

Name _____ Date _____

Cause and Effect

Dangerous Crossing
Comprehension:
Cause and Effect

Read the selection below.

Winter Camp

Snow blew across the valley, and small groups of hungry, ragged soldiers huddled around their campfires.

Catherine pulled her shawl tighter as she headed for the main tent.

“Who goes there?” said the guard, breaking into a grin. “I’m glad to see you. What did you bring?”

“Mother was able to get the ingredients for Johnnycakes,” said Catherine. “Food has been so scarce lately. I’ll start up the fire, Papa, and you’ll be eating in no time.”

“Bless you, Catherine,” said Papa. “I’m lucky to be stationed so close to home. Wintering here at Valley Forge is a bad business, but it would be worse if I couldn’t see you once in a while.”

Soon the toasty smell of Johnnycakes filled the air. Catherine was poking at the fire when she heard someone walk up to her. She turned and looked up into the clear blue eyes of General Washington.

“Good day, sir,” she said, curtsying.

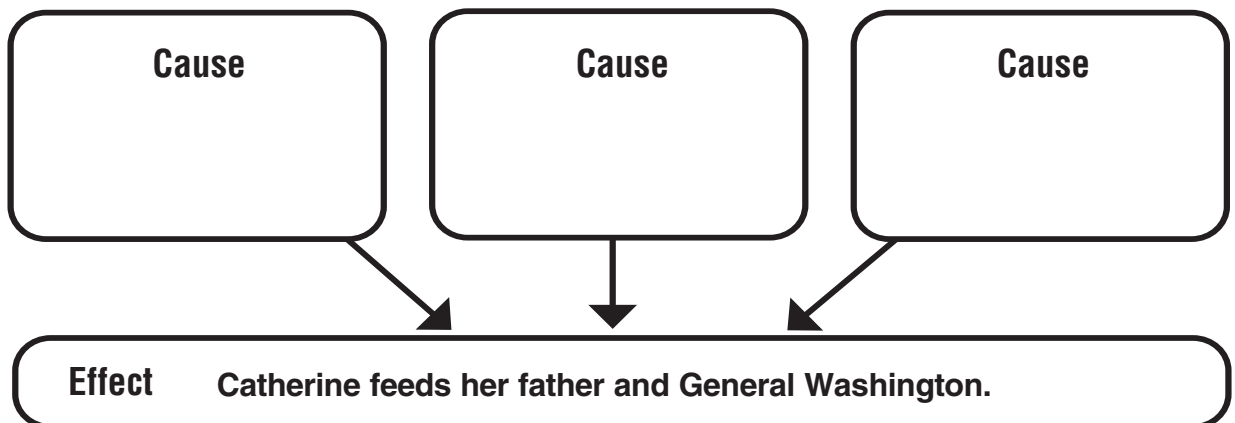
“A good day indeed, if I can taste of your cooking,” said the general.

“You’re just in time,” said Catherine, lifting a steamy slice from the skillet. She added butter and molasses, and handed the plate to the general.

The general thanked her, took a huge bite, and then closed his eyes and smiled.

“Delicious,” he said, turning to her father, “You’re in for a treat, Captain. Catherine is an excellent cook.”

Fill in the Inference Map below. Write the causes that lead to the effect shown. Some causes may need to be inferred.



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Cause and Effect

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Comprehension:
Cause and Effect

Read the selection below.

Pitching In

I was hanging out the laundry when I heard Mama calling in an urgent voice. As I hurried toward the house, I saw a cloud of dust kicked up by the troops marching in our direction. Mama met me on the porch with several buckets.

“Please fill these up for me, Elizabeth,” she said, “and be quick about it.”

I was lugging the buckets back up the path when the soldiers caught up with me at the gate. There were eighty or more, nodding and smiling at me with dirty, bloodied faces. As they entered the yard, a boy about my age stepped forward.

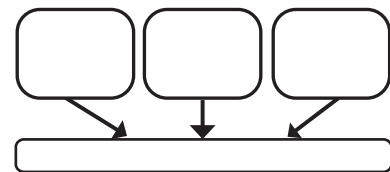
“Here, miss, let me.”

I gratefully handed over the buckets and motioned him toward the kitchen door. Then I scooped up an armload of firewood to take inside. Another boy started the fire and had it blazing in no time. Mama sent the water carrier to the cellar to bring up a sack of corn meal for the pudding. She told me to gather a group to milk the cows. Pretty soon every able-bodied fellow was pitching in to make and serve the meal.

On the way to the barn, I asked about the battle, hoping to hear good news.

“A victory,” said the captain. “We’re on our way to Boston for the next battle.”

Fill in an Inference Map like the one shown here to explain cause-and-effect relationships from the selection. Then answer the questions below.



1. How can you tell the soldiers are welcome?

2. What effects are likely to result from the scene described in the selection? _____

Name _____ Date _____

Using Reference Sources

Dangerous Crossing
Vocabulary Strategies:
Using Reference Sources

¹ **sur-vey** /sər vā'/ *v.* [ME, from *surveien*, to look over + to see]

1. To question a group of people to gather their opinions
2. To look closely at someone or something to make a decision
3. To measure a plot of land

² **sur-vey** /sûr' vā/ *n.*

4. A specific set of questions used to gather information

1–4. Read the dictionary entry for *survey*. Write the number of the definition that best fits the meaning of the underlined word.

1. The captain surveyed the valley looking for a place to camp. _____
2. The revolutionary conducted a survey of all townspeople to see how they felt about the British laws. _____
3. The engineer will survey the land before the new bank is built. _____
4. Jane will survey the girls, and Dan will survey the boys about their interest in student government. _____

bracing *adj.*

Causing or giving energy and liveliness

Synonyms energizing, refreshing, invigorating, renewing

embark *v.*

To set out on an adventure

Synonyms begin, launch, approach, commence, enter, initiate

5–6. Replace the underlined word with a synonym from the sample thesaurus entries above.

5. The bracing wind felt good on the soldier's hot face. _____
6. Before embarking on the journey across the Delaware River, General Washington worried about the enemy soldiers following his troops.

shattered *adj.* Broken into pieces by force; smashed

Write a sentence using the glossary word above. Use the word in the same way as given.

7. _____

Name _____ Date _____

VCCV Pattern

Dangerous Crossing
Spelling: VCCV Pattern

Basic Write the Basic Word that best completes each sentence.

1. My family is beginning a _____ to the country.
2. First, we drive through a winding _____ under the bay.
3. I tap my mother on her _____ and ask how much farther we have to go.
4. She shrugs and says _____ 40 miles.
5. I _____ we stop for a snack, and Mom says we'll be at the picnic grounds shortly.
6. We buy three pounds of peaches from a farmer for one dollar. What a _____ !
7. Soon we pass forests full of beautiful, sturdy _____ .
8. Few trees grow around our house, but they are _____ in the country.
9. When we finally _____ at the picnic grounds, I feel a little sad.
10. I _____ that getting somewhere is half the fun!

Challenge 11–14. Write a paragraph about something you learned while on a trip or an outing. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. bargain
2. journey
3. pattern
4. arrive
5. object
6. suppose
7. shoulder
8. permit
9. sorrow
10. tunnel
11. subject
12. custom
13. suggest
14. perhaps
15. lawyer
16. timber
17. common
18. publish
19. burden
20. scissors

Challenge

narrate
mentor
attempt
collide
ignore

Name _____ Date _____

Spelling Word Sort

Dangerous Crossing

Spelling: VCCV Pattern

Write each Basic Word beside the correct heading.

<p>VC/CV: divide between double consonants</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>VC/CV: divide between different consonants</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

Spelling Words

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Challenge

narrate
mentor
attempt
collide
ignore

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Dangerous Crossing*. Find words that have the VCCV syllable patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Dangerous Crossing
Spelling: VCCV Pattern

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

I, Ben Franklin, was born in Boston and attended the Latin School. As is the custem, I was apprenticed to my older half-brother, James, a printer in Philadelphia. Since age 12, I have helped publisch the colonies' first independent newspaper, *The New-England Courant*. Using a patern, I cut paper to size with big scisors and set lead type. Our last job was an announcement for a new lawer. I was bold enough to sugest that I write a column. To my sorow, James didn't permitt it, so I write under a pseudonym, Mrs. Silence Dogood. Her letters to the editor are the talk of the town. Will James purhaps obgett when he learns the truth? I suppose he might. Someday I will speak openly on any subjeck that pleases me. But until I arive at that day, I will continue to speak through my secret pen name, Silence.

Spelling Words

1. bargain
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Challenge

narrate
mentor
attempt
collide
ignore

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | |

Name _____ Date _____

Subject Pronouns

Dangerous Crossing
Grammar: Subject and
Object Pronouns

A **pronoun** is a word that takes the place of a noun. A **subject pronoun** performs the action of the verb in a sentence.

subject pronoun

singular	plural
-----------------	---------------

I	we
---	----

you	you
-----	-----

he, she, it	they
-------------	------

Thinking Question

Who or what is the subject of the sentence? What word can you replace the subject with?

Jane writes for the newspaper. She writes for the newspaper.

Ed and Mark chopped firewood. They chopped firewood.

1–5. Underline the subject and circle the verb in each sentence. Replace the noun(s) with a subject pronoun.

1. Ken, Lee, and Martha want to write a play about the Revolutionary War.

2. Ken begins researching the topic. _____

3. The play takes many weeks to plan. _____

4. Harry builds the sets for the play. _____

5. The story focuses on the ride of Paul Revere. _____

6–10. Underline the correct subject pronoun(s) in each sentence.

6. (They, Them) are changing the rehearsal schedule.

7. (We, You) would like to hear your opinion.

8. (You, I) were just voted director of the play.

9. Mark and (me, I) will make the costumes.

10. However, (he, him) and (I, me) will ask others to help.

Name _____ Date _____

Object Pronouns

Dangerous CrossingGrammar: Subject and
Object Pronouns

A **pronoun** is a word that takes the place of a noun. An object pronoun takes the place of a noun used after an action verb or after a word such as *to*, *for*, *with*, *in*, or *out*.

singular object pronouns: me, you, him, her, it

plural object pronouns: us, you, them

History is easy for Liam. History is easy for him.

Lars went with Mike and Aiden. Lars went with them.

Thinking Question

Who or what is receiving the action of the sentence?

Activity Read each sentence pair. Put an (X) on the blank by the sentence with the correct object pronoun.

1. ___ We talked to he on the phone.
___ We talked to him on the phone.
2. ___ Talk to them before you make the final decision.
___ Talk to they before you make the final decision.
3. ___ Carlos offered jobs to he and I.
___ Carlos offered jobs to him and me.
4. ___ Jane and Les didn't know that us had arrived.
___ Jane and Les didn't know that we had arrived.
5. ___ The email about the play was for me, not her.
___ The email about the play was for I, not she.
6. ___ David and them waited for she and Lana.
___ David and they waited for Lana and her.
7. ___ The director told us that they arrived early.
___ The director told we that them arrived early.

Name _____ Date _____

Pronoun and Antecedent Agreement

Dangerous Crossing

Grammar: Subject and
Object Pronouns

A **pronoun** is a word that takes the place of a noun. An antecedent is the word the pronoun replaces or refers to. A pronoun and its antecedent must agree in number and gender.

pronoun	sentence	antecedent
I	I am <u>Emily</u> .	Emily
you	<u>You</u> are <u>Jana</u> .	Jana
he	<u>He</u> is <u>Jarro</u> d.	Jarro
she	My <u>dog</u> barks when <u>she</u> plays.	dog
they	My <u>dogs</u> rest after <u>they</u> exercise.	dogs

Thinking Question

Who or what is the pronoun representing? Is the noun singular or plural? Male or female?

Activity Underline the pronoun and circle the antecedent in each sentence.

1. Joshua said he would dim the lights from backstage.
2. Mary turned on the flashlight, but it did not work.
3. Lucy hoped she had extra batteries in her pocket.
4. Andy's friends helped him practice his lines for the play.
5. The class shouted, "We are going to be great tonight!"
6. "Bart and Gary, you will help people in the audience find their seats," said the principal.

Name _____ Date _____

Action Verbs

Dangerous Crossing
Grammar: Spiral Review

Action verbs are words that name an action. They tell what the subject does or did.

The wild horses **galloped** across the open range.

Claire **studies** for her test.

The astronauts **land** on the moon in five days.

Thinking Question

Which word tells what the subject does or did?

drove endured expressed
rolled lands worried

Activity Fill in the blanks. Choose an action verb from the word box to complete each sentence.

1. The boat _____ and pitched in the ice-cold water of the river.
2. The men _____ that the boats would capsize.
3. Wind _____ the snowflakes into their faces like sharp needles.
4. General Washington _____ the same sufferings as his soldiers.
5. The General _____ concern about the safety of his men.
6. "The first boat _____ in five minutes," shouted an oarsman.

Name _____ Date _____

Sentence Fluency

Dangerous Crossing
Grammar: Connect to Writing

Pronouns are useful words. Good writers use pronouns to avoid repeating the same nouns in every sentence.

Dana always calls me when Dana wants to go shopping.

Dana always calls me when she wants to go shopping.

Activity Rewrite each sentence. Replace the repeated noun(s) with the correct pronoun(s).

1. Kara will be unhappy if Kara is late.

2. Will and Matt polished Will's and Matt's bikes before the parade.

3. Both bikes were gleaming before both bikes were ridden in the parade.

4. Max the dog eats only when Max the dog is hungry.

5. "Bring your sister home when your sister is done," said Mother.

6. I mailed Jim's books to Jim on Thursday.

7. Marla felt sad when Marla found out that Marla did not win a prize.

8. Jane and Sally took down the decorations and put the decorations in a box.

Focus Trait: Voice

Use Convincing Words

Dangerous Crossing
Writing: Write to Persuade

Clear Position	Unclear Position
When people adopt pets from shelters, they should be open to animals of all ages.	People usually adopt just puppies and kittens from animal shelters.

A. Read the given topic and write a sentence that clearly states your position on the issue. Use words that are clear and convincing.

- Using bicycles for transportation.

- Picking teams for gym class.

Position: The library should buy the books children want to read.	
Persuading Classmates	Persuading a Newspaper Editor
Wouldn't you use the library more if it had better books?	If the library had books by popular authors, children would use the library often.

B. Read the given position below. Write a supporting sentence to connect with and persuade each target audience.

Pair/Share Work with a partner to brainstorm arguments that each audience might have with your position.

Position: Students should be able to use the school gym on weekends.

- Persuading the school principal:

- Persuading a caregiver:
