Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

AMERICAN REVOLUTION: BUILDING A NATION

GRADE 4 UNIT 5 | ACTIVITY BOOK

EDITION 1

Grade 4 | Unit 5

American Revolution: Building a Nation

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

Unit 5
American Revolution: Building a Nation
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 5 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Core Connections Vignette

Scene I: European Explorers and the "New World"

Characters: Narrators (4), Timeline Tracker, Audience Member, English Royal, English Explorer, French Royal, French Explorer, Pilgrim Leader

Narrator 1: The Age of Exploration occurred from around the 1400s to the 1600s. Ships left busy ports of Spain, Portugal, France, Holland, and England to sail around the world. The explorers aboard these ships sought more than adventure. European kings and queens paid them to find gold, spices . . . and land. And many explorers came as a way to worship God.

Timeline Tracker: [Point out "Age of Exploration" on the Core Connections Timeline on display.]

Audience Member: That's when Christopher Columbus discovered America, right?

Narrator 2: That's right. In 1492, Columbus claimed land in the Americas for the king and queen of Spain. After that, many other Europeans followed, curious about what this "New World" had to offer.

Timeline Tracker: [Point out "Christopher Columbus" on the Core Connections Timeline.]

Narrator 3: In the mid-1500s, both the English and the French began to form colonies in the "New World." In 1607, the English established their first permanent colony in Jamestown, Virginia. And in 1620, Plymouth Colony was established by a group of religious Pilgrims in Massachusetts.

Narrator 1: After that—as they say—the rest is history!

Timeline Tracker: [Point out "Jamestown" on the Core Connections Timeline.]

Narrator 4: Imagine now that you live during the early 1600s. Listen as first the king (or queen) of England and then the king (or queen) of France each talk to an explorer about traveling to the "New World." Both countries are anxious to claim more land in North America.

Narrator 1: First, the English.

English Royal: Spain keeps claiming more and more territory across the Atlantic Ocean. We need to get over there and take a share—a LARGE share—for our homeland!

English Explorer: Well, sir (ma'am), it seems Spain has already claimed most of the territory in Central and South America. No worries, though, we will get as much of the remaining land as we can!

[English Royal and English Explorer sit down.]

Narrator 1: Now, the French.

French Royal: We, too, shall sail to this "New World" and get as much land and riches as we can for France.

French Explorer: Yes, your majesty!

Narrator 2: The Age of Exploration also included those seeking a place to worship God. Listen to an English Pilgrim leader talk to fellow religious believers who are looking to the New World as a place of freedom.

Pilgrim Leader: The King of England is standing against us. We are not able to worship as we believe. He will put us in jail unless we change our beliefs. We will sail to create a New England. We will be free to worship the Lord and keep his commandments.

Scene II: Native American Alliances

Characters: Narrators (4), Timeline Tracker, Native Americans (2), English Explorer, French Explorer

Narrator 1: At about the same time that English colonists settled Jamestown and Pilgrims settled Plymouth, French colonists arrived in New France and settled Québec.

Timeline Tracker: [Point out "Québec" on the Core Connections Timeline.]

Narrator 2: Many of these French and English explorers encountered Native American tribes already living on the land, just as Christopher Columbus had more than 100 years earlier.

Narrator 3: Listen as two Native Americans encounter European explorers for the first time.

Native American 1: Did they say "New World"?

Native American 2: What "New World"?

Native American 1: Who are these people?

Native American 2: And what do they want?

Narrator 3: There were many different Native Americans tribes, some trading with one another, some fighting one another, and some forming alliances with other tribes, both to trade and to wage war. Now, they had decide what to do with these new "tribes," the Europeans.

English Explorer (to Native American 1): We will trade knives, glass, copper, and brass in exchange for meat, fish, animal skins, and furs.

French Explorer (to Native American 2): We will teach you how to hunt with metal weapons if you will teach us to hunt in the wilderness.

Narrator 4: For many years, Europeans traded goods with Native Americans. Over time, some tribes formed alliances with the English and others formed alliances with the French.

Scene III: Competing for the Same Land

Characters: Narrators (2), Map Guide, British General, French General, French (all students)

Narrator 1: Explorers from many European countries raced to claim areas of North America for themselves. The English crown and English religious pilgrims established colonies along the east coast of North America—between Spanish settlements to the south and French settlements to the north.

Map Guide: [Point out the English colonies as well as the areas north and south of the colonies on the Colonial North America Map.]

Narrator 2: By 1733, the British had established 13 colonies in America, the last one being Georgia in 1733. But British colonists prospered, with large families growing up in America and more settlers coming from Britain. As their numbers continued to grow, they pushed westward, across the Appalachian Mountains to an area already occupied by the French—the Ohio River Valley.

British General: We need more land so more of our families can build homes. We have been blessed. This rich river valley is a true land of opportunity.

French General: The French established forts and trading posts here long before the British ever crossed the mountains. Everyone knows this land is called New France.

Narrator 1: This was not a good combination! The British and the French had been enemies for years on the other side of the ocean. Now, they were competing for the same land in North America. Listen as French and British generals justify their claim to the same land.

British General: [clearing throat] Ahem. It is a well-known fact that the land belongs to Great Britain. The members of the British Parliament even wrote to tell the French to leave at once.

Narrator 2: Hmm. This was a bad sign! [to audience] Do you think the French will cooperate with this request?

French (ALL): [pausing as if to consider this request before replying in unison] *Non!*

Narrator 1: The British prepared to defend the land. And so did the French. It seemed conflict was unavoidable.

Scene IV: A Long, Long War

Characters: Narrators (4), Audience Members (2), Timeline Tracker

Narrator 1: And so it was that fighting began between the British and the French, both wanting to control land west of the Appalachian Mountains, the Ohio River Valley.

Narrator 2: Both sides knew they could not defeat the other without the help of Native Americans. Similar to the British on the coast, the French established trading partners with Native American allies too.

Narrator 3: The British made trading partners with Native American allies, too.

Narrator 4: Different Native American tribes had been allies with each other, and waged war with other tribes for centuries. Now, they would be joining in a fight between Britain and France.

Narrator 1: So both Britain and France received help from different Native American tribes when the fighting began.

Narrator 2: Eventually, Britain officially declared war on France in 1756. But the British and French colonists had already been fighting for two years in the wilderness of North America. The French and Indian War was well underway.

Audience Member 1: Wait! The French and Indian War? Why isn't it called the French and British War?

Narrator 3: Excellent question. The war is known as the French and Indian War because the British fought against the French and their Native American, or Indian, allies.

Narrator 1: That's right. The French and Indian War was not a war between the French and the Indians. It was between the French and the British—part of their ongoing struggle for control of land in other parts of the world.

Audience Member 2: So, fighting was going on in other parts of the world at the same time?

Narrator 2: Yes, the French and Indian War was just part of more fighting involving many countries, particularly the French and the British, around the world.

Narrator 3: Fighting continued in the wilderness of North America for a very long time—almost nine years in all.

Narrator 1: Yes, and that was only the beginning. Even though Great Britain became the dominant power in North America after the war, life in the British colonies was never the same.

Narrator 2: But that's a lesson for another day.

Timeline Tracker: [Point out "French and Indian War Begins" on the Core Connections Timeline.]

NAME: _____

DATE: _____

Vocabulary for "Bills to Pay"

1. **conflict**, ***n.*** a fight or struggle for power or authority (**2**)

2. **turning point**, ***n.*** a time when an important change occurs (**2**)

3. **burden**, ***n.*** something that is heavy or difficult to accept (**burdens**) (**4**)

4. **impose**, ***v.*** to force or require (**imposed**) (**5**)

5. **tax**, ***n.*** money a government charges for services it provides to the people (**taxes**) (**5**)

6. **assembly**, ***n.*** people who gather to write laws for a government or organization (**assemblies**) (**5**)

7. **petition**, ***n.*** a document people sign to show their agreement or disagreement with something (**petitions**) (**6**)

8. **opposition**, ***n.*** disagreement with or disapproval of something (**8**)

9. **mastermind**, ***n.*** a person who takes the lead in planning and organizing something important (**8**)

10. **militia**, ***n.*** ordinary people trained to be soldiers but who are not part of the full-time military (**9**)

NAME: _____

DATE: _____

1.3 ACTIVITY PAGE

Timeline I

Identify sequence of events related to the American Revolution.

NAME: _____

1754 1755 1756 1757 1758

1754 _____

1759 1760 1761 1762 1763 1764

1759 _____

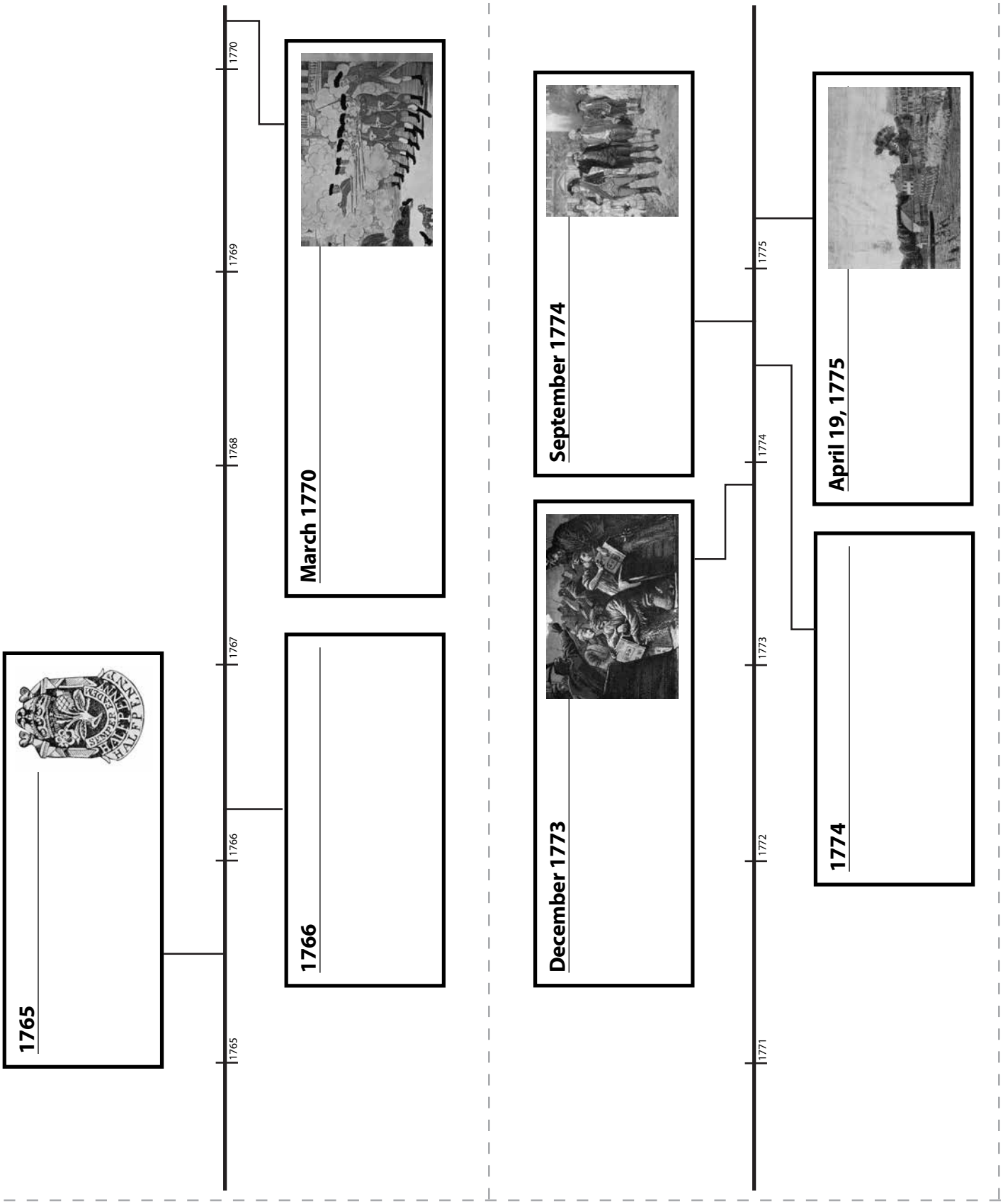
1763 _____

NAME: _____

DATE: _____

1.3 CONTINUED

ACTIVITY PAGE



NAME: _____

DATE: _____

1.4 TAKE-HOME

Excerpt from "Bills to Pay"

Read the following excerpt aloud to a family member and complete the activity that follows.

Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French and their Native American allies. All of the money had to be paid back, and the British government felt that the colonists should pay their share. In addition, more money was continually needed to protect the colonies as well as the newly acquired land.

To raise the needed funds, the British government **imposed** new **taxes**, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.

Stamps were imprinted or embossed on paper.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an **assembly** of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most everyone felt the process was fair.

5

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes.

Although the colonists continued to raise their own taxes even after 1765, they felt that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.

The Stamp Act was very unpopular.

The colonists agreed that there were bills that had to be paid, and they wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the 13 colonies in Parliament. Not even one!

When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent **petitions** to London. They tried to explain why they thought the Stamp Act was unfair.

The Stamp Act was seen as an unfair tax.

NAME: _____

DATE: _____

1.4 CONTINUED

TAKE-HOME

Complete the following sentences to summarize what you learned from the text in your own words.

1. The British government raised taxes because . . .

_____

_____

_____

_____

2. The Stamp Act required the colonists to . . .

_____

_____

_____

_____

3. Many colonists were upset about the Stamp Act because . . .

_____

_____

_____

_____

NAME: _____

DATE: _____

Glossary for *The Road to Independence*

A

abound, ***v.*** to be present in large quantities (**abounds**)

abstain, ***v.*** to choose not to vote (**abstained**)

accurate, ***adj.*** without mistakes; having the right facts

ambassador, ***n.*** the person who represents the government of their country in another country (**ambassadors**)

ammunition, ***n.*** bullets, shells, and other objects used as weapons shot from guns

assembly, ***n.*** people who gather to write laws for a government or organization (**assemblies**)

B

bayonet, ***n.*** a sharp piece of metal attached to the muzzle of a musket (**bayonets**)

belfry, ***n.*** a bell tower at the top of a church

bleak, ***adj.*** depressing, grim, bad

boycott, ***v.*** to protest something by refusing to buy, use, or participate

breeches, ***n.*** pants that cover the hips down to just below the knee

burden, ***n.*** something that is heavy or difficult to accept (**burdens**)

burly, ***adj.*** strong and heavy

C

casualty, ***n.*** a person killed or injured during battle (**casualties**)

charge, ***n.*** the amount of explosive material needed to cause a blast

conflict, ***n.*** a fight or struggle for power or authority

confront, ***v.*** to challenge or fight against

console, ***v.*** to comfort or try to make someone feel better and less sad

convoy, ***n.*** a group of ships traveling together for safety

D

decisive, ***adj.*** important; without any doubt

declaration, ***n.*** an official statement of something

defiant, ***adj.*** refusing to obey

dread, ***v.*** to look ahead to the future with great fear

E

eliminate, ***v.*** to get rid of something (**eliminated**)

engraving, ***n.*** a design or lettering made by cutting into the surface of wood, stone, or metal

enlist, ***v.*** to volunteer for military service (**enlisted**)

export, ***v.*** to send out a product to another country to be sold (**exporting**)

F

fleet, ***n.*** a group of military ships that sail under the same commander

foil, ***v.*** to prevent someone from doing something or achieving a goal (**foiled**)

foraging, ***adj.*** for the purpose of searching for something, usually food or supplies

formidable, ***adj.*** extremely powerful; worthy of respect

fortify, ***v.*** to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**)

front, ***n.*** the place where fighting happens in a war (**fronts**)

G

grievance, ***n.*** a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**)

H

heed, ***v.*** to respect and follow advice or instructions (**heeded**)

henpecked, ***adj.*** used to describe a man who is constantly controlled and criticized by his wife

hero, ***n.*** a person who is respected for bravery or good qualities (**heroes**, **heroism**)

heroine, ***n.*** a woman who is respected for bravery or good qualities (**heroines**)

I

implication, ***n.*** a possible effect or result that may take place in the future (**implications**)

import, ***v.*** to bring in a product from another country to be sold (**importing**)

impose, ***v.*** to force or require (**imposed**)

impress, ***v.*** to amaze; to cause others to feel admiration or interest (**impressed**)

indirectly, ***adv.*** not having a clear and direct connection

intolerable, ***adj.*** too painful or hard to be accepted

J

jeer, ***n.*** an insult or put-down (**jeers**)

L

laden, ***adj.*** heavily loaded; carrying large amounts

levy, ***v.*** to use legal authority to demand and collect a fine or a tax (**levied**)

liberty, ***n.*** freedom

M

master, ***v.*** to learn something completely; to gain the knowledge and skill that allows you to do something very well

mastermind, ***n.*** a person who takes the lead in planning and organizing something important

melancholy, ***adj.*** sad or depressed

militia, ***n.*** ordinary people trained to be soldiers but who are not part of the full-time military

misleading, ***adj.*** untrue

model company, ***n.*** a group of soldiers deserving to be copied or imitated by others

morale, ***n.*** confidence, level of enthusiasm one feels

musket, ***n.*** a long, heavy gun that is loaded at the muzzle

musket ball, ***n.*** ammunition shot from muskets (**musket balls**)

muzzle, ***n.*** the opening at the end of a gun or cannon where the ammunition comes out

N

neutral, ***adj.*** not supporting either side of an argument, fight, or war

ninepins, ***n.*** a bowling game played with nine pins

O

opposition, ***n.*** disagreement with or disapproval of something

oppressive, ***adj.*** harsh and unfair; cruel

otherwise, ***adv.*** in a different way

P

patriot, ***n.*** a person who supports and defends their country (**patriots**)

peal, ***n.*** a loud noise or repeated noises (**peals**)

petition, ***n.*** a document people sign to show their agreement or disagreement with something (**petitions**)

proclamation, ***n.*** a public announcement made by a person or government

provoke, ***v.*** to cause something to happen; to bring out anger in a person or people (**provoked**)

R

range, ***n.*** a specified distance

rebel, ***n.*** a person who fights a government (**rebels**)

recruit, ***v.*** to search for people to join a group or organization (e.g., the army)

regiment, ***n.*** a military unit formed by multiple groups of soldiers

reinforce, ***v.*** to make a group more effective by adding more people or supplies (**reinforced**)

repeal, ***v.*** to undo or withdraw a law (**repealed**)

retreat, ***v.*** to move back or away from danger or attack (**retreated**)

revere, ***v.*** to respect or honor (***revered***)

revolutionary, ***adj.*** leading to, or relating to, a complete change

S

score, ***n.*** another term for 20; a group of 20 things (**scores**)

skeptical, ***adj.*** doubtful

skirmish, ***n.*** a short, unplanned fight in a war (**skirmishes**)

so-called, ***adj.*** implying the name or description of something or someone may be inaccurate

splendor, ***n.*** extreme, awe-inspiring beauty

stockpile, ***v.*** to collect materials to use in the future (weapons, food, etc.) (**stockpiling**)

strategic, ***adj.*** carefully planned to achieve a specific goal, such as winning a battle or finishing a project

suitor, ***n.*** a man interested in marrying a certain woman

surrender, ***v.*** to give up, quit

switch, ***n.*** a thin stick that bends easily, often used as a whip

T

tactics, ***n.*** ways used to achieve a goal

tax, ***n.*** money a government charges for services it provides to the people (**taxes**)

traitor, ***n.*** someone who betrays their country, government, or a group they belong to

turning point, ***n.*** a time when an important change occurs

tyrannical, ***adj.*** ruling people in a threatening or cruel way

V

villain, ***n.*** someone who does evil things (**villains**)

volley, ***n.*** the firing of a large number of weapons at the same time

W

woo, ***v.*** to try to get someone to love you (**wooing**)

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "Trouble Is Brewing"

1. **liberty**, ***n.*** freedom (**10**)

2. **repeal**, ***v.*** to undo or withdraw a law (**repealed**) (**10**)

3. **eliminate**, ***v.*** to get rid of something (**eliminated**) (**10**)

4. **indirectly**, ***adv.*** not having a clear and direct connection (**11**)

5. **boycott**, ***v.*** to protest something by refusing to buy, use, or participate (**11**)

6. **musket**, ***n.*** a long, heavy gun that is loaded at the muzzle (**13**)

7. **engraving**, ***n.*** a design or lettering made by cutting into the surface of wood, stone, or metal (**13**)

8. **accurate**, ***adj.*** without mistakes; having the right facts (**13**)

9. **patriot**, ***n.*** a person who supports and defends their country (**patriots**, **patriotism**) (**14**)

NAME: _____

DATE: _____

Review Commas

Insert commas in the appropriate locations.

1. The British Parliament met in London England, to make laws for the colonists who lived in Boston Massachusetts.

2. The first House of Burgesses met in Jamestown Virginia, on July 30 1619, to make decisions about famine disease and attacks by Native Americans.

3. The Mayflower Compact signed on November 11 1620 was the first document to establish self-government in America.

4. George Washington was a representative in the Virginia House of Burgesses commander of the army and first president of the United States.

5. On March 5 1770, colonists threatened the British soldiers in Boston Massachusetts, with snowballs sticks and clubs.

Write the address of someone you know.

_____

_____

Write the date of your birthday for this year. If your birthday has already passed, write the date of your birthday for next year.

_____

Write a sentence that includes a series of three things you will do after school.

_____

_____

NAME: _____

DATE: _____

2.3 TAKE-HOME

Practice Root *port*

Write the correct word to complete each sentence. You may need to add –s to make the word correctly complete the sentence. If necessary, use a print or digital resource to determine meaning, syllabication, and pronunciation of words.

transport	portfolio	transportation	import
export	portable	support	

1. The United States _____ many goods to be sold to other countries.

2. The United States also _____ products from other countries to sell here.

3. The bench was built to _____ the weight of four adults.

4. When I make a final draft of my paper I will add it to my writing _____.

5. We had a moving truck _____ our things to our new apartment.

6. Jordan has a _____ radio to listen to when the power goes out.

7. Ships were important forms of _____ during the time period around the American Revolution.

Challenge: *Important* means carrying great significance. *Write a sentence using the word* important.

NAME: _____

DATE: _____

2.4 TAKE-HOME

Cause and Effect

Cause: An event or circumstance that makes something happen; the reason something happens (answers the question **why?**)

Effect: Something that happens as a result of, or because of, a cause (tells **what** happened)

In the following chart, if the cause is given, write the effect. If the effect is given, write the cause.

Cause	**Effect**
I stayed out in the sun too long without sunscreen	*I got burned by the sun.*
someone poked the balloon with a pin	the balloon popped
the alarm clock did not ring	
	I was locked out of my house
I skipped lunch	
	the cake burned

Cause	Effect
Dad had a flat tire	
	the banks of the river flooded
it was raining hard	
	there were long lines at the movie theater
the days are longer in summer	
	Dad had a flat tire

NAME: _____

DATE: _____

2.4 CONTINUED

TAKE-HOME

Select two cause and effect relationships from the completed chart. Write each one in two different ways. For example:

- *I stayed out in the sun too long without sunscreen so I got sunburned.*
- *I got sunburned because I stayed out in the sun too long without sunscreen.*

1. A. _____

_____

B. _____

_____

2. A. _____

_____

B. _____

_____

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

Trouble Is Brewing

Complete this activity page with your partner after reading "Trouble Is Brewing."

The following box contains the definition for the term idiom. *Read the definition and complete the activity that follows.*

> An idiom is a group of words or an expression that cannot be understood by the meaning of each word alone. Instead, the group of words in an idiom has its own particular meaning.

Each of the following sentences contains an underlined idiom. Follow these steps for each one:

- *Find the sentence in your Reader and write the page number.*
- *Explain the idiom in your own words.*

1. There, angry crowds <u>took their frustration out</u> on tax collectors.

   _____

   _____

   _____

   Page(s) _____

2. And they thought the new tax on tea was <u>every bit as</u> unfair as the old tax on paper.

   _____

   _____

   Page(s) _____

3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.

_____

_____

Page(s) _____

4. The situation became more serious when even more people poured into the streets.

_____

_____

Page(s) _____

5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

_____

_____

Page(s) _____

NAME: _____

DATE: _____

3.2 TAKE-HOME

Excerpt from "Trouble Is Brewing"

Read the following excerpt aloud to a family member.

Chapter 2

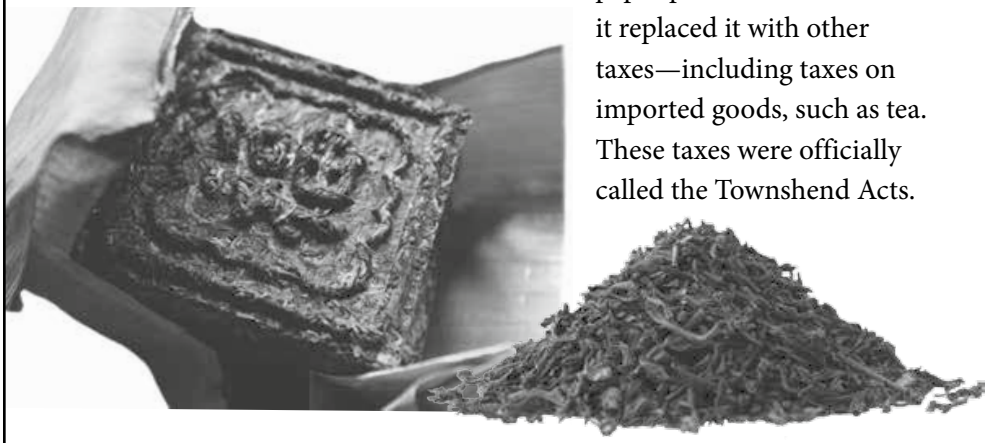
Trouble Is Brewing

THE BIG QUESTION
Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?

Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty** Tree. They made public speeches against taxes and the British government. They cried, "No taxation without representation!" This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to **repeal** the Stamp Act in 1766. Parliament **eliminated** the tax on paper products, but in 1767 it replaced it with other taxes—including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.

10

Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the 13 colonies there.

Suddenly, deciding to take a sip of tea meant something more than just having a drink. If you bought British tea, you were paying a tax, and, **indirectly**, you were agreeing that Parliament had the right to tax the colonies. On the other hand, if you refused to buy British tea, you were making a statement of a different kind: you were saying that you did not approve of—and would not accept—taxation without representation.

Colonists who were angry about the new tax agreed not to buy British tea. But they didn't stop there. They also visited inns and other places that sold tea and asked the owners to stop selling it. Many establishments agreed to **boycott** British tea.

NAME: _____

DATE: _____

Cause and Effect Paragraphs

Sequencing Events

Sequence the following events from first to last. The first event, the French and Indian War, is already labeled. Number the remaining events 2–5.

_____ Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.

_____ Great Britain was left with enormous debts after the war and needed additional funds to maintain the new lands it acquired from France.

_____ The British fought and defeated the French in the French and Indian War to gain control of land in North America.

_____ The colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.

_____ The colonists felt the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made.

Identify Causes and Effects

The chronology, or order, of events is very important when writing a cause and effect essay because it helps the reader understand both what happened and why. One event often causes another to happen.

Each sentence below tells about one of the events you have just sequenced. Each sentence includes both what happened (effect) and why it happened (cause).

Read the sentence fragments beneath each complete sentence and identify which one describes the cause and which one describes the effect of each event. Underline either cause *or* effect *after each sentence fragment. The first one has been completed for you.*

1. Because the British and the French wanted to gain control of land in North America, they fought each other in the French and Indian War.
   - because the British and the French wanted to gain control of land in North America (cause / effect)
   - they fought each other in the French and Indian War (cause / effect)

2. Great Britain needed money due to its enormous war debts.
   - Great Britain needed money (cause / effect)
   - due to its enormous war debts (cause / effect)

3. Parliament passed the Stamp Act because the British government felt the colonists should help pay for the war.
   - Parliament passed the Stamp Act (cause / effect)
   - because the British government felt the colonists should help pay for the war (cause / effect)

4. Since the colonists had no representation in the British government, they felt the Stamp Act was unfair.
   - since the colonists had no representation in the British government (cause / effect)
   - they felt the Stamp Act was unfair (cause / effect)

5. The colonists felt the Stamp Act was unfair, so they protested the Stamp Act.
   - the colonists felt the Stamp Act was unfair (cause / effect)
   - so they protested the Stamp Act (cause / effect)

Identify and circle cause and effect transition words in the previous sentences, using the information in the following chart as a guide.

Cause Transition Words	**Effect Transition Words**
because	consequently
due to	as a result
one cause is, another is	thus
since	resulted in
for	one reason is, another is
first, second	so

NAME: _____

DATE: _____

3.4 TAKE-HOME

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- *Use Activity Page 3.3 to draft your paragraph.*
- *Use your own words to paraphrase information instead of copying information directly from the text.*
- *Use cause and effect transition words whenever possible.*

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for "The Fight Begins"

1. **intolerable**, ***adj.*** too painful or hard to be accepted (**21**)

2. **grievance**, ***n.*** a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**) (**22**)

3. **import**, ***v.*** to bring in a product from another country to be sold (**importing**) (**22**)

4. **export**, ***v.*** to send out a product to another country to be sold (**exporting**) (**22**)

5. **stockpile**, ***v.*** to collect materials to use in the future (weapons, food, etc.) (**stockpiling**) (**22**)

6. **belfry**, ***n.*** a bell tower at the top of a church (**24**)

7. **rebel**, ***n.*** a person who fights against a government (**rebels**) (**26**)

8. **volley**, ***n.*** the firing of a large number of weapons at the same time (**26**)

9. **musket ball**, ***n.*** ammunition shot from muskets (**musket balls**) (**28**)

10. **revolutionary**, ***adj.*** leading to, or relating to, a complete change (**28**)

NAME: _____

DATE: _____

4.2 TAKE-HOME

Excerpt from "The Fight Begins"

Read the following excerpt aloud to a family member. Then complete the activity that follows.

Complaints and Grievances

The 56 members of the First Continental Congress drafted a list of complaints and **grievances** against the king and his government. They agreed that all 13 colonies would stop **importing** goods from Great Britain—not just tea and other items that were taxed, but all British goods. They also agreed that, unless Parliament repealed the Intolerable Acts, the colonies would stop **exporting** colonial goods to Great Britain.

Some colonists began to think a war was unavoidable. They thought it was time to start **stockpiling** muskets and gunpowder. Others believed that it was not too late to patch up relations with the king and his government.

Representatives from Virginia debated this issue in March 1775. Several representatives argued that Virginia should do whatever it could to keep the peace and restore good relations with the king. But others felt that it was too late for that. A country lawyer named Patrick Henry proposed that it was time to stop talking about peace and to start fighting for liberty:

> *"Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! . . . Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"*
>
> *—Patrick Henry*

Many people in Massachusetts agreed with Patrick Henry. They were organizing militias, stockpiling guns, and preparing to fight. Some of the Massachusetts militiamen were known as minutemen. These special troops were created to be ready to fight at a moment's notice!

22

The British government knew that these preparations were underway. In response, they sent a large army to Boston. British generals were told to confiscate any weapons they could find. They were also told to find and arrest the biggest troublemakers among the Sons of Liberty—Samuel Adams and John Hancock.

In April 1775, the British tried to capture some weapons that members of the patriot movement had hidden in Concord, west of Boston. Approximately 700 British soldiers marched out of Boston on the night of April 18, hoping to surprise the militia in Concord. But the patriots were watching every move the British soldiers made.

Patrick Henry addressing Virginia representatives

23

NAME: _____

DATE: _____

4.2 CONTINUED

TAKE-HOME

Choose the word or phrase that best completes each sentence. You may refer to the excerpt if needed.

1. Another word for *grievance* is:
   A. compliment
   B. complaint
   C. challenge

2. The members of the Continental Congress agreed that the colonies would stop _____ goods from Great Britain.
   A. importing
   B. boycotting
   C. stockpiling

3. Some colonists believed war with Great Britain was _____.
   A. unavoidable
   B. avoidable
   C. intolerable

4. Patrick Henry was in favor of:
   A. colonial independence from Britain
   B. continued British rule of colonies
   C. additional debates on the subject of independence

5. Minutemen were special troops that could be _____ and ready to fight at a moment's notice!
   A. stockpiled
   B. boycotted
   C. gathered

NAME: _____

DATE: _____

4.3 ACTIVITY PAGE

Review Quotation Marks

Use quotations to write about what is happening in the picture. Write at least three quotations.

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Practice Root *port*

Write the correct word to complete each sentence.

1. The colonists agreed that they would not _____ tea from Great Britain.
   (import, export, portfolio, support)

2. My friends and I are going to the basketball game to _____ the team.
   (report, export, import, support)

3. I like my new computer because it is lightweight and _____.
   (portable, portfolio, transport, transportation)

4. The ships were used to _____ the cargo across the ocean.
   (transport, transportation, support, portable)

5. The colonists also agreed that they would not _____ any goods to Great Britain.
   (import, export, portfolio, support)

6. Paul Revere and other riders helped _____ the colonists by alerting them that the British were coming.
   (import, transport, support, export)

For each of the following words, write a sentence using the word.

1. *transport*

_____

_____

_____

_____

2. *transportation*

_____

_____

_____

_____

NAME: _____

DATE: _____

From "Paul Revere's Ride"

Henry Wadsworth Longfellow

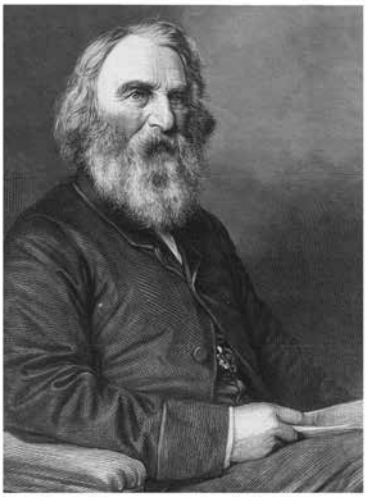
Written in 1860

Listen, my children, and you shall hear 1
Of the midnight ride of Paul Revere, 2
On the eighteenth of April, in Seventy-Five; 3
Hardly a man is now alive 4
Who remembers that famous day and year. 5

He said to his friend, "If the British march 1
By land or sea from the town to-night, 2
Hang a lantern aloft in the belfry-arch 3
Of the North-Church-tower, as a signal-light, — 4
One if by land, and two if by sea; 5
And I on the opposite shore will be, 6
Ready to ride and spread the alarm 7
Through every Middlesex village and farm, 8
For the country-folk to be up and to arm. 9

Meanwhile, impatient to mount and ride, 1
Booted and spurred, with a heavy stride, 2
On the opposite shore walked Paul Revere. 3
Now he patted his horse's side, 4
Now gazed on the landscape far and near, 5
Then impetuous stamped the earth, 6

And turned and tightened his saddle-girth; 7
But mostly he watched with eager search 8
The belfry-tower of the old North Church, 9
As it rose above the graves on the hill, 10
Lonely and spectral and somber and still. 11
And lo! as he looks, on the belfry's height, 12
A glimmer, and then a gleam of light! 13
He springs to the saddle, the bridle he turns, 14
But lingers and gazes, till full on his sight 15
A second lamp in the belfry burns! 16



About the Author

Henry Wadsworth Longfellow is well-known for writing many poems about American history. "Paul Revere's Ride" was first published in 1860 to inspire American patriotism in the months leading up to the Civil War.

NAME: _____

DATE: _____

Vignette I

Characters: Narrator, Members of Parliament (5), Members of Sons of Liberty (8), Paul Revere

Narrator: The year is 1766 and the British colonies of North America are unhappy with what they consider to be unfair taxes levied on them by Great Britain. Listen as members of the British Parliament discuss what to do about these angry colonists.

Great Britain 1766

Member of Parliament 1: The colonists are not calming down. They continue to protest the Stamp Act and boycott British goods. I am told they may rebel if we don't do something soon.

Member of Parliament 2: Can the Stamp Act be repealed to quiet them down?

Member of Parliament 3: It can. However, we still need to collect taxes to cover the debts from the French and Indian War and pay to maintain our newly acquired land.

Member of Parliament 4: Perhaps we could repeal the Stamp Act and impose a new tax, such as a tax on tea. The colonists might be so pleased to have the Stamp Act gone that they won't worry about new taxes.

Member of Parliament 5: A brilliant solution! We need to keep the peace with the British colonists, but we also have to pay off Great Britain's debts. Let us repeal the Stamp Act and pass another act as quickly as possible to tax the colonists on other goods. If they do not have to buy stamps, they may not even be aware of being taxed.

Narrator: The British Parliament voted to repeal the Stamp Act in March of 1766, only one year after the Stamp Act was passed. But, four years later, the colonists are still unhappy. Listen to find out why.

Four Years Later: Colonies 1770

Member of Sons of Liberty 1: King George and his Parliament must think we are fools! Nothing has changed! They merely replace one tax with another! These taxes are imposed on us by a far-away government.

Member of Sons of Liberty 2: We have been able to raise our own taxes in the past. Have they lost faith in our ability to govern ourselves?"

Member of Sons of Liberty 3: Whatever their reason, it is not fair. We deserve a voice in how to raise the money.

Member of Sons of Liberty 4: The British Parliament thinks we are weak. We cannot tolerate unfair taxes that are set by a ruler who is across the ocean.

Member of Sons of Liberty 5: Yes, and look where it has led—a massacre in the streets of Boston! We must stand up for those who died.

Three Years Later: Colonies 1773

Narrator: The year is 1773, three years after the Boston Massacre, and the colonists still feel unheard by Great Britain. Listen as Paul Revere discusses what action to take next with his fellow members of the Sons of Liberty.

Paul Revere: We are no better off than we were three years ago! It is true that Parliament repealed some taxes after the Boston Massacre, but the tax on tea remains.

Member of Sons of Liberty 6: It's not too late. We need to send Parliament a message and show them we are strong.

Member of Sons of Liberty 7: Remember the ships in the harbor that we blocked from unloading tea? If the ships won't go back, let's dump the tea into the Boston Harbor!

Paul Revere: Yes! That will show Parliament what we think about paying a tax for the right to drink tea. Think how much money Great Britain will lose if the contents of more than 300 chests of tea sink to the bottom of the bay.

Member of Sons of Liberty 8: Agreed. It's time to do something! No more taxation without representation!

Continued chanting by all members of Sons of Liberty: No taxation without representation!

NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

Plan Body Paragraph 1

Use the word bank to complete the graphic organizer below.

British Parliament	Sons of Liberty	protesting colonists	British soldiers

Events	**Dates**	**People**
Stamp Act repealed	March 1766	_____
Boston Massacre	1770	_____ _____
Boston Tea Party	December 1773	_____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: The Boston Tea Party occurred in 1773, eight years after the Stamp Act of 1765, so the colonists had been living with unfair taxation for many years. Was it right for the Sons of Liberty to take such strong action by dumping the tea? Be sure to include both sides of the argument and paraphrase the information from your sources instead of copying the information directly from the text.

Choose words from the word bank to use in your response to the writing prompt. Make sure you edit your sentences for correct capitalization of historical events and nationalities.

crowd	repeal	boycott	replace	eliminate
tax collectors	protest	massacre	Parliament	

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

Vocabulary for "Shots and Speeches"

1. **retreat**, ***v.*** to move back or away from danger or attack (**retreated**) (**30**)

2. **casualty**, ***n.*** a person killed or injured during battle (**casualties**) (**30**)

3. **ammunition**, ***n.*** bullets, shells, and other objects used as weapons shot from guns (**30**)

4. **score**, ***n.*** another term for 20; a group of 20 things (**scores**) (**32**)

5. **fortify**, ***v.*** to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**) (**32**)

6. **ambassador**, ***n.*** the person who represents the government of their country in another country (**ambassadors**) (**33**)

7. **declaration**, ***n.*** an official statement of something (**35**)

8. **abstain**, ***v.*** to choose not to vote (**abstained**) (**35**)

9. **levy**, ***v.*** to use legal authority to demand and collect a fine or tax (**levied**) (**38**)

10. **implication**, ***n.*** a possible effect or result that may take place in the future (**implications**) (**39**)

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

Timeline II

December 25, 1776

January 1776

1776

July 4, 1776

June 1775

February 1778

1778

December 1777

October 1777

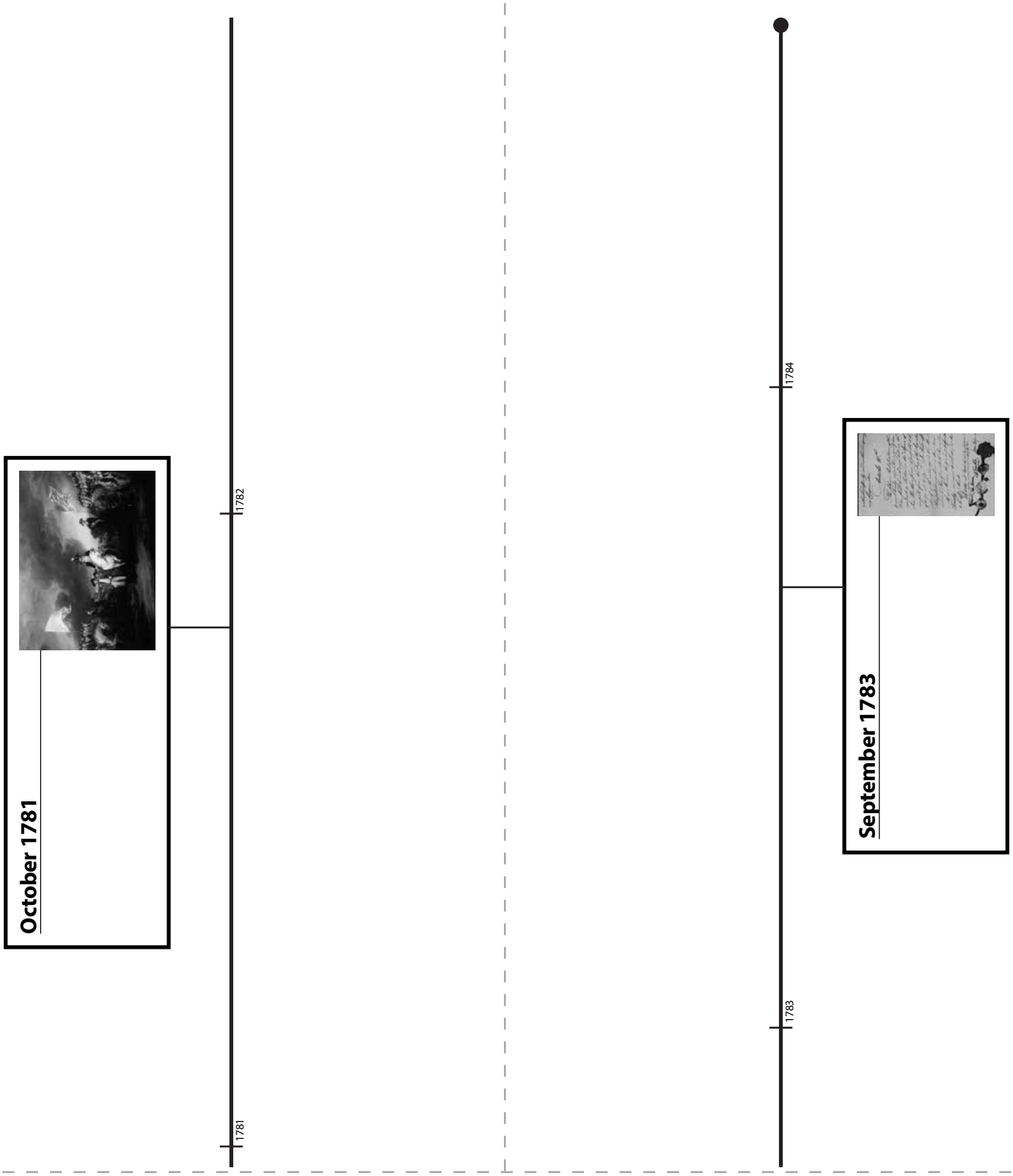
1777

NAME: _____

DATE: _____

6.2 CONTINUED

ACTIVITY PAGE



NAME: _____

DATE: _____

6.3 TAKE-HOME

Subject-Action Verb Agreement

Complete the "Agreement" column of the chart by combining the subject with the action verb so that the subject and verb agree. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
the merchant	travel	the merchant travels
merchants	travel	
the child	dress	
children	dress	
the student	study	
students	study	
the poet	write	
poets	write	
the baby	play	
babies	play	
the cook	fry	
cooks	fry	

Write expanded sentences for five subject-action verb agreement statements from the chart.

Example: The merchant travels across the Pacific in search of rare goods.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

6.4 TAKE-HOME

im– and *in–*: Prefixes Meaning "not"

Write the correct word to complete each sentence.

perfect	imperfect	convenient	inconvenient
active	inactive	polite	impolite

1. Even though the cake I baked was uneven and looked _____, it tasted really good!

2. My gym teacher says we should exercise or be _____ for at least thirty minutes every day.

3. The grocery store is right by our house, so it is very _____ to stop on the way home.

4. It is considered _____ and rude to whisper in front of someone.

5. My teacher's computer shut off because it was _____ for so long.

6. I outgrew my old rain boots, but my new boots are the _____ size.

7. The movie was not showing at the theater in our town, but my dad said that it was too _____ to drive to another town to see it.

8. Write a sentence using the one word left in the box.

_____

_____

Challenge: Write a sentence using one of your own *im–* or *in–* words.

_____

_____

NAME: _____

DATE: _____

6.5 TAKE-HOME

Spelling Words

The following is a list of spelling words. These words are content words related to The Road to Independence *Reader.*

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. surrender
2. declaration
3. valiant
4. grievance
5. independence
6. monarchy
7. representative
8. victory
9. incident
10. militia

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
surrender	to give up, quit
declaration	an official statement of something
valiant	brave or courageous
grievance	a complaint resulting from being treated unfairly; a reason for complaining about a situation
incident	an event or disagreement that is likely to cause serious problems
monarchy	a form of government in which a country is ruled by a monarch, such as a king or a queen
representative	a member of a government
independence	freedom from outside control or support
militia	ordinary people trained to be soldiers but who are not part of the full-time military
victory	the act of defeating an opponent or enemy

NAME: _____

DATE: _____

6.6 TAKE-HOME

Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

DATE: _____

Shots and Speeches

Reread Chapter 4, "Shots and Speeches," and answer the following questions.

1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:
   A. They created their own money.
   B. They formed a navy.
   C. They set up a postal service.
   D. They agreed to form an army.

2. What type of government did Thomas Paine think should replace the monarchy?

   _____

   _____

3. On page 39, what does the heading "No Simple Solution" mean? Support your answer with evidence from the text.

   _____

   _____

   _____

   _____

Write the correct word to complete each sentence. Use the glossary as needed to check the meaning of words.

ambassadors	declaration	implications	fortified	scores
casualties	levy	retreat	ammunition	abstain

1. The colonial militia fired at the British soldiers as they traveled along the road to Lexington and Concord, wounding many men and forcing the British to _____ to Boston.

2. Members of the Second Continental Congress appointed _____ as representatives to foreign countries.

3. William Prescott _____ Breed's Hill, making sure the militia had all the supplies they needed to defend themselves against the British army.

4. There were _____ on both sides at the Battle of Bunker Hill.

5. Without _____, the militia was unable to fire its cannons.

6. Thomas Jefferson was chosen to write the official _____ of independence.

7. The Declaration of Independence was approved by every colony except New York, which decided to _____.

8. Many colonists felt it was unfair for Parliament to _____ taxes on the colonies.

9. Victory in battle is not always celebrated because _____ of soldiers often are casualties.

10. It is doubtful whether the signers of the Declaration of Independence imagined the _____ of their act on the future of the United States of America.

NAME: _____

DATE: _____

Vignette II

Characters: Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)

Narrator: In December of 1773, the Sons of Liberty dumped chests full of tea in Boston Harbor. Listen to discover how King George III reacted when he received word of the Boston Tea Party. In this scene, the king discusses the event with members of the British Parliament.

British Parliament, Great Britain 1774

King George III: This is an outrage! Dumping 340 chests of tea into Boston Harbor is just foolishness! They thought the taxes were bad? Now they will have to repay Great Britain for the tea they dumped.

Member of Parliament 1: We can send British ships and keep the harbor closed until the colonists pay for the cost of the tea they threw away. No ships will be able to enter or leave the harbor.

King George III: Yes. And closing the harbor will not be all. Boston must be reminded that they are British subjects. They live with protection and privileges provided by Great Britain, and they will live with the laws of their king.

Member of Parliament 2: What other laws do you propose, Your Majesty?

King George III: The colonists are taking too many liberties. I want stricter control of their meetings and how they elect officials. I or my minsters will decide who holds important government positions in Massachusetts.

Member of Parliament 3: I quite agree. There should also be new rules for trials. Bostonians should be tried by the king's judges outside of Boston.

Member of Parliament 4: It would also relieve the burden and expense on Great Britain if the colonists provided food and shelter for British soldiers.

King George III: Agreed. Make it so, and send more soldiers to Boston. I have a feeling we may need them there.

Narrator: Parliament passes a series of acts, known as the Intolerable Acts, during 1774. Word spreads, raising debates throughout the colonies. Should the colonists obey the laws of a far-away government or break away from Great Britain altogether? Listen as Patrick Henry declares his views before a group of representatives in Virginia.

Richmond, Virginia 1775

Patrick Henry: Gentlemen, I attended the First Continental Congress in Philadelphia last year, as did some of you. We agreed that Parliament's new laws are indeed intolerable. These laws show that King George is not going to allow any colonists the independence we desire and have had in the past.

Virginia Representative 1: But Mr. Henry, King George knows he must repeal the Intolerable Acts or we will stop exporting goods to Great Britain.

Patrick Henry: The king shows no sign of hearing our complaints and grievances. Mere words are not enough. We need to take action.

Virginia Representative 2: What are you suggesting, Mr. Henry? Do you believe that war is unavoidable?

Patrick Henry: Gentlemen may cry, "Peace! Peace!" But there is no peace. The war is actually begun! . . . I know not what course others may take; but as for me, give me liberty or give me death!

NAME: _____

DATE: _____

Plan Body Paragraph 2

Use the word bank to complete the graphic organizer below.

representatives from 12 of 13 colonies	representatives from Virginia	British Parliament	Patrick Henry	King George

Events	Dates	People
British Parliament passes the "Intolerable Acts"	Spring 1774	_____ _____
The First Continental Congress	Sept. 1774	_____
Virginia representatives debate response to Britain	March 1775	_____ _____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable Acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them.

Choose words from the word bank to use in your response to the writing prompt.

intolerable	grievance	independence	debate	unavoidable
liberty	representatives	complaints	First Continental Congress	Parliament

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "It's War!"

1. **front**, ***n.*** the place where fighting happens in a war (**fronts**) (**40**)

2. **strategic**, ***adj.*** carefully planned to achieve a specific goal, such as winning a battle or finishing a project (**42**)

3. **confront**, ***v.*** to challenge or fight against (**42**)

4. **surrender**, ***v.*** to give up, quit (**43**)

5. **morale**, ***n.*** confidence, level of enthusiasm one feels (**43**)

6. **tactics**, ***n.*** ways used to achieve a goal (**44**)

7. **bleak**, ***adj.*** depressing, grim, bad (**47**)

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	44

NAME: _____

DATE: _____

Vignette III

Characters: Narrator, Members of Parliament (2), King George III, Samuel Adams, John Hancock

Narrator: Patrick Henry's cry for liberty rang out through the colonies, and many people agreed with him that war was unavoidable and the time had come for the colonies to arm themselves. Listen to King George's reaction to news from his soldiers in Massachusetts that the colonists are preparing to fight.

Great Britain, Early April 1775

Member of Parliament 1: Your Majesty, word has come that the colonists are organizing militias, stockpiling guns, and preparing to fight.

King George III: Then the soldiers we have in Boston will not be enough. It is time to send an army. Are the Sons of Liberty still leading this revolt?

Member of Parliament 2: There is support trickling throughout the colonies; but, yes, the Sons of Liberty are still at the heart of things in Boston. Word has it Samuel Adams and John Hancock are two of the biggest troublemakers.

King George III: Tell my army to confiscate any weapons they can find and arrest Samuel Adams and John Hancock.

Narrator: Tensions had been high in and around Boston for many years now. Constant clashes between British soldiers and colonists finally came to a head in the nearby towns of Lexington and Concord. Listen as Samuel Adams and John Hancock discuss the events of April 19, 1775, and what it means for the future.

Massachusetts, Late April 1775

Samuel Adams: John, it is a miracle we are alive!

John Hancock: Certainly it is, for King George's army was hunting us down.

Samuel Adams: They were also hunting down the weapons we hid, not too far from Boston in Concord.

John Hancock: Well, they found the weapons, but not how they had hoped!

Samuel Adams: Ha, that's right! Little did they know that Paul Revere and other riders had a plan to warn people when the British army marched out of Boston.

John Hancock: We all owe those men a great debt, for we were able to be ready to stand our ground in Lexington and prepare to fight as the army marched to Concord and back.

Samuel Adams: The British army was smaller when it got back to Boston than when it left. But we lost many men, too.

John Hancock: Indeed, and it is with a heavy heart that I say: this is only the beginning.

NAME: _____

DATE: _____

Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

Paul Revere, William Dawes, Samuel Prescott	British Parliament	British soldiers
colonial militia	King George	

Events	Dates	People
British Parliament reacts to colonists' preparations by sending more soldiers to Boston	Early April 1775	_____ _____
Night riders travel west from Boston to warn colonists of British plans to confiscate weapons	April 18, 1775	_____
Battles of Lexington and Concord and the beginning of the Revolutionary War	April 19, 1775	_____ _____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: No one knows who fired the first shot at the battle in Lexington. If a stray shot had not been fired, do you think the Revolutionary War would have started? Explain what led to the first shots of the war.

Choose words from the word bank to use in your response to the writing prompt.

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

NAME: _____

DATE: _____

9.1 TAKE-HOME

Practice Subject-Action Verb Agreement

Fill in the correct pronoun for each noun. Complete the "Agreement" column, using the information provided. Remember to use the present tense (action is happening now) even though you may be writing about people who lived in the past. The first one has been done for you.

Subject	Action Verb	Agreement
the troops	prepare	the troops prepare
they	prepare	they prepare
the cannonball	fly	
	fly	
Thomas Jefferson	write	
	write	
the newspapers	say	
	say	
the ox	push	
	push	
the queen	cry	
	cry	
the representatives	debate	
	debate	
you (singular)	drink	
you (plural)	travel	
I	play	
we	listen	

Using only pronouns for subjects, write expanded sentences for five pronoun-action verb agreement statements from the chart.

Example: They prepare for the long battle ahead of them.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

Practice Prefixes *im–* and *in–*

Write the correct word to complete each sentence.

1. The colonists believed a peaceful settlement with Great Britain was _____ and not likely to happen.
   (possible, impossible, capable, incapable)

2. It is _____ the soldiers confused Breed's Hill and Bunker Hill because they did not know the area.
   (active, inactive, possible, impossible)

3. My mom received _____ directions to the party, so we ended up at the wrong house.
   (correct, incorrect, patient, impatient)

4. I am usually very _____ while I wait at the doctor's office because I bring a book to read.
   (capable, incapable, patient, impatient)

5. Ichabod Crane is a(n) _____ learner because he has read so many books about the supernatural.
   (patient, impatient, perfect, imperfect)

For each word, write a sentence using the word.

1. *practical*

_____

_____

_____

2. *incomplete*

_____

_____

_____

3. *correct*

_____

_____

_____

4. *incapable*

_____

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

For each spelling word, write a sentence using the word.

declaration	grievance	incident	independence	militia
monarchy	representative	surrender	valiant	victory

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write the sentence as your teacher calls it out.

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "From Valley Forge to Yorktown"

1. **impress**, ***v.*** to amaze; to cause others to feel admiration or interest (**impressed**) (**48**)

2. **bayonet**, ***n.*** a sharp piece of metal attached to the muzzle of a musket (**bayonets**) (**49**)

3. **model company**, ***n.*** a group of soldiers deserving to be copied or imitated by others (**49**)

4. **foraging**, ***adj.*** for the purpose of searching for something, usually food or supplies (**49**)

5. **recruit**, ***v.*** to search for people to join a group or organization (e.g., the army) (**49**)

6. **decisive**, ***adj.*** important; without any doubt (**49**)

7. **reinforce**, ***v.*** to make a group more effective by adding more people or supplies (**reinforced**) (**51**)

8. **convoy**, ***n.*** a group of ships traveling together for safety (**51**)

9. **fleet**, ***n.*** a group of military ships that sail under the same commander (**51**)

NAME: _____

DATE: _____

10.3 TAKE-HOME

From Valley Forge to Yorktown

Read the following excerpt and answer the questions that follow.

> Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the bayonets attached to their muskets. Von Steuben trained a model company. Then, the members of this model company trained other companies.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: In this paragraph, what is the meaning of *model company*?
   A. a military company deserving to be copied by others
   B. a fashion company that employs people to model clothes
   C. a toy company that makes plastic parts to form model airplanes
   D. an art company that employs models to pose for portrait painters

   Part B: Which sentence from the text best helps the reader determine the meaning of the term *model company*?
   A. Von Steuben taught the Continental soldiers how to march and stand in formation.
   B. He taught them how to advance on the battlefield.
   C. He also taught them how to use the bayonets attached to their muskets.
   D. Then, the members of this model company trained other companies.

2. Explain in your own words how one man, Friedrich Wilhelm von Steuben, was able to train so many men for battle in such a short amount of time.

_____

_____

_____

Read the following excerpt and answer the questions that follow.

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

The French and Continental armies set up cannons and began firing on the British. For days the guns fired constantly. Washington gave orders to fire through the night so the British would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.

Louis-Nicolas van Blarenberghe, *The Taking of Yorktown*

51

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: In the first paragraph, what is the meaning of the word *reinforced*?
   A. enforced new laws again
   B. strengthened with new supplies or more people
   C. angered
   D. overpowered

   Part B: Which sentence from the text best helps the reader determine the meaning of the word *reinforced*?
   A. In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers.
   B. The French navy arrived as well, and one of the first things they did was drive away a convoy of British ships that were carrying supplies for Cornwallis and his men.
   C. That was when Cornwallis knew he was in trouble.
   D. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A**: In the third paragraph, what was the meaning of the word *fleet*?
   A. cannons
   B. generals
   C. army
   D. ships

Part B: Which phrase from the text best helps the reader determine the meaning of the word *fleet*?

A. the French and Continental armies set up cannons

B. the guns fired constantly

C. they could not sail away

D. no choice but to surrender

NAME: _____

DATE: _____

From Valley Forge to Yorktown

Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.

1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

   _____

   _____

   Page(s) _____

2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?

   _____

   _____

   Page(s) _____

3. How much time passed between the British surrender at Yorktown and the signing of the Treaty of Paris?

   _____

   _____

   Page(s) _____

After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.

_____ The Continental Army left Valley Forge, reinforced with necessary supplies and military training.

_____ The Treaty of Paris was signed and Great Britain recognized American independence.

_____ The French joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.

_____ The Continental Army endured a hard winter at Valley Forge.

_____ The British surrendered to the Continental Army at Yorktown.

NAME: _____

DATE: _____

11.2 TAKE-HOME

Subject-*to be* Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

	Subject-*to be* Verb Agreement	
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.	
Singular	**Subject**	**Agreement in the Present Tense**
	I	
	you	
	he, she, it *Write two singular nouns*: 1. 2.	
Plural	we	
	you	
	they *Write two plural nouns*: 1. 2.	

Complete the "Agreement" column of the following chart to combine the subject with the to be *verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.*

Subject	***to be* Verb**	**Agreement**
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

*Write expanded sentences for three subject-*to be *verb agreement statements from the chart above.*

Example: George Washington is a clever general.

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____

11.3 TAKE-HOME

Suffixes –*able* and –*ible*

Write the correct word to complete each sentence.

predictable	collectible	enjoyable
predict	edible	collect

1. Our daily routine is very _____ because we have the same schedule every day.

2. When my family goes to the beach we like to _____ the prettiest shells we can find.

3. The baker made a(n) _____ car to put on top of the boy's birthday cake.

4. I _____ that our team will win the basketball game this weekend because we are better than the other team.

5. Write a sentence for each of the other words not used from the box.

   A. _____

   _____

   B. _____

   _____

Add the suffix –able *or* –ible *to each of the following root words to create a new word. Then write the meaning of the new word and a sentence using the new word.*

1. Root Word: *comfort*
   Meaning: a relaxed feeling; without pain
   New Word:_____
   Meaning: _____

   Sentence: _____

   _____

   _____

2. Root Word: *access*
   Meaning: to enter or get into
   New Word: _____
   Meaning: _____

   Sentence: _____

   _____

   _____

NAME: _____

DATE: _____

11.4 TAKE-HOME

Spelling Words

The following is a list of spelling words. These words include prefixes and suffixes you have learned in morphology lessons. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. easily
2. greasy
3. immobile
4. imperfect
5. impossible
6. inflexible
7. insufficient
8. intolerable
9. loudly
10. noisy
11. tasty
12. temporarily

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
easily	without difficulty
greasy	dirty from grease or oil
immobile	unable to move
imperfect	not perfect
impossible	not possible
inflexible	not flexible; not able to be bent or not easy to bend
insufficient	not sufficient; not enough
intolerable	too painful or hard to be accepted
loudly	in a noisy way
noisy	full of loud or unpleasant noise
tasty	having a good flavor
temporarily	for a limited amount of time

NAME: _____

DATE: _____

11.5

TAKE-HOME

Practice Spelling Words

Sort the spelling words by their affix. Then answer the questions that follow.

tasty	greasy	immobile	inflexible
temporarily	noisy	impossible	easily
imperfect	intolerable	loudly	insufficient

im–	***in–***	***–y***	***–ly***

1. What part of speech are the words with the suffix *–ly*? _____
2. What part of speech are the words with the prefix *im–*? _____
3. What part of speech are the words with the suffix *–y*? _____
4. What part of speech are the words with the prefix *in–*? _____
5. Which affixed words are a different part of speech than the others? _____

NAME: _____

DATE: _____

Vocabulary for "Heroes and Villains"

1. **hero**, ***n.*** a person who is respected for bravery or good qualities (**heroes**, **heroism**) (**56**)

2. **villain**, ***n.*** someone who does evil things (**villains**) (**56**)

3. **defiant**, ***adj.*** refusing to obey (**58**)

4. **enlist**, ***v.*** to volunteer for military service (**enlisted**) (**60**)

5. **regiment**, ***n.*** a military unit formed by multiple groups of soldiers (**60**)

6. **heroine**, ***n.*** a woman who is respected for bravery or good qualities (**heroines**) (**61**)

7. **skirmish**, ***n.*** a short, unplanned fight in a war (**skirmishes**) (**61**)

8. **foil**, ***v.*** to prevent someone from doing something or achieving a goal (**foiled**) (**63**)

9. **jeer**, ***n.*** an insult or put-down (**jeers**) (**63**)

10. **traitor**, ***n.*** someone who betrays their country, government, or a group they belong to (**63**)

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	58

NAME: _____

DATE: _____

12.2 TAKE-HOME

Heroes and Villains

Write the correct vocabulary word to complete each sentence. Use the glossary if you need help with the meanings of the words. You will not use all of the words.

defiant	enlist	foil(ed)	hero(es)	heroine(s)
jeer(s)	skirmish(es)	traitor(s)	villain(s)	regiment

1. John Paul Jones's _____ reply to a British sailor was, "Surrender? I haven't yet begun to fight!"

2. People who are respected for their bravery are known as _____. Women who are respected for their bravery are called _____.

3. Deborah Sampson was only 21 years old when she decided to _____ in the army.

4. Many soldiers were wounded in _____ during the American Revolution.

5. The commander of each _____ in the Continental Army read the Declaration of Independence to his troops.

Read the following excerpt from "Heroes and Villains." Write the correct vocabulary word from the word bank to complete each sentence. Different forms of the words may be used in the blanks.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was foiled, Arnold joined the British army. He went on to fight for the British. The cheers for Benedict Arnold the hero quickly turned to jeers for Benedict Arnold the traitor.

6. Because Arnold's plan was _____, he joined the British army and received _____ from members of the Continental Army.

7. Benedict Arnold was initially regarded as a _____, but when he turned against his country to fight for the British, he became known as a _____.

8. Select a word from the word bank that you think best describes Benedict Arnold and write it on the line: _____. Write a sentence explaining your choice.

_____

_____

_____

Read the following excerpt from "Heroes and Villains." Then answer the question that follows.

One of the greatest heroes on the colonists' side was George Washington. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

9. Do you agree with the statement, "One of the greatest heroes on the colonists' side was George Washington"? Circle one.

   A. Yes

   B. No

   Explain your answer in two or more sentences below.

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "The Legend of Sleepy Hollow"

1. **abound**, ***v.*** to be present in large quantities (**abounds**) (**64**)

2. **switch**, ***n.*** a thin stick that bends easily, often used as a whip (**64**)

3. **dread**, ***v.*** to look ahead to the future with great fear (**66**)

4. **laden**, ***adj.*** heavily loaded; carrying large amounts (**66**)

5. **suitor**, ***n.*** a man interested in marrying a certain woman (**66**)

6. **formidable**, ***adj.*** extremely powerful; worthy of respect (**66**)

7. **burly**, ***adj.*** strong and heavy (**66**)

8. **woo**, ***v.*** to try to get someone to love you (**wooing**) (**67**)

9. **splendor**, ***n.*** extreme, awe-inspiring beauty (**67**)

NAME: _____

DATE: _____

13.2 TAKE-HOME

Excerpt from "The Legend of Sleepy Hollow"

Read the excerpt and complete the activity that follows.

Chapter 8

The Legend of Sleepy Hollow

(Adapted from the story by Washington Irving)

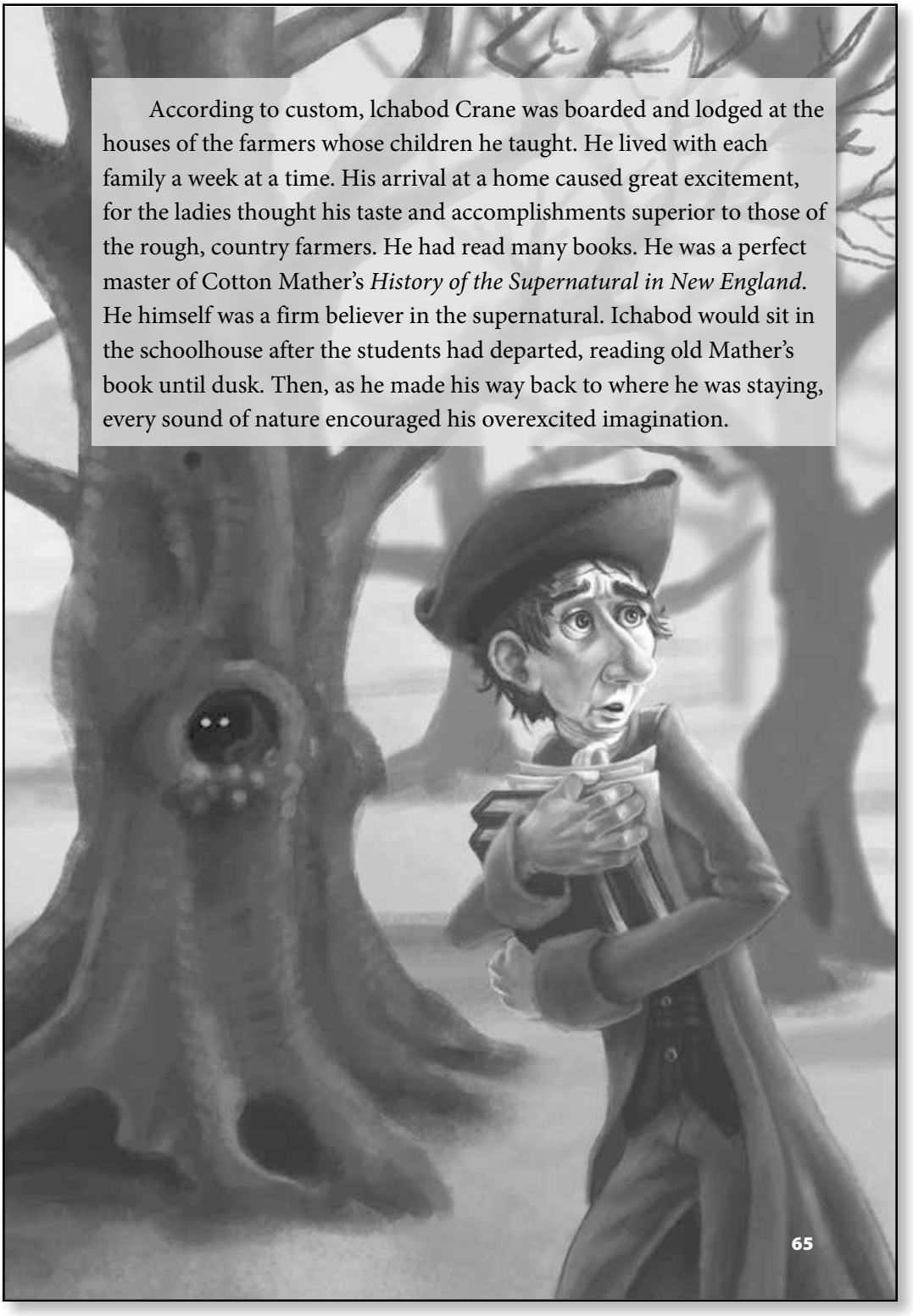
THE BIG QUESTION
Why do people believe a headless horseman haunts the village of Sleepy Hollow?

Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power. The valley **abounds** with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves. He had huge ears, large green eyes, and a long nose. To see him striding along on a windy day, with his clothes fluttering about him, one might have mistaken him for a scarecrow.

From his schoolhouse, his pupils could be heard reciting their lessons. They were occasionally interrupted by the voice of the master or by the sound of his **switch**.

64



According to custom, lchabod Crane was boarded and lodged at the houses of the farmers whose children he taught. He lived with each family a week at a time. His arrival at a home caused great excitement, for the ladies thought his taste and accomplishments superior to those of the rough, country farmers. He had read many books. He was a perfect master of Cotton Mather's *History of the Supernatural in New England*. He himself was a firm believer in the supernatural. Ichabod would sit in the schoolhouse after the students had departed, reading old Mather's book until dusk. Then, as he made his way back to where he was staying, every sound of nature encouraged his overexcited imagination.

He loved to pass long winter evenings with the farmers' wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman. But the cost of the pleasure in all this was the terror of his walk home. What fearful shapes and shadows jumped across his path! How often did he **dread** to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!

Katrina Van Tassel, the only child of a rich farmer, found favor in Ichabod's eyes—not merely for her beauty but for her vast inheritance. Her father was a thriving farmer, and his barn was filled with the fruits of his labor. Sleek porkers grunted in their pens. Regiments of turkeys went gobbling through the farmyard. The teacher's mouth watered as he pictured every pig roasted with an apple in its mouth and every turkey wearing a necklace of savory sausages. As he cast his eyes upon the trees **laden** with fruit, and considered the obvious wealth that surrounded him, he became determined to win the affections of the farmer's daughter.

However, he was not the only **suitor**. The most **formidable** of all was a local hero known as Brom Bones. He was a **burly** young fellow, famous for his horsemanship and always ready for a fight or some fun. Whenever a crazy prank occurred in the neighborhood, people whispered that Brom Bones must be at the bottom of it.

The following words were used in "The Legend of Sleepy Hollow." For each word, pick an activity and complete the chart below.

abound laden suitor formidable burly	**Vocabulary Activities** 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word makes you think of and explain why. (*Apple* makes me think of bananas because they are both fruits.) 6. Think of an example of the word and write about it. (An example of *fruit* is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word	Activity	Activity Response

NAME: _____

DATE: _____

14.1 ACTIVITY PAGE

The Legend of Sleepy Hollow

Answer questions 1–5 as you and your partner read the chapter.

1. A simile is a literary device that uses the word *like* or *as* to compare two things. This simile helps describe the setting:

> A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power.

What two things are compared in this simile?

_____

_____

What mood does this simile convey about the setting?

_____

_____

Write the page number where this simile is used.

Page(s) _____

2. A hyperbole is a literary device that uses exaggeration. Underline the hyperbole used to describe the main character, Ichabod Crane, in the following text:

> In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves.

Explain the hyperbole in your own words.

_____

_____

_____

Write the page number where this hyperbole is used.

Page(s) _____

3. Underline the two similes used to describe Ichabod Crane in this sentence:

> His elbows stuck out like a grasshopper's, and as he rode his arms flapped like a pair of wings.

What two things are compared in each simile?

_____

_____

How do these similes help describe Ichabod Crane?

_____

_____

_____

Write the page number where these similes are used.

Page(s) _____

4. Personification is a literary device in which human characteristics are assigned to nonhuman objects. Personification is used in this statement:

> What fearful shapes and shadows jumped across his path!

What nonhuman object(s) are assigned human characteristics?

_____

_____

Explain the personification in your own words.

_____

_____

_____

Write the page number where this personification is used.

Page(s) _____

Answer questions 5 and 6 after you and your partner finish reading "The Legend of Sleepy Hollow."

5. Authors often use fear or suspense to build excitement. Do you think this story was scary or suspenseful? Why or why not? Support your answer with examples from the story.

_____

_____

_____

_____

_____

_____

_____

6. A theme is a recurring idea or subject in a story. One theme in "The Legend of Sleepy Hollow" is greed. A second theme is the real vs. the imaginary. Select one theme and provide examples from the text, showing how the author weaves this theme into the story.

_____

_____

_____

_____

NAME: _____

DATE: _____

14.2 TAKE-HOME

Irregular Past-Tense Verbs, Adverbs that Convey Frequency and Degree, and Prepositions

Part I: Irregular Past-Tense Verbs: *Change each of the following sentences from present tense to past tense. Be sure to use the correct form of each irregular verb.*

Example: I will go to the store.

I went to the store.

1. She will give you a soccer ball.

_____

2. Today she will teach us how to paint.

_____

3. The cat drinks milk.

_____

4. Edit the following sentences to use the correct forms of irregular past-tense verbs.

At Kai's party, we singed, danced, and played games all evening long. Kai's little sister haved a great time until she becomed tired. As she beginned to get sleepy, and her head almost falled into the cake on her plate! Luckily, her mom catched her just in time and putted her down for a nap.

Part II: Adverbs that Convey Frequency and Degree*: Read each word and write a sentence that uses the adverb.*

1. completely

_____

_____

_____

2. sometimes

_____

_____

_____

3. rarely

_____

_____

_____

4. just

_____

_____

_____

5. never

_____

_____

_____

Part III: Prepositions and Prepositional Phrases: *Read the sentences. Write a preposition or the object of a preposition to complete each sentence.*

Example:

The plane flew *over* the *farms.*

The kangaroo jumped _____ the grasslands. She looked everywhere _____ a snack. She hopped _____ the fallen tree and ate some grass. Then she stopped for a drink by the _____.

NAME: _____

DATE: _____

Practice Suffixes –*able* and –*ible*

Write the correct word to complete each sentence.

portable	comfortable	predictable
accessible	visible	edible

1. The pizza was cold, but I thought it was still _____ because I like it that way.

2. The front entrance to the grocery store was not _____ because the road was closed, so we had to go in another way.

3. When I sit in the back of the classroom, I have to strain my eyes because the board is not very _____ from there.

Choose the statement that best answers the question.

4. Which of the following could be described as *portable*?
   A. a large, heavy suitcase
   B. a harbor where ships anchor to deliver or pick up cargo
   C. a small radio you can easily move to use in different places

5. Which of the following could be described as *predictable*?
   A. My mother takes a different route to work every day.
   B. Scientists say it is difficult to know when an earthquake will hit.
   C. My sister likes to eat the same thing for lunch every day.

6. Which of the following could be described as *comfortable*?

   A. Georgia spilled her lemonade on the table and made it sticky.

   B. The seats in the new movie theater were soft with high backs and armrests.

   C. After such a long ride, Filipe couldn't wait to get off the bus and stretch his legs.

7. Which of the following could be described as *visible*?

   A. The groundhog stayed underground all day.

   B. It was easy to find my brother at the park because he was wearing a bright orange shirt.

   C. His shirt sleeve covered the bandage on his arm where he had injured himself rock climbing.

8. Answer the following question. Be sure to use the word *portable* and/or *comfortable* in your answer.

   Would you rather have a bed that is portable or comfortable? Why?

   _____

   _____

   _____

   _____

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

easily	greasy	immobile
imperfect	impossible	inflexible
insufficient	intolerable	loudly
noisy	tasty	temporarily

1. The militia was armed with _____ ammunition at the Battle of Bunker Hill.

2. It was _____ to get to school on time because of heavy traffic.

3. Suzanne shared her mother's _____ brownies with her friends.

4. Infants are relatively _____ until they learn to crawl or walk.

5. We stopped our mail delivery _____ while we were away.

6. The gym was _____ due to the loud cheering of the crowd at the game.

7. Despite the _____ appearance of the cracked bowl, it was still useful for holding fruit.

8. If you study your spelling words, you will complete the assessment _____.

Write two sentences using spelling words that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

Write the sentence as your teacher calls it out.

_____

_____

_____

NAME: _____

DATE: _____

15.2 ACTIVITY PAGE

Vocabulary for "Rip Van Winkle"

1. **provoke**, ***v.*** to cause something to happen; to bring out anger in a person or people (**provoked**) (**72**)

2. **console**, ***v.*** to comfort or try to make someone feel better and less sad (**72**)

3. **peal**, ***n.*** a loud noise or repeated noises (**peals**) (**74**)

4. **ninepins**, ***n.*** a bowling game played with nine pins (**74**)

5. **breeches**, ***n.*** pants that cover the hips down to just below the knee (**74**)

6. **melancholy**, ***adj.*** sad or depressed (**74**)

7. **skeptical**, ***adj.*** doubtful (**79**)

8. **revere**, ***v.*** to respect or honor (**revered**) (**79**)

9. **henpecked**, ***adj.*** used to describe a man who is constantly controlled and criticized by his wife (**79**)

NAME: _____

DATE: _____

15.3 TAKE-HOME

Excerpt from "Rip Van Winkle"

Read the following excerpt from the Reader and complete the activity that follows.

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, "Rip Van Winkle! Rip Van Winkle!" He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip's guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

Rip and his guide joined the party. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

Use the space below to write a brief summary of the events included in the excerpt. Use your own words and include all the details that are important for understanding the passage.

NAME: _____

DATE: _____

15.3 CONTINUED

TAKE-HOME

Write the correct core vocabulary words from the word bank to complete each sentence.

peal	ninepins	breeches	melancholy

1. The villagers listened to the _____ of the church bells as the wedding ceremony ended.

2. The long, gray winters with little sunshine made my whole family feel _____.

3. Although both games are played with pins and balls, the scoring for bowling is quite different from that of _____.

4. Some young schoolboys still wear woolen _____ to school.

NAME: _____

DATE: _____

15.4 ACTIVITY PAGE

Share Cause and Effect Essays

First, write any compliments or questions your writing group gave you about your cause and effect essay that you want to remember.

_____

_____

_____

_____

_____

Considering the feedback you received and the additional thinking you have done, set two revision goals for your cause and effect essay.

1. _____

_____

2. _____

_____

After making your revisions, check each part of your essay against the rubric.

NAME: _____ **16.1** ASSESSMENT

DATE: _____

Unit Assessment—*American Revolution*

Reading Comprehension

Today you will read two selections about the American Revolution. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.

Benjamin Franklin and the Revolutionary War

1 You could say Benjamin Franklin played an important role in the American Revolution. However, it would be more accurate to say Franklin played several important roles.

2 Before discussing Franklin's roles in the Revolutionary War, it is necessary to describe something important Franklin did long before the Revolution. Back in the 1750s, during the French and Indian War, it seems Franklin created and printed a popular cartoon, which showed a snake divided into several sections. The tail was labeled S.C., for South Carolina. One of the middle sections was labeled N.J., for New Jersey. The head was labeled N.E., for New England. Underneath the snake Franklin printed the words "JOIN, or DIE." What was he trying to say? It's likely he was trying to say that if the colonies joined together to fight against the French, they would be much stronger. And if they did not join together, the French would defeat them. Franklin was urging the colonies to join together against a common enemy.

3 The colonies did eventually join together during the French and Indian War. With help from the British, as well as their own Native American allies, the colonists were able to defeat the French. However, when the British government tried to pay for the war with new taxes, another crisis occurred. This brings us to one of Franklin's important roles in the American Revolution—helping to oppose the Stamp Act.

4 Franklin was in England in 1765, when Parliament was voting on the Stamp Act. He was serving as a diplomat representing the Pennsylvania Assembly. His job was to represent the colony and try to protect the colonists' interests. Franklin opposed the Stamp Act and tried to convince members of Parliament to vote against it. Even though Franklin argued against the Stamp Act, Parliament approved it.

5 The colonists at home protested against the Stamp Act. The Stamp Act was a tax on all paper items. Many people refused to buy these items, therefore refusing to pay the tax. These protesters thought it was important for all colonies to join together and oppose the tax.

6 Some protesters remembered the cartoon Franklin had created 10 years earlier—the one with snake parts. They felt this cartoon was perfect for the current situation. Once again, the colonies had to join together against a common enemy. This time, the common enemy was not the French. It was Parliament and the king's ministers. Franklin's cartoon was reprinted in many colonial newspapers.

7 The colonists' reaction to the Stamp Act surprised the king and his government. Franklin was called to speak in the Houses of Parliament. He tried to persuade Parliament to remove the Stamp Act by explaining why the colonists were so upset about the new law, and his remarks helped convince Parliament to repeal the act. Helping convince Parliament to repeal the Stamp Act was another one of Franklin's important roles in the American Revolution.

8 Many colonists were pleased with Franklin because he had opposed the Stamp Act. Several other colonies decided to make him their representative in London. He not only served as a representative for Pennsylvania, he also represented Massachusetts, New Jersey, and Georgia.

9 In 1774, Franklin met with several top British ministers. They believed Franklin was being disloyal to them and unsupportive of their views. By this time, Franklin was getting very frustrated with King George III and Parliament. It seemed to him the king and Parliament were not listening to the colonists' concerns or caring about their needs. Franklin felt the colonists would have no choice but to break away and declare independence. Despite Franklin's frustration, he still had some hope that the British and colonies would come to an agreement. However, a few months later, he decided it was time to return home to help the patriots—a cause he now firmly supported.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: What was Franklin's important role during the French and Indian War?
   A. He entertained people with his cartoons.
   B. He fought in the war.
   C. He urged the colonies to stay divided.
   D. He urged the colonies to be united.

   Part B: What was the result of Franklin's role in the French and Indian War?

   _____

   _____

   _____

   _____

2. In paragraph 3, what does the word *crisis* mean in the following sentence?

   However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

   A. serious problem
   B. agreement
   C. celebration
   D. promise

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing "1" next to the first event, "2" next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	
Franklin left England and went home to support the patriots.	
Parliament passed the Stamp Act. Franklin and the colonists were upset.	
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	

4. What is the key idea of this passage?
   A. Franklin was a persuasive man.
   B. Franklin had many significant roles in the American Revolution.
   C. Franklin worked with the British to find resolutions.
   D. Franklin represented many colonies.

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

_____

_____

_____

_____

Informational Text Comprehension Score: _____/ 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

A Fictional Excerpt from a Boy's Diary, Written in New York City, New York—July 11, 1776

1 Yesterday was a day I will never forget. I got up early and ran to Dickie's house. Then the two of us went out to see the soldiers from Connecticut march into town. Dickie thought there were about 400 soldiers.

2 After lunch, they called out each of the colonial regiments, and they all lined up in formation. Then they read the Declaration of Independence aloud. There were so many people there that we couldn't see General Washington. In fact, we couldn't see much of anything, but we could hear some of the words. And what fine words they were! Dickie and I liked the part that began, "We hold these truths to be self-evident . . ." because it sounded so eloquent and poetic. The last part of it was a bit less exciting, though. It listed many complaints against King George: *he has raised our taxes, he has quartered troops in our cities, he has*—The list seemed to go on forever.

3 Dickie whispered, "This long list makes it clear that while King George may be a good king for the British, he is not a good king for the colonists."

4 When they finished reading the list, the soldiers fired a salute and everybody cheered. It was so exciting that I was sad when I had to go home for supper. However, it turned out my day was not over yet.

5 Later that night, while I was lying in bed, I heard a noise that sounded like a bird call. The sound seemed to be coming from right outside our front door, and it kept repeating. Somehow, I didn't think it was a bird.

6 I got out of bed and tiptoed over to the door. Then I made the same bird call. There was a short pause before I heard a voice whisper, "Come outside!"

7 It was Dickie!

8 I tiptoed over to look at Papa, and he was snoring loudly. Mama was sleeping, too, so I slipped on my breeches and tiptoed out.

9 "You won't believe it!" Dickie said. "They are tearing down the statue!"

10 "Which one?" I asked.

11 "The statue of the king in the Bowling Green Park!" Dickie said.

12 We ducked over to Broadway and then ran as fast as we could all the way down to Bowling Green. There stood the statue of King George III—the one that shows him dressed up like a Roman general riding on a horse.

13 A noisy crowd of people had gathered and most of them were men. Some of them were men I knew, men who were proud to call themselves Sons of Liberty. Others were men I had never seen before. They were shouting and yelling and singing patriotic songs. There were bonfires burning, and some men were pulling on ropes, trying to pull the statue down.

14 It took a lot of tugging, but eventually the statue tipped over and came crashing down. A great roar rose from the crowd.

15 Then a soldier with red hair jumped up on the statue and made a speech. "Good people!" he shouted. "Noble patriots and lovers of your country, I am a humble soldier from the great, independent state of New Jersey."

16 The crowd applauded loudly for the speaker.

17 "I thank you in advance for the musket balls you have promised to make from this fallen statue. I assure you that my fellow soldiers and I will use those musket balls for a good cause."

18 The crowd applauded loudly again after hearing this.

19 Dickie and I stayed at Bowling Green a while longer before returning home. I managed to sneak back into bed without Mama or Papa noticing I was gone.

20 When I woke up the next morning, Papa was reading the paper.

21 He said, "Well, my boy, it's a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!"

22 "Really?" I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution *(New York, 1860), pp. 270–271.]*

Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

_____

_____

_____

_____

7. Why did Dickie think the soldiers read the long list of complaints about King George?
   A. He felt the soldiers were trying to show their support for King George.
   B. He felt the soldiers wanted to show how King George wanted to help the colonies.
   C. He felt the soldiers were trying to say King George is a bad king.
   D. He felt the soldiers were trying to form a plan of attack against the colonies.

8. In paragraph 4, the narrator says "However, it turned out my day was not yet over." What did he mean by this?
   A. He snuck out later with Dickie to Bowling Green Park.
   B. He had to eat supper with his family.
   C. He had chores to do around the house.
   D. He was too excited to fall asleep.

9. Which two reasons best explain why people tore down the statue of King George III?
   A. They were part of a crowd.
   B. The men wanted to put up a new statue.
   C. They no longer supported the king.
   D. They were restless.
   E. They would make musket balls out of the statue.
   F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Did Papa know his son saw the statue at Bowling Green Park being torn down?

_____

_____

Part B: How do you know?

_____

_____

_____

Literary Text Comprehension Score: _____/ 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: _____/ 10 points

Writing Prompt

How would the story "A Fictional Excerpt from a Boy's Diary, written in New York City, New York—July 11, 1776" be different if it were told from the point of view of someone who supported the British? Share at least two specific parts of the story that would be different. Provide information from the story to explain and support your answer.

Grammar

Insert commas in the appropriate locations.

1. The Stamp Act was passed by Parliament on March 22 1765.

2. Newspapers magazines legal documents and even playing cards were taxed.

Insert punctuation, including quotation marks, in the appropriate locations.

3. How could any one man claim the right to rule over millions asked Thomas Paine

4. On July 2 1776 states the text the members of the Second Continental Congress voted for independence

Complete the "Agreement" column of the following chart to combine the subject with the verb so the subject and verb agree. Remember to use the present tense (action is happening now).

Subject	Verb	Agreement
5. the child	watch	
6. my friends	to be	
7. I	to be	
8. my sister	cry	

Select the irregular past-tense verb, adverb, and preposition that correctly completes each sentence below.

9. I _____ my cousin at the park.
   A. meet
   B. met
   C. meeted

10. Nathan's baseball team _____ won the state championship.
   A. nearly
   B. correctly
   C. kindly

11. In order to complete the obstacle course, Madison will need to quickly weave her way _____ the spider web ropes.
   A. above
   B. through
   C. behind

Grammar Score: _____/ 11 total

Morphology

1. Which of the following best demonstrates the meaning of the word *visible*?
   A. I can't see the mountains because they are covered in fog.
   B. Ben felt around for the broom hidden in the back of the closet.
   C. She dropped her key on the ground last night and couldn't find it in the dark.
   D. I can see stars in the sky on a clear night.

2. I found the plot of the movie to be very predictable. What does this mean about the movie?
   A. I was surprised by what happened during the movie.
   B. The movie was filmed in a pretty location.
   C. I could easily guess what was going to happen during the movie.
   D. The movie plot was very different from the book it was based on.

Write the correct word to complete each sentence. Not all words will be used.

polite	impolite	inhale	exhale	patient
impatient	active	inactive	convenient	inconvenient

3. My little sister has so much energy and stays very _____.

4. The doctor told me to first exhale and then _____ deeply so she could listen to my lungs.

5. The library in town is close by and very _____ for our family to visit.

6. I was _____ for my friend to finish her homework so she could play with me.

7. It is considered _____ to stare at people.

Morphology Score: _____/ 7 total

NAME: _____

DATE: _____

Middle-of-Year Assessment – Reading Comprehension

You will read four passages. After reading the first passage, you will answer several questions based on it. Then, you will read the second passage and answer several questions based on it. Next, you will read the third passage and answer several questions based on it. Finally, you will read the fourth passage and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1:
Colonial America, Part I

1 Colonial America was a time of change and development. Before there were Jamestown and Plymouth, the land that is now known as the United States was home to diverse Native American cultures and communities. The arrival of explorers from the Eastern world in 1492 brought changes to what we know as the United States.

The Voyage to Virginia

2 In 1606, the British king told a group to travel across the Atlantic Ocean. Their job was to create a colony. The colony was still a part of Britain, even though it was far away. The king hoped the colonies would help British trade. At the time, he thought they might find gold or silver there. He also wanted to explore the area for new routes to Asia. This would have helped trade too.

3 In 1607, the group landed. They made the colony of Virginia. People kept settling there. Anyone who moved there was given the same rights they had in Britain.

4 The first year in Virginia was brutal. The colonists would not have survived without trade with the Native Americans. But their relationship was not always peaceful. There were many times that it was rough. It took a few years for the colonists and Native Americans to make peace.

The Pilgrims Set Sail

5 Have you heard of the Pilgrims? Well, around this same time, there was a group called the Pilgrims. The Pilgrims wanted to move across the Atlantic Ocean. One group offered to pay for their trip on a ship called the Mayflower. In return, the Pilgrims gave them money for seven years.

6 On the way to their new home, the men signed the *Mayflower Compac*t. It set rules that they all agreed to live by. The rules were meant to keep order. They arrived in 1620. But instead of landing near Virgina, they were much farther north. They landed in what is now Massachusetts! Within ten years, their colony was doing well. By the 1630s, their city of Boston was thriving.

The American Colonies

7 The English colonies came to be known as the American colonies. The time from 1492 to 1763 is often called Colonial America. Each colony had a unique story. Yet three groups of colonies grew similarly.

8 The New England Colonies had long and cold winters. Farming could only take place during a few months of the year. So people learned other jobs. As a result, large cities formed for trade. One example is Boston, Massachusetts.

9 The Middle Colonies had fertile soil and a lot of wood. As a result, jobs that used wood, like building ships, grew. With easier ways to move farm goods by boat, trade increased.

10 The Southern Colonies had the perfect climate for year-round farming. At first, a few crops were grown to make cash. Later, cotton became the major crop. A lot of workers were needed to grow these crops. As a result, most enslaved people were moved to the South for farming.

People of the Colonies

11 People who first arrived in the colonies were often sick. They also lived through many hardships. To live with the difficulties they faced, most adults married. They also had many kids. It was common for families to have more than ten people.

12 As families grew, so did the number of people in the colonies. At the same time, people continued to flee from Europe to the colonies. They did this for many reasons. A lot of people were looking for freedom. At the same time, many people were enslaved and forced to work on farms.

13 In the 1600s, most of the people in the colonies were from Britain. However, people also came from many different places. It took time for them to see themselves as a unified group. By the 1700s, the word "American" was used to describe people living in the colonies. The English language became the most spoken language. Many parts of English culture remained too. By 1780, the number of people living there grew to almost three million!

1. According to "Colonial America, Part I," why did the Pilgrims sign the *Mayflower Compact*?

   A. because they wanted a paid trip to the northeast

   B. because they hoped to live in a safe and organized place

   C. because they planned for their religion to grow in the colony

   D. because they made a pact with the king to help people move there

Passage 2:
Colonial America, Part II

Roots of Democracy

14 Do you know who was in charge of the colonies? The British king! He was the top of the government. He made or approved the rules. He also made sure they were followed.

15 How could one man be in charge of the colonies that were so far away? He had a group of people called the council. The council went to Virginia to help the king run the colony. The council had one big rule to follow: They could not make rules that went against the king.

16 The council made rules—called "laws"—for the people of Virginia. If someone had a problem with the law, they could go to court. The council led the court. After a few years, the council picked a governor to lead them.

17 By 1619, the council changed the way they worked. They created a new government. The governor was one part of it, and the other part was chosen, or elected, by the people. Their job was to make laws. This was the first example of democracy in the colonies. Later, several other colonies also elected members of government.

18 The Pilgrims of Massachusetts created a somewhat different government. In Virginia, the authority for their government came from a charter written in England. But the Pilgrims were the first to write down a document defining how they would govern themselves, the *Mayflower Compact*. The leaders of the government they established were chosen by the church. Though they did not have elected leaders, the Pilgrims cared a lot about liberty. They regularly attended town meetings. In those town meetings, they talked about problems and solutions.

Religious Freedom

19 Do you know why the Pilgrims came to the colonies? They came to America because they wanted to practice their religion. For years back in England, they were not

allowed to believe what they wanted. The Pilgrims thought that their religion would keep peace in the colonies. Their plan for peace was to connect their government to one religion. Anyone who did not practice their religion was forced to leave.

20 Rhode Island was the first colony to allow different religions. Pennsylvania was the second. By the mid-1700s, the colonies were more accepting of different religions. The church also had less of a role in government. People with different faiths settled in New York and the Carolinas. Enslaved people brought African religions to the colonies too.

21 How did religious freedom impact the government? Over time, the colonists tried to think of religion and the government as two different groups. The church did not lead the government. This was very different from Britain, where the king claimed he was chosen by God to lead the government.

A More Unified Culture

22 How did such unique colonies agree on anything? By the middle of the 1700s, the colonies became more connected. Newspapers were printed throughout the colonies. Each colony had at least one. By 1765, there were twenty-five newspapers in the colonies. This helped people in the colonies to debate current events. Pamphlets and books were also printed to share ideas. This meant the colonies didn't have to get their books from Europe. Ideas began in and were shared throughout Colonial America.

23 The colonies also became more connected by building roadways. Traveling from one colony to another was easier. People began to trade goods more easily. They could also mail letters through the first post office in Philadelphia, Pennsylvania. Speaking of Philadelphia, the city became the second-largest city in the British Empire!

24 Did the colonies rely on Europe for their best and brightest? No! American skilled craftsmen and artists became well-known around the world. Colleges were formed and trained people in many jobs. With this, the colonists were able to educate their own lawyers, doctors, teachers, and more.

The Roots of Revolution

25 Is it okay to break a law that does not seem fair? This was a question many people asked in Colonial America. They did not like the way things were run in the colonies. Some Americans felt that their lives would be easier if the British king was not their ruler. Some people broke laws or rules because they were not fair. This became more common over time.

26 Still, most colonists were loyal to Britain. In 1763, war broke out between the French and British near the colonies. Many colonists fought as soldiers for Britain.

27 The atmosphere changed after the war. The colonists and the British had different views about the war. They also had different ideas about government. A series of events unfolded. These led the colonists to unite for good. They declared their independence from Britain in 1776.

2. Which sentence best states the theme of "Colonial America"?
   A. America was the land of the free.
   B. America was full of possibilities.
   C. America became united over time.
   D. America became more religious over time.

3. How does the question in paragraph 24 of "Colonial America, Part II" mainly help the reader to understand the story?
   A. by showing the way art impacted life in America
   B. by showing the many types of people living in America
   C. by showing how America became more independent
   D. by showing how academics changed American culture

4. **Part A:** Based on paragraph 18 of "Colonial America, Part II," what does the word liberty mean?
   A. free will
   B. equal rights
   C. fair elections
   D. the power to act

   Part B: Which words from paragraph 18 best support the answer to Part A?
   A. "chosen by the church"
   B. "male leaders of government"
   C. "did not have elected leaders"
   D. "talked about problems and solutions"

5. How does the reader of "Colonial America" mainly understand the development of Colonial America?
   A. through the headings and subheadings
   B. through the definitions of new vocabulary
   C. through the chronological description of events
   D. through comparison with the development of Britain

6. Based on "Colonial America, Part I" and "Colonial America, Part II," describe the changes that took place in Colonial America. Support your response with details from the text.

Passage 3:
Marshfield Dreams, Part I

Ralph Fletcher

Marshfield

1 There's a town called Marshfield in the state of Vermont. You can also find a Marshfield in Maine, one in Missouri, and one in Wisconsin. I grew up in Marshfield, Massachusetts. The curly part of Massachusetts that sticks out into the ocean is Cape Cod. Marshfield sits on the ocean, just above that curl.

2 I lived on Acorn Street in a regular house bordered by forest on two sides. Dad owned seven acres of woods in back. Across a dirt driveway we had Ale's Woods, a forest of pine trees. The pines dropped millions of needles, which gave the forest floor a nice, springy feel. Those trees were great for climbing. If I crawled out too far on a limb and fell, the soft needles cushioned my fall, so I never got hurt.

3 The woods held magical things. We found snake skins, real Indian arrowheads, box turtles, beehives, snake spit on tall grass. We dug up the buried trash from people who lived there many years before. We saw gravestones so old we could no longer read the names carved in them. We found all kinds of mushrooms. Some were edible, and others were poisonous toadstools. Mom said to think of them as strangers—some are good, some are bad, and since you couldn't tell the difference it was best to leave them alone. One morning in the woods I stepped into a fairy ring of mushrooms, a big circle ten feet across.

4 There was a tiny stream in our backyard small enough so you could step from one bank to the other. This stream flowed under the dirt driveway and formed a swamp at the edge of Ale's Woods. I loved the dank smell of that swamp and all the things that lived there: mossy logs and goggle-eyed frogs, bloodsuckers and eels and foul-smelling skunk cabbage. Half the swamp was underwater, and the other half contained thick, dense mud. It was impossible to walk through that muck without getting stuck. More than once I tried and left behind one of my sneakers, a lost sole sunk forever at the bottom of the swamp. I got in trouble for that. But today I'm glad to know that something of mine was left behind in Marshfield.

5 Here is my story.

Junior

6 As the oldest of nine, I was named after my father and my grandfather. Some kids on Acorn Street teased me, calling: "Hey, Juuuu-nioooor!" not that I minded. I liked having the same name as my father, but it did cause confusion in the house.

7 Whenever Mom called out, "Ralph!" Dad and I would both answer, "Yeah?"

8 "No, Big Ralph!" or, "Little Ralph!" she yelled back, to clarify things. I guess that would have annoyed some people, but it didn't really bother me. Dad was tall and handsome. I bragged to my friends that my father was so cool he had three jobs: teacher, milkman, bartender. I was proud of him. I loved knowing that Ralph could fit us both in one snug syllable.

9 By the time I was three I already had a brother, Jimmy, who was a year younger than me. My sister Elaine was a year younger than Jim. Dad worked as a traveling book salesman, and Mom took care of us when Dad was away. Dad came home on Friday nights. On Saturdays, after breakfast, the whole family would play outside.

10 As soon as I saw Mom and Dad coming out the door, I'd get excited and run to the big boulder in the front yard. We were about to play my favorite game, Statue. I arranged my body in a certain pose and froze. Then I closed my eyes, waiting. My heart beat faster as they came closer.

11 "What's this?" Dad asked.

12 "It looks like a statue!" Mom said. She had Jimmy and Lainie in the stroller and pushed them closer.

13 "A statue of a little boy!" Dad exclaimed. "It's beautiful! It's absolutely perfect! Amazing!"

14 Mom knelt to touch my nose. I could feel the eyes of my whole family studying me closely. Jimmy laughed. The baby just stared.

15 "A little boy, carved in stone!" Mom exclaimed. "You think we could buy it?"

16 "Hey, look!" Dad said. "There's a price tag right here on the sleeve!"

17 I remained absolutely still, barely breathing, while Dad examined the invisible tag.

18 "How much?" Mom asked impatiently. "How much is it?"

19 "It's a lot—one hundred dollars!" Dad told her. "But who cares? It's worth every penny! I'd pay five hundred dollars for a statue like this! I'd pay a thousand!"

20 I tried hard not to smile.

21 "Excuse me, madam," Dad said to baby Lainie. "Is this your store? My wife and I would like to buy this statue here. A hundred dollars? Certainly. Here you go. Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred. What? Ship it? No, no thank you. We'll just put it in our car and drive it home."

22 He handed Lainie to Mom and picked me up. With me in his lap, stiff as a board, he sat on the boulder. Mom sat beside him. Dad pretended to turn on the car ignition.

23 "Drive carefully," Mom said. "We don't want the statue to get damaged."

24 "Don't worry," Dad replied, while turning the steering wheel. He pretended to park the car. "Here we are."

25 "Where should we put the statue?" Mom asked.

26 "I've got the perfect place for it," he said. "Right here in our front yard."

27 "How wonderful," Mom exclaimed. "We've got two boys, but I've always wanted another."

28 "Look at the detail on the face." Dad bent down to examine me closely. "It almost looks alive!"

29 That was my cue. Slowly, I lifted my chin and looked up, first at my father, then at my mother.

30 "My goodness!" they shouted. "He's alive!"

31 Hugs! Kisses!

32 "It's a real boy!" Dad exclaimed. "Would you like to live with us?"

33 Shyly, I nodded. With more hugs and kisses, they welcomed me into the family.

34 "It's a miracle," Dad kept saying. "An absolute miracle."

7. Based on "Marshfield Dreams, Part I," what is the main idea of the section "Statue"?
   A. The narrator and his family admire works of art and are creative.
   B. The narrator and his family are confused about imagination and reality.
   C. The narrator and his family are silly and like to play tricks on each other.
   D. The narrator and his family love each other and have fun playing together.

8. Based on "Marshfield Dreams, Part I," which word best describes the author's parents?
   A. caring
   B. courageous
   C. determined
   D. dependable

9. Based on "Marshfield Dreams, Part I," how are the author and his father similar?
   A. They share the same name.
   B. They share a love of animals.
   C. They both enjoy nature walks.
   D. They both are good salespeople.

Passage 4:
Marshfield Dreams, Part II

Ralph Fletcher

Jimmy

35 When Jimmy and I were in our bunk beds, we talked about everything. Most of the time I knew what he was thinking, and he knew my thoughts too.

36 One time, Jimmy led a bunch of kids through a part of Ale's Woods we'd never explored before. It was hot, and the rest of us wore shorts, but Jimmy always wore heavy jeans because he liked to climb through thickets of briars and prickers. His face was sweaty and streaked with dirt. We'd just entered a sunny meadow, running full speed, when Jimmy suddenly slammed on the brakes. He pointed at a wooden shack caved in on one side.

37 "C'mon!" he yelled.

38 Jimmy climbed in. I heard a muffled cry, and then he climbed out again. Everyone gasped: He was triumphantly holding two fistfuls of snakes! There must have been six of them in each hand, garter snakes twisting in the sunlight, furious that their sleeping place had been disturbed.

39 Another time, after a bad windstorm, Jimmy and I went hiking through a swampy part of the woods. The storm had knocked over a tree, and a shallow pool had formed in the crater left by the mass of uplifted roots. We went for a closer look, and as I moved to the water's edge, something lurched into the water.

40 "Did you see that?" Jimmy asked.

41 "Yeah." I nodded. "Looked like some kind of newt or salamander."

42 "That was no ordinary salamander," Jimmy informed me. "Didn't you see the red on its gills?"

43 At home Jimmy searched through the World Book Encyclopedia to find the animal he'd seen. For a long time he sat on the living room floor paging through volumes A (amphibians), L (lizards), and R (reptiles).

44 "Found it," he said, showing me the page. "A mud puppy. That's it. We saw a mud puppy."

45 Mud puppy! I fell in love with the odd name, the funny picture it made in my head. The name clicked. Pretty soon all the neighborhood kids were calling that uprooted tree Mud Puppy Place, although we never did see any mud puppies after that day in the woods.

School

46 It was time for me to start first grade. Jimmy stood with me at the bus stop. Mom waited with us.

47 "What are you going to do in school?" Jimmy asked, frowning.

48 "I don't know," I said. "Learn stuff."

49 "Why can't I come too?"

50 "You're not old enough," I told him.

51 "Next year," Mom said.

52 Jimmy kicked a stone across the street. Finally, the bus rumbled up, huge and yellow. It opened its doors; Jimmy stepped back as I climbed the stairs. I found a seat next to my friend Steve Fishman and waved through the window. Mom waved and flashed a big smile, but my brother kept both hands at his sides.

53 I liked school. And on that first day I knew I'd be good at it. I could just tell. I was good at figuring out what the teacher wanted me to do and exactly how she wanted me to do it–add, read, copy letters (though my handwriting was terrible). I even liked the hot dog, wax beans, and fried potatoes they served for lunch. The day flew by. That afternoon when I got off the bus, Jimmy was at the bus stop, tapping his feet, eagerly waiting for me.

54 "Look!" He had a small animal skull in his hands.

55 "What is it?"

56 "I think it's a beaver," he said. "Too big to be a cat. I found the bones in the woods. Here. It's for you."

57 The next day when I stepped off the bus he gave me an old wasp nest. Every day, as soon as I got off the bus, he'd hand me a treasure he'd found in the woods.

58 I knew Jimmy would be going to school soon, and I was worried about him. I tried to get him ready for it.

59 "It's not like home," I said. "You've got to follow the rules, or you'll get in trouble."

60 "What rules?"

61 "Like, you can't just talk whenever you want," I explained. "You raise your hand if you want to say something. Okay?"

62 "Okay!" Eyes closed, he raised his hand and pointed straight up.

63 "This is serious," I told him. "Do you know the Pledge of Allegiance?"

64 "The what?" he asked. I made him stand with me in the kitchen, put his hand on his heart, and pledge allegiance to an imaginary flag on the wall. Jimmy groaned and rolled his eyes.

65 "They say the Pledge every morning, so you've got to know it, and you've got to know it by heart," I said, jabbing him lightly in the chest. "Better learn it now."

66 The following September, the big day came. Jimmy held my hand and giggled nervously when the bus arrived. We ran up the stairs together, and Jimmy sat on the edge of his seat all the way to school. When we got there, a woman met us and pinned a paper circle to his shirt. My brother shot me one last look before the lady led him away.

67 That day I spotted Jimmy only once, walking in a line with other kids, headed into the cafeteria. In the woods he always knew exactly where he was. But standing in that noisy cafeteria, with his freckles and thick glasses and cowlicky hair, Jimmy looked lost.

68 When Jimmy got off the bus that afternoon he went straight to the woods. I didn't see him again until supper time.

69 That night I asked Jimmy if he liked school.

70 "Boring." He didn't want to talk about it.

71 And that's the way it was for him every day. He'd come home and go straight to the woods. He didn't even wait to change out of his school clothes or eat a snack.

72 School was fine for a kid like me, because I knew how to shut up and listen. But it seemed wrong to take an outside kid like Jimmy and lock him inside for six hours a day. They should have had a different kind of school for Jimmy, maybe a place with acres of unexplored woods and streams and swamps and steep rocky cliffs where he could spend hours making forts or digging for fossils and animal bones.

73 In November we got report cards. I sneaked a peek at Jimmy's. His grades were lower than mine, a lot lower, which didn't make any sense. I knew that Jimmy was smarter than me, but on that report card, there was no grade for knowing where snakes sleep in the heat of day, for being able to tell the difference between the skull of a cat or a beaver, a salamander or a mud puppy. It wasn't fair, but I told myself that the woods would always be the place where Jimmy learned best. In that school he would always be a straight-A student.

10. How are the passages "Marshfield Dreams" mainly organized?
    - A. by cause and effect
    - B. by problem and solution
    - C. by a series of descriptive memories
    - D. by comparing many different adventures

11. Based on "Marshfield Dreams, Part II," what are the main differences in how the author and his brother feel about school?
    - A. The author finds school challenging, but his brother finds school easy.
    - B. The author finds school frustrating, but his brother finds school helpful.
    - C. The author finds school exciting, but his brother finds school frightening.
    - D. The author finds school enjoyable, but his brother finds school uninteresting.

12. Based on "Marshfield Dreams, Part II," how do Jimmy's ideas about school change over time?
    A. At first he is excited to go to school, but later he finds it disappointing.
    B. At first he is lonely at school, but later he finds himself more comfortable.
    C. At first he thinks school is too difficult, but later he finds he can do the work.
    D. At first he believes he is too shy to go to school, but later he realizes that he fits right in.

13. In "Marshfield Dreams, Part II," how does the illustration of the report cards next to paragraph 73 mainly help the reader to understand the story?
    A. by showing that the author and his brother both work hard in school
    B. by illustrating that the author and his brother have different abilities in school
    C. by illustrating that the author and his brother enjoy different subjects in school
    D. by showing that the author and his brother both need to pay more attention in school

14. What is the main idea of the section "School"?
    A. People learn differently.
    B. Learning is a long process.
    C. Learning can provide many new opportunities.
    D. What a person learns will change their life forever.

15. Read the author's statement about Jimmy in the box below.

> "It wasn't fair, but I told myself that the woods would always be the place where Jimmy learned best. In that school he would always be a straight-A student."

What do the sentences mainly reveal about the author's feelings toward Jimmy?

A. The author respects Jimmy.

B. The author is grateful to Jimmy.

C. The author is jealous of Jimmy.

D. The author worries about Jimmy.

NAME: _____

DATE: _____

Grade 4 Middle-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

_____

Fluency Assessment Scoring Sheet

		Words Read in One Minute
____		**Uncorrected Mistakes in One Minute**
		W.C.P.M.

Percentile	**Spring Grade 4 W.C.P.M.**
90	180
75	152
50	123
25	98
10	72
Comprehension Questions Total Correct _____/4	

Benchmark Fluency: Percentile 50 or above
Student Fluency: _____
Benchmark Comprehension: 3/4 Questions
Student Comprehension: _____/4 Questions

NAME: _____

DATE: _____

Middle-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. **Part A:** In the two sentences below, write *n*. above the nouns and *adj*. above the adjectives.

   Part B: Draw an arrow from each adjective to the noun it describes.

   n. adj. n. adj. n.
   Example: Dana imagined a faraway land where grumpy trolls lived.

   Heavy rain led to a major flood in the valley.

   For the first part of the long trip, Hildy stared out the window at the spotted cows.

2. **Part A:** In the two sentences below, write *n*. above the nouns and *adj*. above the adjectives.

   Part B: Underline the letters that should be capital letters.

   In october, percy traveled to appleville to visit his youngest daughter.

   I know that jeremy lived on the *sunny* side of morgan avenue.

3. Change the adjective in parentheses into an adverb and identify the verb it describes.

Miranda laughed (loud) at her uncle's joke.

Adverb: _____

The adverb describes the verb: _____

4. Write a sentence using the verb and adverb provided.

verb: wrote adverb: carefully

_____

_____

5. **Part A:** Write *adv.* above the adverbs in the sentences provided. Then draw an arrow from the adverb to the verb it describes.

Part B: Underline the subject and and draw a squiggly line under the predicate in the sentences provided.

Matt and his goat ran happily through the fields of Brooklyn.

The old miner excitedly told stories about settling in California before it was a state.

6. **Part A:** Indicate whether each sentence fragment provided is a subject or predicate.

Part B: Correct the sentence fragment by rewriting it as a complete sentence.

Example:

Fragment: The otter in the stream

The fragment is a: (subject) predicate

Corrected Sentence: The otter in the stream climbed onto our raft.

A. Fragment: slept late on Sunday

The fragment is a: subject predicate

Corrected Sentence: _____

_____

_____

B. Fragment: Mr. Lumbly's science class

The fragment is a: subject predicate

Corrected Sentence: _____

_____

_____

7. Rewrite each of the following run-on sentences as two complete sentences.

Meredith always looked forward to math class it was her favorite subject.

_____

_____

_____

Andrew grew three inches while he was away at summer camp his school friends were surprised at how tall he was.

_____

_____

_____

8. **Part A:** Punctuate the following sentences. The sentence type of each is provided.

A. Declarative: I prefer apple juice to prune juice

B. Interrogative: What time does the assembly start

C. Imperative: Please stand closer together

D. Exclamatory: I got a kitten for my birthday

9. Circle the sentence type of each of the following sentences.

   A. The temperature today is one degree warmer than yesterday.

   declarative interrogative imperative exclamatory

   B. I hate getting sand in my bathing suit!

   declarative interrogative imperative exclamatory

   C. What is your middle name?

   declarative interrogative imperative exclamatory

   D. Call me first thing tomorrow morning.

   declarative interrogative imperative exclamatory

10. Insert a comma or commas in the correct location(s) in the following sentences.

   A. Belinda's three favorite sports are bowling volleyball and golf.

   B. The Empire State Building
   350 5th Avenue
   New York NY 10118

   C. Neil Armstrong walked on the moon on July 24 1969.

   D. The world's largest ball of twine is located in Cawker City Kansas.

11. Write sentences for each of the following items. Be sure to use correct capitalization and punctuation. Each sentence should include at least one comma in the correct location.

A. Write a sentence containing a date.

_____

_____

_____

B. Write a sentence containing a city and state.

_____

_____

_____

C. Write a sentence containing three items in a series.

_____

_____

_____

12. Which of the following shows the correct way to use a comma and quotation marks to note a quotation from a text.

A. On page 37 of the text, the author states Abraham Lincoln was the sixteenth President of the United States

B. On page 37 of the text, the author states, "Abraham Lincoln was the sixteenth President of the United States."

C. On page 37 of the text, the author states, Abraham Lincoln was the sixteenth President of the United States

D. On page 37 of the text, the author states "Abraham Lincoln was the sixteenth President of the United States."

13. Which of the following shows the correct way to use a comma and quotation marks when quoting direct speech?

    A. Luisa lost her patience and said Let's get this game started!

    B. Luisa lost her patience and said, Let's get this game started!

    C. Luisa lost her patience and said "Let's get this game started!"

    D. Luisa lost her patience and said, "Let's get this game started!"

14. Complete the sentences by choosing two adjectives from the ones provided and writing them in the correct order in the blanks.

    Example:

    Adjectives: big, plastic, green, new

    She brought her __big__, __new__ boat into the bathtub.

    A. Adjectives: handsome, small, spotted, Mexican

    The _____, _____ pony was her favorite

    B. Adjectives: long, Chinese, beautiful, old

    We traveled in a _____, _____ train.

15. Choose the answer that shows the correct way to sequence multiple adjectives.

    A. Jenny read a fascinating, old book over the summer.

    B. Jenny read a fascinating, an old book over the summer.

    C. A fascinating, old book over the summer Jenny read.

    D. Jenny read an old fascinating book over the summer.

NAME: _____

DATE: _____

Middle-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you found a rock that was unusual, what does that mean?

   A. The rock was ordinary.

   B. The rock was not ordinary.

   C. The rock was boring.

   D. The rock was easy to find.

2. Luis settles arguments in a nonviolent way. Describe how Luis settles arguments.

   _____

   _____

3. Choose the word that best completes the sentences provided.

The treehouse was too small, so we bought some wooden planks to _____ it.

A. circle

B. encircle

C. large

D. enlarge

Lora showed great _____ by swimming across the lake.

A. courage

B. encourage

C. danger

D. endangers

4. Write a sentence using the word *matriarch*.

_____

_____

_____

5. What is the meaning of the root *graph*?

A. something alive

B. something written or drawn

C. something that is seen

D. something that is not seen

6. Choose the word that best completes the sentences provided. Then identify the part of speech of the word you chose.

   A. She called the plumber because the pipe was _____. (leak, leaky)

   The part of speech of the word I chose: _____

   B. A gentle _____ helped keep us cool. (breeze, breezy)

   The part of speech of the word I chose: _____

7. Turn the word gloom into a new word using the suffix -y.

   A. What is the new word? _____

   B. What part of speech is the new word? _____

8. Circle the word that best completes the sentences provided.

   A. The plane reduced its __ before it landed.

   speed speedy speedily

   B. After waking up an hour late, Bridgette __ got dressed and ate breakfast.

   speed speedy speedily

   C. The __ squirrel easily escaped from the dog.

   speed speedy speedily

9. Identify the part of speech of the following words.

   A. ease
      part of speech: _____

   B. easy
      part of speech: _____

   C. easily
      part of speech: _____

10. What does the root *rupt* mean?

   A. something written

   B. very old

   C. to break or burst

   D. most powerful

NAME: _____

DATE: _____

A.5 ASSESSMENT

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet					
	a	**b**	**c**	**d**	**e**
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

NAME: _____

DATE: _____

Middle-of-Year Fluency Assessment Recording Copy

Scout's Honor

Avi

1 Back in 1946, when I was nine, I worried that I wasn't tough enough. 14
That's why I became a Boy Scout. Scouting, I thought, would make a 27
man of me. It didn't take long to reach Tenderfoot rank. You got that for 42
joining. To move up to Second Class, however, you had to meet three 55
requirements. Scout Spirit and Scout Participation had been cinchy. The 65
third requirement, Scout Craft, meant I had to go on an overnight hike in 79
the country. In other words, I had to leave Brooklyn, on my own, for the 94
first time in my life. 99

2 Since I grew up in Brooklyn in the 1940s, the only grass I knew was in 115
Ebbets Field where the Dodgers played. Otherwise, my world was made 126
of slate pavements, streets of asphalt (or cobblestone), and skies full of tall 139
buildings. The only thing "country" was a puny pin oak tree at our curb, 153
which was noticed, mostly, by dogs. 159

3 I asked Scoutmaster Brenkman where I could find some country. Now, 170
whenever I saw Mr. Brenkman, who was a church pastor, he was dressed 183
either in church black or Scout khaki. When he wore black, he'd warn us 197
against hellfire. When he wore khaki, he'd teach us how to build fires. 210

4 "Country," Scoutmaster Brenkman said in answer to my question, "is 220
anywhere that has lots of trees and is not in the city. Many boys camp in 236
the Palisades." 238

5 "Where's that?" 240

6 "Just north of the city. It's a park in Jersey." 250

7 "Isn't that a zillion miles from here?" 257

8 "Take the subway to the George Washington Bridge, then hike across." 268

9 I thought for a moment, then asked, "How do I prove I went?" 281

10 Mr. Brenkman looked deeply shocked. "You wouldn't *lie*, would you? What 292
about Scout's honor?" 295

11 "Yes, sir," I replied meekly. 300

Word Count: 300

NAME: _____ **PP.1** ASSESSMENT

DATE: _____

The Road to Independence

Mid-Unit Content Assessment

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: The French and Indian War was fought between the:
   A. Spanish, French, and Germans
   B. Native Americans and French
   C. British and French
   D. Canadian French, Native Americans

   Part B: By defeating the _____ in the French and Indian War, the _____ became the most important power in North America.
   A. Spanish; French
   B. Native Americans; French
   C. British; Native Americans
   D. French; British

2. As a result of the French and Indian War, the British:
   A. invited members of the colonies to serve as representatives in Parliament
   B. imposed new taxes, including several that would have to be paid by the colonists
   C. asked members of the House of Burgesses to raise money for Britain's debts
   D. sailed back to England and left the colonists alone to govern themselves

3. The British government created the Stamp Act to:
   A. force colonists to help pay Britain's war debts
   B. protect the colonists from French taxes
   C. ensure that all British goods were stamped with the king's seal
   D. issue stamps for packages between the colonies and Great Britain

4. The Sons of Liberty and many others felt that British taxes were unfair because the colonists:
   A. had no ties to Great Britain and felt they owed them nothing
   B. had their own bills to pay following the war
   C. had no say in how to raise money to pay Britain's debts
   D. wanted complete independence from Britain

5. Discontent and a desire for independence grew in the colonies as a result of which of the following? Circle all that apply.
   A. Great Britain's increased taxation on the colonies
   B. British show of military force in Boston
   C. Native Americans' continued aggression
   D. Great Britain's removal of colonial rights

6. When news of the Boston Tea Party reached Great Britain:
   A. noblemen made plans to sail to America for another splendid party
   B. the British Parliament repealed the tax on tea
   C. the British Parliament approved a new set of laws to punish the people of Boston
   D. King George III was forced to resign as king of England

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A**: The colonists referred collectively to the Boston Port Act, the Massachusetts Government Act, the Administration of Justice Act, and the Quartering Act as the _____ Acts because they _____.
   A. Freedom; gave more freedom to the colonists
   B. Peace; established peace between the colonists and Great Britain
   C. Intolerable; were too painful and hard to accept
   D. Massachusetts; applied only to the state of Massachusetts

Part B: In response to these acts, representatives from 12 of the 13 colonies formed the First Continental Congress to:

A. celebrate improved relationships between Great Britain and the colonies

B. draft a list of complaints and grievances against the British government

C. draft a letter to the king, asking him to enforce the same laws in all the colonies

D. wage war against Great Britain

8. Number the following events in the order in which they happened, from 1–4.

A. _____ The first shots of the Revolutionary War were fired at Lexington, Massachusetts.

B. _____ Thomas Jefferson drafted a declaration of independence, stating reasons for breaking away from Great Britain.

C. _____ Paul Revere rode west from Boston, warning colonists that the British were planning to seize colonial weapons from Concord, Massachusetts.

D. _____ The British defeated the colonists at the Battle of Bunker Hill.

9. Which of the following statements about the Declaration of Independence are true? Circle all that apply.

A. Thomas Jefferson was its main author.

B. It was reviewed by Benjamin Franklin and John Adams.

C. It listed reasons for the colonists' desire to break away from France.

D. It remains a key document in American history.

Mid-Unit Content Assessment total: _____ /9 points.

To receive a point for a two-part question (i.e., 1, 7), students must correctly answer both parts of the question.

NAME: _____ **PP.2** ASSESSMENT

DATE: _____

The Road to Independence

End-of-Unit Content Assessment

1. As a result of the French and Indian War, _____ became the dominant power in North America.
   A. France
   B. Native American tribes
   C. Great Britain
   D. Spain

2. Following the French and Indian War, the British decided to tax the colonists because:
   A. they wanted to pay the Native Americans who helped them during the war
   B. they wanted to continue exploring new lands beyond the Americas
   C. they owed lots of money and felt the colonists should help pay their bills
   D. they disliked the colonists for living in North America

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: In the following paragraph, what is the meaning of the word *opposition*?

> Many of the colonists were proud British subjects. But they also felt that they had rights—rights that the king and his government could not take away. *Opposition* to the Stamp Act spread.

   A. approval
   B. disagreement
   C. understanding
   D. obedience

Part B: The colonists demonstrated their opposition to the Stamp Act in which of the following ways? Circle all that apply.

A. sending petitions to London

B. crying, "No taxation without representation!"

C. sending money to London

D. writing pamphlets

4. In the following sentence, what is the meaning of the word *boycott*?

> Many establishments agreed to *boycott* British tea.

A. get rid of

B. buy and use

C. serve and sell

D. refuse to buy or use

5. Which of the following words describes a person who supports and defends their country?

A. traitor

B. patriot

C. ambassador

D. rebel

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: The Stamp Act, the Boston Massacre, and the Intolerable Acts were all examples of:
   A. colonial and British cooperation
   B. British respect for the colonists
   C. increasing British control over the affairs of the colonists
   D. colonial acts of aggression against the British

   Part B: These incidents led to a meeting in Philadelphia, where representatives from 12 of the 13 colonies gathered. This meeting is known as:
   A. The First Continental Congress
   B. The Virginia House of Burgesses
   C. The Declaration of Independence
   D. The Sons of Liberty

7. Paul Revere and other night riders rode out of Boston on the eve of the:
   A. Battles of Lexington and Concord
   B. Battle of Bunker Hill
   C. Battle of Breeds Hill
   D. Battle of Saratoga

8. The American Revolution spans many years, but the actual war began in _____ with the "shot heard 'round the world" in _____.
   A. April 1775; Lexington, Massachusetts
   B. June 1775; Bunker Hill, Massachusetts
   C. October 1781; Yorktown, Virginia
   D. December 1776; Trenton, New Jersey

9. While the Battle of Bunker Hill was being fought in Massachusetts, representatives from all 13 colonies attended the Second Continental Congress. Which of the following did they decide to do? Circle all that apply.

   A. declare war on Great Britain

   B. create an army

   C. write a formal declaration of independence

   D. set up a postal service

10. This patriot's pamphlet, *Common Sense*, influenced the Second Continental Congress' decision to fight for independence.

   A. Samuel Adams

   B. Isaac Barre

   C. Thomas Paine

   D. John Hancock

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A**: In the following sentence, what is the meaning of the word *declaration*?

> Thomas Jefferson, a representative from Virginia, was asked to write an official *declaration* of independence.

   A. a document that contains an official statement

   B. a pamphlet to be distributed to the colonies

   C. a letter to the king of England

   D. a book declaring desires for liberty

Part B: The declaration of independence that Thomas Jefferson was asked to write:

A. was never finished

B. was read only by members of the Second Continental Congress

C. became a key document in American history

D. was burned by the king of England

12. The Second Continental Congress put this patriot in charge of the Continental Army.

A. Patrick Henry

B. George Washington

C. Thomas Jefferson

D. John Hancock

13. Which of these statements best describes the Continental Army during the first years following the Declaration of Independence?

A. The Continental Army outnumbered the British troops two to one.

B. The Continental Army had hundreds of cannons and a large fleet of fighting ships.

C. The Continental Army had little military training and faced many challenges and defeats.

D. The Continental Army's knowledge of the land in North America resulted in many early victories.

14. Number the following events in the order in which they happened, from 1–3.

_____ Tadeusz Kościuszko, a Polish engineer, helped the Continental Army build defensive walls and forts near Saratoga, New York, forcing the British to surrender their arms.

_____ Friedrich von Steuben joined Washington's troops at Valley Forge and trained a model company in the use of bayonets and muskets.

_____ George Washington boosted the morale of his troops by staging a surprise attack, crossing the Delaware River and forcing the surrender of Hessian soldiers in Trenton, New Jersey.

15. Who wrote the following words, and in what context were they written?

> "I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse."

A. The British general wrote these words to King George III, describing the state of his army after their defeat at the Battle of Saratoga.

B. Lord Cornwallis wrote these words to General O'Hara as a sign of defeat at Yorktown.

C. George Washington wrote these words in a letter to the Continental Congress, seeking help for the Continental Army while camping at Valley Forge.

D. The Marquis de Lafayette wrote these words in his journal upon seeing the poor condition of Washington's men at Valley Forge.

16. The text states that, after the Continental Army's bleak winter at Valley Forge, "the tide was beginning to turn in their favor." Which of the following helped turn the tide? Circle all that apply.

A. Foraging parties, sent by Washington, returned with enough food to feed the soldiers at Valley Forge.

B. Washington convinced the Continental Congress to send more money and recruit more soldiers.

C. The German military entered the war to fight alongside the Continental Army at Yorktown.

D. Von Steuben, a German, trained the Continental Army at Valley Forge so they were better prepared to fight as an army.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A**: Which one of the following statements describes French involvement in the American Revolution?

    A. The French joined the British in fighting against the colonists.

    B. The French sent military troops to help the colonists fight the British.

    C. The French sent spies to spy on the British and report to the colonists.

    D. The French sent money to help the colonists.

    Part B: The French were very important in helping:

    A. the British gain victories throughout the southern states

    B. the colonists defeat the British at Yorktown and win the war

    C. the colonists spy on the British in New York

    D. the French establish settlements west of the Appalachian Mountains

18. Which words accurately complete the following sentence?

    _____ was a longtime _____ of Great Britain, so they welcomed the opportunity to assist the colonists in their fight against the British.

    A. Germany; trading partner

    B. France; enemy

    C. Russia; enemy

    D. Spain; competitor

19. Number the following events in the order in which they happened, from 1–4.

_____ The British signed the Treaty of Paris, ending the Revolutionary War.

_____ Continental and French soldiers, together with the French navy, cornered the British at Yorktown.

_____ A well-prepared Continental Army marched out of Valley Forge, Pennsylvania.

_____ British troops surrendered to French and Continental troops at Yorktown.

20. The text states, "After the war, Deborah Sampson was recognized by John Hancock for having shown 'an extraordinary instance of female heroism.'" You may infer from this statement that Deborah Sampson was a:

A. villain

B. spy

C. heroine

D. traitor

End-of-Unit Content Assessment total: _____ /20 points.

To receive a point for a two-part question (i.e., 3, 6, 11, 17), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Review Commas and Quotation Marks

Rewrite each sentence, inserting commas and quotation marks in the appropriate locations. Be sure to use correct capitalization and end punctuation.

Example: My own dog complained Rip Van Winkle has forgotten me.

"My own dog," complained Rip Van Winkle, "has forgotten me."

1. Muskets cannons and bayonets were all weapons used in the Revolutionary War.

_____

_____

2. The book *The Road to Independence* states one of the greatest heroes on the colonists' side was George Washington.

_____

_____

3. During the winter, the soldiers survived on soup firecake and peppercorns.

_____

_____

4. We have wrote Washington no less than 2,898 men now in camp unfit for duty.

_____

_____

5. Washington's army spent the winter in Valley Forge Pennsylvania.

_____

_____

Write a sentence about the American Revolution that includes at least two of the following: a date, a city and state, or items in a series. Be sure to use correct capitalization and punctuation.

_____

_____

_____

NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Subject-Verb Agreement

Complete the "Agreement" column, using the information provided. Remember to use the present tense (action is happening now), even though you may be writing about people who lived in the past.

Subject	Action Verb	Agreement
British taxes	to be	British taxes are
George Washington	lead	
I	to be	
the Continental Congress	pass	
you	to be	
Phillis Wheatley	write	
the colonists	boycott	
they	to be	
the representative	try	
it	crush	

Write complete sentences for five of the subject-verb agreement statements you created in the previous chart. For each sentence, circle the type of noun you used as the subject of your sentence. Then, underline the verb in your sentence. The first sentence is completed for you.

1. (noun) or pronoun

   British taxes are unfair to colonists.

2. noun or pronoun

   _____

   _____

3. noun or pronoun

   _____

   _____

4. noun or pronoun

   _____

   _____

5. noun or pronoun

   _____

   _____

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

to be Verbs, Irregular Past-Tense Verbs, Prepositional Phrases, and Adverbs

Write the correct verb to complete each sentence.

to be Verbs: am, are, is	Irregular Past-Tense Verbs: fight/fought; ride/rode; met/meet	Simple Future-Tense Verbs: will

1. The Sons of Liberty _____ angry because Parliament _____ not listening to what they have to say.

2. After the Boston Tea Party, colonists wonder if the British _____ repeal the tax on tea.

3. Thomas Jefferson _____ the writer of the Declaration of Independence.

4. Cornwallis surrenders and the Treaty of Paris is signed. The war _____ over!

5. "_____ stores open in the United States on the Fourth of July?" Sonja asks.

6. The colonists _____ for independence.

7. Samuel Prescott _____ through the night to alert the colonists.

8. The protesters would often _____ under the Liberty Tree.

Read each preposition. Write a sentence that uses the preposition, and underline the object of the preposition.

9. beside

_____

_____

10. toward

_____

_____

Read each word. Identify whether the word is an adverb of frequency or degree. Then write a sentence using the word.

1. always

   Adverb of _____

   _____

   _____

2. happily

   Adverb of _____

   _____

   _____

NAME: _____

DATE: _____

Practice Root *port*

Write the correct word to complete each sentence.

transport	report	portfolio	transportation
export	portable	support	import

1. It was difficult to _____ my science project to school because it was so big.

2. The United States continues to _____ cars from other countries, such as Japan and Germany.

3. My father brought a _____ radio to the baseball game.

4. The United States continues to _____ grain and coal to other countries around the world.

5. My brother added more blocks under his bridge so it would _____ his toy cars.

For each word, write a sentence using the word.

1. *transportation*

_____

_____

2. *portable*

_____

_____

3. *portfolio*

_____

_____

4. *important*

_____

_____

NAME: _____

DATE: _____

Prefixes *im–* and *in–*

Complete each sentence by creating a new word using the correct prefix and the root word in parentheses.

im–	*in–*

1. My brother's handwriting is _____ but you can still read most of what he writes. (*perfect*)

2. I forgot my lunch at home, so my mother brought it to me even though it was _____ for her to leave work. (*convenient*)

3. When I was sick, my legs felt weak because I was _____ for so long. (*active*)

4. My grandmother told me that it is _____ to talk with your mouth full. (*polite*)

5. The puzzle is missing several pieces, so it is _____ to complete it. (*possible*)

6. I did not finish my homework, so I told my teacher that it is _____. (*complete*)

Create a new word using the correct prefix, im– *or* in–*, and the root word provided, then write a sentence using each new word.*

1. *capable*

_____

_____

2. *correct*

_____

_____

3. *patient*

_____

_____

NAME: _____

DATE: _____

Suffixes –*able* and –*ible*

Write the correct word to complete each sentence.

predictable	collectible	accessible
edible	comfortable	predict
comfort	portable	visible

1. I _____ that we will have pizza for lunch on Friday because that is what we have every Friday.

2. The cart has wheels so it is _____ and can be moved from room to room.

3. The library has an elevator so the second floor is _____ for people in wheelchairs.

4. The rare coins are _____ because they are very valuable.

5. The chairs in the theater are _____ because they are soft and they recline.

For each word from the box that was not used, write a sentence using the word.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

NAME: _____

DATE: _____

E1.1 ACTIVITY PAGE

Points of View

Read "Points of View" to learn about different perspectives held during the American Revolution. Then, use your knowledge from the selection to identify the person likely being described in the passages below.

Mohican warrior	Bostonian opposed to new taxes	member of Church of England living in the colonies
Phillis Wheatley	Cunne-Shote	enslaved African

Description	Who Am I?
I fought for the British because I was promised I would be freed if I fought for them.	
My pastor says it is important to be loyal to the Church of England and to the British government, even though I don't live in England.	
I fought alongside colonists in the French and Indian War, so naturally I chose to fight with General Washington's army during the Revolutionary War.	
I protest the Stamp Act and hope we will defeat the British!	
I fought for the British because I believed they would help keep the colonists from moving west.	

Student Resources

In this section, you will find:

- SR.1—Individual Code Chart
- SR.2—Cause and Effect Essay Rubric
- SR.3—Cause and Effect Essay Editing Checklist

NAME: _____

DATE: _____

SR.1 RESOURCE

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu		
	gift	egg	guess		
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

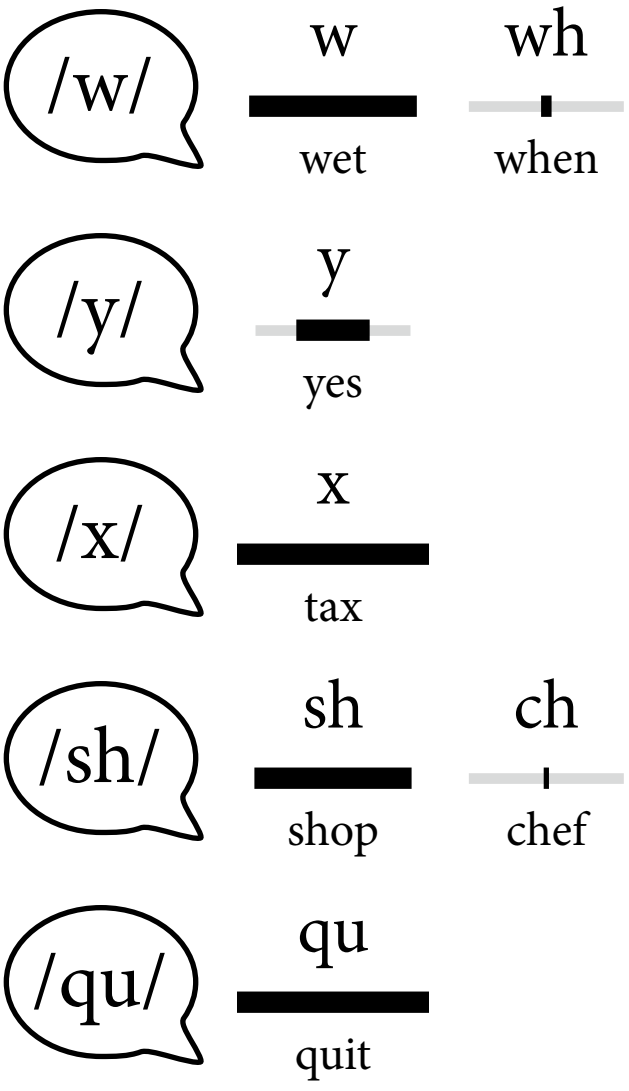
NAME: _____

DATE: _____

SR.1 CONTINUED

RESOURCE

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			


/w/
w
wet
wh
when
/y/
y
yes
/x/
x
tax
/sh/
sh
shop
ch
chef
/qu/
qu
quit

NAME: _____

DATE: _____

SR.1 CONTINUED

RESOURCE

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

SR.1 CONTINUED

RESOURCE

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar

car

/er/

er

her

or

work

ur

hurt

ar

dollar

ir

bird

ear

earth

/or/

or

for

ore

more

ar

war

our

four

oar

roar

oor

door

NAME: _____

DATE: _____

SR.2 RESOURCE

Cause and Effect Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opening paragraph clearly states the central idea of the essay—the causes and effects leading up to the American Revolution	Opening paragraph states the central idea of the essay somewhat clearly —the causes and effects leading up to the American Revolution	Opening paragraph states the central idea of the essay, but not clearly—the causes and effects leading up to the American Revolution	Opening paragraph does not state the central idea of the essay
Body	Paragraph 1 All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	Paragraph 1 Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	Paragraph 1 One of the three following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	Paragraph 1 No appropriate causes or effects are included
	Paragraph 2 All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	Paragraph 2 Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	Paragraph 2 One of the three following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech	Paragraph 2 No appropriate causes or effects are included
	Paragraph 3 All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	Paragraph 3 Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	Paragraph 3 One of the three following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	Paragraph 3 No appropriate causes or effects are included

	Exemplary	Strong	Developing	Beginning
Conclusion	Central idea of essay is restated in a different way from the introductory paragraph	Central idea of essay is restated in the same way as in the introductory paragraph	Central idea of essay is restated in an unclear way	Central idea of essay is not restated
Structure of the Piece	All sentences in paragraphs are presented logically	Most sentences in paragraphs are presented logically	Some sentences in paragraphs are presented logically	Connections between sentences in paragraphs are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased
	All transition words or phrases are used appropriately	Most transition words or phrases are used appropriately	Some transition words or phrases are used appropriately	Transition words or phrases are not used

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

SR.3 RESOURCE

Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.	
• I used commas and quotation marks in places where they belong.	

ISBN 979-8-89072-959-0

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by
Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

https://creativecommons.org/licenses/by-nc-sa/4.0/

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA

Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

AMERICAN REVOLUTION:
BUILDING A NATION
GRADE 4 UNIT 5 | ACTIVITY BOOK

EDITION 1

9 79889 72959 0