

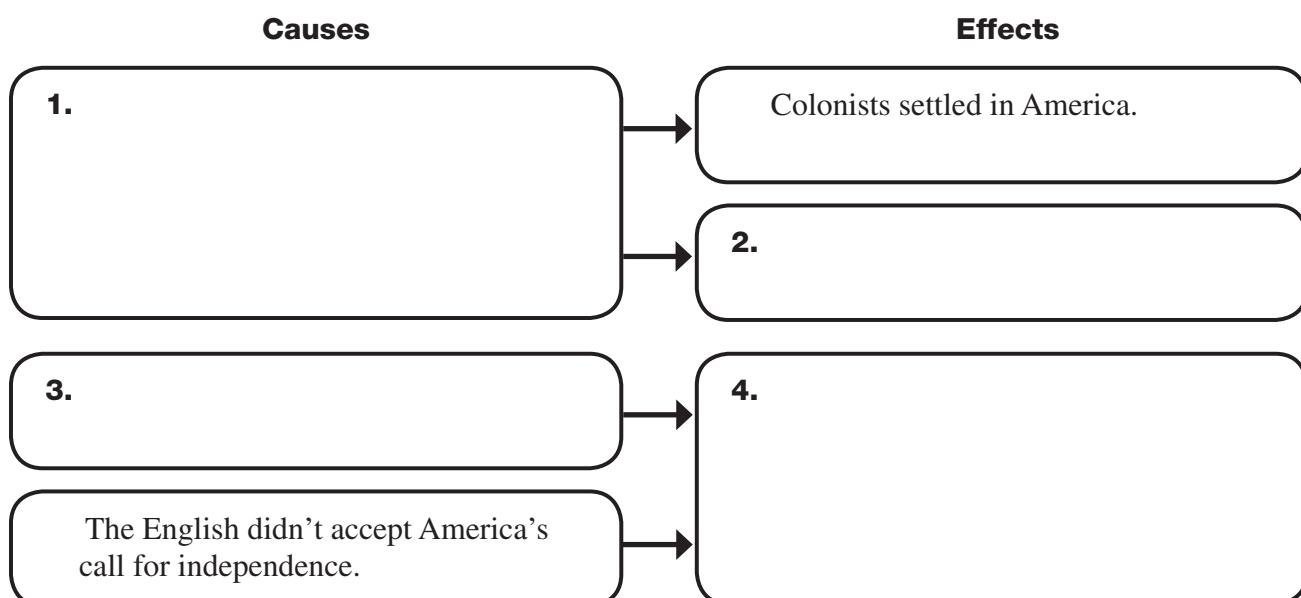
Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- An effect may have more than one cause, and a cause may have more than one effect.

Directions Read the following passage and complete the diagram below.

Colonists came to America seeking opportunities unavailable to them in Europe. England viewed America as a source of revenue and raw materials for its growing economy. As the colonies flourished, laws were enacted forcing them to buy finished products from England rather than allow colonists to make and sell their own. Laws including new taxes on tea, textiles, and sugar, made

colonists resent the meddling in their everyday lives, and they felt restrained. When they protested, the king sent troops to enforce the laws and keep order. In response, colonists formed their own government and signed the Declaration of Independence. The king didn't accept this call for self-government, and soon the American Revolution began.



5. Summarize the passage in one or two sentences.
-
-



Home Activity Your child read a short passage and identified causes and effects. Look up an event in the U.S. Revolutionary War and discuss causes and effects described in the selection.

Writing • Expository Composition

Key Features of an Expository Composition

- tells about real people and events
- provides a description or explanation of something
- includes a topic sentence, a body, and a closing sentence

Education for All

Since our country's beginning, leaders of the United States have wanted to provide education for all citizens. When our nation was newly formed, schools were run by private groups and religious organizations. Thomas Jefferson thought that a government-run educational system was a good idea. Other leaders agreed.

The idea was a good one, but it seemed to be an impossible task. Who would pay for the schools and teachers? How would schools deal with the large numbers of immigrants that were coming into the U.S.? It was a difficult and confusing time, both politically and economically. Schools continued to serve only those students from wealthy families who could afford an education.

It was not until the 1800s that the modern idea of public education began to take shape. Horace Mann, of

Massachusetts, was one of the first to reform the American educational system. He supported a public school system that provided education for all children. He extended the school year and worked to train teachers.

Over the years, other people worked to provide equal education for all students. Catherine Beecher worked to provide more educational opportunities for women. Booker T. Washington worked to provide education for African Americans.

Although today's educational system still faces challenges, we have come a long way since the Declaration of Independence. Students of every kind come together in schools and have the opportunity to receive an education. The impossible challenge of education for all has been overcome.

1. Circle the introduction and conclusion.
2. Underline the main idea of each body paragraph.

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

The wagon 1. _____ forward, swaying and almost throwing me out the back. My father and mother sat on the driver's bench, 2. _____ the foothills of the Sierra Nevada Mountains below us. Like many immigrant families, we traveled west over miles of dry, 3. _____ lands. Everything we could take from our past, or

4. _____, life back in Boston was now in our covered wagon. We were headed to California to try our luck

5. _____ gold from the earth to make our fortune.

Directions Circle the word that has the same or nearly the same meaning as the first word in each group.

- | | | | |
|--------------|------------|------------|-----------|
| 6. prying | extracting | attempting | bragging |
| 7. surveying | wondering | planning | measuring |
| 8. lurched | fumbled | staggered | belched |
| 9. deafening | loud | empty | dry |
| 10. previous | sinister | related | earlier |

Journal Entry

On a separate piece of paper, write a journal entry as if you have just moved to another country. Use as many vocabulary words as you can.

Check the Words You Know

- ___ barren
- ___ deafening
- ___ lurched
- ___ previous
- ___ prying
- ___ surveying



Home Activity Your child identified and used vocabulary words from *Ten Mile Day*. Together with your child, read an article about life in another country. Talk with your child about what it might be like to live in that country.

Common, Proper, and Collective Nouns

The names of particular persons, places, and things are **proper nouns**. Capitalize the first word and each important word of a proper noun.

I like Brady Parks in the book by Priscilla Cummings.

All other nouns are **common nouns**. They are not capitalized.

That author has written several exciting novels.

Capitalize the first word and all important words in a title.

Reflections on a Gift of Watermelon Pickle

Capitalize days of the week and months of the year.

Saturday, October 14

Capitalize the first letter of an abbreviated proper noun. Abbreviations often occur in addresses, titles and initials in names, and names of days and months. Most abbreviations end with a period. In addresses, state names are abbreviated using two capital letters and no period.

The envelope went to Mr. L. Cho, 11 E. 3rd St., Rochester, MN 55901.

It was postmarked Mon., Nov. 6.

A **collective noun** names a group, such as *family* or *class*.

Directions Write the proper noun from the box that matches each common noun. Add capital letters where they are needed.

sears tower	<i>my side of the mountain</i>
argentina	president jefferson
rebecca	“america the beautiful”

Common Noun

Proper Noun

1. girl _____
2. president _____
3. country _____
4. book _____
5. building _____
6. song _____



Home Activity Your child learned about common, proper, and collective nouns. Take a walk with your child. Have him or her pick out collective and proper nouns on signs and buildings in your community and practice speaking and writing them using proper capitalization.

Contractions

Spelling Words

they're	you've	weren't	needn't	there'd
they've	mustn't	what'll	doesn't	hadn't
could've	would've	should've	might've	wouldn't
who've	shouldn't	who'd	this'll	couldn't

Contractions Write the contraction that can be made from the underlined words.

1. They are going on a school trip to the museum. 1. _____
2. The students need not bring lunch because the museum has a cafeteria. 2. _____
3. This will be an educational and fun trip. 3. _____
4. Students must not bring umbrellas or backpacks. 4. _____
5. Those who have taken the tour can go to the bookstore. 5. _____
6. Those who would rather not go, please report to Room 303. 6. _____
7. Students should not talk during the tour. 7. _____
8. We could not hear the tour guide. 8. _____
9. Anyone who does not behave will not be allowed to go on the next trip. 9. _____
10. Students would not want to disappoint their teacher. 10. _____

Questions Write the contraction that completes each answer.

11. Do they have any ice cream at the stand? No, ____ sold out. 11. _____
12. Would they have eaten popcorn instead? Yes, they _____. 12. _____
13. Should I have thrown the ball? Yes, you _____. 13. _____
14. Could I have handed in my project yesterday? Yes, you _____. 14. _____
15. Had the students worn these coats before? No, they _____. 15. _____
16. Would there be another party? Yes, ____ be another party at a later date. 16. _____
17. Might they have joined in the fun? They _____, but they had to go home. 17. _____
18. Do you know what will happen tomorrow? No one knows ____ happen tomorrow. 18. _____
19. Were the boys at the game? No, they ____ there. 19. _____
20. Do you have my book? No, ____ put it in your locker. 20. _____

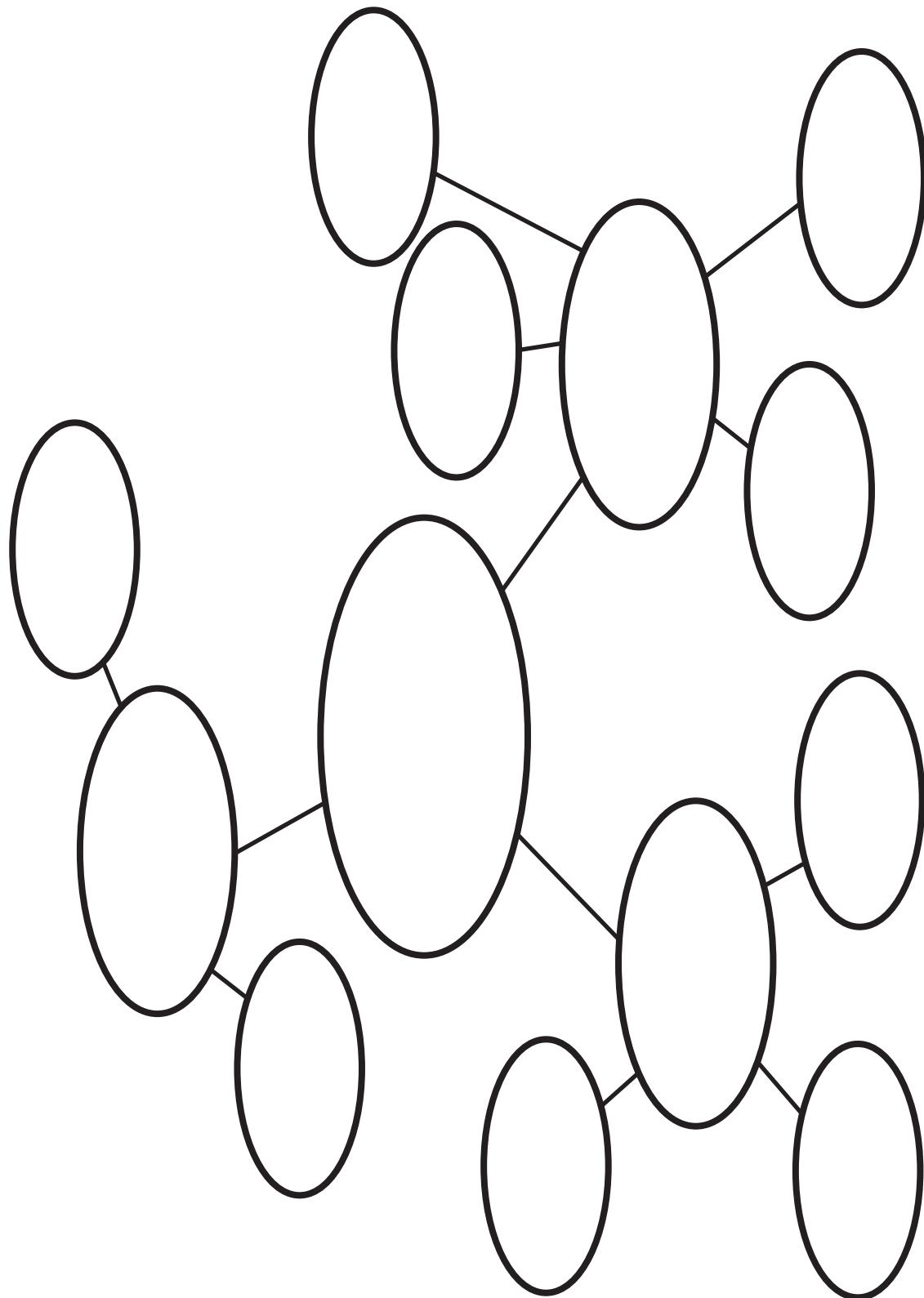


Home Activity Your child wrote contractions. Say two words and have your child combine them into a contraction and spell the word.

Name _____

Writing Plan

Web B



Vocabulary • Multiple-Meaning Words

- Some words have more than one meaning. They are called **multiple-meaning words**.
- Context clues**, words and phrases near the multiple-meaning word, may help identify what a word means in a particular context, or situation.

Directions Read the following passage. Then answer the questions below.

Many things surprised Svetlana when she arrived with her family in America. Mostly, she was surprised at how many cars were on the road. Plenty of people had cars in Bulgaria, of course, but everyone here seemed to enjoy being mobile all the time. The sidewalks were clean and wide, but people would refuse to use them, even on sunny days. She noticed her neighbors getting in their cars just to go a half mile instead of walking.

In Bulgaria, when Svetlana needed to go somewhere a few miles away, she would usually ride her bicycle. Occasionally, she would ride the moped she shared with her whole family. It used little gas, and she could park it anywhere. To what did Svetlana attribute people's addictions to their automobiles? She supposed they believed owning a car was a sign of success. She took pride in the exercise she got walking and bicycling!

- Mobile* can mean “capable of motion” or “a hanging sculpture whose parts are moved by air currents.” How do you think these two meanings are related to one another?
- Refuse* can mean “indicate unwillingness” or “garbage.” Which of these definitions is meant in the fourth sentence?
- Moped* can mean “acted as if drained of energy by sadness” or “a small two-wheeled vehicle that has both an engine and pedals.” Use a dictionary to find out how to pronounce *moped*. Which meaning uses two syllables?
- Attribute* can mean “characteristic, quality, or trait” or “explain by suggesting a source or cause.” Which definition is meant in the second paragraph?



Home Activity Your child identified words with multiple meanings in a fictional passage. With your child, make a list of words you often use that have different meanings.

Electronic Encyclopedia

An **encyclopedia** gives general information about many different subjects. An electronic encyclopedia can be found on a CD-ROM or on the Internet. They often have interactive graphics and maps, as well as audio files. They are organized alphabetically by **entries**, which are the topics. You can locate topics by using **keyword searches**. Keyword searches give you a list of topics to choose from. Cross-referencing is represented by hotlinks, which are underlined words.

Directions Read the entry from an online encyclopedia and answer the questions below.

Online Student Encyclopedia

Keyword Search
[home](#)

[Print Article](#)
[E-Mail Article to Friend](#)
[Bookmark Article](#)

Ellis Island

Ellis Island is located in New York Harbor. It was named after its owner in the 1770s, Samuel Ellis. Sixteen million immigrants to the United States passed through Ellis Island between 1892 and 1954. In 1965 the island became part of the Statue of Liberty National Monument. The immigration processing center is no longer used; however, it was made into a museum in 1990. The museum houses 400 years' worth of documents and artifacts about American immigration.

See also [Immigration](#).

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1. How would you search for information about Samuel Ellis in this online encyclopedia?

2. Can you e-mail this article to a friend? Why do you think e-mailing an article would be useful?

3. Why do you think you would bookmark this page?

4. When was Ellis Island made into a museum?

5. What is a simple way you could learn more about immigration?

Directions Read the entry from an online encyclopedia and answer the questions below.

Online Student Encyclopedia

[home](#)

Keyword Search
[Print Article](#)
[E-Mail Article to Friend](#)
[Bookmark Article](#)

Ethnic Diversity

Most contemporary societies are, to some extent, ethnically diverse. History has played a part in making societies more diverse. Conquerors brought people from different societies to live under their rule. Sometimes people were brought to a new society as slaves. When they are not forced to move, people are often motivated to move to new societies to pursue economic improvement or to flee political and religious persecution. See also ethnicity, immigration.

Assimilation occurs when a newly arrived group takes on some (or all) of the customs and values of the dominant group. Assimilation can occur voluntarily or it can be forced by the dominant group.

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6. This selection is part of a larger topic entitled *Ethnic Groups*. What keywords would you use if you wanted to learn about how the Irish moved to America?

7. If you wanted to learn about people who moved to flee religious persecution, what words would you use in the keyword search?

8. How would you print this article?

9. According to the entry, what are three reasons people leave their native lands?

10. What is the difference between a dictionary and an encyclopedia?



Home Activity Your child answered questions about electronic encyclopedias. With your child, search an encyclopedia for information about your family's ancestors and their native land or lands.

Contractions

Proofread a Conversation Jack wrote this conversation between a waiter and a diner. Circle six spelling errors and one punctuation error. Write the corrections on the lines.

"Whatll you have for lunch?" asked the waiter.

"I'm not sure," said the diner.

"Maybe this'll tempt you—lima bean casserole!" said the waiter.

"Who'ud eat that for lunch?" asked the diner.

"That's a very popular dish around here," said the waiter.

"Theyr'e already lining up outside the door for the beans."

"You were'nt kidding about a long line," said the diner.

You mustn't miss this tasty treat," said the waiter.

"Okay, I wouldn't want to miss your special dish!" said the diner. "Hey, this doesnt taste too bad at all!"

"See what you would've been missing if you had'nt tried our special dish!" said the waiter.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Spelling Words

they're
you've
weren't
needn't
there'd
they've
mustn't
what'll
doesn't
hadn't

could've
would've
should've
might've
wouldn't
who've
shouldn't
who'd
this'll
couldn't

Frequently Misspelled Words

that's
you're
doesn't

Proofread Words Circle the correct spelling of the word.

8. wood've woud've would've

9. dosn't doesn't dosen't

10. weren't wearnt wheren't

11. coudn't culdn't couldn't

12. might've mihgt've mitgth've

13. whatll whatl'l what'll

14. who'd who'ld whod'd



Home Activity Your child identified misspelled list words. Select contractions and ask your child to tell you how they were formed.

Common, Proper, and Collective Nouns

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The Railroad

- (1) Grenville Dodge was the chief engineer of the Transcontinental Railroad.
- (2) The book *the transcontinental railroad* tells how the railroad was built.
- (3) The Union Pacific laid its first rails in july 1865. (4) Dr. Thomas c. Durant ran that railroad. (5) Groups of workers were brought from China and Ireland.
- (6) They began in Iowa and met the Central Pacific workers in Promontory, Utah.
- (7) Hundreds of miles of these tracks remain today.

- | | |
|--|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <ul style="list-style-type: none"> A Change <i>chief engineer</i> to Chief Engineer B Change the period to an exclamation mark C Change <i>engineer</i> to engineer, D Make no change <p>2 What change, if any, should be made in sentence 2?</p> <ul style="list-style-type: none"> A Change <i>the transcontinental railroad</i> to The Transcontinental Railroad B Change <i>the book</i> to the book, C Capitalize railroad D Make no change <p>3 What is the collective noun in sentence 5?</p> <ul style="list-style-type: none"> A Groups B brought C China D Ireland | <p>4 What change, if any, should be made in sentence 3?</p> <ul style="list-style-type: none"> A Change <i>Union Pacific</i> to union pacific B Change <i>july</i> to July C Change <i>its</i> to it's D Make no change <p>5 What change, if any, should be made in sentence 4?</p> <ul style="list-style-type: none"> A Change the period to a question mark B Change <i>Dr. Thomas c. Durant</i> to a collective noun C Change <i>Dr. Thomas c. Durant</i> to Dr. Thomas C. Durant D Make no change |
|--|---|

Write your own sentences about railroads using common, proper, and collective nouns. Read the sentences aloud.



Home Activity Your child prepared for taking tests on common, proper, and collective nouns. Have your child read an interesting magazine or newspaper article. He or she can circle the proper nouns, underline the common nouns, and put a box around collective nouns.