

Prefixes *en-*, *per-*, and *semi-*

FOCUS The prefix **en-** means “cause to.” For example, when the prefix **en-** is added to the word *close*, the new word *enclose* means “cause to close” or “close in.”

The prefix **per-** means “through.” For example, the word *permit* means “to send through,” or in other words, “to allow.”

The prefix **semi-** means “half.” For example, the word *semicircle* means “half of a circle.”

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

1. _____colon

2. _____lighten

3. _____severe

4. _____jury

5. _____throne

6. _____formal

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

7. permanent _____

8. enjoyable _____

9. semiannual _____

10. semiconductor _____

11. perspective _____

12. enrichment _____

13. permission _____

14. semifinal _____

Vocabulary

FOCUS

Review the selection vocabulary words from “The Mystery of Washington Park.”

alarmed
candidates
den
distinctive
eliminate
guidebook
lecture

mutant
omnivorous
shrieks
snout
stowaways
tagging along
tracking

PRACTICE Complete each sentence with a selection vocabulary word. Each vocabulary word should be used once.

1. The puppy was happily _____ behind the little girl as she went from room to room.
2. The city council considered the _____ for the position of city manager.
3. Raccoons are _____ because they eat both plants and meat.
4. The pig uses its _____ to dig up food as well as to smell.
5. The loud noise _____ the dog and it started to bark.
6. The coyote was _____ its prey using the sense of smell.

7. Be sure to read through the _____ for places to stay and eat before we travel.
8. The adventure movie told a story of _____ animals that could talk.
9. The bears hibernate in a _____ during the winter months.
10. In this book, two _____ hide in a train and travel across the country.
11. Look for the _____ pattern on the bird's wing to identify it.
12. The professor will give a _____ at the library about the history of our town.
13. There were happy _____ from the children on the playground.
14. Because of allergies, the girl had to _____ eggs and dairy from her diet.

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

15. What are some things an omnivorous animal would eat? _____
16. What is something you try to eliminate from your writing? _____
17. What animals have a distinctive snout? _____
18. What might a mutant fish look like? _____

Meet the Candidates

“What are your plans after school?” asked Mia.

“I’m going to the science club meeting. There are three candidates for president, and I want to know how they plan to lead the group. I better hurry up and get to the science classroom,” said Abby.

“Mind if I tag along? I might want to join science club this year,” replied Mia.

“I’d love for you to tag along. It would be great to have a friend to discuss which candidates to eliminate and which ones would be best,” said Abby.

The girls hurried down the hallway to the science classroom. Mrs. Gabriel, the science teacher, had the names of the three students running for science club president on the board: Alex, Jordan, and Chris. The three candidates sat at the front of the classroom, looking out at the room full of science club members. Mrs. Gabriel explained that the candidates would each tell their ideas for the club. We could ask questions after all of them spoke.

Alex started by sharing his ideas for science club, “As president, I would like to invite lecturers to come speak to us about science topics. We could invite some people who have published guidebooks about local plants and animals. We could have different speakers give lectures on a variety of topics related to science. Some could speak about nature, and others could talk about space.”

Jordan shared her ideas next, “As president, I would like to make science club fun. We could have a mutant animal party where we dress up as animals with extra eyes or snouts.” Mia noticed some looks of alarm at this suggestion and heard a shriek or two of laughter. After Mrs. Gabriel quieted the group, Jordan continued, “I would also like to organize trips to the zoo, natural parks, and preserves.”

The final candidate was Chris, and he stood up and turned down the lights. He displayed some photographs of animals on the screen in the front of the room and said, “My father is a nature photographer. He took these pictures of animals in their natural habitats. He knows how to track animals to their dens, at a safe distance. He could share many amazing stories and teach us much about animals, nature, and photography.”

Mrs. Gabriel thanked the candidates and asked if anyone had questions.

Mia raised her hand and asked, “If you could be an animal, would you choose to be a carnivore, herbivore, or omnivore? Please explain your answer.” Chris answered first, saying he would be a carnivore and probably a predator at the top of the food chain, like a lion. Alex answered next saying that panda bears were his favorite animals, and that they were herbivores. Jordan chose omnivores because they are open to eating just about anything, just like her.

Then a boy asked the candidates, “What is one word you would choose to distinctively describe your vision for science club next year?” The candidates thought for a few minutes and then answered. Alex gave the word “learning,” Jordan chose the word “fun,” and Chris decided on the word “stowaways.”

“Stowaways is a distinctive word. Would you please explain your answer?” asked Mrs. Gabriel.

Chris explained, “Well, first, when my father shares his stories, I want him to share one about an unexpected stowaway he found in his camera case. I also chose that word because I thought we might feel like stowaways as we learn about different places and science topics.”

“Thank you,” replied Mrs. Gabriel. “Now, club members, it is up to you to decide which candidate you prefer for president. Each one has a distinct idea of what the club will do next year, so you should choose the one who represents the club you would like it to be. I will give you some time to discuss and think about each one.”

Mia and Abby discussed each candidate and their thoughts about each one’s vision for the club. The lecture idea did not sound as interesting to the girls, so they eliminated Alex as a candidate first. Then they discussed the other two candidates, Jordan and Chris, and their ideas. Abby liked Jordan’s idea to make the science club fun, but she wasn’t sure she wanted to dress up like a mutant animal. Mia wanted to hear about the adventures in tracking down animals for photographs, but she also wanted to go on trips to the zoo and nature preserves. After much thought, they made their decision and voted.

Mrs. Gabriel counted the votes and announced the next president, “It looks like it will be a fun year in science club with your new president, Jordan!”

Fact and Opinion

FOCUS

Good writers use both facts and opinions in their writing. A good reader can tell one from the other.

- **Facts** are details that can be proven true or false.
- **Opinions** are what people think. They cannot be proven true or false.

PRACTICE Read each sentence below and tell whether it is a fact or an opinion.

1. Tracking animals is a lot of fun. _____
2. Animals leave distinct footprints in the soft mud. _____
3. This park has sixty-seven different species of mammals. _____
4. Mr. Smith will give a lecture about local flora on Friday. _____
5. His lectures are interesting and informative. _____
6. Raccoons, skunks, and badgers are omnivorous wild animals. _____
7. It is easy to find skunks and badgers in the preserve. _____
8. It is important to eliminate garbage from natural habitats. _____
9. It is crucial to use a guidebook when you travel. _____
10. This guidebook provides wildlife information for Yellowstone National Park.

APPLY Write one fact and one opinion you have about each topic below. Use complete sentences.

11. a lecture about animals

Fact: _____

Opinion: _____

12. candidates for a job

Fact: _____

Opinion: _____

13. wild animals

Fact: _____

Opinion: _____

14. nocturnal animals

Fact: _____

Opinion: _____

15. a dance studio

Fact: _____

Opinion: _____

16. a roller coaster

Fact: _____

Opinion: _____

Name _____ Date _____

Research Report

Revising

Your language should be appropriate for your audience and purpose. Academic language is used for formal writing, such as research reports, essays, and business letters. Copy four sentences from your report, and have a peer give feedback on how to improve them. Then rewrite them using more precise word choices, including academic language.

Sentence 1 _____

Feedback _____

Revised Sentence _____

Sentence 2 _____

Feedback _____

Revised Sentence _____

Sentence 3 _____

Feedback _____

Revised Sentence _____

Sentence 4 _____

Feedback _____

Revised Sentence _____

Revising

Use this checklist to revise your research report.

- Does the introduction grab the reader's attention?
- Have you included a sufficient number of facts, examples, and explanations?
- Have you checked to see that your facts and information are accurate?
- Have you used precise and vivid word choices, including academic language?
- Have you used a variety of sentence types?
- Do you have a strong conclusion?

Editing/Proofreading

Use this checklist to correct mistakes in your research report.

- Did you use proofreading symbols when editing?
- Did you check that all nouns, pronouns, and possessives are correct?
- Did you check for mistakes in verb tense?
- Did you check the writing for misspelled words?
- Did you check that each entry in your bibliography is formatted correctly?

Publishing

Use this checklist to prepare your research report for publishing.

- Write or type a neat copy of your writing.
- Include a visual element that enhances the written information.
- Include a bibliography citing your sources.

Prefixes *en-*, *per-*, and *semi-*

FOCUS

A prefix changes the meaning of the base word it precedes. Identifying prefixes and understanding their meanings can help you figure out the meaning and spelling of a difficult or unfamiliar word.

- The **prefix *en-*** means “cause to.”
- The **prefix *per-*** means “through.”
- The **prefix *semi-*** means “half.”

PRACTICE Add the prefix *en-*, *per-*, or *semi-* to the following base words and word parts to form a spelling word.

Word List		Challenge Words
1. encircle	11. perforate	1. encapsulate
2. encode	12. perjury	2. permeate
3. enforce	13. perspire	3. semiconscious
4. engrave	14. pervasive	
5. enlist	15. semiannual	
6. enraged	16. semiformal	
7. envision	17. semiofficial	
8. perceive	18. semiprivate	
9. perceptive	19. semisweet	
10. perennial	20. semitropical	

1. _____private

6. _____tropical

2. _____vasive

7. _____vision

3. _____force

8. _____sweet

4. _____grave

9. _____ceptive

5. _____formal

10. _____ennial

11. _____code

16. _____list

12. _____jury

17. _____official

13. _____circle

18. _____ceive

14. _____forate

19. _____spire

15. _____annual

20. _____raged

APPLY Some of the following words are misspelled. Write the correctly spelled word on the line. If the word is already correct, write *Correct*.

21. perjury _____

22. semiffishel _____

23. envision _____

24. simesweet _____

25. inlist _____

26. permiate _____

27. incode _____

28. simeannual _____

29. perforate _____

30. engreave _____

31. semiprivet _____

32. prevasive _____

33. pereniel _____

34. incircle _____

Punctuation for Titles of Works

FOCUS **Titles** of books, stories, songs, poems, and films are punctuated to set them off from the rest of the words in a sentence.

- Long works, such as books and movies, are set off either by underlining the title or by setting the title in italics. The names of TV series are treated as longer works.

Have you seen the movie Amazing Nemo?

My coach recommended I read the book *How Basketball Works*.

Landry watches reruns of So What Happens Now? after school.

- Shorter works are set off using quotation marks. Short works include short stories, songs, poems, and essays.

“Casey at the Bat” is a famous poem by Ernest Lawrence Thayer.

We sang “Baa Baa Black Sheep” in music class today.

What is the moral of the fable “The Lion and the Thorn”?

PRACTICE Add the missing punctuation in the sentences below.

1. My favorite Beverly Cleary book is The Mouse and the Motorcycle.
2. The choir will sing the song Liza Jane during their concert this Sunday.
3. Tickets for Beauty and the Beast were all sold out, so we planned to see a different play instead.
4. The poem Paul Revere’s Ride was written in the 1800s.
5. I had a lot to think about after reading the novel Maniac Magee.
6. Baseball in April and Other Stories is a story collection by Gary Soto.

APPLY Use each title in a sentence. Be sure to punctuate titles of works correctly.

7. movie: Fly Away Home

8. poem: Wind on the Hill

9. story: The Ant and the Grasshopper

10. song: Row, Row, Row Your Boat

11. book: Through the Looking-Glass

12. TV series: A Snark in Brooklyn

What is your favorite song, book, movie, or TV show? Write a sentence telling about it. Use correct punctuation for titles of works.
