

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

# Cause and Effect

**Rachel's Journal: The Story of a Pioneer Girl**

**Comprehension:**  
Cause and Effect

Read the selection below.

## Brett's Plan

Of the four kids living at the outpost, Brett was the eternal optimist. Even in the middle of nowhere, he dreamed gigantic dreams. Every morning he gazed at the mountains looming in the distance. He wanted to venture beyond those mountains, and move west of the outpost.

He was plain bored with life in the dusty outpost, but his family seemed content enough to stay put. Unlike them, Brett felt a deep restlessness drawing him away.

Brett just shook his head. "You just need to change your outlook and consider the wider possibilities. One of these days

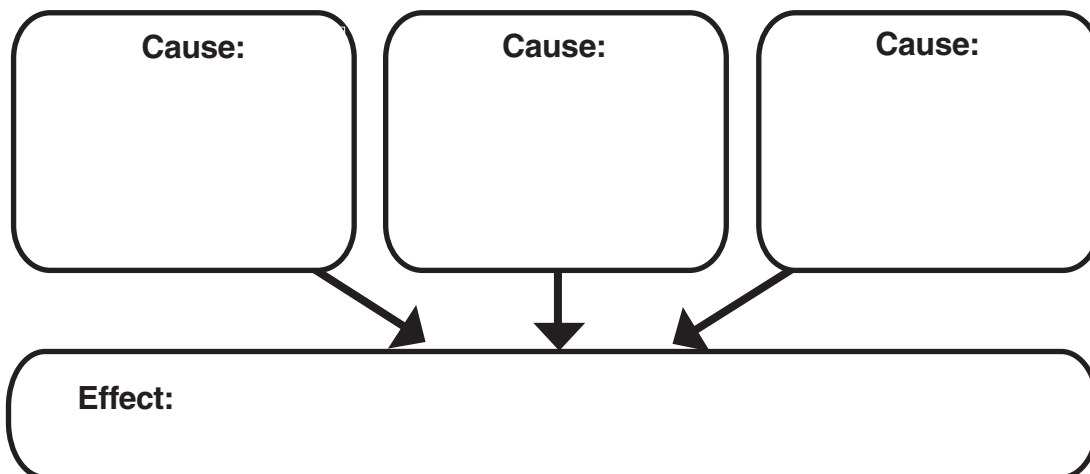
I'm going to start walking and head right for the sunset," he said, "and I won't stop until I'm knee-deep in seawater."

"You've been saying that since you could string a sentence, buddy, and you're still here," said his brother Charlie.

"I'm temporarily delayed," said Brett. "You'll see."

It was true they'd had this conversation before, but Brett wasn't worried. One of these days, Laura, Charlie, and Marco would agree to go with him. If he could just convince them, how could Ma and Pa refuse?

Use the Inference Map to explain cause-and-effect relationships in the selection.



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# Cause and Effect

**Rachel's Journal: The Story of a Pioneer Girl**  
Comprehension:  
Cause and Effect

Read the selection below.

## Choices on the Oregon Trail

“We’ve reached a crossroads,” said Papa, wearing a serious expression. We would be in Oregon City in less than a week, so what could the problem be?

“We need to decide which route to take.”

We gathered around the campfire. My older brother, Caleb, poked at the embers, sending up little sparks.

“Here are the choices,” Papa said. “We can hire a raft and travel down the river. It can be a wild ride, and it could cost us pretty dearly. If we tip over and lose our belongings, that will be that.”

“That sounds risky,” said Caleb.

“Our other choice is to take the trail

over the mountains on a treacherous leg of a difficult trip.”

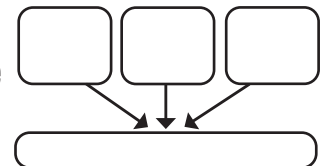
Mama stood up and looked out from the bluff where we were camped. Below us, the river raged in a blue boil. In the distance, a mountain filled the sky.

“Choice three is staying put,” she said. “We locate a vale where we can plant an orchard and establish a claim here on the east side of the mountains.”

“That’s the most sensible idea I’ve heard,” said Papa.

That conversation marked the beginning of the family business, growing the sweetest pears in Oregon.

Use an Inference Map like the one shown here to identify the reasons for the family’s choice. Evaluate the risks and benefits of each possible choice. Then answer the questions below.



1. How can you infer which choice the family made?

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2. What can you conclude about the characters’ personalities based on their decision?

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# Using Context

**Rachel's Journal: The Story of a Pioneer Girl**  
Vocabulary Strategies: Using Context

Each item below contains two sentences. Choose a word from the box to fill in the blank so the second sentence restates the idea of the first sentence.

beacon	mishap	pioneer	lectured
treacherous	parcel	journal	challenge

- Historians shine light on life in the past. Their work is like a \_\_\_\_\_.
- She accidentally dropped food on her shirt. She had a \_\_\_\_\_ at lunch.
- A personal diary recorded the journey. The \_\_\_\_\_ became a historic record.
- He explained why we were wrong. He \_\_\_\_\_ us on staying safe.
- They had to overcome the dust and heat. The harsh climate was a \_\_\_\_\_.
- A doctor named Jenner led the way in vaccinations. He was a \_\_\_\_\_ in his field.
- A disloyal trail guide ran away. His cowardice was \_\_\_\_\_.
- We put in a claim for a large section of land in the valley. Our new \_\_\_\_\_ was going to be so much bigger than our old farm!

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# Prefixes *in-*, *un-*, *dis-*, and *mis-*

**Rachel's Journal: The Story of a Pioneer Girl**

**Spelling:** Prefixes *in-*, *un-*, *dis-*, and *mis-*

**Basic** Write the Basic Word that best fits each clue.

1. If people purposely harm a living thing, they do this.  
\_\_\_\_\_
2. If you're not sure someone is telling you the truth, you might describe that person like this.  
\_\_\_\_\_
3. To find something new, you do this.  
\_\_\_\_\_
4. If you and a friend argue, you do this.  
\_\_\_\_\_
5. You might describe a very wobbly chair like this.  
\_\_\_\_\_
6. If you leave a letter out of a word, you do this.  
\_\_\_\_\_
7. If your brother gets \$10 for a job and you get \$5 for the same job, payment is this.  
\_\_\_\_\_
8. A hurricane or tornado would be called this.  
\_\_\_\_\_
9. This is what you would call a casual way of dressing.  
\_\_\_\_\_
10. A person showing bad judgment is called this.  
\_\_\_\_\_

**Challenge 11–14.** Write an e-mail message to a friend that tells about an embarrassing moment. Use four of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. mislead
2. dismiss
3. insincere
4. unable
5. indirect
6. mistreat
7. disaster
8. dishonest
9. insecure
10. unknown
11. incomplete
12. unequal
13. unstable
14. misspell
15. disagree
16. informal
17. discover
18. unwise
19. mislaid
20. disgrace

## Challenge

invisible  
mishap  
unfortunate  
discourage  
unnecessary

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

# Spelling Word Sort

**Rachel's Journal: The Story of a Pioneer Girl**  
Spelling: Prefixes *in-*, *un-*, *dis-*, and *mis-*

Write each Basic Word beside the correct heading.

<i>un-</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<i>dis-</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<i>in-</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<i>mis-</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>

## Spelling Words

1. mislead
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### Challenge

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

**Connect to Reading** Look through *Rachel's Journal: The Story of a Pioneer Girl*. Find words that have the prefixes and spelling patterns on this page. Add them to your Word Sort.

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# Proofreading for Spelling

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

Last night I was unabil to sleep. I heard a sound from an unknone source. I woke my sister, but she had heard nothing. Still, I could not dismis the sound.

The day before, Pa had mislade his saw, so the roof was still incompleet and the house was unstabell. Ma's smile was insinceer as she told us not to worry. We knew she felt it was a disgrase that we didn't have a proper home here in Oklahoma. She didn't want to mislead us, but we knew our future was unsecure. Pa was sure everything would be fine. He always took an undirect path to solve any problem. Usually we would discover that his methods worked. We hoped they would this time.

**Rachel's Journal: The Story of a Pioneer Girl**

**Spelling:** Prefixes *in-*, *un-*, *dis-*, and *mis-*

## Spelling Words

1. mislead
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### Challenge

invisible  
mishap  
unfortunate  
discourage  
unnecessary

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

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# Comparative and Superlative Adjectives

**Rachel's Journal: The Story of a Pioneer Girl**  
Grammar: Making Comparisons

Use a **comparative adjective** to compare two things and a **superlative adjective** to compare more than two things. To form a comparative adjective, add *-er* to a short adjective and use the word *more* before a long adjective. To form a superlative adjective, add *-est* or use the word *most*.

**comparative adjective**

**superlative adjective**

*Jan is stronger than Mike, but Anna is the strongest of the three.*

*Troy was more worried than Chung, but Tonya was the most worried of all.*

**Thinking Question**

*How many things are being compared in the sentence?*

**Read each sentence. Write the correct form of the adjective in parentheses on the line.**

1. (fast) Sometimes it was \_\_\_\_\_ to go around a mountain than to hike over it.
2. (old) The \_\_\_\_\_ child in a family usually had more responsibilities than the younger children.
3. (dark) At night, the wilderness was \_\_\_\_\_ than the towns people had left behind.
4. (beautiful) The Rocky Mountains were the \_\_\_\_\_ thing I saw throughout the trip.
5. (snowy) In the winter, the trails would be \_\_\_\_\_ than at other times.
6. (hot) Summer is the \_\_\_\_\_ season, so you should drink more water.

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# Comparing with *Good and Bad*

**Rachel's Journal: The  
Story of a Pioneer Girl**  
Grammar: Making Comparisons

The adjectives *good* and *bad* are irregular adjectives. To form their comparative and superlative forms, do not add *-er* or *-est* endings or use the word *more* or *most*. The chart below shows which form of *good* and *bad* to use.

adjective	comparative	superlative
good	better	best
bad	worse	worst

Wild strawberries are good, but wild blackberries are better and wild raspberries are the best!

### Thinking Question

*How many things are being compared in the sentence?*

**1–4.** Look at the underlined word in each sentence. If it is correct, write **C** on the line. If it is incorrect, write the correct form of *good* or *bad*.

- Many people traveled west because they wanted a best life.  
\_\_\_\_\_
- Which is worst, keeping a small farm or working hard to start a new farm? \_\_\_\_\_
- A pioneer needed to be good at hunting and farming. \_\_\_\_\_
- Some people had best reasons for moving than others.  
\_\_\_\_\_

**5–8.** Circle the word that correctly completes the sentence.

- Schoolchildren tried to earn (good, best) scores on their tests.
- The farmer's (worse, worst) fear was that there would be a drought.
- Is a drought (worse, worst) than locusts?
- Hannah plays the banjo much (better, worst) than Joe does.



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# Comparing with Adverbs

**Rachel's Journal: The Story of a Pioneer Girl**  
Grammar: Making Comparisons

You can compare the way that actions are done. To compare two actions, form a **comparative adverb** by using the word *more* before the adverb. To compare three or more actions, form a **superlative adverb** by using the word *most*.

*Karina's calf ran more gracefully than she had run yesterday.*

*Maddy's horse ran the most gracefully of all the horses on the field.*

### Thinking Question

*How many things are being compared in the sentence?*

**1–4. Circle the adverb in each sentence. Write C on the line if it is a comparative adverb. Write S if it is a superlative adverb.**

1. People traveled more carefully along the trails than they did on the flat prairies. \_\_\_\_\_
2. Pioneers looked for water most eagerly when they were near a desert. \_\_\_\_\_
3. Pioneers traveled most carefully when they were crossing a river. \_\_\_\_\_
4. Thunder seemed to crash more powerfully out on the open plain. \_\_\_\_\_

**5–8. Write the correct form of the adverb in parentheses.**

5. (superlative, *happily*) Children played \_\_\_\_\_ when they felt safe.
6. (comparative, *restfully*) The adults slept \_\_\_\_\_ in a cabin.
7. (superlative, *forcefully*) The rivers ran \_\_\_\_\_ after a strong rain.
8. (comparative, *slowly*) The older cattle moved \_\_\_\_\_ than the young calves.

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# Using Correct Pronouns

**Rachel's Journal: The Story of a Pioneer Girl**  
Grammar: Spiral Review

When you use a pronoun, think about its purpose in the sentence.

Subject Pronouns	Object Pronouns	Possessive Pronouns
I, you, he, she, it, we, they	me, you, him, her, it, us, them	my, your, his, her, its, our, their

**1–4.** If the underlined pronoun is correct, write **C** on the line.  
If it is incorrect, write the correct pronoun.

- Have you read my book about the earliest cowboys? \_\_\_\_\_
- He asked she what her favorite cowboy movie was. \_\_\_\_\_
- My sister and me like to talk about what life was like in the Wild West.  
\_\_\_\_\_
- The pioneers took very good care of them animals. \_\_\_\_\_

Incorrect Pronoun	Correct Pronoun
He is taller than <u>me</u> . He is taller than <u>me am</u> .	He is taller than <u>I</u> . He is taller than <u>I am</u> .

**5–8.** Write a pronoun to complete each sentence. To help you choose the correct pronoun, try saying the full comparison out loud.

- I have traveled farther west than \_\_\_\_\_ has.
- We were happier with our plot of land than \_\_\_\_\_ were.
- Their belongings took up more room than \_\_\_\_\_ did.
- She was as happy as \_\_\_\_\_ when we finally unpacked our things.

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# Ideas

**Rachel's Journal: The Story of a Pioneer Girl**  
Grammar: Connect to Writing

**You can use comparisons with adjectives and adverbs to add details to your writing.**

Without Comparisons	With Comparisons
For most pioneers, setting out toward a new or unexplored land must have been an adventure.	For most pioneers, setting out toward a new or unexplored land must have been the greatest adventure of their lives.

**Read each sentence and the adjective or adverb in parentheses. Rewrite the sentence using the adjective or adverb to make a comparison.**

1. The farmers knew how to care for the animals and fields.  
(successful)

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2. A plow was one of the items on a farm. (expensive)

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3. The mother would use sugar during hard times. (sparingly)

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4. Children would be taught to read at home. (young)

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5. Once a town was set up, the community would build a school.  
(small)

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

# Focus Trait: Organization

## Main Ideas and Supporting Details

**Rachel's Journal: The  
Story of a Pioneer Girl**  
Writing: Write to Inform

In a research report, each paragraph has a main idea that relates to the topic of the report. The other sentences provide supporting details.

**A. Read the main ideas and the supporting details below. Decide which supporting details belong with each main idea. Write A or B next to each detail.**

### Main Ideas

- A.** Traveling the Oregon Trail was a challenging experience.
- B.** The Oregon Trail became less popular when trains could cross the country.

### Supporting Details

- \_\_\_ The trip that once took six months took just days by train.
- \_\_\_ The trip usually took between five and six months.
- \_\_\_ The train was not only faster, it was also much safer.
- \_\_\_ The first transcontinental railroad was completed in 1869.
- \_\_\_ Travelers faced many dangers, including extreme heat or cold.
- \_\_\_ Supplies were scarce along the way.
- \_\_\_ The dust on the trail was often blinding.
- \_\_\_ Soon, the railroad replaced the Oregon Trail for long distance travel.

**B. Read the supporting details. Write a sentence that tells the main idea.**

### Supporting Details

The Oregon Trail starts near the Missouri River. Then it goes along the Platte River. It crosses through the Green River Valley and the Snake River area. Finally, it travels down the Columbia River to end in the Willamette Valley.

**Main Idea** \_\_\_\_\_