

Suffixes *-ity* and *-tion/-ation/-ition*

FOCUS

The suffix *-ity* means “state of” or “quality of.” The suffix *-ity* changes adjectives to nouns. For example, the adjective *active* becomes a noun, *activity*, meaning “quality of being active.”

The suffix *-tion/-ation/-ition* means “act” or “process.” The suffix *-tion/-ation/-ition* also forms nouns. For example, the verb *examine* becomes a noun, *examination*, meaning “act of examining.”

PRACTICE Write the word from the box that matches each definition below.

definition	imagination	imposition
production	repetition	security

1. act of defining _____
2. state of being secure _____
3. act of imagining _____
4. act of producing _____
5. act of imposing _____
6. act of repeating _____

APPLY Each word below uses the suffix *-ity* or *-tion/-ation/-ition*. Use your knowledge of the base word or root's meaning to write an original sentence for each word.

7. convention _____

8. priority _____

9. admiration _____

10. individuality _____

11. agility _____

12. nutrition _____

13. reality _____

14. competition _____

Vocabulary

FOCUS

Review the selection vocabulary words from “Salmon Creek.”

camouflage
enclosing
estuary
lazed
lingered
quicken

radiant
sheen
smolt
swelling
tattered
torrent

PRACTICE Read each question. Choose the vocabulary word that answers the question and write it on the line.

1. If you see a young salmon, is it a smolt or a sheen?

2. If you are rested all day last Saturday, does that mean you lazed or lingered all day?

3. If a piece of clothing is torn and ragged, is it radiant or tattered?

4. If a fence is surrounding a field on all sides, is it enclosing or quicken the field?

5. If a hunter is disguised to blend into the surroundings, is the hunter trying to camouflage or sheen himself?

6. If a stream is moving fast with a lot of water, is it a torrent or an estuary?

7. If you find yourself at the mouth of a river, is it an estuary or a sheen?
-
8. If a balloon is growing in size as you blow air into it, is it swelling or quickening?
-
9. If someone is wearing a shiny top that reflects light, does it have a sheen or a torrent?
-
10. If an animal is sleeping and then wakes and is becoming animated, is it quickening or enclosing?
-
11. If you remained in the kitchen after dinner, have you lingered or tattered in the kitchen?
-
12. If you notice the rich beautiful colors of a sunset, would you describe it as camouflage or radiant?
-

APPLY Read each sentence. Answer each question by explaining the definition in your own words.

13. Your brother lingered in the new book section of the library. What is he doing?
-
14. You polished the table until it had a nice sheen. What does that mean?
-
15. The old towel was tattered, so you ripped it into rags. How did the old towel look?
-
16. A friend twisted his ankle and it began swelling. What does that mean?
-
17. The color of the grasshopper helps it camouflage itself in the grass. What did it do?
-
18. The tree branches moved quickly in the torrent after the storm. What might it look like?
-

Camping

My family likes to go camping, so we spend quite a few weekends at the campground. Although I always complain about going camping, I find that I do enjoy lazing and reading in the hammock during the day. I love how we all linger around the fire at night and tell stories. I like it when I am snuggled into my sleeping bag, enclosed in the warmth like a cocoon. So, maybe it is not all bad.

Sometimes it rains overnight. If the rain is light, it makes a quiet tapping sound on the canvas tent top. If there is a torrential rain, water can seep into the tent, and even the bottom of the tent can get wet. On those nights, my family encloses the tent with an extra waterproof layer of material. As long as I have my tattered teddy bear, I feel like I can sleep almost anywhere.

When I am camping, I often wake to a light radiantly glowing through the trees or over a nearby lake. The warm colors gently push the darkness away, and suddenly I am wide awake. I hear the quiet chirps of the birds become louder as the day gets brighter. Then, I hear them quickening in the trees as they move from tree to tree singing. The sheen of the dew on the grass slowly fades as the day warms.

Although I am awake, I linger in my sleeping bag until I know the others are awake. We work together to make breakfast and clean up. We often use a sponge to clean up, and I love to watch it swell as I add water to it. Once the campsite is clean, we have time to play games, read, or explore. We often mix up the activities, however, my favorite thing to do is lazing in a shady spot with a book.

When I am not lazing in the hammock, I explore around the campsite with my brother and sister. We look for camouflaged insects and animals. One time, I found a walking stick on a tree—it took my sister forever to find it, even when I pointed directly at it. That is how well it camouflages itself with the branches on the tree! My brother always manages to find a frog or toad camouflaged in the grass or in a tree.

On our most recent camping trip, there was a small stream near our campsite. As we were exploring, my sister saw a bright sheen in the water. We could not tell at first if the light reflected off the water or off something in the water. Then, we saw these little fish.

We asked our parents if they knew what kind of fish they were. My father thought they might be smolt. I had never heard of smolt, and he told me about salmon and how they begin their lives in freshwater streams. He explained that they will grow and get bigger and then travel to the estuary where the stream meets the ocean. They will live in the ocean, and then return to this stream one day.

I asked if we could follow the journey that the little fish would take. I was curious to see the estuary where these little fish would one day go. He said we would not be able to walk it in one day, but we could take a little drive to the estuary for the day. We packed a lunch and jumped in the car.

I looked at the stream next to the road as we traveled by car. It was flowing in torrents from recent rains, and I imagined how big the smolt would need to grow to make this journey. We took a bridge over the stream and soon we arrived at the estuary. The stream now looked more like a river with a wide opening to the sea. We found a place to park and have our lunch, overlooking the water.

After lunch, we lingered around the estuary, exploring the new area. Like we did at the campsite, we looked for insects and animals that might be camouflaged in a tree or near the grass. We did not have much luck, but it was fun to look. Then, we set up some hammocks in the park overlooking the estuary, and lazed about reading or sleeping in the shade. When the radiant sun started to sit low in the sky, we decided to pack up and head back to the campsite.

Once we arrived back at our campsite, we fell into our regular routine. We had our dinner and told stories around the fire. It wasn't long before I snuggled up with my tattered teddy bear!

Compare and Contrast

- FOCUS**
- When writers **compare**, they tell how things, ideas, events, or characters are alike.
 - When writers **contrast**, they tell how things, ideas, events, or characters are different.

PRACTICE Read each sentence below. Decide if the sentence is showing a comparison or a contrast. Then, rewrite each sentence reflecting the other term.

1. My grandfather likes to fish, but my father prefers to golf.

2. My sister likes to play the flute, but I like to play the tuba.

3. A moth has wings and can fly, but an ant can only move on the ground.

4. Zack and Zoe are both learning to play hockey.

5. Both my brother and I like to go to the park to play.

6. The students and the teacher like to read poetry.

7. Daniella has a blue backpack, but Jenna has a red backpack.

8. Both Joe and Jordan walk to school every day.

APPLY On the lines below, compare and contrast two things each about sunrise and sunset.

9. Compare: _____

10. Contrast: _____

Informational Writing

Revising

Transition words link ideas, sentences, and paragraphs to each other. Transition words make writing clearer and more accurate, and they help the reader move smoothly from one idea to another. They can show time (*today, this morning*), order (*first, next*), contrast (*however, on the other hand*), comparisons (*also, similarly*), additional information (*for example, in addition*), and conclusions (*finally, in summary*).

Circle the transition words in the paragraph below.

Both Tiana and Maya like swimming. However, Maya likes to swim freestyle, and Tiana prefers the butterfly stroke. Yesterday they practiced both strokes, and additionally they each swam the backstroke. This morning, both girls competed in a swim meet. As a result of her hard work, Tiana placed second in her race. Similarly, Maya took second place in her race.

Write sentences according to the descriptions.

1. Use a transition word that shows a comparison to describe two different pets.

2. Use a transition word that signals additional information to describe a school policy.

Revising

Use this checklist to revise your informational writing.

- Does the writing clearly state the topic?
- Does the writing have an introduction that grabs the reader's attention?
- Does the writing include at least three important details about the topic?
- Does the writing stay on topic?
- Does the writing repeat any words or phrases too often?
- Does the writing have an engaging conclusion that sums up the topic?

Editing/Proofreading

Use this checklist to correct mistakes in your informational writing.

- Did you use proofreading symbols when editing?
- Have you included transition words where they are needed?
- Have conjunctions been used correctly?
- Do all sentences end with the correct punctuation mark?
- Did you check the writing for misspelled words?

Publishing

Use this checklist to prepare your informational writing for publishing.

- Write or type a neat copy of your informational writing.
- Include a bibliography that cites sources used for research.

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PRACTICE On the lines, write the spelling words that are formed from the following base words and suffixes.

Word List

1. abbreviation
2. ambition
3. audition
4. composition
5. constellation
6. disability
7. exception
8. expedition
9. humanity
10. ignition

11. inspection
12. intention
13. population
14. possibility
15. precipitation
16. regulation
17. resolution
18. similarity
19. sincerity
20. subscription

Challenge Words

1. crystallization
2. malnutrition
3. practicality

- | | |
|-----------------------------|--------------------------------|
| 1. intent + tion = _____ | 8. expedite + ition = _____ |
| 2. resolute + tion = _____ | 9. precipitate + ation = _____ |
| 3. audit + ition = _____ | 10. abbreviate + ation = _____ |
| 4. subscribe + tion = _____ | 11. compose + ition = _____ |
| 5. similar + ity = _____ | 12. disable + ity = _____ |
| 6. ambi + tion = _____ | 13. ignite + ition = _____ |
| 7. human + ity = _____ | 14. possible + ity = _____ |

15. except + tion = _____ 18. constell + ation = _____
16. regulate + ation = _____ 19. sincere + ity = _____
17. inspect + tion = _____ 20. populate + ation = _____

APPLY On the line, write the spelling word that is related by a common root or base word to each of the following words.

21. impossible _____
22. able _____
23. receptacle _____
24. dissimilar _____
25. insincere _____
26. decompose _____
27. nutritious _____
28. impractical _____
29. respect _____
30. popular _____
31. reignite _____
32. pedestrian _____
33. deregulate _____
34. applaud _____

Compound Sentences

FOCUS A **compound sentence** consists of two or more simple sentences connected by a comma and a coordinating conjunction. The coordinating conjunctions are *and*, *but*, and *or*.

The band arrived at the concert hall, **but** the doors were still locked.

At the museum, we saw a model of downtown, **and** we designed a new building.

John was almost home, **but** then he got a flat tire.

PRACTICE Combine each pair of sentences below into a single complete compound sentence. Write it on the lines.

1. Dave wants to see a movie. I want to go skateboarding.

2. Shane met Donetta at the library. They studied together.

3. We can make dinner. We can order gyros.

4. Krista trimmed the bushes. Krista raked the leaves.

APPLY Place a checkmark next to each sentence that is a complete compound sentence and an X next to each complete simple sentence. Add the missing commas to the compound sentences.

5. ____ My friend and I built a model airplane and we displayed it at school.
6. ____ Our teacher was impressed with our finished product.
7. ____ Mr. Jefferson had flown the same kind of plane in the Air Force and he told us about his experiences.
8. ____ Paul always knew he would become a teacher or a pilot for an airline.
9. ____ He loves sharing his knowledge with others.
10. ____ We loved winter but we hated the inclement weather.
11. ____ The ending of the season was sad.
12. ____ We hiked all day to the top of the mountain and the view was spectacular.

Write two compound sentences about yourself, your school, or your neighborhood.

13. _____

14. _____

