the place. It was a giant ridge made of hard granite. It stuck out on the side of Mount Rushmore. The site faced southeast. This meant direct sunlight would hit the carving for most of the day. Visitors would easily be able to see the faces.

5 There was one change to Doane's plan. Gutzon believed such a grand project should portray important subjects. It should show national heroes. Gutzon knew that it would take him a long time to finish. It might even be his last work of art. He wanted it to show American heroes looking out from the mountain.

6 It was the spring of 1927. As luck would have it, President Coolidge was in the Black Hills on vacation. Work on the carving was about to begin. Coolidge was happy to take part in the dedication. He gave a short speech. Then Gutzon climbed up to the chosen place. He drilled six holes to mark the occasion.

7 How are giant figures carved into granite on a mountain? Much of it was done with dynamite. Gutzon hired local miners. Many had no other work because of the Depression. Together they used dynamite to remove 400,000 tons of rock. The miners were quite skilled. They could blast within four inches of the finished surface. In this way, they shaped the features of each face.

8 Gutzon made a model of the carving. One inch on the model stood for one foot on the mountain. The explosives team used the model. They could tell almost exactly where the extra rock needed to be removed.

9 Work on the carving moved slowly. Sometimes money ran out. Miners couldn't work high in the mountains during the cold winter months. But they now shared Gutzon's dream of the carving. They were caught up in his great enthusiasm and spirit. As a result, they found other work during these slow periods. They always returned to the carving when the time was right. Even Gutzon's son Lincoln worked on the carving. He worked without pay.

10 Slowly each giant face was finished. In 1941, workers put on the finishing touches. During this time, Gutzon died. Lincoln continued the work for another seven months. The money ran out for the last time. After fourteen years of working on and off, the monument was done.

11 The faces that look out of the mountain fill visitors with awe. They stand for the ideals of our country. They remind us of our history. The history of the making of Mount Rushmore also fills visitors with awe. Some four hundred people from all walks of life worked as a team. Together they created an American monument that will stand for generations.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Doane Robinson wanted to create a carving in the Black Hills because
- **a** Senator Peter Norbeck approached him about it.
- **b** he wanted to attract more visitors to South Dakota.
- **c** President Coolidge was coming to the Black Hills for vacation.

2 Gutzon Borglum chose Mount Rushmore as the location for the carving because
- **a** it faced southeast, and its granite ridges were ideal.
- **b** he liked the name of it.
- **c** it was the shortest mountain in the Black Hills.

3 How was most of the rock removed from the mountain?
- **a** Miners chipped away at it with axes.
- **b** It was blasted out with dynamite.
- **c** It was melted at high temperatures.

4 The four presidents on the monument were chosen because they
- **a** were the most recognized presidents in American history.
- **b** had large faces.
- **c** played significant roles in founding, expanding, and preserving America.

5 The carving took many years to build because
- **a** funding often ran out, and the miners couldn't work in the winter.
- **b** Gutzon kept changing the design and scope of the project.
- **c** Doane stopped supporting the effort to raise money.

6 Gutzon wanted to carve the monument in granite because granite is
- **a** soft and easily molded.
- **b** very colorful.
- **c** hard and long lasting.

7 The miners wanted to keep working on the project because
- **a** they wanted to carve a likeness of Gutzon.
- **b** Gutzon's enthusiasm for the project was contagious.
- **c** Both **a** and **b**

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 passage of one era to another (1)
2 immense (3)
3 show a likeness (5)
4 ceremony for a special purpose (6)
5 explosive packed into cylindrical sticks (7)
6 a copy of something (8)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **stand** (1)
- **a** to be subjected to
- **b** symbolize
- **c** to have a place or location

8 **scale** (1)
- **a** device used to measure weight
- **b** proportion
- **c** a flat plate of armor

## LEARN ABOUT WORDS *(continued)*

**9 raise** (2)
- **a** build; construct
- **b** to gather; collect
- **c** improve

**10 saw** (3)
- **a** past tense of *see*
- **b** tool used in cutting
- **c** a traditional saying

**11 spring** (6)
- **a** to move forward
- **b** season between winter and summer
- **c** a location where underground water flows

## WORD STUDY

**C** alt<u>ar</u> h<u>er</u>d f<u>ir</u>m w<u>or</u>m t<u>ur</u>n

When the letters *ar, er, ir, or*, or *ur* are used in words, they often have the same sound. They sound like *er* in *her.*

Two letters are left out of each word. Decide whether *ar, er, ir, or,* or *ur* is missing. Write the word.

**12** col___
**13** h___l
**14** ch___ch
**15** teach___
**16** coll___
**17** th___d

**D** The letters *c* and *g* can have a **hard sound** or a **soft sound.**

hard: <u>c</u>ry, <u>g</u>o
soft: <u>c</u>ent, <u>g</u>eneral

The letter *c* always has a soft sound before *e, i,* or *y.* The letter *g* sometimes has a soft sound before *e, i,* or *y.*

Say these words to yourself. Decide whether *c* or *g* is hard or soft. Write *hard* or *soft.*

**18** regal
**19** gentle
**20** giant
**21** grief
**22** cinder
**23** give
**24** close
**25** city

**E** Sometimes *ph* has the sound of *f,* as in *elephant.* Sometimes *gh* has the sound of *f,* as in *laugh.* Sometimes *gh* has no sound, as in *high.*

Say each word softly to yourself. If *ph* or *gh* has the sound of *f,* write *f.* If *gh* has no sound, write *silent.*

**26** night
**27** although
**28** cough
**29** pheasant
**30** straight
**31** fought
**32** lighten
**33** physical

Photo: © Dave G. Houser/Corbis

# Keiko's Mirror

by Carolyn Gloeckner

1 In the village of Mugenyama lived a kindly woman named Keiko. Although she owned few things, she was a happy person. In each new day she found much to please her. She lived in a small wooden hut that overlooked the sea. She kept a dozen fine, fat hens. She tended to a splendid red rooster. Behind her house was a garden plot in which she grew vegetables. Some of these she ate, and some she sold. Her most cherished possession, however, was a small bronze mirror. It had been a gift from her mother. Three lucky symbols were engraved on the back: the pine, the bamboo, and the plum.

2 It happened that Keiko had a rich neighbor, Iko. She was envious of Keiko's happiness. Iko smiled when Keiko's hens fell ill and ceased to lay eggs. Iko was pleased when heavy spring rains fell. She knew they caused water to pour through the roof of Keiko's little hut.

3 One day the monks of the village gathered all the people together in the town square. "The temple needs a new bell," they explained to the villagers. "We do not have money to buy one, so we will cast it ourselves. We need bronze from the village to

do so. Bring us bronze items. We will melt the metal and make a new bell from it for the temple at Mugenyama."

4 Iko was delighted by this turn of events. She knew that Keiko's most prized possession was the bronze mirror. Iko knew how sad it would make Keiko to donate her mirror. *Every time she hears the bell,* thought Iko, *Keiko will be reminded of her mirror!*

5 In the heap of bronze objects left at the temple steps the next day, Iko did not see Keiko's cherished mirror. She went from door to door throughout the entire village, denouncing Keiko for her selfishness.

6 Iko said, "I have given my bronze combs, a present from the emperor himself. Also I gave so many pots and jars that it took four people to carry them to the temple steps. Many others have given as much or even more. Only Keiko refuses to contribute. She will not give up her bronze mirror! What a selfish woman!"

7 The other villagers began to chide Keiko. They even chased her chickens through her garden. They felt that because they had given up many valuable belongings, she should be willing to do the same.

8 At last, Keiko was compelled to take the mirror to the temple. With a heavy heart and dragging steps, she carried her most precious possession to the temple. She sadly placed it on the pile.

9 Then the monks tried to cast a new bronze bell. But a most peculiar thing happened. The mirror would not melt! Keiko fled. As she ran, the villagers yelled at her. The mirror had not been given out of generosity, they said. They claimed the mirror would have melted if not for Keiko's stinginess. Then the monks added more wood to the fire. Finally the mirror melted, and the bell was cast.

10 The ringing of the temple bell each day and night brought no joy to Keiko. In fact, it reminded her only of the mirror. She no longer found pleasure in everyday activities. She felt ill-treated by her neighbors. Her garden went untended, and her chickens were left to fend for themselves.

11 Iko, of course, was pleased. Keiko no longer sat humming in the sunshine in front of her house. She became as silent as a tree. She lived the remainder of her life in this sad state.

12 Her sons came from a distant city to bury her. Among her few possessions was an unusual note written a few days before her death. It read, *Whoever breaks the bell will release the mirror. Whoever holds the mirror will become rich beyond all imagining.*

13 The villagers had seen how the mirror resisted melting. They believed Keiko's strange note. Each person wished to be the one to break the bell and become rich. Using sticks, stones, and hammers, they attacked the bell. This set up a din that drew people from nearby villages. Word of Keiko's note spread throughout the land. People came from hundreds of miles away to try their luck at breaking the bell.

14 Iko sorely regretted her idea. The endless ringing sound was too much to bear! Even the monks were dismayed. The endless ringing of the bell gave them headaches. It drove people from the temple. The monks built a bell tower, lifting up the bell out of reach. But people seized the bellpull, and the bell pealed out even more loudly.

15 At last, the monks decided something must be done to end the constant noise once and for all. Late one moonless night, the appointed monk climbed into the bell tower. He took the clapper from the bell. So it was that Mugenyama's bell fell silent. And Keiko got the best of Iko after all!

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Iko complained that Keiko had not put the bronze mirror in the pile because Iko
- **a** knew that Keiko had already given it away.
- **b** wanted the mirror for herself.
- **c** wanted to cause Keiko unhappiness.

2 Keiko wrote the note about the mirror to
- **a** avenge Iko's actions.
- **b** help her sons become wealthy.
- **c** force the monks to give back the mirror.

3 This story is most likely set in
- **a** the American West, 200 years ago.
- **b** Japan, 800 years ago.
- **c** present-day Russia.

4 The author describes Keiko's refusal to give up her mirror in a way that suggests
- **a** understanding.
- **b** disapproval.
- **c** amusement.

5 Why did the monks break the bell?
- **a** They wanted to get rich.
- **b** Iko had written them a note requesting they do so.
- **c** They got headaches from all the noise, and they could not use the temple.

6 How many chickens did Keiko own?
- **a** Ten
- **b** Twelve
- **c** Thirteen

7 Which of these events happened first?
- **a** Keiko stopped tending her garden.
- **b** Iko saw that Keiko had not put the mirror in the pile of bronze objects.
- **c** People came from hundreds of miles away to try to break Mugenyama's new bell.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 loved (1)
2 jealous (2)
3 criticizing (5)
4 scold; speak out angrily against (7)
5 loud noise (13)
6 made afraid by trouble (14)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **plot** (1)
- **a** principal story of a literary work
- **b** secret plan for doing something evil
- **c** small area of planted ground

8 **square** (3)
- **a** open area where two or more streets meet
- **b** rectangle with four equal sides
- **c** product of a number multiplied by itself

9 **steps** (5)
- **a** short distances
- **b** stages in a process
- **c** stairs; rests for the foot

## LEARN ABOUT WORDS *(continued)*

**10 pile** (8)
- **a** quantity of items
- **b** surface consisting of short, dense fibers
- **c** slender column of wood driven into the ground

**11 note** (12)
- **a** melodic sound
- **b** short letter
- **c** mood; general quality

## WORD STUDY

**C** The letters *a, e, i, o,* and *u* are vowels. When used as long vowels, these letters say their names. Long vowels are found in words such as

**ā**pe **ē**agle **ī**ce **ō**pen **ū**niform

Short vowels do not say their names. Short vowels are found in words such as

**ă**pple **ĕ**lephant **ĭ**nk **ŏ**x **ŭ**ncle

When an accented syllable ends in a vowel, the vowel sound is usually long. When an accented syllable ends in a consonant, the vowel sound is usually short.

Look at the accented syllable in each word. Decide whether the vowel in the accented syllable is long or short. Write *long* or *short.*

**12** sum´ mer
**13** be´ ing
**14** be yond´
**15** en´ ter
**16** fin´ ish
**17** gro´ cer

**D** ch sh wh th

Usually when these consonants come together in words, they are not isolated sounds. They combine to make new sounds.

One of these letter combinations has been left out of each word. Decide which letter combination is missing, and write the whole word.

**18** di___
**19** ___ought
**20** ___urch
**21** ___eel
**22** cla___
**23** ___irk
**24** ___imper
**25** ___ocolate

**E** jump—jumps, jumped, jumping

The endings *-s, -es, -ed,* or *-ing* can be found on a base word like *jump.* Sometimes the base word requires a double final consonant when these endings are added.

trip + ed = tripped
rub + ing = rubbing

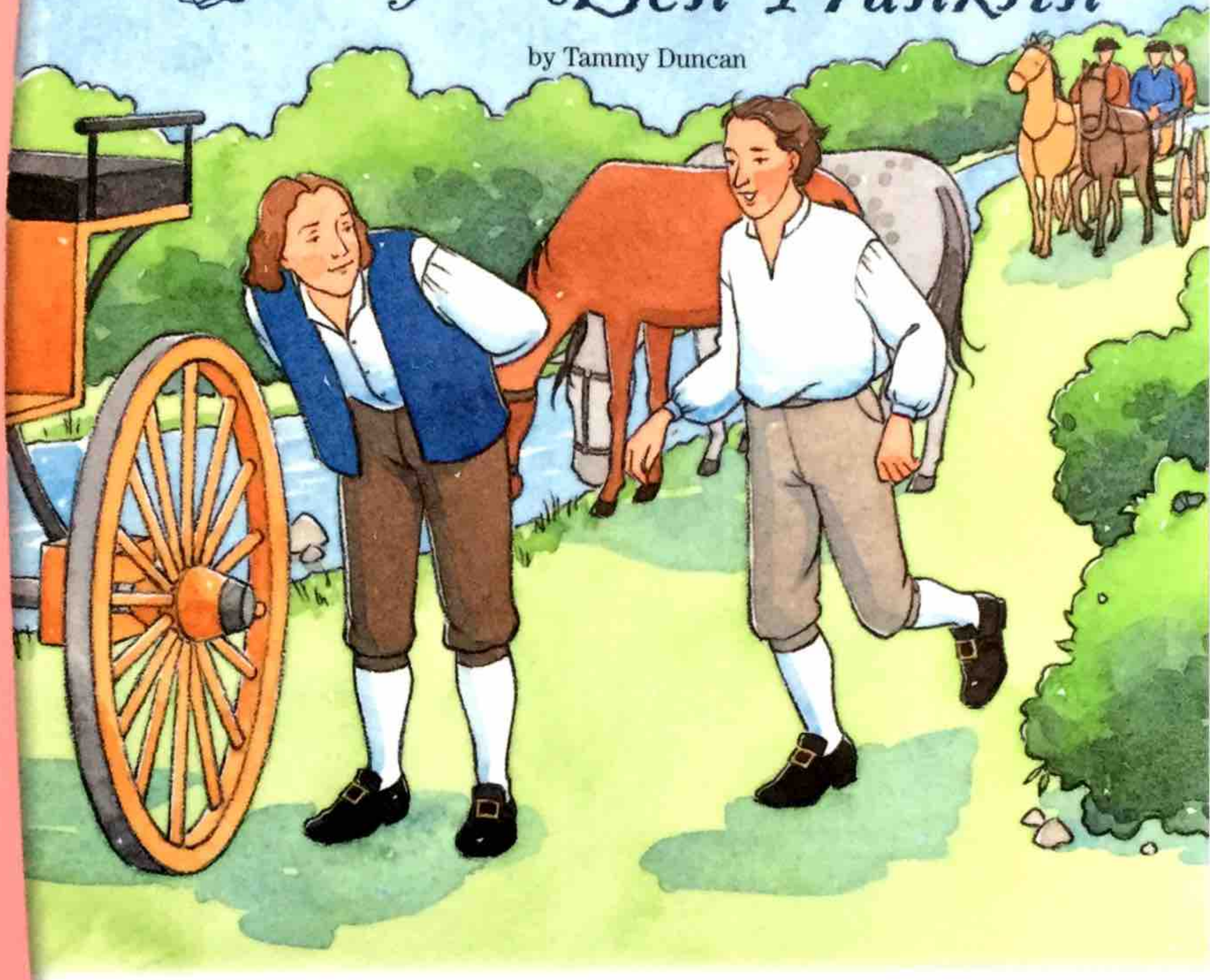
The final consonant is often doubled when there is a single vowel just before the consonant.

Add the ending to each base word, and write the new word.

**26** moan + ed
**27** hop + ing
**28** groom + ing
**29** meet + s
**30** pass + es
**31** tap + ing
**32** bump + ing
**33** despair + ed

# A Journey with Ben Franklin

by Tammy Duncan





1 "Mr. Franklin, Mr. Franklin!" Josiah Plimpton yelled, running up to Ben Franklin's carriage. The horses were at the stream, drinking. Ben was bent over the wheel of his carriage. He studied the device he had attached there. It was a type of odometer. It counted how many times the wheel went around. Based on this, Ben could determine how many miles they had traveled.

2 "Josiah, you sound excited. What is it?" Ben looked up.

3 "Sir! We've just set stone number 200! It can't be much longer now to New York, can it?" Josiah's face was flush with excitement.

4 Ben smiled at Josiah, who at age sixteen had begged Ben to come along on this journey. He worked in Benjamin's newspaper office. Josiah was a skilled rider and a hard worker. On this trip from Boston, he would act as Benjamin's assistant.

5 It was an important trip. The year was 1740. The British wanted American governors to be able to communicate better with one another. Ben was assistant postmaster general for all the

colonies. He looked for ways to reduce the time it took a post rider to go from one post office to the next. A fast, well-marked route would help.

6 Using his keen, inventive mind, Ben had made his own counting device. Postage was based on how many miles a letter traveled to its destination. This way, the postal service would know how much postage to charge.

7 Ben said to Josiah: "I'd say another day or two, and we shall be in New York!"

8 Josiah had never been on such a journey. Planning a postal route from Boston to New York was proving to be quite an adventure. "Sir, William says it's about time we got going again." William was in charge of the crew that followed Ben and Josiah in the carriage.

9 Ben and Josiah climbed back into the carriage. Josiah took the reins. "Onward we go to New York!" Ben yelled with a smile in his voice.

10 After what seemed like one mile, they stopped. Ben Franklin checked the odometer. Then he pointed to a spot along the old Native American trail they were traveling on. "Put it right here, Josiah." Josiah drove a stake into the ground with a hammer. With a piece of chalk, he scrawled *201* on the stake. The crew following them would remove the stake and put a large red piece of sandstone, already inscribed with the number, in its place.

11 On it went, mile after mile. They lumbered over the narrow forest path, traveling alongside streams, maneuvering around boulders and logs. After every few miles or so, Josiah would remind Ben of his fervent wish to become a post rider. He was young and strong, he told Ben. He was thin of build—if you were too heavy, you'd tire out your horse too fast. He could outride any other post rider, he assured Ben.

12 Ben smiled. "Most of all," he began, "you would protect the mail as if it were precious gold." Josiah nodded and smiled.

13 Along the way they stopped in tiny towns. In these locales, the post office was usually as simple a structure as a large, hollowed-out tree trunk. Townspeople placed their mail there, hoping it would be picked up.

14 A few minutes after they had laid stone number 249, they spied a small cluster of buildings far in the distance. They were within sight of New York! During this time, New York was nothing more than a way station. It was a place where the post rider coming from Philadelphia might change his horse. It was the custom to leave letters at a small coffeehouse.

15 The weary travelers pulled up next to Mr. Starkey's coffeehouse as the sun was setting. Josiah jumped out and triumphantly pounded stake number 254 into the ground in front of it. Mr. Starkey came bounding out of the coffeehouse.

16 "Come in, come in!" Mr. Starkey pushed Ben and Josiah into the shop and handed them steaming mugs of coffee. They excitedly discussed the journey with Mr. Starkey. Ben was in mid-sentence when Mr. Starkey jumped up, his eyes wide.

17 "Oh! I almost forgot in all the excitement." He held up a packet of letters. "These letters were delivered with much urgency, addressed to some very important men in Boston. Is there anyone in your crew who could take them back immediately?"

18 Just then, the rest of the crew came into the coffeehouse, voices loud and boisterous. Ben took a look at them—all very able-bodied men—and nodded his head slowly.

19 "Yes, Mr. Starkey, I have just the person!" With that, Ben took the letters and handed them to Josiah. He looked up at Ben in astonishment.

20 "Here's your chance, Josiah," Mr. Franklin told him, a twinkle in his eye. "Get something to eat, find a fresh horse, and off you go! You'll not only be a post rider—you'll be the first post rider to ride the Boston Post Road!"

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Ben Franklin and Josiah were taking a trip from
- **a** New York to Boston.
- **b** Boston to New York.
- **c** Philadelphia to New York.

2 Which event occurred first?
- **a** Ben was named assistant postmaster general.
- **b** Josiah asked Ben if he could be a post rider.
- **c** Ben and Josiah stopped at Mr. Starkey's coffeehouse.

3 The first step in marking the miles of the route was
- **a** removing the stake.
- **b** scrawling the number on the stake.
- **c** hammering the stake.

4 Ben Franklin took this trip because the British wanted him to
- **a** deliver important letters to people in New York.
- **b** train young men to become post riders.
- **c** reduce the time it took to deliver the mail.

5 At the time of the story, Ben Franklin was
- **a** assistant postmaster general for all of the colonies.
- **b** a senator from Philadelphia.
- **c** Josiah Plimpton's best friend.

6 At the time of the story, New York
- **a** was a bustling, big city.
- **b** was a way station.
- **c** boasted a large post office.

7 Some of the path Ben and Josiah traveled wound through
- **a** enemy French territory.
- **b** high mountains.
- **c** old Native American trails.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 device used in measuring distance (1)
2 helper (4)
3 exchange information (5)
4 showing great intensity of feeling (11)
5 grouping of things (14)
6 hit (15)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **stream** (1)
- **a** body of water
- **b** uninterrupted movement
- **c** extend outward

8 **flush** (3)
- **a** having direct contact
- **b** rapid flow
- **c** red

9 **act** (4)
- **a** a part in a play
- **b** serve
- **c** deed

→

## Learn about Words *(continued)*

**10 charge** (6)
- **a** rush
- **b** fix at a price
- **c** command

**11 place** (10)
- **a** location
- **b** duty
- **c** specific passage in a book

## Word Study

**C** bo**x** che**ck**

When a words ends in *x*, the *x* sounds like *ks*.

When a word ends in *ck*, the *ck* sounds like *k*.

Read the sentence, and decide whether *x* or *ck* is needed to fill the blank. Write the word.

**12** The dog performed an impressive tri___.
**13** Use an a___ carefully to chop the wood.
**14** The family had a midnight sna___.
**15** The horse tried to li___ the salt.
**16** Can you fi___ this leaky faucet?
**17** My car stalled on the tra___.

**D** you will = you'll
I have = I've

Sometimes two words are joined together by an apostrophe (') to show where letters have been dropped. The new word is a **contraction.**

Decide which letter or letters have been left out of each contraction. Write the missing letters.

**18** we've
**19** mustn't
**20** it's
**21** they're
**22** didn't
**23** they've
**24** wasn't
**25** you're

**E** *re* + pay = repay (pay back)
*un* + happy = unhappy (not happy)

The **prefixes** *re-* and *un-* can be added to many base words. *Re-* means "back" or "again," and *un-* sometimes means "not."

Add *re-* or *un-* to each of these words to make it fit the meaning given. Write the new word.

**26** ___aware (not aware)
**27** ___important (not important)
**28** ___open (open again)
**29** ___true (not true)
**30** ___consider (consider again)
**31** ___pleasant (not pleasant)
**32** ___usual (not usual)
**33** ___place (put back)

# Icarus

## The Boy Who Flew Too High

by Margaret Evans Price

1 Daedalus and his son Icarus were prisoners on the island of Crete. From the little window of their lonely tower they could see the blue ocean. They could watch the gulls and eagles sweep back and forth over the island. Sometimes a ship sailed out toward other lands. Seeing this, Daedalus and Icarus would long for freedom. They would wish they might sail away. Then they would never see the island of Crete again.

2 Daedalus was a famous Greek artist. He had designed the building where they were held prisoner. This structure was a winding maze of crisscross passages. Daedalus had designed it at the command of King Minos of Crete. When the structure was finished, the king was delighted. But he was afraid that someone might learn the secret of the maze. So he imprisoned Daedalus and Icarus in the tower.

3 At last Daedalus found a way for them to escape from the tower. They were free! But they had to hide themselves in the loneliest part of the island. They feared going near the harbor where boats leaving Crete lay at anchor. They knew that King Minos would be watching the coming and going of all ships. They needed a plan to get off the island.

4 As the days went by, Daedalus grew more lonely and miserable. He spent all this time watching the gulls fly freely about in the air. He never stopped wondering how he and Icarus might escape from the island.

5 One day Icarus joined his father. They watched the gulls' flight.

6 "Just look at those gulls. See how their feathers shine. Look at the length of their wings!" said the boy.

7 Daedalus and Icarus sat, admiring the birds. Suddenly Icarus had an idea. He turned over the matter slowly in his mind.

8 Icarus, laughing, said, "Now if only we had wings! Then we could fly away and be free."

9 His father did not answer for a long time. He sat silent. Now and then he looked up and watched the gulls as they wheeled in the air over the sea and the island. At last he said softly, "We shall have wings too."

10 After that, Daedalus was idle no longer. He gathered feathers from all the birds' feathers strewn along the beach. Then he began making two great wings. He fastened the feathers to a framework with melted wax and threads pulled from his linen robe.

11 When these two wings were finished, Daedalus bound them on himself. He rose into the air, waving his arms up and down. Soon he was soaring far out over the water. Icarus jumped about in delight. He shouted to his father to come back. Icarus wanted his own pair of wings so they might fly away and leave Crete forever.

12 When he had finished a smaller pair of wings, Daedalus put them on his son. Then he warned Icarus not to wander off alone in the air but to follow him closely.

13 "If you fly too low, the dampness of the sea will make your feathers heavy. You will sink into the water," said Daedalus. "But if you fly too near the sun, the heat will melt the wax. Then you could fall."

14 Icarus promised that he would heed his father's advice. They took off from the highest cliff on the island and flew away.

15 At first Icarus listened. He followed close behind his father. But soon he found such great joy in flying, he forgot all that his father had told him. Stretching his arms upward, he went higher and higher into the sky.

16 Seeing this, Daedalus called frantically for his son to return. But Icarus could not hear his father. The wind was so swift it carried away all sound. He flew higher into the clouds. As he rose, the air around him grew warmer. But Icarus flew on. He had forgotten his father's warning!

17 Suddenly Icarus saw feathers floating in the air about him. He remembered, too late, what his father had told him. The heat of the sun had melted the wax that held the feathers to the framework.

18 Icarus began to sink. He fluttered his wings wildly in an effort to fly. But the feathers were falling in a storm. Icarus could barely see. With a wild cry, turning and whirling through the sky, Icarus fell into the blue waters of the sea.

19 Daedalus heard his cry and flew to the spot. Nothing could be seen of Icarus or his wings but a few white feathers floating on the water.

20 Sadly the father continued his journey. Finally he reached the shore of a friendly island. But ever after he mourned his son, and never again did Daedalus try to fly.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Daedalus was imprisoned in the structure because
- **a** his design for the building had not pleased the king.
- **b** he had disobeyed the king's commands.
- **c** he knew the secret of the maze.

2 The reason Daedalus did not leave the island right away was that
- **a** he had come to think of it as home.
- **b** few boats came near the island.
- **c** he was afraid of being recaptured.

3 Icarus initially discussed the gulls' wings with his father to
- **a** show him how lovely they were.
- **b** encourage him to make wings.
- **c** see if it could be brought to life.

4 Icarus flew higher and higher because he
- **a** wished to see the sun close up.
- **b** was caught up in the joy of flying.
- **c** hoped to escape from his father.

5 Icarus realized his mistake when
- **a** he heard his father call to him.
- **b** the air about him grew warmer.
- **c** feathers began to float past him.

6 Icarus would not have fallen if he had
- **a** flown near the water.
- **b** had a larger pair of wings.
- **c** followed Daedalus closely.

7 Because Icarus had died, Daedalus spent his life
- **a** mourning on his island prison.
- **b** improving the wings.
- **c** Neither **a** nor **b**

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 desire greatly (1)
2 turned in a circular manner (9)
3 inactive (10)
4 pay attention to (14)
5 excitedly (16)
6 felt sorrow for (20)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **sweep** (1)
- **a** clean up
- **b** move smoothly
- **c** touch

8 **part** (3)
- **a** line dividing hair
- **b** theatrical role
- **c** region; area

9 **free** (8)
- **a** not busy
- **b** generous
- **c** not confined

10 **follow** (12)
- **a** go after
- **b** obey
- **c** imitate

11 **spot** (19)
- **a** place
- **b** fault
- **c** stain

# Word Study

**C** cook + book = cookbook

A **compound** word is made of two or more words that combine to have one meaning. *Cookbook* is a compound word because each of its parts is a word. *Cookies* is not a compound word because one of its parts is not a word.

There is one compound word in each sentence. Write the compound word, and draw a line between the two words in it.

**12** She has always eaten a good breakfast.
**13** The bloodhound curled onto the couch.
**14** The storehouse was nearly empty.
**15** Send the important letters by airmail.
**16** The official inspected her passport.
**17** He played the bagpipes expertly.

**D** bl cl fl gl pl sl

These letters often come together in words as **consonant blends.**

A consonant blend has been left out of each word. Decide which of these blends is missing, and write the whole word.

**18** ___imb
**19** ___ute
**20** ___ice
**21** sam___e
**22** thim___e
**23** pur___e
**24** ea___e
**25** bicy___e

**E** show how round

The letters *ow* have two sounds. Sometimes they have a long *o* sound as in *show*. Sometimes they sound like the *ow* in *how*. The letters *ou* may also sound like the *ow* in *how*.

Both words in each pair contain *ow* or *ou*. Sometimes they sound alike; sometimes they do not. If they sound the same, write *same*. If not, write *different*.

**26** tower—follow
**27** ground—cloud
**28** brown—own
**29** found—frown
**30** gown—throw
**31** out—owl
**32** pillow—allow
**33** sour—flow

# Space Pioneer

by Jane Duden

1 In 1962, John Glenn became the first United States citizen to orbit Earth. At sunrise, Glenn boarded the tiny *Friendship 7* spacecraft. He checked the gauges. Everything looked good. He buckled in. Mission Control said all systems were "go." The countdown began. The gantry was moved away. The ship lifted off. It left Earth behind in a puffy plume.

2 Thirty-six years later, Glenn did it again. On October 29, 1998, he returned to space. More than 250,000 spectators wished him a safe trip. Even President Clinton was among them!

3 It was just like 1962 all over again. John Glenn was sending the country's spirits soaring! Again he was a pioneer. This time, he was the oldest person ever to fly in space.

4 The 77-year-old former U.S. senator had a new mission. Glenn and his seven crewmates would do science experiments. They wanted to know more about the effects of aging on the human body. Most of the crew was half Glenn's age.

5 For nine days, John Glenn orbited Earth. This time he flew aboard the space shuttle *Discovery*. It was much larger than the *Friendship 7*. But there wasn't much free time. The astronauts kept busy. They had to perform more than eighty tasks!

6 One experiment used an electronic nose. It took samples from air in the shuttle. This "e-nose" sensed any harmful gases that could make the crew sick. Other crew members researched the effects of zero gravity on their balance.

7 Glenn's research focused on the types of things that affect aging people. The first was bone loss. Bone loss can have serious effects on its victims. Peoples' bones lose mass as they age. This means that people lose their bulk. The same thing happens to a crew in space. Scientists and doctors can compare astronauts to aging people. They might someday use this feedback to help slow bone density loss in aging people.

8 A second focus of Glenn's research was muscle atrophy. *Atrophy* means "wasting." Decline in muscle happens as people age. It also happens to people who are immobilized. Muscle is made of protein. Glenn's role was to take amino acids. These are the basic units from which proteins are formed. Scientists wanted to see how Glenn's muscles absorbed the amino acids. They wanted to see how fast the amino acids broke down in space.

9 A third research project studied the sleep of Glenn and a crewmate. Each night they spent an hour putting sensors on their bodies. They attached more than twenty sensors and wires to their bodies. The wires and sensors floated. Why? Because the men were in zero gravity! These sensors were vital tools. They tracked the breathing and muscle movements of Glenn and his crewmate.

10 Sensors were also included in special gear the crew wore on their heads. These electrodes detected electric currents from brain cells. These electric currents showed the brain's activity level. A machine recorded the currents as brain waves. The pattern of brain waves is revealing. It shows when a person is awake or sleeping. It even shows whether someone is stressed or relaxed.

11 Sleep is hard to come by in space. It is difficult because the sun seems to rise and set every ninety minutes. That's about the time it takes the shuttle to orbit Earth.

12 What did John Glenn do to fill all those waking hours? He completed twelve experiments. Glenn also shot photos with a digital camera. He answered questions from students back home. Glenn even cracked jokes with comedian Jay Leno.

13 The astronauts endured 134 orbits, 3.6 million miles, and nine days of weightlessness. Finally they returned to Earth. Just after landing Glenn said, "One G, and I feel fine."

14 Afterward scientists pored over the results of Glenn's research. One of the most surprising discoveries was Glenn's easy adjustment upon landing. He quickly recovered. In fact he recovered as quickly as his younger crewmates!

15 In many ways Glenn's research was important for what it did not reveal. Many expected the stress of space travel to take its toll on Glenn's body. But testing showed his muscles and bones were fine.

16 Glenn also regained his sense of balance soon after landing. It is hoped this will help doctors in the future. They might learn new ways to prevent older people from serious falls.

17 John Glenn was chosen to be one of America's first astronauts for his courage and eagerness. He has served the United States well.

18 What Glenn's latest mission reveals about him is clear. Thirty-six years later he still had the right stuff. Glenn led a successful mission. He is the oldest person to have gone into space. He helped provide important scientific data to researchers. It will take years to sort through this data. It is hoped the results might help future generations.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 John Glenn's second spaceflight was
- **a** fifty years after he was the first person to orbit Earth.
- **b** thirty-six years after his first spaceflight.
- **c** forty years after the first spaceflight.

2 John Glenn became
- **a** the first American to orbit Earth and the oldest person in space.
- **b** the first person in space and the oldest person in space.
- **c** the first astronaut to take two spaceflights.

3 The main purpose of Glenn's onboard experiments was
- **a** to study the brain waves of sleeping astronauts.
- **b** to study the effects of zero gravity on a person's balance.
- **c** to provide scientific data about the effects of aging.

4 John Glenn's spaceflight at age 77 shows that
- **a** age can be a valuable advantage.
- **b** he is committed to serving his country.
- **c** Both **a** and **b**

5 Experiments on sleep, bone loss, and muscle atrophy were done because
- **a** these are problems shared by astronauts and aging people.
- **b** John Glenn has medical training in these areas.
- **c** these things improve in outer space, and no one knows why.

6 Learning about the effects of aging on bones, muscles, and sleep is important because
- **a** aging has never been studied.
- **b** it will provide jobs for older people.
- **c** it can help the world's growing population of aging people.

7 The author referred to Glenn's 1998 flight as a first because
- **a** he arrived at the space station early.
- **b** he was the first to do something.
- **c** Both **a** and **b**

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 support frame (1)
2 onlookers; people who watch (2)
3 coworkers (4)
4 process of becoming older (4)
5 not moving; motionless (8)
6 factual information (18)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **boarded** (1)
- **a** covered with a plank
- **b** took in a guest, or boarder
- **c** entered

8 **plume** (1)
- **a** moving column of smoke or gases
- **b** something worn as an ornament
- **c** feather of a bird

→

## LEARN ABOUT WORDS *(continued)*

**9 gear** (10)
- **a** toothed machine part
- **b** equipment used for an activity
- **c** get ready for a coming action or event

**10 shot** (12)
- **a** made an attempt
- **b** took a stroke in a game
- **c** made a photographic exposure

**11 cracked** (12)
- **a** broke
- **b** told in a witty way
- **c** discovered the solution to

## WORD STUDY

**C** The letters *a, e, i, o,* and *u* are vowels. Long vowels say their names. Long vowels are found in words such as

**ā**pe **ē**agle **ī**ce **ō**pen **ū**niform

Short vowels do not say their names. Short vowels are found in words such as

**ă**pple **ĕ**lephant **ĭ**nk **ŏ**x **ŭ**ncle

When an accented syllable ends in a vowel, the vowel sound is usually long. When an accented syllable ends in a consonant, the vowel sound is usually short.

Look at the accented syllable in each word. Decide whether the vowel in the accented syllable is long or short. Write *long* or *short.*

**12** de cide´
**13** can´ vas
**14** bu´ gle
**15** re´ gal
**16** con´ tact
**17** lum´ ber

**D** ch sh wh th

Usually when these consonants come together in words, they are not isolated sounds. They combine to make new sounds.

One of these letter combinations has been left out of each word. Decide which letter combination is missing, and write the whole word.

**18** fi___
**19** ___ite
**20** ___ickly
**21** cra___
**22** ___uckle
**23** ___oop
**24** ___arming
**25** ___rifty

**E** jump—jumps, jumped, jumping

You can add *-s, -es, -ed,* or *-ing* to a base word like *jump.* Sometimes you double the final consonant when you add *-es, -ed,* or *-ing.*

trip + ed = tripped
rub + ing = rubbing

The final consonant is often doubled when there is a single vowel just before the consonant.

Add the ending to each base word, and write a new word.

**26** repair + ing
**27** drum + ed
**28** gleam + s
**29** skip + ing
**30** zoom + ing
**31** heat + s
**32** crush + es
**33** lump + ed

Photo: © Corbis Sygma, (background) © PhotoDisc

# The Best-Known Carnivorous Plant

by Nancy J. Nielsen

1 In the middle of a swamp, the snap-trap leaves of the Venus flytrap lie deceptively still. An ant is attracted to their bright-red color. It crawls inside one of the clam-shaped leaves. Its body scrapes against the leaf's trigger hairs. Suddenly, the leaf snaps shut, trapping the ant inside.

2 The ant is stunned. Everything happened so fast. The leaves of a Venus flytrap can snap shut in less than one second!

3 As the ant struggles to free itself, it actually aids in its own digestion. As the insect increases its movement, the trap closes more tightly. This speeds the release of digestive juices in the plant's glands.

4 The trap will remain closed for eight to ten days. When it reopens, all that is left of the ant is an exoskeleton. The wind will blow this away. Then the trap is ready for its next victim.

5 Venus flytraps are known and studied throughout the world. But they grow only in the swamps of North and South Carolina. Their three-inch-long leaves form rosettes. The leaves fan out in all directions. Each leaf consists of two winglike lobes joined with a hinge and edged with long, stiff bristles. The stem and outer leaves are green. The inner part of the trap is bright red.

6 In the winter, a Venus flytrap lies dormant. In the spring, its stem begins growing to about one foot tall. This stem bears white flowers. It contains none of the deadly traps. In fact, it reaches high above the traps to protect the insects that pollinate its flowers. The flowers' seeds are eventually dispersed by the wind. Those that land undisturbed in moist bog soil will grow into new Venus flytraps.

7 One of the most unusual traits about Venus flytraps is their trigger hairs. On the inside of each lobe grow three to four short hairs. If something touches just one of these trigger hairs, nothing will happen. This is thought to protect the trap from snapping shut when touched by a blade of grass or a drop of rain. When two or more hairs are touched within seconds of each other, however, the trap will snap shut. The trap isn't easily fooled by foreign objects falling into it. Sometimes it closes on something it can't eat. Within twenty-four hours, it will slowly reopen.

8 How does the leaf close? Scientists have tried to find out. It seems that touching the trigger hairs sends an electrical impulse throughout the leaf. This sets off a chain reaction. First, the leaf's cells become stimulated. Then they expand like balloons. Their sudden growth causes the trap to snap shut.

9 For the trap to work, it must be able to close completely. This seals the prey from outside air. The trap completely surrounds its prey with the digestive juices. These juices help prevent the prey's decay.

10 A leaf that traps an insect measuring longer than a quarter of an inch will have trouble closing. Then the dead insect will begin to rot. This rotting will spread to the trap and kill it as well.

11 Although named "flytrap," the plant's main food is ants. Venus flytraps also eat flies, bees, and moths. Venus flytraps will even eat small shrimp when their environment is flooded with ocean water.

12 Each trap on a plant can catch and digest three meals before it withers and dies. Then the plant will grow a new trap. The plant undergoes a growth spurt each time it captures and digests an insect.

13 Venus flytraps are popular houseplants because they are easy to grow. They can be grown from seeds or bulbs. Sometimes they can be purchased already potted.

14 Because Venus flytraps are bog plants, they need lots of water. The plant's pot should be set in a pan filled with one-half inch of water. Rain or distilled water must be used. Chemicals from faucet water will kill the plant. Venus flytraps can be entirely submerged in water and still thrive!

15 Venus flytraps need bright sunlight, especially during spring and summer. They should be placed in a south window if possible. In winter, the plants need less light as they become dormant.

16 The soil for flytraps must be close to the kind of soil found in a bog. This can be made by mixing two parts peat moss with one part sand. Most flytraps should be repotted soon after purchase. The plants need plenty of root space. Also, repotting them provides the kind of soil they need. Venus flytraps should be repotted only in the spring or summer when the plant is in full growth.

17 Venus flytraps require little fertilizer or plant food. Instead, they get their nutrients from insects. They will feed on unwanted house ants, spiders, or flies.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 A Venus flytrap leaf snaps shut
- **a** when it needs nutrients.
- **b** when something scrapes against its trigger hairs.
- **c** to protect itself from danger.

2 A Venus flytrap digests
- **a** the entire insect.
- **b** everything but the skeleton.
- **c** only the insect's juices.

3 Venus flytraps are dormant in
- **a** spring.
- **b** summer.
- **c** winter.

4 The trap will snap shut if
- **a** its trigger hairs are touched by a blade of grass or a drop of rain.
- **b** two hairs are touched within seconds of each other.
- **c** Both **a** and **b**

5 Each time a trap catches and digests an insect,
- **a** the plant experiences a growth spurt.
- **b** the trap withers and dies.
- **c** the stem produces a flower.

6 Carnivorous plants are plants that
- **a** grow in bogs.
- **b** have snap-trap leaves.
- **c** catch and digest animals.

7 The tall stem of a Venus flytrap
- **a** allows insects to pollinate the flower without getting caught in the traps.
- **b** allows the plant to get more sunlight.
- **c** warns some insects to stay away.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 in a deceiving or misleading manner (1)
2 the process of changing food into a form that can be used (3)
3 roselike objects (5)
4 curved or rounded parts that stick out (5)
5 scattered or spread in many directions (6)
6 awakened; quickened to activity (8)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **juices** (3)
- **a** the liquid parts of fruit or vegetables
- **b** fluids of cells or tissues
- **c** electricity, gas, oil—anything that supplies power

8 **form** (5)
- **a** type; variety
- **b** to develop
- **c** a document with blank spaces

9 **bristles** (5)
- **a** coarse, stiff hairs
- **b** filmy coverings of short, soft hairs
- **c** hairs of a brush

## Learn about Words *(continued)*

**10 stem** (6)
- **a** the part of a word to which endings are added
- **b** a line of descent from a particular ancestor
- **c** stalk; main body of a plant

**11 blade** (7)
- **a** the thin, flat part of something
- **b** the leaf of grasses or grains
- **c** a sword

## Word Study

**C** cook + book = cookbook

A compound word is made of two or more words that combine to have one meaning. *Cookbook* is a compound word because each of its parts is a word. *Cookies* is not a compound word because one of its parts is not a word.

There is one compound word in each sentence. Write the compound word, and draw a line between the two words in it.

**12** This silverware must be polished.
**13** He needed a guidebook on his vacation.
**14** That idea was just an afterthought.
**15** Jamilah built a bookcase for her room.
**16** Would you like to go for a horseback ride with me?
**17** They had the bedroom painted lavender.

**D** bl cl fl gl pl sl

These letters often form consonant blends in words.

A consonant blend has been left out of each word. Decide which of these blends is missing. Write the whole word.

**18** ___ease
**19** en___ose
**20** ___umbering
**21** ___ope
**22** bu___e
**23** com___ete
**24** stum___e
**25** re___ect

**E** show how round

The letters *ow* have two sounds. Sometimes they have a long *o* sound as in *show.* Sometimes they sound like the *ow* in *how.* The letters *ou* may also sound like the *ow* in *how.*

Both words in each pair contain *ow* or *ou.* Sometimes they sound alike; sometimes they do not. If they sound the same, write *same.* If they do not, write *different.*

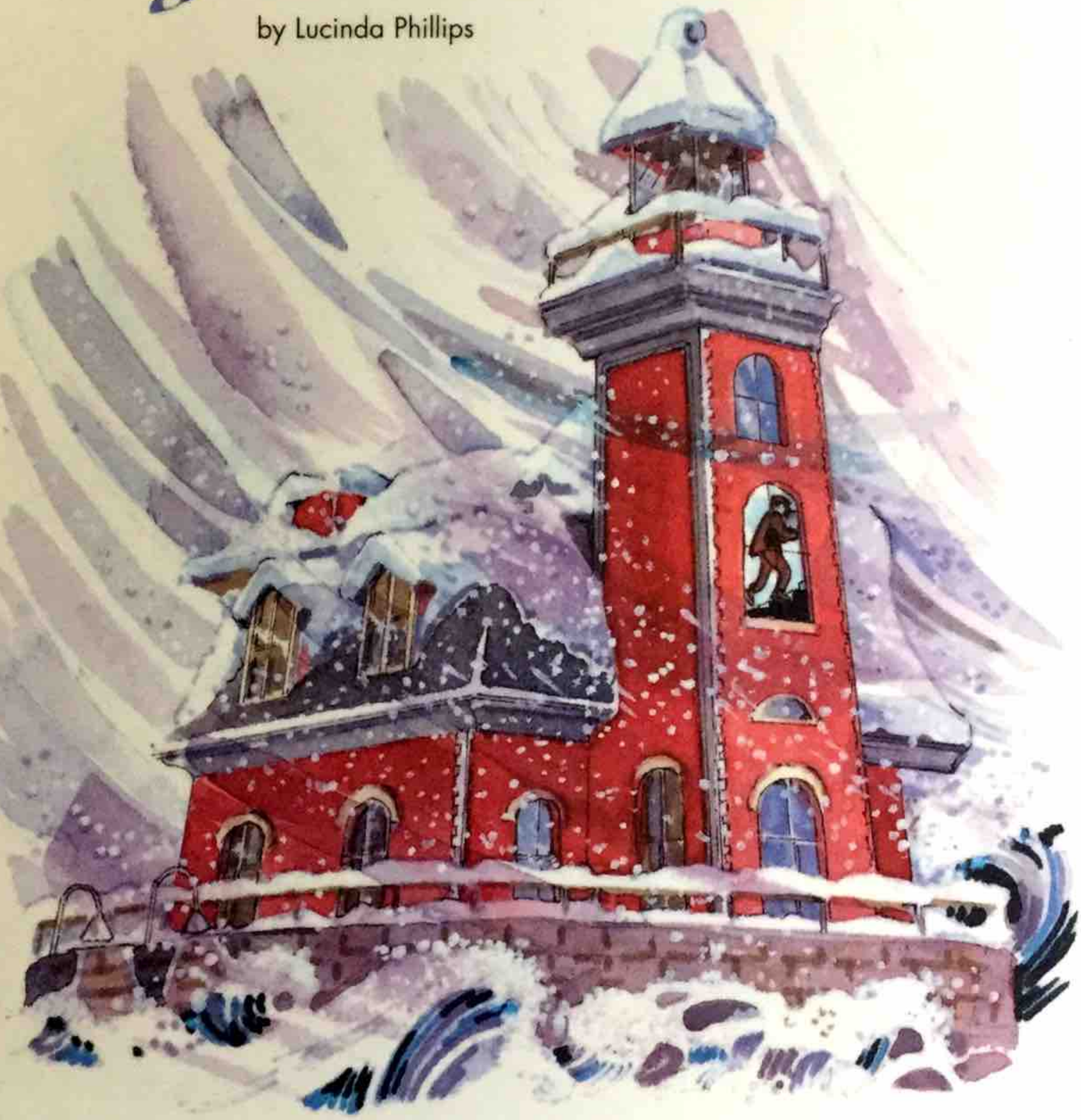
**26** below swallow
**27** sound drown
**28** grown flounder
**29** spout fowl
**30** mount shallow
**31** ounce fountain
**32** about slow
**33** howl pout

Photo: © Lynda Richardson/Corbis

Rate 39
Power Builder

# Icy Isolation

by Lucinda Phillips



1 Morris slowly climbed the stone stairs of the lighthouse. The February wind howled outside the thick walls. He had worked at this lighthouse for years—since the early 1880s. But he had never seen such a cruel winter storm as this one.

2 The lighthouse was attached to the light station at Stepping Stones. Its foundation lay on tons of boulders. The boulders lay on top of a reef about 1,600 yards from Long Island, New York. Morris carried a huge container of oil up the stairs with him. He struggled under its weight, but he needed the oil to do his most important daily duty—to keep the light in the lighthouse lit.

3 Morris slowly carried the oil up to the lantern room. This room housed the lamp that created the light. The lantern room was made of metal and glass. It protected the precious lens. The lens was made of hundreds of pieces of specially cut glass. When Morris lit the wick, the glass in the lens caused the light from the flame to intensify. The lens gathered the light into a single, strong beam. This beam helped passing ships find their way through Long Island Sound.

4 But Morris didn't light the wick just yet. It was morning. On most days, his wife would be cooking a big breakfast on the kerosene stove in the living quarters attached to the lighthouse. The children would be running up and down the lighthouse stairs, shouting to one another. But today his family was visiting relatives. Morris wasn't one who liked to make visits—or who welcomed visitors. In fact, this was why he had decided to become a lighthouse keeper. He liked to keep to himself—didn't like to socialize much. But he always missed his family when they traveled.

5 Morris shook off his melancholy and reminded himself of all the work that was left to be done. He had to clean the smoke off the lens and then polish it. This alone could take hours. He would try to catch a few hours of sleep. Presently he was exhausted from keeping his eight-hour night watch. He had to climb the one-hundred-plus steps at least three times each night to check the flame and the oil.

6 After a brief nap and several hours of steady work, he put water on to boil rice and make coffee. He pulled one of the last few pieces of smoked beef out of the cupboard and emptied the last bag of rice.

7 Morris pushed away the nagging fear at the back of his mind. Before his family left, his wife had used a lot of the remaining food they had stored for winter. Morris had encouraged her to make cookies and bread to take to her family. But that meant the flour and sugar were gone, along with the rice. Only a few potatoes remained. The coffee was running low, and he had eaten the last of the beans yesterday.

8 *I'll be fine,* he said to himself. He knew the lighthouse tender that brought him his food supplies wasn't due for almost two weeks. Earlier he hadn't been worried. He had figured he could row ashore to get more provisions if he needed them. He got up and looked outside. It was frozen tundra. The thermometer outside reaffirmed this.

9 Suddenly, Morris was in a hurry. He pulled on layers of warm clothing and went out into the whiteness. Working quickly, he lowered the rowboat onto the thin ice. Once in the boat, Morris hacked away at the ice with the oars. He tried to paddle, but it was no use. The ice was too thick to move the boat through but too thin to walk on. If he kept it up, the boat might get caught under the ice. He could fall in the icy water underneath!

10 Inside, Morris went about his nightly preparations. He tried not to panic. Surely the weather would break, or a boat would come to check on him. But even if the weather broke, he realized, it would take days, even weeks, for the ice to melt. And what boater would think to come out here?

11 After a long, cold night filled with worry, Morris decided to use the seaman's distress signal. He went onto the gallery outside the lantern room. He hung the American flag upside down. He hoped someone would see it through the snowstorm. The rest of the day, he went about his chores, keeping busy so he wouldn't think about his desperate situation.

12 He was cleaning the windows of the lantern room when he thought he heard a faint crunching sound. He looked out the window. He saw a frosty plume of steam from a tugboat, moving slowly through the ice. The tugboat was big enough and powerful enough that it could break through the ice as it moved. Morris's heart leapt with joy. He ran down the hundred stairs faster than he ever had in his life. This was one visitor he would welcome with open arms.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Morris's main duty was to
- **a** clean the lens.
- **b** make sure that the flame in the lantern room was always lit at night.
- **c** clean the windows of the lantern room.

2 One reason Morris chose the job as lighthouse keeper was that
- **a** the work was easy.
- **b** he liked the water.
- **c** he liked living in isolation.

3 Morris depended on the tender boat for
- **a** news from home.
- **b** transporting his family to and from shore.
- **c** supplies.

4 Morris could not leave the island because of the
- **a** ice on the water.
- **b** heavy snow.
- **c** rough seas.

5 Morris was getting worried because
- **a** he was running low on supplies.
- **b** he hadn't heard from his family.
- **c** the winter storm could blow out the flame in the lighthouse.

6 Morris's upside-down American flag brought help because it was
- **a** puzzling and inexplicable.
- **b** a standard signal for help.
- **c** illegally displayed.

7 Morris did not light the wick during the day because
- **a** he wanted to conserve the oil.
- **b** the light would shine too brightly.
- **c** ships didn't need the light during daylight hours.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 base; support (2)
2 associate with others (4)
3 sadness (5)
4 supplies (8)
5 weak; soft (12)
6 moving column of smoke or gas (12)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **light** (3)
- **a** illumination source
- **b** having little weight
- **c** carefree

8 **beam** (3)
- **a** wide part of ship
- **b** smile joyfully
- **c** ray

9 **smoke** (5)
- **a** to preserve
- **b** steam; mist
- **c** cloud of suspended particles

10 **mind** (7)
- **a** where thought takes place
- **b** to be obedient
- **c** remembrance

## LEARN ABOUT WORDS *(continued)*

**11 break** (10)
- **A** fracture
- **B** suddenly change
- **C** disclose

# WORD STUDY

**C** sell as

The letter *s* has two sounds.
Sometimes it sounds like the *s* in *sell*.
Sometimes it sounds like a *z*, as in *as*.

Say each word to yourself, and decide which sound the *s* has. Write *s* or *z*.

**12** easy
**13** unseen
**14** supply
**15** please
**16** doorstep
**17** confuse

**D** you will = you'll
I have = I've

Sometimes we put two words together and use an apostrophe (') to show where letters have been dropped. The new word is a **contraction.**

Decide which letter or letters have been left out of each contraction. Write the missing letters.

**18** you've
**19** isn't
**20** can't
**21** we're
**22** that's
**23** weren't
**24** they're
**25** doesn't

**E** *re* + pay = repay (pay back)
*un* + happy = unhappy (not happy)

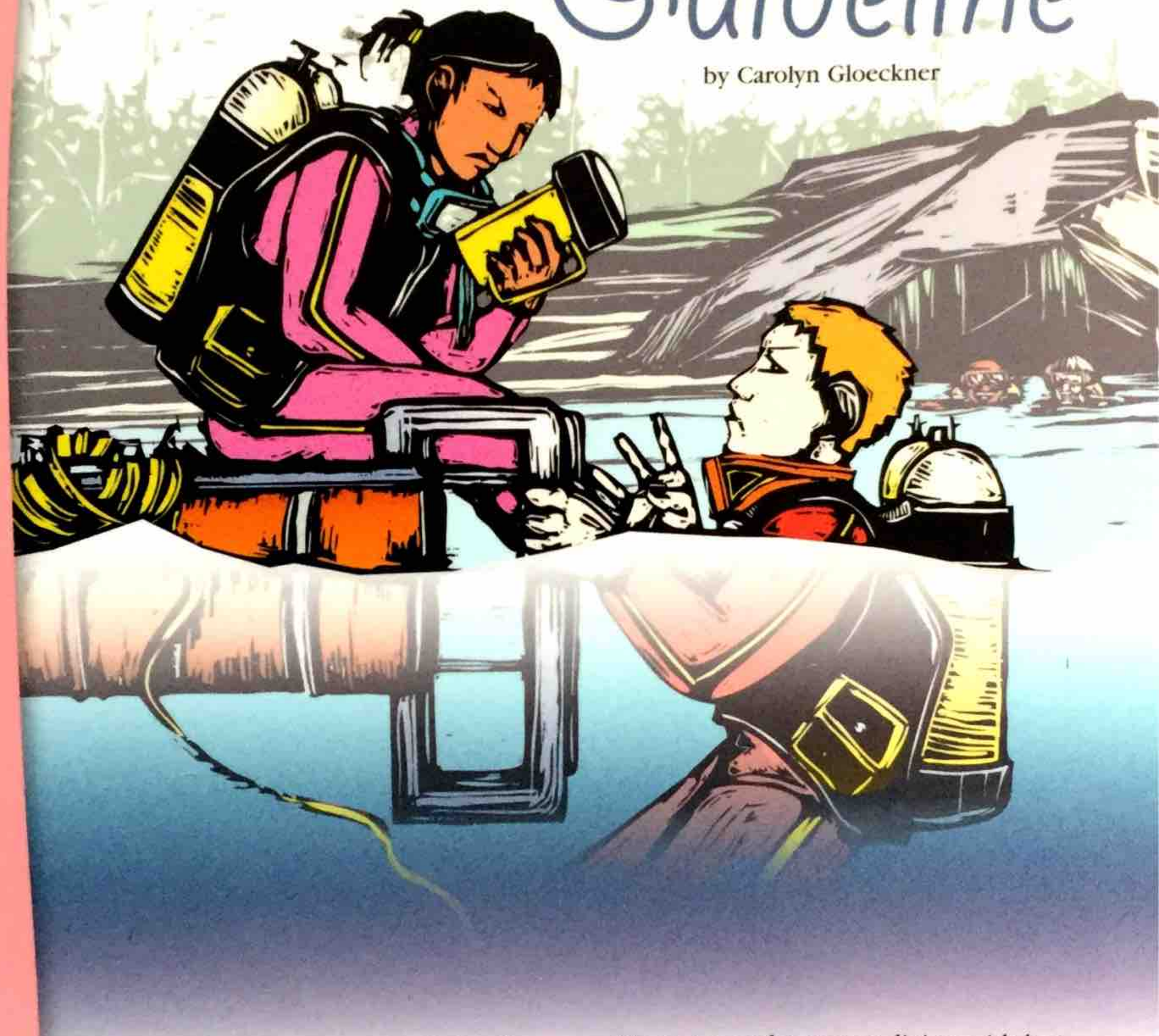
The **prefixes** *re-* and *un-* can be added to many base words. *Re-* means "back" or "again," and *un-* means "not."

Add *re-* or *un-* to each of these words to make it fit the meaning given. Write the new word.

**26** ___do (do again)
**27** ___just (not just)
**28** ___produce (produce again)
**29** ___usual (not usual)
**30** ___construct (construct again)
**31** ___equal (not equal)
**32** ___run (run again)
**33** ___claimed (not claimed)

# Guideline

by Carolyn Gloeckner



1 Dr. Rosario kicked hard with her fins, sweeping her light over the walls of the underwater passageway. The source of the water rushing past her was a spring, one of many in central Florida.

2 The spring was unnamed and unexplored. In its depths a 5,000-year-old dugout canoe had recently been found. Dr. Rosario was part of a team of marine researchers who were studying the site. Three researchers were diving with her. Shaw and Ball were experienced divers, although they had done little cave diving. Price, the head of the project, was a master cave diver. He had discovered the canoe. Under layers of silt he had found pieces of pottery and charred wood. This proved that parts of the cave had once been above water. The team planned to map and excavate the site.

3 Dr. Rosario had clashed with Price repeatedly over safety measures. Today she had insisted that each diver be equipped with two underwater lights. Price thought the precaution unnecessary.

4 "Dr. Rosario, trust me, please," Price said. "People who are inexperienced with cave diving often have unreasonable fears."

5 "I have no such fears. I wish only to follow standard safety procedures," she had said. At the National Institute of Anthropology and History in Mexico City, she had led dozens of cave-diving expeditions. They had been without incident. She wondered about Price's record.

6 She inspected the white nylon guideline that led from the surface to the passageway where the canoe had been found. It had been tied off onto projections along the cave wall. Without it, divers could become hopelessly lost in the maze of passageways.

7 Dr. Rosario's pulse quickened. The guideline was frayed! It showed signs of damage!

8 She kicked off, planning to bring Price back and show him the section. Instead, she ran into Shaw. His tanks were tangled in the guideline; he was struggling to get loose. She saw, as if in a dream, the frayed line break. Pulled by the current, it swept past her. She swam after it and caught it.

9 Price drifted back to her. She handed him the broken end of the line. He knotted the lines, securing the repaired guideline with a tie-off. Then he and the other two began fighting their way up-current again. Dr. Rosario started to follow. Then she changed her mind. She stopped and looked back.

10 In the glow from her light, she saw that beyond the mended tie-off, the guideline was gone. Price and the others bunched up near her. She pointed her light toward the tie-off; then she swept it down-current to show that the rope was missing.

11 Price motioned for the group to follow him. Ball and Shaw did so eagerly. Dr. Rosario followed more reluctantly, memorizing the twists and turns of the route he chose.

12 Price led them for ten minutes. Suddenly, the walls fell away. They had entered a large chamber. They had not passed through this on their trip in.

13 Dr. Rosario fought panic. She forced herself to breathe slowly. Then she flashed her light on each of the other divers. She motioned them to her.

14 They followed her as she retraced Price's route. She found the place where the guideline had been swept away. There she began to study the wall for clues that would help her find the way. The vanished guideline had worn a groove in the soft limestone. A bit of nylon floss clung to a knobby outcropping. She inched her way along, stopping to examine the most minute scrapes and scratches.

15 Suddenly Ball, immediately behind Dr. Rosario, knocked on her tank. She turned. He knocked on his chest with a fist. Then he held up his hand, moving it back and forth in front of his throat. He was out of air.

16 Dr. Rosario pondered for a moment before she handed Ball her regulator. He was bigger than she was. If he refused to return it, she could die. Relief surged through her when he took a breath and handed it back. They would share her air until they reached the entrance to the spring or until the air supply was gone.

17 Soon, Price was sharing his air with Shaw. *Now,* Rosario thought, *it is a matter of perhaps ten minutes at the most.* She switched off her light briefly. She could see no daylight ahead.

18 She switched it back on and proceeded. A minute later, she saw the missing guideline. It was loose and tangled, writhing in a tie-off ahead. And there was light!

19 Behind her, Price and Shaw saw it too. They brushed by roughly. Seconds later Ball broke away and kicked upward.

20 Dr. Rosario rose through the glass-clear water. Soon she felt the sweetness of sunlight on her face. She saw the other three people lying on the raft, gasping. Price recovered first. He sat up and saw her looking at him. "Well, that was a close one, wasn't it?"

21 Dr. Rosario was too angry to answer.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 The discoverer of the dugout canoe was
- **a** Price.
- **b** Shaw.
- **c** Dr. Rosario.

2 Dr. Rosario first became concerned about the guideline when
- **a** she saw that it was frayed.
- **b** Shaw broke it.
- **c** it broke the second time.

3 Rosario argued with Price over how many underwater lights the divers should carry because she
- **a** didn't trust Price.
- **b** was concerned about safety.
- **c** wanted to prove she was an experienced diver.

4 The guideline was crucial to the safety of the divers because it
- **a** kept them in contact with each other.
- **b** prevented them from getting lost.
- **c** gave them something to hold onto.

5 Heading toward the canoe, the divers stroked strongly because they had to
- **a** make a new guideline.
- **b** stay close to each other.
- **c** swim against the rushing water.

6 Dr. Rosario blamed the near disaster of the divers on
- **a** Price's carelessness.
- **b** unusual conditions in the caves.
- **c** the inexperience of two of the divers.

7 Of the following, the event that occurred last was
- **a** Price leading the other divers into a large chamber.
- **b** the breaking of the nylon guideline.
- **c** Dr. Rosario sharing her air with Ball.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 dig to uncover (2)
2 care taken beforehand (3)
3 methods; ways of doing things (5)
4 worn to shreds (7)
5 thought carefully (16)
6 twisting about (18)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **spring** (1)
- **a** supply of water
- **b** season of the year
- **c** elastic device

8 **head** (2)
- **a** top or front part
- **b** leader; chief
- **c** topic or title

9 **record** (5)
- **a** phonograph disk
- **b** list of accomplishments
- **c** written account

## Learn about Words *(continued)*

**10 signs** (7)
- **a** motions
- **b** printed notices
- **c** traces; marks

**11 chamber** (12)
- **a** enclosed space
- **b** meeting hall
- **c** board; council

## Word Study

**C** cook + book = cookbook

A **compound word** is made of two or more words that combine to have one meaning. *Cookbook* is a compound word because each of its parts is a word. *Cookies* is not a compound word because one of its parts is not a word.

There is one compound word in each sentence. Write the compound word, and draw a line between the two words in it.

**12** He was removed from the payroll.
**13** She entered the bedroom quietly.
**14** He paved the driveway with cement.
**15** A pipeline carried oil across the desert.
**16** He drove rapidly along the highway.
**17** The Internet broadcasts news to the world.

**D** bl cl fl gl pl sl

These letters often come together in words as **consonant blends.**

A consonant blend has been left out of each word. Decide which of these blends is missing, and write the whole word.

**18** ___ease
**19** ___isten
**20** ___ubber
**21** re___y
**22** par___ey
**23** re___ect
**24** ___aim
**25** ___iff

**E** f<u>eu</u>d f<u>ew</u> h<u>ue</u>

The letter combinations *eu, ew,* and *ue* sometimes sound alike.

The words below contain *eu, ew,* or *ue*. Say each pair of words to yourself. If they contain the same sound, write *same*. If they contain different sounds, write *different.*

**26** flew—shrewd
**27** sew—mew
**28** barbecue—drew
**29** guest—pursue
**30** dew—pneumonia
**31** renew—cue
**32** museum—Europe
**33** avenue—knew

# The Language of Understanding

by Emma-Abigail Dean

1 Ella Cara Deloria had a calling. She wished to bridge the gap between the Dakota people and other Americans. How she accomplished this is a testament to her character and dedication.

2 Ella was born in 1889 in South Dakota. She lived on a Sioux reservation. Her Sioux name was Beautiful Day Woman. Ella's upbringing was rich in family and faith. Her grandfather was a tribal leader. He was also a medicine man. Her father was a leader as well. He was the first Native American Episcopal priest. He was part French and part Sioux. Her mother was Sioux and Irish. She also was deeply influenced by religious principles. So Ella was raised in a home where Sioux cultural values and religious beliefs were important. This would help guide her life's work.

3 School proved fulfilling to young Ella. She was a good student. She spoke three varieties of Sioux language. She spoke fluent English as well. Her parents wanted Ella to have a good education. Ella wanted to be a teacher, so she went to Oberlin College in 1910. In 1913 she enrolled in Columbia Teachers College. While there, she met Dr. Franz Boaz. He was a top researcher of the time. He was impressed that Ella could speak Sioux. He invited her to work for him.

4 Dr. Boaz had a big job for Ella. A writer had left him a thousand pages of stories. They were written in Sioux. Dr. Boaz wanted Ella to translate the stories. She agreed. She loved the work.

5 Ella graduated from college in 1915. Now she was finally a teacher. She returned home to work. She taught at her old high school. Ella also spent a few years working at the YWCA. Here she taught Native American girls physical education. Ella also taught dance at a school in Kansas.

6 But Ella's work translating Sioux papers was not finished. In 1927 Dr. Boaz contacted her. He asked her to translate more papers. He also asked her to teach Dakota languages to college students. Ella was excited. Once again, she agreed to do the job.

7 During this time, Ella also turned to what mattered most to her. She studied the Sioux people. Dr. Boaz wanted her to examine Sioux culture. Ella found she was perfect for this work. She went from one Sioux reservation to the next. She gathered facts about the Sioux family structure. She learned more about religious customs. She also focused on the role of women.

8 The Sioux warmly welcomed Ella. They respected her fluency in Sioux. Ella was Sioux herself. She was personally interested in learning all she could about Sioux culture. Many Sioux elders held vast stores of facts about the Sioux. They shared stories with Ella. They told her about their lives. They explained Sioux myths and culture.

9 Ella used what she learned to write about the Sioux. Her books include *Dakota Texts* and *Speaking of Indians*. These books hold valuable facts about the Sioux. In one of her writings, she explains the importance of caring for others. Her claim is that the main aim of Sioux life was simple. It was to be good to one's relatives. All other concerns came second. Owning things and having goals came second. Even life itself was second. The most important thing was to care for others. Those who did not were not thought of as Sioux. In fact, Ella writes, they were not even considered worthy of kinship.

10 Ella also put her talent with words to good use. She compiled a Sioux-English dictionary. It was well regarded by academics.

11 In 1942 Ella decided to write a novel. It was called *Waterlily*. She based the novel on her research. It was written from the point of view of a Native American woman. Her name was Waterlily. The book starts with her birth. It follows Waterlily through her childhood. She is raised by a loving family. The book ends with the birth of Waterlily's own child. Ella finished writing her book in 1947. Next she looked for a publisher. But she found no one would publish her book. People thought no one would want to read about a Native American woman. But her book would be published. That occurred in 1988, seventeen years after her death.

12 Ella carried on with the research she had begun. She once again returned home. For four years, she worked at her old elementary school. She continued to be active in teaching well into her seventies.

13 As she grew older, Ella kept close ties to her family and friends. She cared for sick family members. She put their needs before her own. She had done this for her whole life. She was known as the leading expert on Sioux language and culture. She died at the age of eighty-two. She had achieved her goal. She had helped others better understand the Sioux. And she did it while living a life that was true to her own values.

Copyright SRA/McGraw-Hill. All rights reserved.

## Comprehension

1 Ella grew up
- **a** speaking only Sioux.
- **b** in a house that embraced values from various ethnicities and religions.
- **c** speaking only English.

2 Ella's life was dedicated to
- **a** experiencing life outside the reservation.
- **b** fostering understanding between other Americans and the Sioux through education.
- **c** translating as many books as she could.

3 Compared with other teachers, Ella
- **a** spoke many languages.
- **b** did not possess a college degree.
- **c** preferred to learn about tribes other than the Sioux.

4 Ella received a degree from Columbia in
- **a** education.
- **b** languages.
- **c** anthropology.

5 How was Ella like Dr. Boaz?
- **a** Both were raised in South Dakota.
- **b** Both were Sioux.
- **c** Both were interested in anthropology.

6 The fact that Ella was raised in a Sioux family
- **a** helped her conduct her research.
- **b** was a hindrance to her research.
- **c** was of no consequence to her research.

7 Ella lived by the Sioux values she wrote about in that she
- **a** put herself first.
- **b** always thought of others first.
- **c** was well educated.

## Learn about Words

**A** Often you can tell the meaning of a word by reading the words around it.

Find the word in the paragraph that means

1 proof; evidence (1)
2 inspired by (2)
3 had a strong effect (3)
4 change into another language (4)
5 patterns of behavior (7)
6 matters (9)

**B** A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning, and write the letter.

7 **calling** (1)
- **a** announcing
- **b** profession
- **c** call to action

8 **rich** (2)
- **a** well-supplied
- **b** thick
- **c** monetary wealth

9 **time** (3)
- **a** season of the year
- **b** era in history
- **c** period in which one holds a job

10 **aim** (9)
- **a** goal
- **b** to direct
- **c** ability to hit a target

## Learn about Words *(continued)*

**11 ties** (13)
- **a** crosspieces
- **b** fastens
- **c** connections

## Word Study

**C** The letters *a, e, i, o,* and *u* are **vowels.** Long vowels say their names. Long vowels are found in words such as

**ā**pe **ē**agle **ī**ce **ō**pen **ū**niform

Short vowels do not say their names. Short vowels are found in words such as

**ă**pple **ĕ**lephant **ĭ**nk **ŏ**x **ŭ**ncle

When an accented syllable ends in a vowel, the vowel sound is usually long. When an accented syllable ends in a consonant, the vowel sound is usually short.

Look at the accented syllable in each word. Decide whether the vowel in the accented syllable is long or short. Write *long* or *short.*

**12** re´ print
**13** bot´ tle
**14** trot´ ted
**15** lift´ ing
**16** bi´ cycle
**17** pa´ tience

**D** ch sh wh th

Usually when these **consonants** come together in a word, you do not sound each one. You join them to make a new sound.

One of these letter combinations has been left out of each word. Decide which letter combination is missing, and write the whole word.

**18** ri___
**19** sun___ine
**20** ___orough
**21** ___ich
**22** flin___
**23** reli___
**24** ___irty
**25** wa___

**E** jump—jumps, jumped, jumping

You can add *-s, -es, -ed,* or *-ing* to a **base word** like *jump.* Sometimes you double the final consonant when you add *-es, -ed,* or *-ing.*

trip + ed = tripped
rub + ing = rubbing

The final consonant is often doubled when there is a single vowel just before the consonant.

Add the ending to each base word, and write the new word.

**26** grass + es
**27** doom + ed
**28** steam + ing
**29** slap + ed
**30** beat + s
**31** loan + ed
**32** clump + ing
**33** stop + ing

Photo: © The Granger Collection