

Name \_\_\_\_\_ Date \_\_\_\_\_

# Persuasion

**Darnell Rock Reporting**  
Comprehension:  
Persuasion

Read the selection below.

## Parker Drive Garden Co-Op

Dear Parker Drive Neighbors,

It will soon be time for all of us to get ready to plant our gardens. This year I think that we should pool our resources. The benefits of working together are quite clear.

First, none of us will wind up with too much of one thing. I have attached a chart showing suggestions for what to plant in each garden plot. For example, I have taken advantage of Dr. Walker's sunshine and given her tomatoes. I have assigned Mr. Garcia the squash vines that do well in his raised gardens. If the

Longs grow green beans, then the Chans can grow the peas. The point is, we can all share the bounty of our gardens. And we can enjoy much more variety than any one family can grow on its own.

Another advantage of cooperating is savings. We can order compost in quantities so everyone gets it for less.

Please come to my house on Tuesday evening to discuss this idea. I look forward to seeing you there.

Sincerely,  
Melissa Grover

Use the Idea-Support Map to explain how Melissa supports her argument.

Explain Melissa's goal in the top box. List her reasons in the remaining boxes.

The diagram consists of a vertical line on the left side. At the top of this line is a rounded rectangular box labeled "Goal:". Below the "Goal:" box, the vertical line continues down and then branches into three horizontal rounded rectangular boxes, each labeled "Reason:". An arrow points from the left side of each "Reason:" box back to the vertical line, indicating that each reason supports the goal.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Persuasion

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**Comprehension:**  
Persuasion

Read the selection below.

## Science Club Plot

TO: Ms. Dale, Principal  
FROM: The Science Club  
REGARDING: Garden Project

The members of the Science Club want to plant a vegetable garden. We think that it will be a good community project that will not only be educational, but will be fun. There will be many benefits.

Students will learn about science. They can learn about different kinds of plants. Students would explore organic gardening, ecology, botany, and other science topics.

Students will get sunshine and exercise. Gardening can be hard work. Students in all grades can share the jobs.

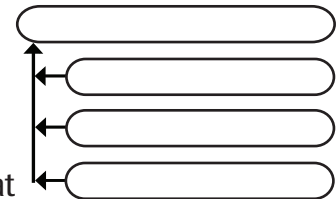
Everyone will have a chance to feel involved.

Students will also learn about commitment and responsibility. Gardening takes teamwork and patience. The success of the garden depends on following through on every task. Everyone can take pride in the results.

Finally, students will learn healthy eating habits. A lot of kids don't like vegetables. However, if they have helped grow the food, they will be more likely to try it. Many students will be shocked to find out that they like green, leafy stuff!

We hope that you will support our idea. Thank you for your time.

Complete an Idea-Support Map like the one shown here to identify the reasoning that supports the science club's goal. Then answer the questions below.



1. Evaluate the Science Club's attempts to persuade Ms. Dale. What support do they offer? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Are any of the club's reasons based on assumptions? Explain.

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Greek and Latin Suffixes *-ism*, *-ist*, *-able*, *-ible*

**Darnell Rock Reporting**

**Vocabulary Strategies:**  
Greek and Latin Suffixes  
*-ism, -ist, -able, -ible*

Suffixes give clues about what a word means. The suffixes *-able* and *-ible* mean “able to” or “can do.” The suffix *-ism* means “belief in something.” The suffix *-ist* means “one who is or does.”

reliable	visible	violinist	flexible	heroism
reasonable	convertible	novelist	realist	realism
artist	columnist	acceptable	reversible	

Choose a word from the list to complete the sentences below.

- The \_\_\_\_\_ wrote an editorial for the newspaper.
- A wire that can bend is \_\_\_\_\_.
- She was a \_\_\_\_\_ who did not believe in fairy tales.
- A friend who is always there can be \_\_\_\_\_.
- A \_\_\_\_\_ car can be driven with the top down.
- Stories about \_\_\_\_\_ describe actions that help others.
- He was an \_\_\_\_\_ who enjoyed painting.
- A fair argument can be \_\_\_\_\_.
- Something that is \_\_\_\_\_ can be seen with the eyes.
- The \_\_\_\_\_ played her instrument beautifully.
- The \_\_\_\_\_ wrote a book that became very popular.
- A \_\_\_\_\_ jacket can be worn inside out.
- Sometimes, it can be \_\_\_\_\_ to take a loss.
- \_\_\_\_\_ is the belief that paintings should show the world the way it actually looks.

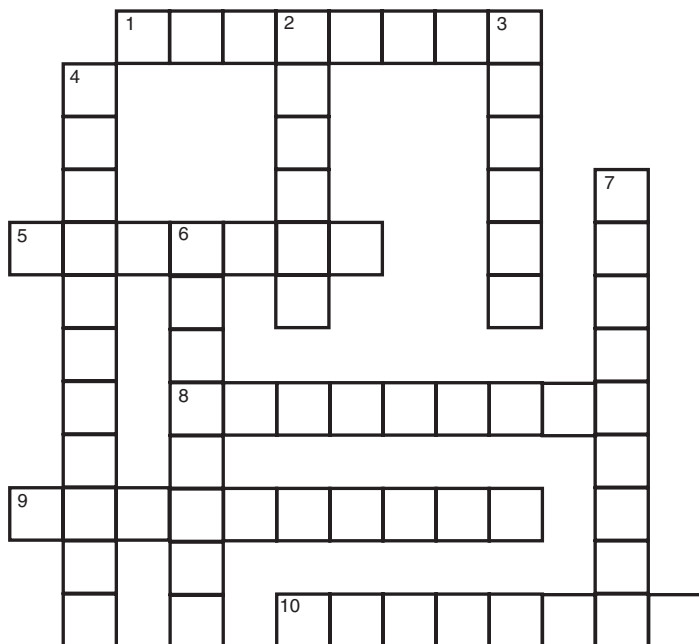
Name \_\_\_\_\_ Date \_\_\_\_\_

# Suffixes: *-ful, -ly, -ness, -less, -ment*

**Darnell Rock Reporting**

**Spelling:** Suffixes:  
*-ful, -ly, -ness, -less, -ment*

**Basic** Complete the puzzle by writing the Basic Word for each clue.



**Across**

- 1. alert
- 5. loudly
- 8. a decision made together
- 9. very pleasing
- 10. without injury

**Down**

- 2. without worry, anger, or excitement
- 3. recently
- 4. an arrangement to meet with someone
- 6. in an unchanging way
- 7. too many to keep track of

**Spelling Words**

- 1. lately
- 2. settlement
- 3. watchful
- 4. countless
- 5. steadily
- 6. closeness
- 7. calmly
- 8. government
- 9. agreement
- 10. cloudiness
- 11. delightful
- 12. noisily
- 13. tardiness
- 14. forgetful
- 15. forgiveness
- 16. harmless
- 17. enjoyment
- 18. appointment
- 19. effortless
- 20. plentiful

**Challenge**

- suspenseful
- merciless
- seriousness
- contentment
- suspiciously

**Challenge 11–14.** Write a suspenseful story that you could tell around a campfire. Use four of the Challenge Words. Write on a separate sheet of paper.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

**Darnell Rock Reporting**  
Spelling: Suffixes: *-ful, -ly, -ness, -less, -ment*

Write each Basic Word beside the correct heading.

<i>-ful</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>-ly</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>-ness</i>	<p>Basic Words:</p> <p>Challenge Words:</p>
<i>-less</i>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<i>-ment</i>	<p>Basic Words:</p> <p>Challenge Words:</p>

## Spelling Words

1. lately
2. settlement
3. watchful
4. countless
5. steadily
6. closeness
7. calmly
8. government
9. agreement
10. cloudiness
11. delightful
12. noisily
13. tardiness
14. forgetful
15. forgiveness
16. harmless
17. enjoyment
18. appointment
19. effortless
20. plentiful

### Challenge

suspenseful  
merciless  
seriousness  
contentment  
suspiciously

**Challenge** Add the Challenge Words to your Word Sort.

**Challenge** Look through *Darnell Rock Reporting*. Find words that have the suffixes *-ful, -ly, -ness, -less, or -ment*. Add them to your Word Sort.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading for Spelling

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

Katie’s neighborhood had the feeling of closenes that might exist in a small settlement. It seemed almost to have its own goverment, with a homeowners’ association group and a neighborhood crime watch. Katie decided to join the neighborhood community and start a babysitting club. She found it to be a nearly efortless job to sign up babysitters who wanted to be in the club. Everybody understood that there would be no forgivness for tardyness on the job—and that nobody could be forgettful. One rainy morning, Katie made flyers to advertise the babysitting club. As soon as she had finished, the rain stopped, and the sun erased all traces of cloudines. She then took enjoiment in distributing the flyers to the plentifull supply of prospective neighborhood clients!

**Darnell Rock Reporting**  
Spelling: Suffixes: *-ful, -ly, -ness, -less, -ment*

## Spelling Words

1. lately
2. settlement
3. watchful
4. countless
5. steadily
6. closeness
7. calmly
8. government
9. agreement
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14. forgetful
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17. enjoyment
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19. effortless
20. plentiful

### Challenge

suspenseful  
merciless  
seriousness  
contentment  
suspiciously

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

Name \_\_\_\_\_ Date \_\_\_\_\_

# Indefinite Pronouns

**Darnell Rock Reporting**

Grammar: More Kinds of  
Pronouns

An **indefinite pronoun** takes the place of a noun. It can stand for a person, place, or thing. The noun that it stands for is unclear or not identified.

**indefinite pronoun**

Someone wrote a letter to the city council.

**Thinking Question**

*What pronoun refers to a person or thing that is not identified?*

**Activity** Circle the correct pronoun for each sentence.

1. (All, every) of us wanted to go swimming this summer.
2. However, (someone, something) decided to close the city pool.
3. We asked if (nobody, anyone) on the city council could reopen the pool.
4. The council members said there was (everything, nothing) they could do.
5. We decided to search for (someone, somewhere) else to go swimming.
6. (Everyone, everything) looked for another place.
7. But we couldn't find (everywhere, anywhere) to go.
8. So we decided to do (something, nothing) else instead.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Possessive Pronouns

**Darnell Rock Reporting**Grammar: More Kinds of  
Pronouns

A **possessive pronoun** shows ownership. Possessive pronouns like *mine*, *yours*, *its*, and *ours* can stand alone and take the place of a noun. Other possessive pronouns such as *my*, *your*, *its*, and *our* come before a noun.

**possessive pronouns**

That bed was hers and not his.  
My room is the biggest room.

**Thinking Question**

What is the pronoun  
in the sentence that  
shows ownership?

**Activity Underline the possessive pronouns.**

1. The donation that helped start the shelter was mine.
2. Shepherd's pie is our favorite dinner at the shelter and spaghetti is theirs.
3. Those plates and cups are ours.
4. This seat is yours if you want to join us.
5. Jose made the chicken, and the salad was his, too.
6. Alice brought her sister with her tonight.
7. I know this bag is mine because its zipper is broken.
8. Sometimes people forget their hats or scarves when they leave.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Interrogative Pronouns

**Darnell Rock Reporting**  
Grammar: More Kinds of  
Pronouns

An **interrogative pronoun** replaces a person, place, or thing in a question. Some interrogative pronouns are *who*, *what*, and *which*.

## **interrogative pronouns**

Who started the garden?

### **Thinking Question**

*What is the pronoun in the sentence that begins a question?*

**Activity** Write an interrogative pronoun to complete each question.

1. \_\_\_\_\_ planted the flowers in the garden?
2. \_\_\_\_\_ does she grow there?
3. \_\_\_\_\_ helped her take all the weeds out?
4. \_\_\_\_\_ is the best time of year to plant seeds?
5. \_\_\_\_\_ is the tallest plant you've ever grown?
6. \_\_\_\_\_ of these flowers does she like most?
7. \_\_\_\_\_ does she plan to grow next?
8. \_\_\_\_\_ would like to help me start a vegetable garden?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Present and Past Tense Verbs

**Darnell Rock Reporting**  
Grammar: Spiral Review

Present Tense	Past Tense
Today I <u>speak</u> .	Yesterday I <u>spoke</u> .
Today we <u>arrive</u> .	Yesterday we <u>arrived</u> .
Today the meeting <u>occurs</u> .	Yesterday the meeting <u>occurred</u> .
Today we <u>stay</u> .	Yesterday we <u>stayed</u> .
Today I <u>try</u> .	Yesterday I <u>tried</u> .

**1–6. Write the past-tense form of the verb in parentheses to complete each sentence.**

- (discuss) The committee \_\_\_\_\_ the school’s gymnasium.
- (decide) They all \_\_\_\_\_ that the gymnasium needed repairs.
- (fall) Parts of the gymnasium’s ceiling \_\_\_\_\_ to the floor.
- (say) The gym teacher \_\_\_\_\_ that the equipment is too old.
- (buy) They \_\_\_\_\_ new equipment for the gymnasium.
- (plan) The committee \_\_\_\_\_ another meeting for the spring.

**7–11. Identify the tense errors in the paragraph below. For each error, write the correct verb tense below.**

Principal Russo holded a school meeting in the auditorium. All the students attends. We are worrying that we were in trouble. We sat and listened to Principal Russo. She telled us that the school received new equipment for the gymnasium. We are cheering. Principal Russo asked us to participate in a fundraiser to raise money for more equipment.

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Sentence Fluency

**Darnell Rock Reporting**  
Grammar: Connect to Writing

Repeating Nouns	Replacing Nouns with Pronouns
<p>The <u>book</u> you are reading is my <u>book</u>.</p> <p>We drove his <u>car</u> to the store and returned in her <u>car</u>.</p>	<p>The <u>book</u> you are reading is <u>mine</u>.</p> <p>We drove his <u>car</u> to the store and returned in <u>hers</u>.</p>

**Activity** Rewrite each sentence. Use possessive pronouns to avoid repeating nouns.

1. The article about homeless people was my article.

\_\_\_\_\_

2. Is this newspaper your newspaper?

\_\_\_\_\_

3. We can play with his soccer ball or her soccer ball.

\_\_\_\_\_

4. The teacher graded my story but didn't grade your story.

\_\_\_\_\_

5. Today it's my turn to do the dishes, and tomorrow it's your turn to do them.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Adding Thoughts and Feelings

**Darnell Rock Reporting**  
Writing:  
Write to Narrate

Adding thoughts and feelings can make writing stronger.

Weak Writing	Strong Writing
I stepped up to the podium and prepared to give my speech.	I nervously stepped up to the podium, fearing that no one wanted to hear my speech.

Read each weak sentence. Rewrite the first weak sentence by adding details that show feeling. Rewrite the second weak sentence by adding details that develop a thought.

Weak Writing	Strong Writing
1. I looked at the crowd before speaking.	
2. Before my speech started, many people in the audience were talking.	

**Pair/Share** Work with a partner to revise the weak writing to make it more interesting. Add thoughts or feelings. Write your new sentences on the right.

Weak Writing	Strong Writing
3. As I began speaking, I started to feel better.	
4. The council members agreed with the ideas in my speech.	