

► Write the Vocabulary Word that best completes each sentence.

sorrowfully
adjusted

loftily
nonchalantly

dispute

Smiling (1) _____, Tasha looked up sadly from the computer game she was playing with her best friend, Mollie. "I'm sorry I can't finish the game," she said slowly. "I'm running out of energy."
"How can you be out of energy already?" Molly said. "We just started this game! Now that we've got all the controls (2) _____ just right, you want to quit! Besides, I *never* run out of energy," she added, tossing her head (3) _____.

"I won't (4) _____ that statement, but I'm different," Tasha said. "I can take care of the problem, though."

Calmly, Tasha stood up and walked into the next room. There, she (5) _____ opened the compartment in her side and inserted fresh robot batteries.

► Write the Vocabulary Word that fits in each word group.

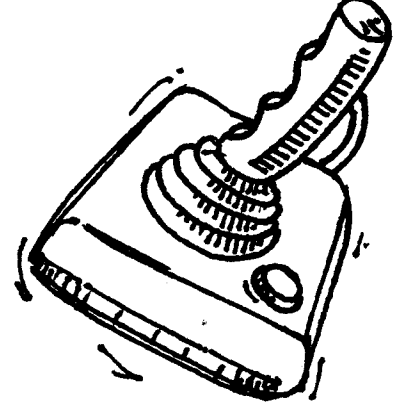
6. calmly, casually, _____

7. quarrel, disagree, _____

8. sadly, mournfully, _____

9. fixed, set, _____

10. proudly, arrogantly, _____



TRY THIS! The Vocabulary Words *nonchalantly*, *sorrowfully*, and *loftily* are adverbs, words that tell more about verbs. Reread a page in the story, and list all the adverbs you find. Then explain what additional information they give about the verbs.

- Read the paragraph. Then circle the letter of the best answer to each question.

Though only a few are left, one-room schoolhouses hold a special place in Americans' imaginations. At their best, these tiny schools hummed with activity as students of various ages worked at the levels that suited them. Older students helped teach younger students, and the teacher maintained discipline. Of course, one-room schoolhouses were not perfect. Teachers' training varied greatly and some had no special training. Sometimes older students slept through class.

- 1 Which conclusion about one-room schoolhouses is most reasonable?

- A** One-room schoolhouses are perfect places to learn.
B One-room schoolhouses damage students.
C One-room schoolhouses have many good features.
D We should build more one-room schoolhouses.



Tip

Which conclusion reflects both positive and negative things about one-room schoolhouses?

- 2 Which fact or detail best supports the conclusion above?

- F** Students worked at the levels that suited them.
G Some students slept through class.
H Teachers did not always have special training.
J Only a few one-room schoolhouses remain today.



Tip

The answer to question 2 should follow logically from question 1.

- 3 Which conclusion is NOT justified by the information in the paragraph?

- A** Americans have sentimental feelings about one-room schoolhouses.
B Teachers at one-room schools had to deal with many different types of students.
C Everyone who attended a one-room schoolhouse graduated.
D One-room schoolhouses are mostly a thing of the past.



Tip

Eliminate choices that are clearly stated in the paragraph.



Skill Reminder

• **Regular verbs** are verbs that end in **-ed** in the past tense. • **Irregular verbs** are verbs that do not end in **-ed** in the past tense. Irregular verbs have special spellings for the past and past participle.

► Choose the correct verb form of the two in parentheses (), and write it on the line.

1. Ari (**go, went**) quickly toward his personal transport vehicle. _____

2. Dean (**run, ran**) by his side. _____

3. Ari (**speaked, spoke**) excitedly to his friend. _____

4. "I had (**mean, meant**) to bring the rapid release module with me," he told Dean. _____

5. "I (**forget, forgot**) because I was hurrying so fast." _____

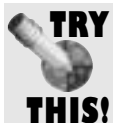


► Rewrite each sentence, using the correct past or past participle of the verb in parentheses ().

6. The personal transport vehicle had (**come**) into plain view in front of the boys.

7. "I remembered to bring the module along," Dean (**say**) to Ari.

8. He pulled out the rapid release module and (**begin**) to set the code.



Make a list of verbs that you could use to tell how space vehicles move and function. Draw an asterisk by the irregular verbs.

Skill Reminder

• If a vowel sound in the first syllable is long, the syllable break comes before the consonant (V/CV). • If the vowel sound in the first syllable is short, the break comes after the consonant (VC/V).

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPELLING WORDS

1. *slogan*
2. *radar*
3. *minutes*
4. *honest*
5. *second*
6. *virus*
7. *shadow*
8. *humor*
9. *salad*
10. *eleven*
11. *closet*
12. *model*
13. *volcano*
14. *private*
15. *balance*
16. *radio*
17. *basis*
18. *decent*
19. *fanatic*
20. *novel*

