

Prefixes *non-*, *pre-*; Suffixes *-ness*, *-ment*

FOCUS

The prefix *non-* means “not.” Adding *non-* to a root or base word creates an antonym, or a word with the opposite meaning.

The prefix *pre-* means “before.”

The suffix *-ness* means “state of being” or “condition of.” Adding *-ness* to an adjective creates a noun.

The suffix *-ment* means “action” or “process.” Adding *-ment* to an adjective or verb changes it into a noun.

PRACTICE Add *non-*, *pre-*, *-ness*, or *-ment* to each base word below to create a real word. Then write the new word’s definition on the line. Use a dictionary if you need help.

1. _____poisonous

2. _____order

3. arrange_____

4. clever_____

5. achieve_____

APPLY Each word contains the prefix *non-*, the prefix *pre-*, the suffix *-ness*, or the suffix *-ment*. Choose the word that best fits the definition and use it in a sentence.

amusement nonemergency	assortment nonfiction	brightness preseason	fairness preplan
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6. action of assorting _____

7. not fiction _____

8. state of being fair _____

9. plan before _____

10. action of amusing _____

11. not an emergency _____

12. before the season _____

Vocabulary

FOCUS Review the selection vocabulary words from
“The Marble Champ.”

association
chanced
commotion
fumed
glumly
instinct

nerves
privacy
quivering
reluctantly
rummaged
slate

PRACTICE Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. The athletic organization in our town plans tournaments. _____
2. It was hard to see the dark gray bird by the stone. _____
3. The student searched in his backpack for his homework. _____
4. The customer was angry when the product did not work. _____
5. The disturbance outside interrupted my quiet time. _____
6. I saw a scared, lost cat shaking slightly under a bush. _____
7. The child watched unhappily as the children played. _____
8. He unwillingly went to the poetry reading. _____

9. She needed to be alone when she wrote in her diary. _____
10. The young actor hoped his nervousness would not show. _____
11. By acting without thinking, the cat caught the mouse. _____
12. They risked being late when they stopped on the way. _____

APPLY Read each question. Think about the meaning of the underlined vocabulary word. Write your answers on the lines.

13. What would you make the color slate in a painting? _____

14. What is something you do by instinct? _____

15. What is something you do reluctantly? _____

16. What might create a commotion in your community? _____

17. When have you rummaged for something? _____

18. What association helps the most in your school or neighborhood? _____

Physical Chess

Now that he was in fifth grade, William wanted to find a sport that he could do well. He liked to think about strategy and work his muscles. He played some team sports in second and third grade. However, he had a hard time mastering the skills as quickly as the other kids on his team.

At first, he tried basketball, but he could never figure out how to dribble and run. He could do one or the other, but both seemed impossible, no matter how much he practiced. He was fuming when the referee blew the whistle every time he dribbled the ball. Each time the whistle sounded, he got more and more frustrated. After the game, he asked to be alone to think in private.

As he was thinking, he heard a series of commotions outside. He looked out the window to see a group of kids playing soccer. They worked together to move the ball down the field. When a team made a goal, they all cheered and yelled. It looked like fun, so he asked his parents if he could sign up for a local soccer team. Soon he was kicking a ball down the field with his new teammates.

As much as he loved playing outside and thinking about strategy, his instincts for soccer were terrible. He often missed open shots and could not get the ball to move where he wanted it to go. Many of his teammates had similar problems. His team lost every soccer game that season. He hung his head looking glum all the way home. When would he find a sport that he could do well?

Over the next week, William decided to play some strategy games. He rummaged through the closet looking for pieces to his favorite game: chess. He loved the challenge of the game. He would play with his older brother, his cousin, and his uncle. He tested new strategies in each game he played. “Why can’t sports be like chess?” thought William.

William’s mother knew how much he wanted to play a sport. At the local recreation center, she spotted a flyer on the wall. The local fencing association offered a beginning fencing class starting next week. It described fencing as “physical chess.” This sounded like the perfect sport for William, but would he chance trying another sport?

William was reluctant to try a new sport, but the idea of “physical chess” intrigued him. He had to at least try the beginner class, and see if it would be a good fit. When he arrived at the fencing facility, he looked over the large, open room lined with slate mats. He watched as the fencers, covered with masks and special protective outfits, lunged and retreated in friendly matches. He heard buzzing and screams of triumph when one fencer got a point.

Coach Isabel introduced herself to the class, and then described all the equipment—William was most interested in the three different types of weapons. The first was an epee, which was the longest of the three weapons and the heaviest to use. The second was a foil, which was a shorter in length and lighter to hold. The third weapon was a saber. It was also short and light like the foil, but it had a curved metal piece around the hand guard.

Coach Isabel then described the basic differences of scoring for each weapon. To score a point with foil, fencers must touch only the chest, back, or mid-section of their opponent. To score a point with saber, fencers must touch their opponent above the waist; this includes arms and head! To score a point with epee, fencers must touch first—anywhere on the body!

Coach Isabel divided the class into two groups, directing one group to one side of the room, and the other group to the opposite side. She placed a glove in the middle. Each group had to work together to get the glove and move it to the opposite wall to score a point. William’s nervousness evaporated as he began to strategize with his new teammates.

At the end of class, they tried the different weapons. William picked up the saber and practiced the slashing moves, but it did not feel quite right to him. Next, he tried the foil. It was also light but the action seemed too flimsy. Finally, he tried the epee—the long, heavy weapon. It was hard to hold for a long period of time, but he loved the way his muscles quivered and ached as he tried the different moves and techniques. He finally found the perfect sport to test his mind and body!

Making Inferences

FOCUS Readers get clues from the text and use their own prior knowledge to **make inferences** about characters and events in a story.

PRACTICE Read each sentence below. Make an inference about the character based on each sentence and write it on the line.

1. Jordan saw the bus and quickly put on his coat, grabbed his book bag, and raced outside.

Inference: _____

2. Mia thought about horses constantly, reading books and drawing pictures of them.

Inference: _____

3. Ethan breathed heavily, holding back tears as he finished the race.

Inference: _____

APPLY Read the description of each character below. Then write a short paragraph describing how the character feels without actually stating it.

4. a father who is proud about his child

5. an athlete who is confident

6. a neighbor who is unfriendly

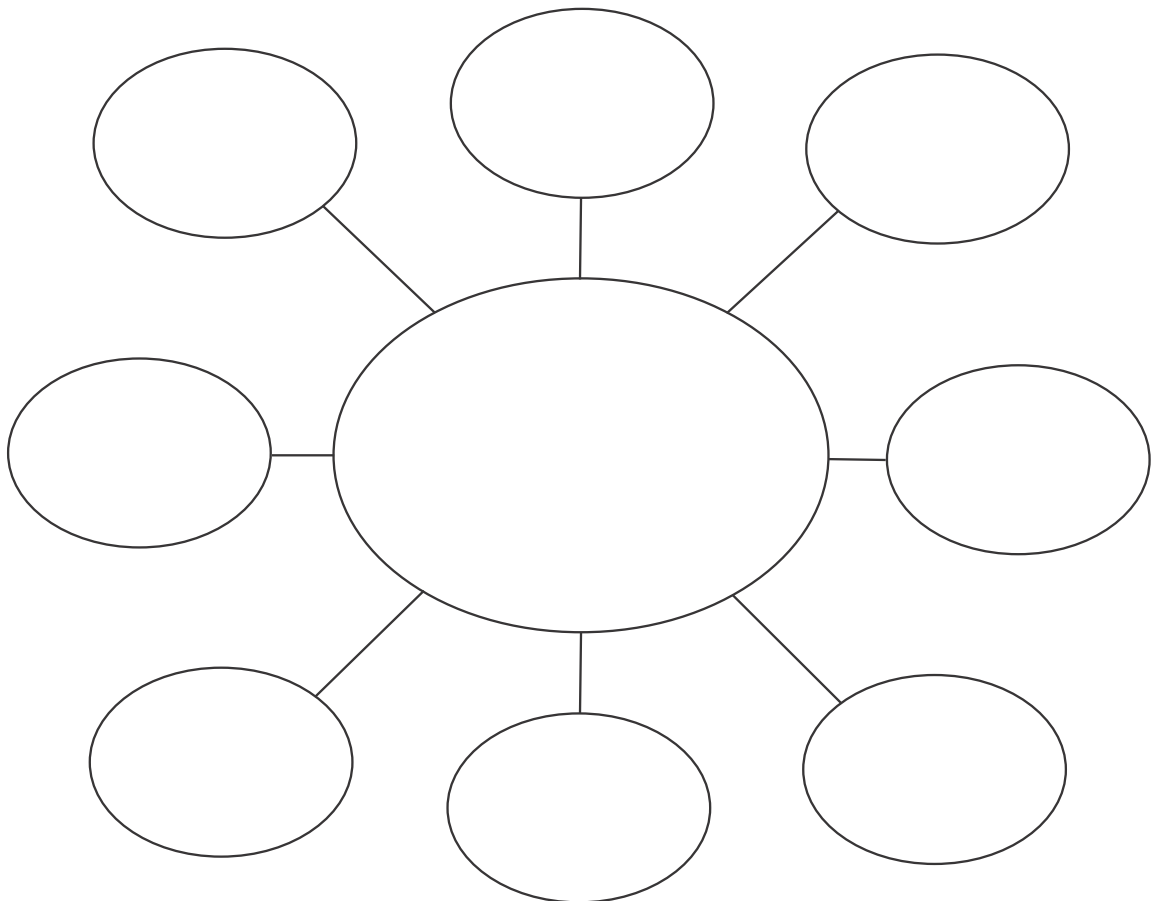
Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Write the topic you have chosen in the center space. Generate opinions related to the topic, and write them in the surrounding areas.



Revising

Use this checklist to revise your opinion essay.

- Does your writing have an introduction that states an opinion?
- Does your writing have reasons that support your opinion?
- Are your reasons presented in an order that makes sense?
- Did you include a conclusion that sums up your opinion?
- Does your writing include transition words?
- Does your writing have a clear purpose?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- Did you use proofreading symbols when editing?
- Did you check your writing for mistakes in nouns, pronouns, and verbs?
- Did you check your writing for spelling mistakes?

Publishing

Use this checklist to prepare your opinion writing for publishing.

- Write or type a neat copy of your opinion writing.
- Add a photograph or a drawing.

Prefixes *non-* and *pre-* and Suffixes *-ness* and *-ment*

FOCUS

- The **prefix *non-*** usually means “not.”
- The **prefix *pre-*** means “before.”
- The **suffix *-ness*** means “the state or quality of.” Words with this suffix are nouns.
- The **suffix *-ment*** means “an action or process.” It is added to verbs to form nouns.

PRACTICE Add a prefix or suffix to each base word as indicated.

Word List		Challenge Words
1. arrangement	11. nonabsorbent	1. nonabrasive
2. contentment	12. nondescript	2. predetermine
3. endorsement	13. nonexistent	3. queasiness
4. fondness	14. nonresponsive	
5. forgiveness	15. nontoxic	
6. generousness	16. prearrange	
7. government	17. precaution	
8. improvement	18. predawn	
9. loneliness	19. prehistoric	
10. nastiness	20. preseason	

Add the prefix *non-*.

1. toxic _____
2. descript _____
3. existent _____

Add the suffix *-ness*.

7. generous _____
8. lonely _____
9. fond _____

Add the prefix *pre-*.

4. dawn _____
5. historic _____
6. arrange _____

Add the suffix *-ment*.

10. improve _____
11. content _____
12. govern _____

APPLY Write the spelling word that matches each definition on the line.

13. be careful ahead of time _____

14. affection for something _____

15. the action of making something better _____

16. the state of feeling sick or dizzy _____

17. sadness about being alone _____

18. the action of governing _____

19. not poisonous or harmful _____

20. the action of feeling satisfied _____

21. not existing in real life _____

22. does not hold moisture _____

23. the act of approval and support _____

24. the act of forgiving _____

25. plan beforehand _____

26. before the sun comes up _____

27. the quality of being kind and giving _____

28. does not react _____

29. the quality of being unkind and mean _____

30. the process of planning _____

Nouns and Pronouns

FOCUS

Nouns name people, places, things, or ideas.

- A **common noun** is used to name a general, or nonspecific, person, place, or thing.

teacher, library, books

- A **proper noun** is used to name a particular, or specific person, place, or thing.

Ms. Yukiko, New York City

- **Concrete nouns** name people, places, and things that can be sensed (seen, touched, heard). The examples above are all concrete nouns.

- **Abstract nouns** name ideas, qualities, or feelings that cannot be sensed.

love, time, awareness

A **pronoun** can take the place of a noun in a sentence.

- A **subject pronoun** replaces one or more nouns in the subject.

Max ran quickly and won the race.

He ran quickly and won the race.

- An **object pronoun** replaces one or more nouns in the predicate.

The teacher smiled at **the students**.

The teacher smiled at **them**.

PRACTICE Circle the nouns and pronouns in the following sentences.

1. Ellis Island opened in 1892 as an immigration station in New York.
2. Immigrants arrived from countries such as Germany, Ireland, Turkey, Poland, and Greece.
3. It was hard for them to leave home, but the United States held the promise of a brighter future.
4. If you have a chance to visit the Ellis Island Immigration Museum, you will learn about the history of millions of Americans and the new lives they hoped to begin.

APPLY Rewrite each sentence so that the underlined noun (or nouns) are replaced by a pronoun.

5. Erika's book report was due on Tuesday.

6. Erika anxiously stood up when Micah and Li had finished.

7. She focused her attention on the book.

Read the following paragraph. Write C over each common noun. Write P over each proper noun.

The pink river dolphin makes its home in the Amazon River. It is found in several countries of South America, including Brazil, Ecuador, and Colombia. Unlike most other dolphins, it lives only in freshwater. Organizations like the World Wildlife Fund are working to make sure that this unique creature is protected from threats such as fishermen and pollution.

Read the following paragraph. Circle each abstract noun.

Last year, my sister Isabel started a group to raise money for homeless pets. I admire her determination and generosity. Isabel has always loved animals, so she decided to use her creativity to figure out how to help them. Her sympathy for animals in trouble and her excitement for this cause are an inspiration to me. Isabel has great pride in her work. She takes satisfaction in knowing that she is making a difference in the world.