

## Prefixes *anti-*, *de-*, *super-*, and *trans-*

### **FOCUS**

The prefix *anti-* means “against.” For example, when the prefix *anti-* is added to the word *social*, the new word *antisocial* means “against society” or “not friendly.”

The prefix *de-* means “down” or “away.” For example, the word *decrease* means “to go down in size,” or in other words, “to make smaller.”

The prefix *super-* means “above” or “beyond.” For example, the word *supernatural* means “beyond natural.”

The prefix *trans-* means “across” or “beyond.” For example, the word *transcend* means “to climb beyond.”

**PRACTICE** Add the prefix *anti-*, *de-*, *super-*, or *trans-* to each base word below, and then write the new word’s definition on the line. Use a dictionary if you need help.

1. \_\_\_\_\_ bacterial

\_\_\_\_\_

2. \_\_\_\_\_ grade

\_\_\_\_\_

3. \_\_\_\_\_ vise

\_\_\_\_\_

4. \_\_\_\_\_ pacific

\_\_\_\_\_

5. \_\_\_\_\_ part

\_\_\_\_\_

6. \_\_\_\_\_ cavity

\_\_\_\_\_

**APPLY** Each word below uses the prefix *anti-*, *de-*, *super-*, or *trans-*. Use your knowledge of the base word or root's meaning to write an original sentence for each word.

7. transition \_\_\_\_\_

\_\_\_\_\_

8. antifreeze \_\_\_\_\_

\_\_\_\_\_

9. superstar \_\_\_\_\_

\_\_\_\_\_

10. antioxidant \_\_\_\_\_

\_\_\_\_\_

11. superimpose \_\_\_\_\_

\_\_\_\_\_

12. decide \_\_\_\_\_

\_\_\_\_\_

13. supernatural \_\_\_\_\_

\_\_\_\_\_

14. debris \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS** Review the selection vocabulary words from  
“The House Baba Built.”

abroad  
betrayal  
captives  
curfew  
embassies

engineer  
inseparable  
lolloped  
luscious  
reprimanded

scholar  
shoots  
shrill  
stoic  
trance  
unison

**PRACTICE** Read each statement. Choose the vocabulary word that matches what is described and write it on the line.

1. Your parents give you a time to be home. trance or curfew? \_\_\_\_\_
2. You meet a person with advanced learning experiences.  
scholar or shoots? \_\_\_\_\_
3. You recite a poem together with your class at the same time.  
unison or inseparable? \_\_\_\_\_
4. You hear a high-pitched shrieking sound. stoic or shrill? \_\_\_\_\_
5. You sat by the pool talking with friends. reprimanded or lolloped? \_\_\_\_\_
6. A friend told someone else your secret. betrayal or trance? \_\_\_\_\_
7. Your aunt is a person who designs structures, such as bridges.  
engineer or scholar? \_\_\_\_\_
8. You traveled outside of your country. inseparable or abroad? \_\_\_\_\_

9. Someone is awake but seems to be unaware of surroundings.  
trance or curfew? \_\_\_\_\_
10. Your uncle seems unwilling to show his emotions. shrill or stoic? \_\_\_\_\_
11. The characters in a movie are kept against their will by pirates.  
captives or shoots? \_\_\_\_\_
12. You transplant some young bamboo plants. shoots or scholars? \_\_\_\_\_
13. Your parents expressed disapproval with your action.  
reprimanded or lolloped? \_\_\_\_\_
14. You stay near the offices of ambassadors to foreign countries.  
embassies or luscious? \_\_\_\_\_
15. You taste something that is full of flavor. luscious or stoic? \_\_\_\_\_
16. You cannot separate your feelings from the experience.  
inseparable or abroad? \_\_\_\_\_

**APPLY** Read each sentence. Answer each question by explaining the definition of the underlined term in your own words.

17. The student is studying to be an engineer at the university. What will the student learn? \_\_\_\_\_  
\_\_\_\_\_
18. The athlete will travel abroad for international competition. Where might the athlete go? \_\_\_\_\_  
\_\_\_\_\_

## An Inseparable Sister

Because I am a teenager and my younger sister is still in elementary school, my parents often ask me to watch her. I would complain, but I know I would be reprimanded and my curfew might be an hour earlier, so I don't complain. Luckily for me, my sister has quite the imagination! So, on any given Saturday, I may be happily lolling on the sofa when my mother asks me to watch my little sister for a few hours. Soon my sister and I will be inseparable. She finds me almost at once.

"Good," she says, "I'm glad I found you. We have a situation."

"A situation?" I ask, waiting for her to explain what pretend situation she has for us to work out today.

"Yes, a situation," she says authoritatively. "Didn't you hear those shrill voices outside? Our neighbors are being held captive and we need to find out who betrayed them."

"Shrill voices? Captives? A betrayal? Oh, please tell me all the luscious details," I plead.

"Well, just one hour ago, I heard an argument outside," she said. "When I looked out the window, I saw someone, maybe a treasure hunter, grab our neighbor and say 'It's time to retrieve the secret treasure we stole. We will be inseparable until we find it.' And then, they started walking down the street."

"Really?" I ask, "Who would know that our neighbor has a hidden treasure? And who would betray our sweet neighbor?"

She looks at me, scrunching her face as if she is thinking hard, and then says, "I know just who to ask!" Then she whispers, "Now you pretend to be a professor, okay?"

"I can do that," I whisper back. I go over to the big desk and pull out a big book. I look as stoic and scholarly as I can as I pretend to read the book. My sister knocks and I look up, "Yes?" I ask.

"Good afternoon, Professor, I was wondering if you know someone with a treasure?" she asks.

"You are the second person to ask me today!" I share with her.

“Of course, I know someone with a treasure.”

“Do you remember when I lived abroad and worked at the embassy?” I asked. My sister nodded, and I continued, “Well, when I worked for the ambassador, I met quite a few interesting characters and they all had fascinating stories that brought them to the embassy for help. One time I met an engineer who had built a bridge with a secret door that leads to a hidden treasure.”

“Would you be able to identify this person if you saw this engineer again?” my sister asked stoically.

“I know many engineers, but I will never forget this engineer whose bridge hides a treasure,” I say, “Especially an engineer that became our neighbor!”

“Oh! That is a twist I did not expect!” she says. “I know who betrayed that engineer.” She pulls out a picture from a magazine and shows it to me. Then she asks, “Is this the other person who asked about the treasure today?”

“Yes, it is! How did you know?!” I respond with a shrillness that surprises both of us.

“I know things,” she replies. “Now, do you know where this bridge is and can you find it?”

“Of course,” I say, “I know things, too, and I never forget important things, like where a treasure is located or who created such a well-engineered hiding spot. Follow me.” I tiptoe around the room, crouch behind some small bamboo shoots, and point to a bookshelf. “Look over there at the bridge. The door is hidden behind the structure.”

“Maybe we can get there before our neighbor the engineer,” she suggests as she looks around and then continues to the bookshelf. She pretends to open a door and smiles. She points and mouths the words, “The...treasure!” I tell her to grab it and get back to our hiding spot, and she does, dropping the treasure with me. Then, she jumps out and says, “Stop! You’re under arrest for taking the secret treasure! We checked!” With that statement we pretend to grab our neighbor and friend and we run away as fast as we can. We hear the keys jiggling in the lock so we run and sit back onto the sofa in unison when our mother walks in.

“Have you been sitting there this whole time?” my mother reprimands. “You know your sister has quite the imagination!”

# Main Idea and Details

## **FOCUS**

Authors organize their writing into a main idea supported by details.

- A main idea should be clear and focused.
- A main idea should have supporting details. Details provide additional information about the main idea.

**PRACTICE** Read the paragraph below. Identify the main idea of each paragraph and write it on the line. Then, write two details from the paragraph that support the main idea.

Allie pictured herself traveling abroad all around the world. She imagined going to the top of the Eiffel Tower in Paris, France. She wanted to see the Great Pyramids in Egypt. She dreamed of swimming in the Great Barrier Reef in Australia. She hoped to walk across part of the Great Wall in China. Her travels would not be complete until she danced the tango in Argentina and the samba in Brazil.

1. Main Idea: \_\_\_\_\_

\_\_\_\_\_

2. Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPLY** Write a main idea sentence for each set of details that is provided.

3. They started by planting a row of cabbage. In the next row, they planted zucchini. They added beets, radishes, and turnips in the last three rows.

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4. There was a duck pond game in one classroom. There was a ring toss in another classroom. In the gym, there was an obstacle course. There was face painting near the entrance of the carnival.

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5. She had charcoal pencils for drawing. She had pastels for blending color pictures. She had markers for making bold posters. She used tempera paint to create colorful landscapes.

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**Write details for each of the main idea sentences.**

6. My friends and I decorated our clubhouse to make it feel like home.

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7. We divide the household chores in our home.

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8. The singer performed songs in different styles.

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

# Narrative Writing

## Think

**Audience: Who** will read your personal narrative?

\_\_\_\_\_

**Purpose: What** is your reason for writing a personal narrative?

\_\_\_\_\_

***PREWRITING*** Think about experiences you have had that would make a good story. It might be something exciting that happened to you, but a great story can also come from a funny, sad, or unusual experience. For each word below, write a short description of an experience you had that was . . .

strange. \_\_\_\_\_

\_\_\_\_\_

humorous. \_\_\_\_\_

\_\_\_\_\_

exciting. \_\_\_\_\_

\_\_\_\_\_

educational. \_\_\_\_\_

\_\_\_\_\_

# Revising

**Use this checklist to revise your narrative writing.**

- Does the story have a beginning, middle, climax, and end?
- Is it clear that the story is a personal narrative?
- Is it written in first-person?
- Does the story include dialogue?
- Does the dialogue sound natural?
- Are there places where additional descriptions could be added?
- Are there words that can be replaced with better, more precise words?

# Editing/Proofreading

**Use this checklist to correct mistakes in your narrative writing.**

- Did you use proofreading symbols when editing?
- Have you checked for run-ons and sentence fragments?
- Is the dialogue punctuated correctly?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in capitalization?

# Publishing

**Use this checklist to prepare your narrative writing for publishing.**

- Write or type a neat copy of your personal narrative.
- Use a multimedia source when publishing or presenting the writing.

# Prefixes *anti-*, *de-*, *super-*, and *trans-*

## **FOCUS**

Many words contain prefixes, and knowing the meanings of prefixes can help you understand the meanings of new or difficult words.

- The **prefix *anti-*** means “against.”
- The **prefix *de-*** means “down” or “away.”
- The **prefix *super-*** means “above” or “beyond.”
- The **prefix *trans-*** means “across” or “beyond.”

**PRACTICE** Add the prefix *anti-*, *de-*, *super-*, or *trans-* to the following base words and word parts to form spelling words.

### Word List

- |               |                    |
|---------------|--------------------|
| 1. antibiotic | 11. superficial    |
| 2. antibodies | 12. superhuman     |
| 3. antiseptic | 13. supersede      |
| 4. antisocial | 14. superstar      |
| 5. antivirus  | 15. supervise      |
| 6. decay      | 16. transaction    |
| 7. decline    | 17. transatlantic  |
| 8. deduct     | 18. transformation |
| 9. dejected   | 19. translate      |
| 10. deport    | 20. transport      |

### Challenge Words

1. deactivate
2. superintendent
3. translucent

1. \_\_\_\_\_ sede

7. \_\_\_\_\_ star

2. \_\_\_\_\_ late

8. \_\_\_\_\_ duct

3. \_\_\_\_\_ jected

9. \_\_\_\_\_ atlantic

4. \_\_\_\_\_ social

10. \_\_\_\_\_ port

5. \_\_\_\_\_ vise

11. \_\_\_\_\_ ficial

6. \_\_\_\_\_ cay

12. \_\_\_\_\_ port

13. \_\_\_\_\_ biotic

17. \_\_\_\_\_ bodies

14. \_\_\_\_\_ action

18. \_\_\_\_\_ cline

15. \_\_\_\_\_ virus

19. \_\_\_\_\_ septic

16. \_\_\_\_\_ formation

20. \_\_\_\_\_ human

**APPLY** If the word is spelled incorrectly, write the correct spelling on the line. If the word is spelled correctly, write *Correct*.

21. supercede \_\_\_\_\_

22. antiseptic \_\_\_\_\_

23. transacion \_\_\_\_\_

24. superficial \_\_\_\_\_

25. antevirus \_\_\_\_\_

26. transatlantic \_\_\_\_\_

27. dijected \_\_\_\_\_

28. antesocial \_\_\_\_\_

29. declign \_\_\_\_\_

30. translate \_\_\_\_\_

31. supervies \_\_\_\_\_

32. deactevate \_\_\_\_\_

33. antibodies \_\_\_\_\_

34. deducked \_\_\_\_\_

# Run-Ons and Sentence Fragments

## **FOCUS**

- A **complete sentence** must have a subject and a predicate. A complete sentence expresses a complete thought.

Mr. Newcastle's horses sleep in the barn.

- A **sentence fragment** is a group of words that do not express a complete thought. A sentence fragment is missing a subject or a predicate. A dependent clause that stands alone is also a sentence fragment. It is missing the word or words that the clause modifies.  
The cracked glass in the windowpane. (*no predicate*)  
Left early without telling anyone. (*no subject*)  
Before the ice on the pond thaws. (*dependent clause standing alone*)
- A **run-on sentence** has more than one clause and is missing the correct punctuation or conjunction.  
We missed our flight to Houston another flight leaves in two hours.

**PRACTICE** Identify each sentence below as **R** if it is a run-on, **F** if it is a sentence fragment, or **C** if it is a complete sentence.

1. \_\_\_\_\_ Until the trumpeter swam arrived at the zoo.
2. \_\_\_\_\_ My phone needs to be recharged I left the cord at home.
3. \_\_\_\_\_ The green van driving across the bridge.
4. \_\_\_\_\_ The soup in the fridge is starting to smell funny.
5. \_\_\_\_\_ The sun sinks slowly the shadows grow longer.
6. \_\_\_\_\_ A letter to the president.

**APPLY** Rewrite the sentences to correct each run-on or sentence fragment.

7. I entered my painting in an art show it won second prize.

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8. If the mosquitoes are not too bad tonight.

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9. My report about the Great Depression.

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10. Brooke finished reading *Hatchet* she did not care for it.

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11. Gavin's team made it to the tournament they won the last six games in a row.

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12. Always cares for his aunt's plants when she is away.

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13. Saskia wants to live on a farm someday she might be a vet in a big city.

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14. Whenever the weather is warm enough.

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