

Suffixes *-age*, *-an*, and *-ery*

FOCUS

The **suffix *-age*** means “action” or “process.” For example, the word *breakage* means “action of breaking.” This suffix can also mean “the outcome of.” For example, the word *wreckage* means “the outcome of a wreck.” When ***-age*** is added to a word, it creates a noun.

The **suffix *-an*** means “relating to.” For example, the word *Roman* means “relating to Rome.” When ***-an*** is added to a word, it creates an adjective or a noun.

The **suffix *-ery*** means “state of” or “quality of.” For example, the word *mockery* means “state of mocking.” This suffix can also mean “place” or “establishment.” For example, the word *bakery* means “a place where baked goods are made and sold.”

PRACTICE Add the suffix *-age*, *-an*, or *-ery* to each base word below, and then write the new word’s definition on the line. Use a dictionary if you need help.

1. Europe _____

2. pack _____

3. trick _____

4. fool _____

APPLY Select the word with the suffix *-age*, *-an*, or *-ery* that best fits the definition and write it on the line. Then use each word in a sentence.

American	bravery	coverage	drainage
metropolitan	nursery	refinery	snobbery

5. action of covering _____

6. room where a baby sleeps _____

7. quality of a snobbish person _____

8. relating to America _____

9. place where something, such as sugar or oil, is refined _____

10. relating to a big city _____

11. action of draining _____

12. state of being brave _____

Vocabulary

FOCUS Review the selection vocabulary words from “The Search for the Mysterious Patriot.”

bothersome
cede
considerable
divulge

hunch
in the nick of time
intently
mere

respects
ruffian
scandal
staunch

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

1. The previous mayor’s action causing public anger appeared in the news for weeks.

2. I had a guess or feeling that he would be moving this summer.

3. I find tapping on the desk troubling and annoying, so I ask people to stop.

4. I am a committed recycler, always finding ways to reuse and recycle items.

5. Please give Uncle Steve my greetings when you see him.

6. I will yield this last cookie to you.

7. The villain in the movie did not prevail in the end.

8. He will release previously unknown information where we can find the missing phone.

9. She learned how to speak Spanish in only weeks.

10. We arrived at the event just before it was too late.

11. They spent a great amount of time and energy on their project.

12. They worked with their mind firmly fixed on the project in the days before it was due.

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

13. What takes a considerable amount of time to do? _____

14. What is something you find bothersome? _____

15. How would you give respects to someone? _____

16. What hunch do you have about tomorrow? _____

17. When have you done something intently? _____

18. When have you arrived in the nick of time? _____

The School News Reporter

Mia was one of the best news reporters at her school. She was a great investigator and interviewer. She knew a considerable number of people in the school, including the students and staff. She could find information on any scandal or mystery because she did not divulge the identities of any people who wanted to remain anonymous. People trusted Mia to tell their stories because she was a staunch believer that truth and accuracy mattered above all else.

The first story she wrote was truly a scandal. The art teacher contacted the school office to say that materials were missing from her classroom. Mia interviewed the teacher and discovered that the missing materials consisted of a considerable amount of cardboard and scrap paper. Mia had a hunch about where the materials had gone. She listened intently as students all told the same story: the materials were in the classroom when they left. Then, the custodian confirmed her hunch—he had placed the materials in the recycling not realizing they were art materials.

One good way Mia found story ideas was by paying her respects to teachers during lunch or break times. She would ask them questions and listen with great intention. She found unanswered questions bothersome, so she would ask more questions until she understood something completely. Sometimes, teachers would cede that they did not know an answer and she would have to ask someone else.

Most of the time, Mia merely wrote stories that described the lives of teachers and staff outside of school. She would describe their hobbies, such as running or knitting. Mia made it seem as though she were divulging top secret information, however teachers and staff never seemed bothered by talking about their hobbies and interests.

One time, however, Mia was out of story ideas. She did not have a good mystery to solve or a riveting scandal to investigate. She did not have any new information about teachers or staff to share. She was starting to worry that she would not have a story for the next edition of the newspaper. Then, just in the nick of time, something unusual happened at school.

Messages on sticky notes started appearing in the bathrooms, and then in classrooms too. The messages were ones of kindness and no one knew who was leaving them around school. And suddenly, Mia had a story!

Mia first talked to the students who found the notes. All the messages were written on sticky notes, and the handwriting was clear and simple. The notes all had messages of inspiration or encouragement, but the students had not seen anyone place the notes. The only other person any student saw was Mr. Powell, the custodian, leaving after his afternoon inspection. Mia decided to interview Mr. Powell next.

“Excuse me, Mr. Powell, I have a few questions for you,” said Mia the next day. “Have you heard the news about the bathrooms?”

“What have those ruffians done now?” asked Mr. Powell. “Have they made a big mess?”

“No, no, nothing like that,” said Mia. “Kind notes are appearing around the school. Did you see any notes in the bathrooms?”

“Kind notes? I did not see anything unusual last time I was there. Sorry, I can’t help more, but I am glad to hear that there is no mess!” said Mr. Powell.

Mia interviewed some teachers after talking to Mr. Powell. The teachers had heard students discussing these notes, but they did not know who placed them in the bathrooms. They did notice that the notes made the students feel better. A few teachers divulged that they added similar notes to their classrooms before a big test. Those notes read “You can do this!” and “Relax. You know it!”

The teachers had some hunches as to who might have left the notes in the bathroom, so Mia followed up on their ideas. She interviewed the counselors who often talked to students when they were overwhelmed or sad. Then she interviewed the principal, the vice principal, and the secretaries. They all ceded that she might never find out if the note-writer did not want her to know.

Since the deadline for submitting articles was coming up, she merely wrote up the information she had gathered. Her article focused on the reactions of the students rather than the person who wrote the notes. It did not seem to bother her editors that she did not find out who left the notes.

Mia knew the truth might create a scandal if people knew that *she* had been writing the notes. It might look like she wrote the notes with the intent of creating news, even though her intention was merely to share kindness at school. Mia decided that the source of the notes would remain undivulged.

Sequence

FOCUS The **sequence** in which events occur in a story is indicated by time words and order words.

PRACTICE Read each sentence. Write the time and order words or phrases in each sentence on the line.

1. In the spring, we clean out the garden and plant new flowers.

2. The drama club will present the play next weekend.

3. The students can join a book club over the summer.

4. You must sign up by Saturday afternoon.

5. We will visit with our grandparents all day.

6. Then, we will go and stay with our cousins.

7. The contest winner will be announced at the end of August.

8. First, you must gather a group of friends together for the competition.

APPLY Read the paragraph below. Then, rewrite the events in the paragraph in the correct sequence.

9. Next, I will determine how many books or pages I need to read each day. Finally, I will read and record the books and deliver the list by the due date. I know how to win the book reading contest this year. First, I will figure out how many books I need to read to win. Then, I will choose books I can read in that time frame.

Write instructions for a simple card or board game. Describe the game from start to finish in the correct sequence.

10.

Name _____ Date _____

Response to Literature

Think

Audience: Who will read your response to literature?

Purpose: What is your reason for writing a response to literature?

PREWRITING Record notes to help you analyze your character's role and function. List details and descriptions from the story that support each element of the character below.

Character _____

Traits	
Motivation	
Thoughts and Feelings	
Relationships	
Conflicts and Changes	

REVISING Use this checklist to revise your response to literature.

- Have you named the story and introduced the character you are analyzing?
- Have you included information about the character's traits and motivations?
- Have you included other important information about the character's role and function?
- Have you included details from the story to support your analysis?
- Did you address an opposing view?
- Have you strayed off topic anywhere in your writing?
- Have you used a variety of sentence types?

EDITING/PROOFREADING Use this checklist to correct mistakes in your response to literature.

- Did you use proofreading symbols when editing?
- Did you check for mistakes in comparatives and superlatives?
- Did you correctly punctuate quotations?
- Did you check the writing for misspelled words?
- Did you check for commas after introductory clauses?

PUBLISHING Use this checklist to prepare your response to literature for publishing.

- Write or type a neat copy of your text.
- Include a cover page with an illustration related to the topic.

Suffixes *-age, -an, and -ery*

FOCUS

Understanding and identifying suffixes can help you determine the meaning and spelling of an unfamiliar word.

- The **suffix -age** means “action or process” or “the outcome of.”
- The **suffix -an/-ian** means “relating to.”
- The **suffix -ery** can mean “state or quality of,” but it can also mean “place or establishment.” You must use the word’s context to determine the suffix’s meaning.

PRACTICE Fill in the appropriate suffix to form a spelling word.

Word List

- | | |
|--------------|----------------|
| 1. bandage | 11. librarian |
| 2. blustery | 12. marriage |
| 3. bribery | 13. monastery |
| 4. cemetery | 14. musician |
| 5. comedian | 15. nursery |
| 6. damage | 16. orphanage |
| 7. eatery | 17. rummage |
| 8. forgery | 18. slavery |
| 9. gallery | 19. vegetarian |
| 10. Jamaican | 20. wintery |

Challenge Words

1. dietician
2. scrimmage
3. treachery

1. rumm_____
2. forg_____
3. orphan_____
4. music_____
5. cemet_____
6. Jamaic_____
7. dam_____

8. blust_____
9. band_____
10. gall_____
11. librar_____
12. monast_____
13. vegetar_____
14. nurs_____

15. eat _____

18. slav _____

16. wint _____

19. brib _____

17. comed _____

20. marri _____

APPLY If the word is misspelled, write the correct spelling on the line. If the spelling is already correct, write *Correct*.

21. comedien _____

31. dietishan _____

22. libarian _____

32. merriage _____

23. gallary _____

33. forgery _____

24. bribary _____

34. damege _____

25. musican _____

35. trechery _____

26. blustery _____

36. rumage _____

27. wintrey _____

37. nurshery _____

28. vegetarien _____

38. slavry _____

29. bandage _____

39. eaterey _____

30. orphinage _____

40. cemetary _____

Comparative and Superlative Adjectives and Adverbs

FOCUS

- A **comparative adjective** or **adverb** compares one person, place, thing, or action to another.

I jumped **higher** than my friend Michael.

- A **superlative adjective** or **adverb** compares one person, place, thing, or action to several others.

That is the **prettiest** flower in the garden.

- For most adjectives and adverbs that have more than two syllables, use the word *more* for the comparative and the word *most* for the superlative rather than adding *-er* or *-est* to the base word.

Tom was **more patient** than me.

Of all her team members, Kyra runs **most quickly**.

PRACTICE Write the comparative and superlative forms of each adjective and adverb listed below.

1. quiet _____
2. crispy _____
3. hot _____
4. soon _____
5. excited _____
6. slowly _____
7. interesting _____
8. heavy _____
9. young _____
10. obnoxious _____

APPLY Cross out the incorrect form of each comparative or superlative adjective or adverb in each sentence. Then, write the correct form on the line that follows.

11. The three-toed sloth moves the slowliest of all land mammals.

12. The koala is more fast than the three-toed sloth, but only when it is awake.

13. Koalas spend about twenty-two hours a day sleeping, making them the more sleepy of all animals. _____

14. The capybara, a rodent that can weigh more than one hundred pounds, is definitely heaviest than an average mouse. _____

15. The black mamba's speed and deadly bite make it the world's dangerest snake.

16. At one hundred fifty years, the reptile that lives most longly is the Galapagos tortoise. _____

17. The world's largertest spider has a perfect name—the Goliath birdeater.

18. With a wingspan of thirteen feet, the Marabou stork has the most widest wingspan of all birds. _____